

Smithville Independent School District

Smithville Elementary-Brown Primary

2025-2026 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

Spring 2025 Brown Primary CCNA Process:

Brown Primary engages with a variety of stakeholders in the development of the Campus Comprehensive Needs Assessment and Campus Improvement Plan. On March 5, 2024, 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, iReady assessment data and Frogstreet-CRT assessment data.

On March 14, 2025 the Administrative Committee met to select members to serve on each Focus Area Committee. The CSBDM Committee then met on April 9, 2025 to review the requested data within their focus areas. Each focus area shared their findings, strengths, needs, and priorities and held in depth discussion with the remainder of the CSBDM Committee.

The campus consulted teachers, principals, other school and district leaders, para educators, parents, business, and community members in the planning with timely and meaningful consultation.

24-25 Brown Primary Needs Assessment Process:

Brown Primary engages with a variety of stakeholders in the development of the Campus Comprehensive Needs Assessment and Campus Improvement Plan. On February 7, 2024, 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, iReady assessment data and GOLD assessment data.

On February 16, 2024 the Administrative Committee met to select members to serve on each Focus Area Committee. The CSBDM Committee then met on March 20, 2024 to review the requested data within their focus areas. 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 and review the Parent and Family Engagement Plan.

On April 15, 2024 the Committee met to discuss and provide feedback on proposed 24-25 CIP goals based off of priorities identified during the CCNA process.

The campus consulted teachers, principals, other school and district leaders, para educators, parents, business, and community members in the planning with timely and meaningful consultation.

25-26 Smithville Elementary Needs Assessment Process:

In April 2025, Campus Principal Holly Brockman distributed a survey to the Smithville Elementary Campus Improvement Committee, allowing members to suggest data sources for the campus needs assessment. The committee selected various data types, including Local Assessment Data, STAAR Data, Early Reading Data,

Discipline Data, Staff Information, Attendance Data, Student At-Risk Data, Demographic Data, Parent Information, Instructional Minute Data, and bullying reports.

On April 17, 2025, the committee met to review the requested data and identify "Strengths & Stretches" for each area. Following this analysis, they prioritized initiatives for the campus.

The percentage of students eligible for free or reduced-price lunches is used to determine the campus's low-income rate.

The campus consulted teachers, principals, other school and district leaders, para educators, parents, business, and community members in the planning with timely and meaningful consultation.

Distribution for Both Brown Primary and Smithville Elementary:

- **Campus Improvement Plan**: The CIP is posted on Smithville ISD's website in both English and Spanish at smithvilleisd.org. Hard copies are also available at each campus' front office.
- **District/Campus Parent and Family Engagement Policy**: The campus PFE policy is posted in both English and Spanish on the website at <https://www.smithvilleisd.org/page/parent-involvement-plans>
- **Title I School to Parent Compact**: The campus Title I School To Parent Compact is posted at <https://www.smithvilleisd.org/page/state-federal-programs>. Elementary, junior high school and high school compacts will be distributed at Meet the Teacher and Open House.
- **Translations**: These documents are provided in English and Spanish. Should another language be needed, please contact Dr. Bethany Logan at blogan@smithvilleisd.org

No Tribal Lands or Native American tribes reside within the boundaries of Smithville ISD.

Traducciones: Estos documentos se proporcionan en inglés y español. Si necesita otro idioma, comuníquese con la Dra. Bethany Logan en blogan@smithvilleisd.org.

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
Total Enrollment	209	191
Early Childhood Special Education	15	8
Prekindergarten	67	50
Kindergarten	127	133
G/T Students	4	0
Emergent Bilingual Students	22	27
Special Education Students	46	25
Economically Disadvantaged Students	150	87
Certified Teachers	10.5	10.5
Paraprofessionals	8.5	8.5
School Counselor	.2	.6
Health Services/Office Staff	2	2
Administration Staff	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

