

# San Antonio Independent School District

## Smith Elementary - TIP - TIP

### 2023-2024 Targeted Improvement Plan



**Campus Number:** 015907165

**Board Approval Date:** January 16, 2024

**Superintendent:**  
**DCSI/Grant Coordinator:**

Dr. Jaime Aquino  
Eric B. Wicker

**Principal:** Fabiola Rivera  
**ESC Case Manager:** Shannon Allen  
**ESC Region:** 20

# Assurances

## DCSI/Grant Coordinator

I, the District Coordinator of School Improvement/Grant Coordinator, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

**Signature:** Eric B. Wicker

## Principal Supervisor

I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

**Signature:** Eric B. Wicker

## Principal

I, as principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

**Signature:** Fabiola Rivera

# Attestation

## 2023-2024 District Coordinator of School Improvement Superintendent Attestation

The superintendent must name a District Coordinator of School Improvement (DCSI) if their local education agency (LEA) meets one or more of the following criteria:

- the LEA, including those evaluated under alternative education accountability, was assigned an overall rating of F or must engage in unacceptable interventions due to TEC §39A.0545(b) or (c) or was assigned an overall rating of D or D in a domain;
- a campus within the LEA, including alternative education campuses, was assigned an overall rating of D or F or D in a domain;
- a campus was identified as in need of Comprehensive Support, Targeted Support, or Additional Targeted Support; or
- the LEA or campus described above has an appeal of a 23 accountability rating pending.

The DCSI oversees the work of school improvement as a required member of the Campus Intervention Team (CIT), leads and participates in the needs assessment, including the Effective Schools Framework (ESF) self-assessment and ESF Diagnostic process, improvement planning, and monitoring processes, and ensures requirements and submissions are completed on time. The DCSI supports campus and district improvement by ensuring that the district creates the conditions for campus implementation of best practices. The district commitments in the ESF describe what the district does to create the foundations upon which school-based best practices are built, and the district's actions are captured in the Targeted Improvement Plan (TIP). The DCSI needs to be in a position to impact and/or influence the ESF district commitments aligned to campus needs. DCSIs are principal supervisors or other district-level leaders with direct responsibility for campuses that have been identified for improvement under state and/or federal accountability.

It is strongly encouraged that the DCSI be the supervisor of the principal for the campus with an unacceptable performance rating. If the DCSI is not the principal supervisor, the principal supervisor is required to be a member of the CIT per Texas Administrative Code §97.1063(b)(2).

I, the superintendent of schools, attest that I have read the [DCSI Job Description](#), and that the DCSI selected can perform all the duties included in the job description.

**DCSI Name:** Eric B. Wicker  
**DCSI Title/Position:**

**Superintendent Name:** Dr. Jaime Aquino  
**Date:** Wed, Jan 17, 2024

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# Data Analysis

## Student Achievement

**What accountability goal has your campus set for this year in Domain 1? What challenges are you anticipating in Achieving your subject area Student Achievement goals?**

The goal at Smith is to be at 67% Approaches, 39% Meets, and 20% Masters. Increasing 5% points Approaches, Meets, and Masters overall in all test. The challenge we anticipate would be with our 5th grade group. We recently lost a 5th grade teacher. 5th grade has three total test that count towards our accountability rating. By meeting our campus goal our Raw school will increase from a 37 (2023) to a 42(2023).

## School Progress

What accountability goal has your campus set for this year in Domain 2A? What challenges are you anticipating in achieving your school progress domain goals?

## Closing the Gaps

**What accountability goal has your campus set for this year in Domain 3? What 3 - 4 priority targets are you focusing on in Domain 3? Why have you identified these groups/subjects?**

- TELPAS

In 2023 Smith did not meet the target goal of 49%.

# Self Assessment

**Essential Action 1.1: Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.**

**Key Practice:**

Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks are scheduled on weekly calendars (observations, debriefs, team meetings).

**Success Criteria:**

- Comprehensive list of responsibilities, including teachers assigned for supervision
- Weekly calendars show scheduled time for observations/feedback of classroom instruction, PLCs, and key data meetings

**Evidence:**

Smith Dashboard meetings tab, Smith Daily Bulletin, Roles & Responsibility Chart

**Implementation Level:**

Substantially in place and functioning

**Key Practice:**

Performance expectations are clear, written, measurable, and match the job responsibilities.