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

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

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

Smithville Elementary Teacher Demographics

	2021-2022 Total	2022-2023 Total	2023-2024 Total
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		
5th Reading	67%	76%	76%	40%	53%	48%	29%	28%	27%
5th Math	77%	74%	73%	54%	40%	45%	29%	23%	16%
5th Science	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
First	10	20%	40%	10%	30%	9	11%	44%	44%	0%
Second	14	71%	29%	0%	0%	14	64%	36%	0%	0%
Third	13	31%	54%	8%	8%	13	31%	54%	15%	0%
Fourth	15	13%	67%	13%	7%	15	13%	60%	27%	0%
Fifth	18	6%	56%	22%	17%	18	17%	56%	28%	0%
	#	Listening				#	Speaking			
		2022 - 2023					2022 - 2023			
		% Beginning	% Intermediate	% Advanced	% Advanced High		% Beginning	% Intermediate	% Advanced	% Advanced High
First	10	20%	10%	70%	0%	10	20%	20%	60%	0%
Second	14	7%	71%	14%	7%	14	57%	36%	7%	0%

	#	Reading				#	Writing			
		2022 - 2023					2022 - 2023			
		% Beginning	% Intermediate	% Advanced	% Advanced High		% Beginning	% Intermediate	% Advanced	% Advanced High
Third	13	0%	8%	31%	62%	13	31%	54%	15%	0%
Fourth	15	7%	40%	33%	20%	15	33%	33%	33%	0%
Fifth	18	0%	50%	39%	11%	18	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
First	50%	50% 20% Stayed At Same Proficiency Level
Second	22%	21% 21% Stayed At Same Proficiency Level
Third	29%	0% 100% Stayed At Same Proficiency Level
Fourth	8%	13% 47% Stayed At Same Proficiency Level
Fifth	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 Primary 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.

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

Smithville Elementary 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.

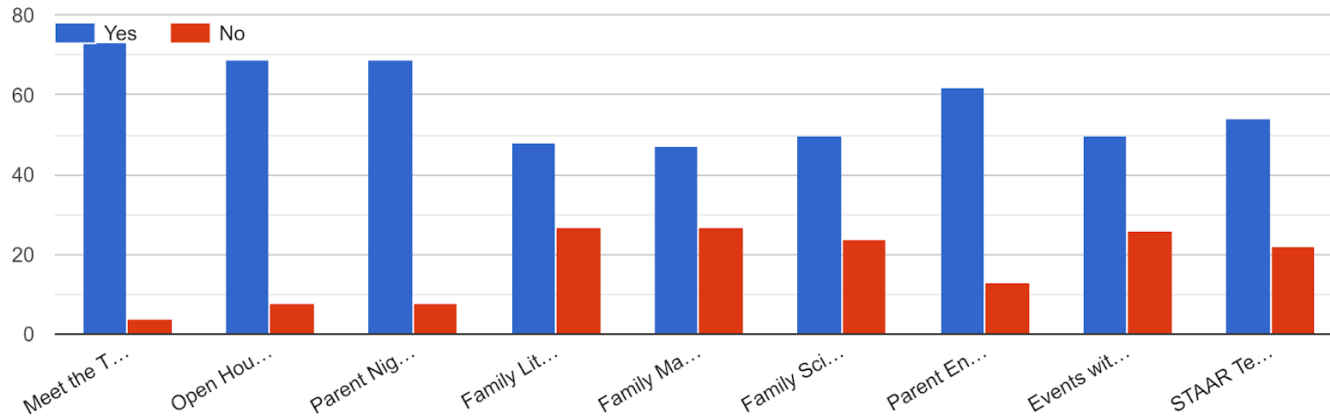
Perceptions - Parent Survey

	% 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: Student Success

Performance Objective 1: SES: Provide ongoing support to teachers in use of HQIM IReady and HMH, data analysis and making timely instructional adjustments so at the elementary 48% at 'Meets' RLA and 52% at 'Meets' math by the May 2026. SES's Federal Designation of Additional Targeted Support, the goals and strategies established will ensure the campus exits this status.

High Priority

Evaluation Data Sources: Observation/walk-through/ coaching Tracker, Short Cycle Assessments, Benchmarks, STAAR

Strategy 1 Details	Reviews			
Strategy 1: SES: Weekly lesson internalization at PLC on math and reading HQIM and coaching/feedback with the Instructional Leadership Team. Strategy's Expected Result/Impact: Efficient identification of teachers who may need coaching and support. Student growth academically. Staff Responsible for Monitoring: Campus Instructional Leadership Team ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	May	Aug	June
Strategy 2 Details	Reviews			
Strategy 2: SES: Provide frequent feedback and coaching through feedback/observation coaching sessions and PLC in the use of HQIM and lesson internalization. Strategy's Expected Result/Impact: Frequent feedback will lead to effective instructional adjustments. Staff Responsible for Monitoring: Campus Instructional Leadership Team ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Dec	May	Aug	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Student Success

Performance Objective 2: SES: By the end of the 25-26 school year, there will be a 10% decrease in office referrals in comparison to the 24-25 school year.

Evaluation Data Sources: Discipline Data

Strategy 1 Details	Reviews			
Strategy 1: SES: Continue to implement PBIS Rewards (Tiger Tokens and Tiger Token Store) Strategy's Expected Result/Impact: Increased Positive Behaviors Staff Responsible for Monitoring: Campus Instructional Leadership Team Campus Teachers ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	May	Aug	June
Strategy 2 Details	Reviews			
Strategy 2: SES: Include expectation reminders in the campus staff newsletter and morning announcements as areas of success and concern are identified. Strategy's Expected Result/Impact: Decrease of unwanted student behaviors due to reteaching of behavior expectations. Staff Responsible for Monitoring: Brockman O'Rourke ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	May	Aug	June
Strategy 3 Details	Reviews			
Strategy 3: SES: Implement refined Behavior MTSS practices and data collection for all students, specifically for those students at Tier II and Tier III. Strategy's Expected Result/Impact: Identification and intervention for students who struggle with behavior expectations. Staff Responsible for Monitoring: Brockman O'Rourke ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	May	Aug	June



No Progress



Accomplished



Continue/Modify



Discontinue





Goal 1: Student Success

Performance Objective 3: BP: By the end of the 25-26 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	Reviews			
Strategy 1: BP: New PK teachers will receive ESC 13 instructional coaching and/or coaching from consultant. Strategy's Expected Result/Impact: Increased effectiveness in developmentally appropriate practices and instructional strategies in PK classrooms. Staff Responsible for Monitoring: A. Westerfield TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	May	Aug	June
Strategy 2 Details	Reviews			
Strategy 2: BP: Grade level PLCs will follow the MIA (Materials Internalization & Alignment) approach to help teachers internalize HQIM lessons and differentiate for specific students and needs. Strategy's Expected Result/Impact: Increased effective instructional practices and strategies across all grade levels. Staff Responsible for Monitoring: A. Westerfield, N. Hannath, M. Vasquez	Formative			Summative
	Dec	May	Aug	June
Strategy 3 Details	Reviews			
Strategy 3: BP: Teachers with 0-3 years teaching experience will participate in the SISD Mentor Program. Strategy's Expected Result/Impact: New teachers gain knowledge and build essential teaching skills while working with a veteran teacher. Staff Responsible for Monitoring: A. Westerfield, M. Vasquez TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Dec	May	Aug	June

Strategy 4 Details	Reviews			
Strategy 4: BP: Campus will work with contracted Specialist in Early Childhood Education to continue to build instructional practices and environments. Strategy's Expected Result/Impact: Increasingly effective instructional practices and efficient classroom environments. Staff Responsible for Monitoring: A. Westerfield TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	May	Aug	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 1: Student Success

Performance Objective 4: BP: By the end of the 25-26 school year, the campus will have developed and implemented a plans of action for students entering Brown Primary during the current school year and/or transitioning to Smithville Elementary the following school year.





Evaluation Data Sources: Documentation of plan

Strategy 1 Details	Reviews			
Strategy 1: BP: Collaborate with District ESL Liaison to develop and implement a plan of action for students entering a US school from a foreign country. Strategy's Expected Result/Impact: Students and families will feel better prepared to enter school and students will have a more smooth transition knowing that concerns/needs have been addressed. Staff Responsible for Monitoring: S. A. Westerfield TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	May	Aug	June
Strategy 2 Details	Reviews			
Strategy 2: BP: Brown Primary will collaborate with Smithville Elementary to provide a field trip opportunity for current Kindergarten students to explore the elementary campus and meet SES staff in the Spring. Strategy's Expected Result/Impact: Smooth transition for students moving to the Smithville Elementary campus. Staff Responsible for Monitoring: A. Westerfield	Formative			Summative
	Dec	May	Aug	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 1: Student Success

Performance Objective 5: BP: Throughout the 25-26 school year, the campus will work to ensure that all classrooms are appropriately staffed and within a 22:1 ratio.