**Success Criteria:**

- Performance evaluations with measurable goals are pre-determined, written, and agreed upon by both manager and direct report at the beginning of the year

**Evidence:**

Smith faculty handbook

**Implementation Level:**

Substantially in place and functioning

**Key Practice:**

Campus instructional leaders use consistent, written protocols and processes to lead their department, grade-level teams, or other areas of responsibility.

**Success Criteria:**



- Lead team members use agendas and tracking tools for their instructional responsibilities including observation/feedback cycles, PLCs, and data meetings

**Evidence:**

We are making adjustments to meet the needs of the campus

**Implementation Level:**

Work is Underway

**Key Practice:**

Campus instructional leaders meet weekly to focus on student progress and formative data.

**Success Criteria:**

- Lead team meetings include written agendas, recorded meeting minutes and next steps captured along with follow-up techniques, with an emphasis on data analysis and progress monitoring

**Evidence:**

Weekly admin meetings take place including instructional coaches and campus counselor. Meetings agendas include next steps and list to do's for team members.

**Implementation Level:**

Work is Underway

**Key Practice:**

Principal improves campus leaders through regularly scheduled, job-embedded professional development consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

**Success Criteria:**

- Principals' calendar reflects scheduled time to observe lead teams in their highest-leverage, repetitive actions (observation/feedback, PLC observation, data meetings)
- Principals' calendar includes modeling the use of these tools and techniques
- Principal conducts job-embedded feedback loops with instructional leadership team members for continuous improvement

**Evidence:**

Calendar reflects scheduled time to observe teachers and attend PLC meetings

**Implementation Level:**

Work is Underway

**Essential Action Reflection:**

Some (less than half) of the key practices are substantially in place and functioning

## **Essential Action 1.2: Compelling and aligned vision, mission, goals, values focused on a safe environment, high expectations, and rigorous instruction.**

### **Key Practice:**

Stakeholders are engaged in creating and continually refining the campus' mission, vision, values, and goals.

### **Success Criteria:**

- Creation and refinement of mission, vision, values, and goals include the authentic and collaborative involvement and investment of administrators, teachers, staff, parents, and students
- Campus leaders have a system for gathering student, staff, and family feedback and respond with transparency

### **Evidence:**

Beginning of year training focused on revisiting and defining campus vision. Faculty committees meet regularly to plan, coordinate, and execute events that align with campus vision.

### **Implementation Level:**

Work is Underway

### **Key Practice:**

Campus mission, vision, values, and goals reflect strategies and activities grounded in research for all components of campus and instructional leadership.

### **Success Criteria:**

- Campus vision, mission, values, and/or goals articulate:
  - High expectations and shared ownership for student success
  - Ambitious student learning through rigorous and engaging lessons
  - Support for teachers to implement high leverage teaching practices
- Goals are set for student outcomes and implementation progress metrics aligned to highest priority curriculum and instruction strategies

### **Evidence:**

Teachers are provided support by campus instructional coaches in Reading & Math planning to ensure rigorous and engaging lessons are conducted. Shared ownership for student success is evident during Professional Learning Communities during which leadership teams and teachers discuss student data and develop action plans.

### **Implementation Level:**

Substantially in place and functioning

### **Key Practice:**

Campus messages, policies and practices are aligned to the mission and vision, and demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and post-secondary success.

### **Success Criteria:**

- Practices and policies are captured in writing and consistently implemented with fidelity
- Administrators and teachers demonstrate high expectations for all students and use asset-based language in staff-to-staff and staff-to-student interactions around performance, challenges, and strategies to ensure all students succeed
- Artifacts in the classrooms and hallways reference the mission and/or vision in addition to aligned practices and policies
- Staff can articulate the school’s mission, vision, and values and share how classroom and schoolwide routines, procedures, and policies reflect them

**Evidence:**

Teachers plan and coordinate 21st Century Learning Showcases in which students demonstrate their critical thinking, communication, creativity, and collaboration skills. Learning frameworks reflect aligned practices in PK through 5th grade.

**Implementation Level:**

Substantially in place and functioning

**Essential Action Reflection:**

Most (at least half) of the key practices are substantially in place and functioning

**Essential Action 2.1: Recruit, select, assign, induct and retain a full staff of highly qualified educators.**

**Key Practice:**

The campus implements ongoing and proactive recruitment strategies that include many sources for high-quality candidates.