Evaluation Data Sources: Master schedule

Strategy 1 Details	Reviews			
Strategy 1: BP: Communicate staffing needs and projected student enrollment with District Administration. Strategy's Expected Result/Impact: Appropriate staffing ratios in all classrooms Staff Responsible for Monitoring: S. A. Westerfield TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Dec	May	Aug	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 1: Student Success





Performance Objective 6: BP: Throughout the 25-26 school year, students will develop a positive self-perception and healthy habits to increase whole-child wellness.

Evaluation Data Sources: Student EOY screener

Strategy 1 Details	Reviews			
Strategy 1: BP: Counselor will provide 8 SEL based lessons including topics such as bullying reporting and prevention, suicide awareness and prevention, child abuse awareness, and other mental health related topics. Strategy's Expected Result/Impact: Students become aware and equipped to report issues to staff or other trusted adults. Staff Responsible for Monitoring: S. A. Westerfield, R. Behrens ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	May	Aug	June
Strategy 2 Details	Reviews			
Strategy 2: BP: 100% of Kindergarten students will receive explicit instruction on digital literacy and use of technology. Strategy's Expected Result/Impact: Students will learn how to navigate the online programs in a safe, productive manner. Staff Responsible for Monitoring: A. Westerfield, Miles	Formative			Summative
	Dec	May	Aug	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 1: Student Success

Performance Objective 7: BP: By the end of the 25-26 school year, Brown Primary staff will attend professional development in the areas of early childhood and special populations.

Strategy 1 Details	Reviews			
Strategy 1: BP: Professional development provided by ESC 13 directed toward building effective, developmentally appropriate stations/center materials. Strategy's Expected Result/Impact: Increased student performance in reading and math. Staff Responsible for Monitoring: A. Westerfield TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	May	Aug	June
Strategy 2 Details	Reviews			
Strategy 2: Campus administration will continue to attend professional development in the TIL Materials Internalization and Alignment model. Strategy's Expected Result/Impact: Efficient, effective collaboration during PLC leading to greater levels of student support and differentiation in the classroom. Staff Responsible for Monitoring: A. Westerfield TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Dec	May	Aug	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Staff Satisfaction and Engagement

Performance Objective 1: SES: By the end of the 25-26 school year, Smithville Elementary will meet federal accountability targets elementary 48% of high focus student pass RLA and 52% pass math which is a focus area for accountability.

High Priority

Evaluation Data Sources: Accountability Rating

Strategy 1 Details	Reviews			
Strategy 1: SES: Implement by using High-Quality Instructional Materials, HQIMs, in all grade levels for Reading, Math, and, Science. Strategy's Expected Result/Impact: Increased math, reading and science performance of all students. Staff Responsible for Monitoring: Campus Instructional Leadership Team ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	May	Aug	June
Strategy 2 Details	Reviews			
Strategy 2: SES: Implement Materials Internalization Alignment (MIA) practices for all teachers during PLCs. Strategy's Expected Result/Impact: Increased math, reading, and science performance of all students. Staff Responsible for Monitoring: Campus Instructional Leadership Team ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	May	Aug	June
Strategy 3 Details	Reviews			
Strategy 3: SES: Track Short Cycle Data by student and by Student Expectation to determine areas of reteach, intervention and progress in all grade levels. Strategy's Expected Result/Impact: Targeted intervention based on student needs. Staff Responsible for Monitoring: Campus Instructional Leadership Team Classroom Teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	May	Aug	June



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 2: Staff Satisfaction and Engagement

Performance Objective 2: SES: By the end of the 25-26 school year, Smithville Elementary will close achievement gaps to no greater than 10% percentage points for all sub populations in Domain 3 in comparison to the all-student group.