**Success Criteria:**

- Identifies targeted sources (Colleges of Ed, ESC, ACP, online tools) with ongoing and recurring relationships
- Uses referrals from current high-performing teachers in the recruitment and selection of staff
- Develops and strategically deploys marketing materials that present the school as an attractive place to work
- Implements consistent ways to track success rates of different recruitment efforts, including an agreed upon definition of a high-quality candidate

**Evidence:**

Smith currently attends SAISD job fairs and works with HCM.

**Implementation Level:**

Not Yet Started

**Key Practice:**

Clear selection criteria, protocols, hiring, and induction processes are in place and align with the school’s vision, mission, values, and goals.

**Success Criteria:**

- Criteria is established prior to selection activities and includes demonstration of content knowledge, belief in the potential of all students, and willingness to learn and develop
- Interviews include demonstration lessons and formal interviews with current high-performing teachers to ensure alignment to vision, mission, values, and goals

**Evidence:**

We currently conduct interviews at the campus using campus and district created questions. The district provides a new teacher orientation the first week of August. New teachers are invited to spend 1 day at the campus.

**Implementation Level:**

Not Yet Started

**Key Practice:**

Campus leaders implement targeted and personalized strategies to retain high-performing staff.

**Success Criteria:**

- High-performing teachers are identified based on improving student outcomes and willingness to learn and develop
- Personalized strategies are employed to retain high performing staff including leadership opportunities and recognition

**Evidence:**

SAISD currently participates in the MTI designation program.

**Implementation Level:**

Work is Underway

**Key Practice:**

Teacher placements are strategic based on student need and teacher strengths.

**Success Criteria:**

- Content expertise, previous achievement results for both staff and students, and diversity amongst grade-level and content teams are all considered during assignment of staff

**Evidence:**

We currently have 1 MTI designated teacher in 4th grade teaching English and 1 MTI designated teacher in our dual language class teaching all content in 5th grade. These teachers have strategically been placed at those grade levels to help close academic gaps before sending them to middle school.

**Implementation Level:**

Substantially in place and functioning

**Key Practice:**

Grade-level and content-area teams have strong, supported teacher leaders trained in adult learning facilitation and team dynamics.

**Success Criteria:**

- Selection and assignment of teacher leaders is based on demonstrated track record of student achievement and adult leadership skills
- Targeted training includes adult facilitation and team dynamics
- Ongoing support includes administrative observation/modeling of meeting facilitation and performance coaching

**Evidence:**

Our current teacher leaders have not been provided with training around adult learning and team dynamics. Our current grade level team leaders currently volunteer for the role.

**Implementation Level:**

Not Yet Started

**Key Practice:**

Preferred substitutes are recruited and retained.

**Success Criteria:**

- Effective substitutes are identified and prioritized in short-term placement/deployment
- Ineffective substitutes are also identified and de-prioritized/prohibited

**Evidence:**

The campus attempts to recruit and retain preferred substitutes. At this time, we have 1-2 subs that will come back. Due to the need of long terms subs and the district long term sub incentive many of our substitutes are choosing to pick those long term sub positions.

**Implementation Level:**

Work is Underway

**Essential Action Reflection:**

Some (less than half) of the key practices are substantially in place and functioning

**Essential Action 3.1: Explicit school-wide behavioral expectations and culture routines.**

**Key Practice:**

Campus instructional leaders provide clear expectations, training and support so that teachers implement best practices for establishing and maintaining a productive classroom learning environment throughout the school.

**Success Criteria:**

- Campus leadership has communicated clear school-wide expectations for student and adult actions to both staff and students
- Campus calendar indicates dedicated time for training and ongoing professional development focused on classroom culture and management
- Teachers and campus leaders use a framework for classroom management that features high leverage practices to maximize instruction and facilitate a productive learning environment (setting clear behavioral expectations, routines and procedures, physical classroom layout, and student engagement strategies)
- Campus leaders develop teachers to build a sense of belonging in their classrooms through setting high academic expectations, soliciting and responding to student feedback,

and providing equitable opportunities for classroom participation

**Evidence:**

Campus has partnered with Leader in Me to carry out a school wide plan for aligning behavioral and cultural expectations.

**Implementation Level:**

Work is Underway

**Key Practice:**

Staff implement clear school-wide procedures and provide opportunities for practice that ensure safe and efficient student transitions and gatherings.

**Success Criteria:**

- School wide routines include steps for students that are clear, action-oriented, and easy to remember
- School wide routines include clear steps for adults to take to support students in meeting the expectations of routines
- Staff and students demonstrate safe and effective transitions and describe the routines for safe and effective transitions and gatherings, such as class changes and student meals

**Evidence:**

Clear routines have been established for transitions during specials, recess, and lunch.

**Implementation Level:**

Work is Underway

**Key Practice:**

Campus leaders establish and ensure all staff and students understand a system of incentives and consequences and consistently implement the system with fidelity.

**Success Criteria:**

- Clear campus-wide guidelines exist for immediate next steps when a student does not fully meet expectations
- There is a system of rewards and consequences within the school-wide behavior system that is consistently implemented
- Staff uses consistent responses to student behaviors
- Schools have a system in place that positively reinforces students who model expectations and demonstrate behaviors that reflect campus values

**Evidence:**

PBIS committee will meet to begin creating a school-wide behavior system to be implemented Spring 23.

**Implementation Level:**

Not Yet Started

**Essential Action Reflection:**

Work is underway to develop at least one of the key practices

### **Essential Action 4.1: Daily use of high-quality instructional materials.**

#### **Lever 4 Self Assessment:**

Campus has High-Quality Materials in place for both RLA and Math as defined by RBIS Indicators. (Based on Key Practice 1 Success Criteria for RBIS)

#### **Success Criteria:**

- Students have daily access to HQIM as part of their RLA student assignments.
- Students have daily access to HQIM as part of their Math student assignments.

#### **Evidence:**

High Quality Materials such as I-Ready are regularly used in 2nd through 5th grade.

#### **Implementation Level:**

Substantially in place and functioning

#### **Key Practice:**

Campus clearly outlines purpose of each assessment, when it is administered and how results are used to support student learning.

#### **Success Criteria:**

- Assessments throughout the year build up to at least the same rigor as the top-line assessment (STAAR, ACT, AP, etc.) in alignment with the scope and sequence
- Interim assessments are used to measure mastery of grade level standards at a specific point in time and not used to make instructional decisions.
- Formative assessments are used to measure progress towards mastery of specific grade level standard(s) and support instructional decision making in alignment with the curriculum design.

#### **Evidence:**

Kinder through 5th grade teachers develop and assign unit assessments in Reading, Math, and Science using district approved resources such as I-Ready and Eduphoria for selecting assessment questions. Campus assessment calendar indicates dates for unit assessments and formative assessments.

#### **Implementation Level:**

Substantially in place and functioning

#### **Key Practice:**

When instructional materials have been adopted and/or provided to teachers, campus leaders provide resources, training, and support for teachers to implement adopted instructional materials through internalization protocols, teacher planning time, and monitoring the rigor of taught lessons.

#### **Success Criteria:**

- Campus leaders regularly monitor the usage and implementation of provided adopted materials as designed
- Campus leaders provide feedback on teacher pacing and adherence to the level of rigor in the materials, including the use of student diagnostic and progress monitoring data
- Campus leaders provide the support and resources for teachers to engage in regular internalization protocols, resulting in teachers understanding the lesson outcomes and activities of lessons
- Teachers have sufficient planning time to internalize and/or prepare lessons, analyze assessments, and collaborate

**Evidence:**

Campus leaders check in with during PLC to get feedback on materials being used.

**Implementation Level:**

Work is Underway

**Key Practice:**

When instructional materials are developed by teachers, campus leaders provide resources and support teachers to develop units, lessons, and assessments that are high quality.

**Success Criteria:**

- Campus leaders provide professional development and review lesson plans for alignment between standards, daily objectives, knowledge and skills throughout the lesson, and exit tickets
- Campus leaders provide professional development and review lesson plans and give feedback to ensure lesson activities are in alignment with the objective of the lesson as well as content-specific research-based instructional strategies
- Teachers have sufficient planning time to internalize and/or prepare lessons, analyze assessments, and collaborate
- Campus instructional leaders ensure lessons feature embedded formative assessments and use that data to inform their instruction

**Evidence:**

PLC is sometimes used as planning time to ensure teachers have sufficient planning time to internalize lessons.

**Implementation Level:**

Work is Underway

**Essential Action Reflection:**

Most (at least half) of the key practices are substantially in place and functioning

**Essential Action 5.1: Professional Development for Effective Classroom Instruction.**

**Key Practice:**

Campus instructional leaders provide training and support so that teachers consistently implement content specific best practices.