High Priority

Evaluation Data Sources: Short Cycle Data

Strategy 1 Details	Reviews			
Strategy 1: SES: Track short cycle data by sub populations to identify areas of concern in each sub-population. Strategy's Expected Result/Impact: Targeted intervention based on student need. Staff Responsible for Monitoring: Campus Instructional Leadership Team Classroom Teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	May	Aug	June
Strategy 2 Details	Reviews			
Strategy 2: SES: Implement refined MTSS procedures to support students who are not showing adequate progress on short cycles. Strategy's Expected Result/Impact: Identification and intervention of students who needs additional support. Staff Responsible for Monitoring: Campus Leadership Team Classroom Teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	May	Aug	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: Staff Satisfaction and Engagement

Performance Objective 3: SES: By the end of the 25-26 school year, Smithville Elementary will increase the percentage of students that score meets grade level or above on STAAR Reading by 10 percentage points from the 25-26 school year.

High Priority

Evaluation Data Sources: STAAR Data
Interim Data

Strategy 1 Details	Reviews			
Strategy 1: SES: Implement using High-Quality Instructional Materials, HQIMs, HMH Reading. Strategy's Expected Result/Impact: Increased reading performance of all students. Staff Responsible for Monitoring: Campus Instructional Leadership Team ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	May	Aug	June
Strategy 2 Details	Reviews			
Strategy 2: SES: Track Short Cycle Data by TEK to determine campus wide areas of success and improvement. Strategy's Expected Result/Impact: Targeted intervention based on student need. Staff Responsible for Monitoring: Campus Instructional Leadership Team Classroom Teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	May	Aug	June
Strategy 3 Details	Reviews			
Strategy 3: SES: Implement Materials Internalization Alignment (MIA) practices for all teachers during PLCs. Strategy's Expected Result/Impact: Increased reading performance of all students. Staff Responsible for Monitoring: Campus Instructional Leadership Team Classroom Teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	May	Aug	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: Staff Satisfaction and Engagement

Performance Objective 4: SES: By the end of the 25-26 school year, Smithville Elementary will increase the percentage of students that score meets grade level or above on STAAR Math by 10 percentage points from the 25-26 school year.

High Priority

Evaluation Data Sources: STAAR Data
Interim Data

Strategy 1 Details	Reviews			
Strategy 1: SES: Implement using High-Quality Instructional Materials, HQIMs, such as iReady Math. Strategy's Expected Result/Impact: Increased math performance of all students. Staff Responsible for Monitoring: Campus Instructional Leadership Team ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	May	Aug	June
Strategy 2 Details	Reviews			
Strategy 2: SES: Track Short Cycle Data by TEK to determine campus wide areas of success and improvement. Strategy's Expected Result/Impact: Targeted intervention based on student need. Staff Responsible for Monitoring: Campus Instructional Leadership Team Classroom Teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	May	Aug	June
Strategy 3 Details	Reviews			
Strategy 3: SES: Implement Materials Internalization Alignment (MIA) practices for all teachers during PLCs. Strategy's Expected Result/Impact: Increased math performance of all students. Staff Responsible for Monitoring: Campus Instructional Leadership Team Classroom Teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	May	Aug	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: Staff Satisfaction and Engagement

Performance Objective 5: SES: By the end of the 25-26 school year, Smithville Elementary will increase the percentage of students that score meets grade level or above on STAAR Science by 10 percentage points from the 25-26 school year.

High Priority

Evaluation Data Sources: STAAR Data
Interim Data

Strategy 1 Details	Reviews			
Strategy 1: SES: Track Science Short Cycle Data to determine campus wide areas of success and improvement. Strategy's Expected Result/Impact: Targeted intervention based on student need. Staff Responsible for Monitoring: Campus Instructional Leadership Team Classroom Teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	May	Aug	June
Strategy 2 Details	Reviews			
Strategy 2: SES: Implement using High-Quality Instructional Materials, HQIMs, such as SAVVAS Science. Strategy's Expected Result/Impact: Increased science performance of all students. Staff Responsible for Monitoring: Campus Instructional Leadership Team Classroom Teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	May	Aug	June
Strategy 3 Details	Reviews			
Strategy 3: SES: Implement Materials Internalization Alignment (MIA) practices for all teachers during PLCs. Strategy's Expected Result/Impact: Increased science performance of all students. Staff Responsible for Monitoring: Instructional Leadership Team ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Dec	May	Aug	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: Staff Satisfaction and Engagement