**Success Criteria:**

- Teachers and campus leaders use frameworks for content specific pedagogical practices that reflect research based instructional strategies and are aligned to campus



instructional materials (for example, in math pushing students to choose appropriate tools or techniques to solve problems)

- Leaders provide teachers with effective initial training and ongoing support to ensure instruction contains content specific pedagogical practices
- Campus calendar indicates dedicated time for training and ongoing job embedded professional development on content specific teaching practices

**Evidence:**

Currently teachers follow a Smith Math and Reading frame works that is used across all grade levels. Campus instructional coaches model the framework for new to Smith teachers.

**Implementation Level:**

Substantially in place and functioning

**Key Practice:**

Campus instructional leaders provide training and support so that teachers consistently implement research based best practices for delivering rigorous instruction in any content.

**Success Criteria:**

- Teachers and campus leaders use a framework for instruction that contains high leverage practices relevant in any content (independent practice, monitoring student work, strategies that place cognitive lift on students such as wait time, encouraging discourse, and requiring evidence to support claims)
- Teachers and campus leaders use a framework for instruction that contains high leverage practices for affirming students' needs and experiences (e.g., activating prior knowledge, encouraging discourse, and facilitating interrogation of concepts from a variety of perspectives)
- Leaders provide teachers with effective up-front training and ongoing coaching to ensure instruction contains best practice in any subject, including affirming students' needs and experiences
- Campus calendar indicates dedicated time for training and ongoing job embedded professional development on universal best teaching practices

**Evidence:**

The 23-24 Smith dashboard provides teachers with a year at a glance of campus PD. Once a month teachers attend Smith work shops focusing on best practices.

**Implementation Level:**

Substantially in place and functioning

**Key Practice:**

Campus instructional leaders provide training and support to teachers on consistently implementing strategies for inclusion and support for students who are members of special populations groups.

**Success Criteria:**

- Campus calendar indicates dedicated time for training and ongoing professional development focused on differentiation of tier 1 instructional materials for all learners
- Campus-wide training and professional development focuses on the incorporation of proactive instructional approaches that address flexibility in the way information is presented, how students respond and demonstrate understanding, and how students engage in instruction
- Campus-wide training and ongoing support leads teachers to be responsive to IEP goals, goals for students who are Emergent Bilingual and other diverse learning needs when structuring student tasks, as evidenced by multiple paths to student demonstration of mastery during the lesson's execution

**Evidence:**

This is one area we need to improve

**Implementation Level:**

Not Yet Started

**Essential Action Reflection:**

Most (at least half) of the key practices are substantially in place and functioning

**Essential Action 5.2: Build teacher capacity through observation and feedback cycles.**

**Key Practice:**

Campus instructional leaders use established tools and processes to conduct observations, capture trends, and track progress over time.

**Success Criteria:**

- Campus observation tools feature a list of teaching practices involving both management/engagement and rigor (for example, high quality instructional materials observation tools, T-TESS, Get Better Faster, Teach Like a Champion, etc.)
- Campus leaders have a system to observe and track the level of teacher implementation of teaching practices as well as progress over time

**Evidence:**

Our campus currently uses T-TESS formal observation, snapshots, and comprehensive walks. As a leadership team we conduct learning walk 1-2 times a month.

**Implementation Level:**

Work is Underway

**Key Practice:**

Campus instructional leaders determine the frequency of observations based on teacher needs and student results on formative assessments.

**Success Criteria:**

- Observations take place at a cadence responsive to teacher effectiveness and need, as well as student formative assessment results
- All teachers experience observation and feedback, not just evaluation, at minimum quarterly throughout the school year

**Evidence:**

Using the TTESS snapshot, learning walks, and comprehensive walks.

**Implementation Level:**

Work is Underway

**Key Practice:**

Campus instructional leaders lead observation debrief conversations as soon as possible (within 2-3 school days) of observation and focus on the implementation of a high leverage goal or action step.

**Success Criteria:**

- Debrief conversations arrive at a clear goal or action step for teacher development that is high leverage and observable
- Teacher goals or action steps are responsive to the teacher’s current proficiency
- Instructional leaders invest teachers in goals or action steps through a clear articulation of its impact on student achievement

**Evidence:**

Feedback is shared with teachers conversation debrief does not happen all the time.

**Implementation Level:**

Work is Underway

**Key Practice:**

Observation debrief conversations feature follow-up on prior goals or action steps, clear models, and opportunities to practice.