Performance Objective 6: SES: Performance Objective 6: By the end of the 25-26 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	Reviews			
Strategy 1: SES: Track Short Cycle Data of Emergent Bilingual students to determine campus wide areas of success and improvement. Strategy's Expected Result/Impact: Targeted intervention based on student need. Staff Responsible for Monitoring: Campus Instructional Leadership Team Classroom Teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	May	Aug	June
Strategy 2 Details	Reviews			
Strategy 2: SES: Implement using High-Quality Instructional Materials, HQIMs, for Reading, Math and Science. Strategy's Expected Result/Impact: Increased TELPAS performance of Emergent Bilingual students. Staff Responsible for Monitoring: Campus Instructional Leadership Team ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	May	Aug	June
Strategy 3 Details	Reviews			
Strategy 3: SES: Determine and implement effective data-driven language accommodations in all subject areas through BOY, MOY, and EOY LPAC meetings. Strategy's Expected Result/Impact: Increased assessment scores through language accommodations. Staff Responsible for Monitoring: O'Rourke Classroom Teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	May	Aug	June



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 2: Staff Satisfaction and Engagement

Performance Objective 7: SES: Performance Objective 7: By the end of the 25-26 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	Reviews			
Strategy 1: SES: Track Short Cycle Data of student receiving Special Education services to determine campus wide areas of success and improvement. Strategy's Expected Result/Impact: Targeted intervention based on student need. Staff Responsible for Monitoring: O'Rourke Classroom Teachers Special Education Teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	May	Aug	June
Strategy 2 Details	Reviews			
Strategy 2: SES: Evaluate specials education services being provided to each individual student and determine changes based on student short cycle data. Strategy's Expected Result/Impact: Accommodations and services are provided based on student areas of qualification. Staff Responsible for Monitoring: Brockman O'Rourke Special Education Teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	May	Aug	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Staff Satisfaction and Engagement

Performance Objective 8: BP: By the end of the 25-26 school year, 80% of students will score at the proficient level of their respective state-approved assessments.

High Priority
Evaluation Data Sources: Frogstreet AIM-CRT data, iReady assessment data





Strategy 1 Details	Reviews			
Strategy 1: BP: Brown Primary will utilize the MTSS process to identify struggling students and provide effectively tiered intervention strategies. Strategy's Expected Result/Impact: Students are given appropriate interventions for academic and behavior challenges reflective within data. Staff Responsible for Monitoring: All Brown Primary staff ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Dec	May	Aug	June
Strategy 2 Details	Reviews			
Strategy 2: BP: Brown Primary will implement the iReady suite of formative and diagnostic assessments and lesson materials. Strategy's Expected Result/Impact: Increased ability to track and measure student progress or lack there of. Staff Responsible for Monitoring: A. Westerfield TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	May	Aug	June

Strategy 3 Details	Reviews			
Strategy 3: BP: Brown Primary will work with the instructional coach to support teachers and develop highly effective lessons. Strategy's Expected Result/Impact: Increased student learning and performance. Staff Responsible for Monitoring: A. Westerfield, N. Hannath TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Dec	May	Aug	June
Strategy 4 Details	Reviews			
Strategy 4: BP: Brown Primary will utilize lessons from High Quality Instructional Materials, including those from HMH, iReady, SAAVAS, etc.. Strategy's Expected Result/Impact: Lessons will be aligned to grade level TEKS and support rigorous learning. Staff Responsible for Monitoring: A. Westerfield, N. Hannath, M. Vasquez TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Dec	May	Aug	June
Strategy 5 Details	Reviews			
Strategy 5: BP will upgrade classroom learning centers/stations to match real world and enriching activities for our students. Strategy's Expected Result/Impact: Students will have increased opportunities to explore and extend learning while interacting with peers. Staff Responsible for Monitoring: A. Westerfield TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Dec	May	Aug	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Stakeholder Engagement and Satisfaction

Performance Objective 1: SES: By the end of the 25-26 school year, Smithville Elementary will gather data from parents regarding climate/culture, academic/behavioral strengths & struggles, and overall performance in the fall and spring semesters.





Evaluation Data Sources: Parent Survey

Strategy 1 Details	Reviews			
Strategy 1: SES: Develop a parent survey to send out in November and April. Strategy's Expected Result/Impact: Increased feedback from parents. Staff Responsible for Monitoring: Brockman O'Rourke ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	May	Aug	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 3: Stakeholder Engagement and Satisfaction

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	Reviews			
Strategy 1: SES: Utilize the SISD app to communicate with parents regarding upcoming events on campus. Strategy's Expected Result/Impact: Increased communication with parents. Staff Responsible for Monitoring: Campus Administration Classroom Teachers ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	May	Aug	June
Strategy 2 Details	Reviews			
Strategy 2: SES: Send home a grade-level monthly newsletter. Strategy's Expected Result/Impact: Increased school-to-home communication Staff Responsible for Monitoring: Classroom Teachers ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	May	Aug	June
Strategy 3 Details	Reviews			
Strategy 3: SES: Regularly post campus highlights to the SES social media pages. Strategy's Expected Result/Impact: Increased school-to-home communication Staff Responsible for Monitoring: Campus Administration ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	May	Aug	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Stakeholder Engagement and Satisfaction

Performance Objective 3: SES: By the end of the 25-26 school year, Smithville Elementary will host a parent-involvement activity that invites parents to participate in an academic activity.

Evaluation Data Sources: Flyers
Sign In Sheets

Strategy 1 Details	Reviews			
Strategy 1: SES: Plan and publicize parent involvement activities. Strategy's Expected Result/Impact: Increased Parent Involvement Staff Responsible for Monitoring: Campus Administration Classroom Teachers ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	May	Aug	June
Strategy 2 Details	Reviews			
Strategy 2: SES: Gather volunteers to complete activities such as sight word work, reading with students who need extra practice. Strategy's Expected Result/Impact: Increased involvement from community adults. Staff Responsible for Monitoring: Campus Administration Classroom Teachers Counselors ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	May	Aug	June
Strategy 3 Details	Reviews			
Strategy 3: SES: Invite all parents to participate in parent-teacher conferences. Strategy's Expected Result/Impact: Parents will be well informed regarding their student's progress. Staff Responsible for Monitoring: Brockman ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	May	Aug	June



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 3: Stakeholder Engagement and Satisfaction

Performance Objective 4: BP: By the end of the 25-26 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	Reviews			
Strategy 1: BP: Provide survey information in a variety of ways to reach as many parents as possible. Strategy's Expected Result/Impact: Increased feedback to drive Campus Needs Assessment. Staff Responsible for Monitoring: S. A. Westerfield ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	May	Aug	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 3: Stakeholder Engagement and Satisfaction

Performance Objective 5: BP: During the 25-26 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	Reviews			
Strategy 1: 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. Strategy's Expected Result/Impact: Increased parent involvement and support for campus. Staff Responsible for Monitoring: S. A. Westerfield, R. Behrens TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	May	Aug	June
Strategy 2 Details	Reviews			
Strategy 2: BP: Provide language support and accessibility for Spanish speaking parents through SISD ESL Liaison. Strategy's Expected Result/Impact: Increased involvement and participation from Spanish speaking parents and families. Staff Responsible for Monitoring: S. A. Westerfield, J. Nicks ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	May	Aug	June
Strategy 3 Details	Reviews			
Strategy 3: BP: Host Parent-Teacher conferences in the Fall semester to discuss student performance and school-home connections. Strategy's Expected Result/Impact: Increased communication and strengthened relationship between school and home. Staff Responsible for Monitoring: S. A. Westerfield, Classroom Teachers ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	May	Aug	June





Strategy 4 Details	Reviews			
Strategy 4: BP: Utilize feedback received on 23-24 parent survey to decrease the frequency of activities parents would need to take miss work in order to attend. Strategy's Expected Result/Impact: Increased attendance at events Staff Responsible for Monitoring: S. A. Westerfield ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	May	Aug	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 3: Stakeholder Engagement and Satisfaction

Performance Objective 6: BP: During the 25-26 school year, Brown Primary will work to develop a bridge between community services and our students and families who need assistance acquiring these services.