**Success Criteria:**

- During observation debrief conversations, instructional leaders check-in with teachers on their progress with prior development goals, giving feedback on their implementation
- Instructional leaders clearly communicate the area of focus, goal, or action step to the teacher
- Instructional leaders show a model of the practice they would like teachers to implement, and discuss with the teacher how and when to implement the practice in their classroom
- Teachers practice, set a time to implement the goal or action step, and receive feedback on their area of focus

**Evidence:**

Most conversations do not all.

**Implementation Level:**

Work is Underway

**Essential Action Reflection:**

Work is underway to develop at least one of the key practices

**Essential Action 5.3: Data-driven instruction.**

**Key Practice:**

Campus instructional leaders review disaggregated data to monitor the progress of all students, provide evidence-based feedback to teachers, and inform instructional responses.

**Success Criteria:**

- Assessment calendars include windows for data analysis
- Campus instructional leaders meet after each relevant assessment period to disaggregate and review data in order to make data informed decisions
- Coaching and support of teachers is informed by data, including an analysis of student work samples to assess curricular rigor, determine the impact of instruction, and make decisions alongside teachers to improve instruction

**Evidence:**

Data is always reviewed and analyzed during faculty or PLC time. Leadership team reviews data before sharing with teachers.

**Implementation Level:**

Work is Underway

**Key Practice:**

Campus leaders facilitate a consistent process for teachers, individually and in PLCs, to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to respond.

**Success Criteria:**

- **Understand the task, any related texts and standards and create or internalize the exemplar:** Unpack the standard into knowledge and skills, create or internalize the teacher exemplar to confirm expected level of rigor, and ensure knowledge and skills reflect all appropriate paths to mastery
- **Analyze and sort student work:** categorize student work into high, medium, and low levels of mastery, and analyze to look for trends in student misconceptions
- **Identify the highest leverage gap:** Determine key conceptual and procedural gaps between student work and exemplar, name the specific student error and misunderstanding that if corrected would yield the greatest increase in mastery
- **Plan the response:** Identify adjustments to make to upcoming instructional opportunities where students will revisit unmastered concepts and/or concepts foundational to the current or upcoming unit of instruction
- **Practice the response:** Stand and deliver portions of your planned instructional response with real-time feedback, repeating as necessary until practice is strong
- **Follow Through:** Write the corrective instruction action plan, including the identified gap and when the planned response will take place, specific students to be addressed, and the follow-up date for reassessment and further data review

**Evidence:**

Instructional Coaches lead teachers through data analyzes.

**Implementation Level:**

Work is Underway

**Key Practice:**

Campus leaders provide teachers with protected time for in-depth conversations about formative student data and possible adjustments to instructional delivery.

**Success Criteria:**

- The master schedule includes at least one block weekly for teacher teams to meet for the purpose of reflecting on student work
- Teacher team meeting agendas are developed utilizing a common protocol

- Teacher team meetings include discussion of formative student data, effective instructional strategies, and possible adjustments to instructional delivery

**Evidence:**

Smith dashboard shares calendar.

**Implementation Level:**

Substantially in place and functioning

**Key Practice:**

Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.

**Success Criteria:**

- All classrooms include at least one visible student progress tracking artifact, which is regularly updated
- Campus hallways include at least one visible student progress tracking artifact, which is regularly updated

**Evidence:**

Some classes have have student tracking artifact.

**Implementation Level:**

Not Yet Started

**Essential Action Reflection:**

Some (less than half) of the key practices are substantially in place and functioning

# Essential Actions

## Submission 1 and 2A

**Essential Action 1.1:** Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

**Implementation Level:** Beginning Implementation

**Key Practices:**

**Essential Action 1.2:** Compelling and aligned vision, mission, goals, values focused on a safe environment, high expectations, and rigorous instruction.

**Implementation Level:** Partial Implementation

**Key Practices:** Campus messages, policies and practices are aligned to the mission and vision, and demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and post-secondary success.

Campus mission, vision, values, and goals reflect strategies and activities grounded in research for all components of campus and instructional leadership. Stakeholders are engaged in creating and continually refining the campus' mission, vision, values, and goals.

**Essential Action 2.1:** Recruit, select, assign, induct and retain a full staff of highly qualified educators.

**Implementation Level:** Beginning Implementation

**Key Practices:**

**Essential Action 3.1:** Explicit school-wide behavioral expectations and culture routines.

**Implementation Level:** Planning for Implementation

**Key Practices:**

**Essential Action 4.1:** Daily use of high-quality instructional materials.

**Implementation Level:** Partial Implementation

**Key Practices:** When instructional materials are developed by teachers, campus leaders provide resources and support teachers to develop units, lessons, and assessments that are high quality.