High Priority

Evaluation Data Sources: Developed community services directory, attendance of community services representatives at parent events

Strategy 1 Details	Reviews			
Strategy 1: BP: The Counselor will work to develop a collection of local resources available to assist families in need and publish the list on our website. Strategy's Expected Result/Impact: Increased knowledge of programs and assistance available in our area. Staff Responsible for Monitoring: R. Behrens, S. A. Westerfield ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Dec	May	Aug	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 3: Stakeholder Engagement and Satisfaction

Performance Objective 7: BP: During the 25-26 school year, Brown Primary will work to make the campus more accessible and appealing for visitors, including those who speak Spanish.





Evaluation Data Sources: Updated exterior signage, signage in dual languages

Strategy 1 Details	Reviews			
Strategy 1: BP: Provide all flyers and forms in both English and Spanish. Strategy's Expected Result/Impact: More accessibility for Spanish speaking families. Staff Responsible for Monitoring: A. Westerfield ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	May	Aug	June
Strategy 2 Details	Reviews			
Strategy 2: BP: Provide campus signage in both English and Spanish. Strategy's Expected Result/Impact: Increased accessibility for Spanish speaking families. Staff Responsible for Monitoring: A. Westerfield ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	May	Aug	June
<div><div></div> No Progress<div></div> Accomplished<div></div> Continue/Modify<div></div> Discontinue</div>				

Goal 3: Stakeholder Engagement and Satisfaction

Performance Objective 8: BP: During the 25-26 school year, Brown Primary will work with families and child care facilities to develop/implement a transition plan for families and students.





Evaluation Data Sources: Documented transition plan, meeting agendas, transition events posted to calendar

Strategy 1 Details	Reviews			
Strategy 1: BP: Collaborate with area child care/school directors and principals to establish common interests and supports. Strategy's Expected Result/Impact: Increased collaboration between entities Staff Responsible for Monitoring: S. A. Westerfield ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Dec	May	Aug	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 3: Stakeholder Engagement and Satisfaction

Performance Objective 9: During the 25-26 school year, Smithville Elementary will work with families to develop/implement a transition plan for families and students.

Evaluation Data Sources: Documented meeting agendas, and transition events posted to the calendar.





Strategy 1 Details	Reviews			
Strategy 1: Students transitioning from Smithville Elementary to Smithville Junior High School will have at least one opportunity per year to ensure a smooth transition to a new campus in order to integrate services provided with Title I. Staff Responsible for Monitoring: Brockman O'Rourke	Formative			Summative
	Dec	May	Aug	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: Financial Operational Systems

Performance Objective 1: BP: By the end of the 25-26 school year, Brown Primary will have maintained a 95% average attendance rate.

High Priority





Evaluation Data Sources: Attendance data

Strategy 1 Details	Reviews			
Strategy 1: BP: Students will be recognized and rewarded for attendance each 9 week period. Strategy's Expected Result/Impact: Increased attendance rate. Staff Responsible for Monitoring: S. A. Westerfield, P. Lewis TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Dec	May	Aug	June
Strategy 2 Details	Reviews			
Strategy 2: BP: Families will be contacted after 10 unexcused absences to determine specific intervention strategies that will support the student in attending school. Strategy's Expected Result/Impact: Decreased number of students with excessive absences. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Dec	May	Aug	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Financial Operational Systems

Performance Objective 2: SES: By the end of the 25-26 school year, Smithville Elementary will have maintained a 95% average attendance rate.

Evaluation Data Sources: Brockman

Strategy 1 Details	Reviews			
Strategy 1: SES: Students will be recognized and rewarded for attendance each 9-week period. Strategy's Expected Result/Impact: Increased attendance rate. Staff Responsible for Monitoring: Brockman O'Rourke LeDoux ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction	Formative			Summative
	Dec	May	Aug	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	7	2	Campus administration will continue to attend professional development in the TIL Materials Internalization and Alignment model.