When instructional materials have been adopted and/or provided to teachers, campus leaders provide resources, training, and support for teachers to implement adopted instructional materials through internalization protocols, teacher planning time, and monitoring the rigor of taught lessons.

Lesson, unit, and interim assessments are consistently administered in alignment with the conceptual understandings, procedural skills, and knowledge learned in the instructional materials.

Campus leaders ensure that teachers have access to high-quality instructional materials that fully cover state standards, are aligned to research-based instructional strategies, and meet the needs of all students, including special populations.

**Essential Action 5.1:** Professional Development for Effective Classroom Instruction.

**Implementation Level:** Partial Implementation

**Key Practices:**

**Essential Action 5.2:** Build teacher capacity through observation and feedback cycles.

**Implementation Level:** Planning for Implementation

**Key Practices:**

**Essential Action 5.3:** Data-driven instruction.

**Implementation Level:** Beginning Implementation

**Key Practices:**

## Summer Planning

**Essential Action 1.1:** Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

**Implementation Level:** Not Yet Started

**Key Practices:**

**Essential Action 1.2:** Compelling and aligned vision, mission, goals, values focused on a safe environment, high expectations, and rigorous instruction.

**Implementation Level:** Not Yet Started

**Key Practices:**

**Essential Action 2.1:** Recruit, select, assign, induct and retain a full staff of highly qualified educators.

**Implementation Level:** Not Yet Started

**Key Practices:**

**Essential Action 3.1:** Explicit school-wide behavioral expectations and culture routines.

**Implementation Level:** Not Yet Started

**Key Practices:**

**Essential Action 4.1:** Daily use of high-quality instructional materials.

**Implementation Level:** Not Yet Started

**Key Practices:**

**Essential Action 5.1:** Professional Development for Effective Classroom Instruction.

**Implementation Level:** Not Yet Started

**Key Practices:**

**Essential Action 5.2:** Build teacher capacity through observation and feedback cycles.

**Implementation Level:** Not Yet Started

**Key Practices:**

**Essential Action 5.3:** Data-driven instruction.

**Implementation Level:** Not Yet Started

**Key Practices:**

# Submissions

## Submission 1 (optional)

**1. Essential Action 1.2:** Compelling and aligned vision, mission, goals, values focused on a safe environment, high expectations, and rigorous instruction.

**Implementation Level:** Partial Implementation

**Key Practices:** Campus messages, policies and practices are aligned to the mission and vision, and demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and post-secondary success.

Campus mission, vision, values, and goals reflect strategies and activities grounded in research for all components of campus and instructional leadership. Stakeholders are engaged in creating and continually refining the campus’ mission, vision, values, and goals.

**Rationale:** Over 50% of staff members are new to Smith including the campus Principal. Having a common vision for students and staff members is important to accomplish a positive learning environment for all and having the same end in mind.

**Source Used to Identify Rationale:** Self Assessment

**Who will you partner with?:** Leader In Me

**How will you build capacity in this Essential Action?:** Staff members will receive PD from Leader In Me.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Priorities will be shared through faculty meetings in 2023 Aug PD for teachers. Create buy in by having staff members identify the actions at Smith that align to the mission. We will then talk about how Leader in Me can enhance our mission in action.

**Desired Annual Outcome:** By June 7th, 2024, 80 % of Smith teachers will implement Leader in Me, as evidenced by teacher/student artifacts and learning walks.

**District Commitment Theory of Action:** The district ensures that principal supervisors have the necessary authority to create conditions for school success.

**Incremental Outcome 1 (optional):** By Feb. 10th, 2024, 100% of teachers are trained by Leader in Me and accompanying resources as evidenced by the Campus Professional Calendar.

**District Actions:** The DCSI will support the campus by providing campus with classroom observations. The DCSI will engage in monthly classroom observations to observe asset base languages and artifacts.

**Incremental Outcome 2 (optional):** By April 5, 2024, 70% of Smith teachers will implement Leader in Me lessons, as evidenced by teacher/student artifacts and learning walks.

**Did you achieve your Incremental Outcome 1 (optional):**

**What data supports your claim? (optional):**

| What challenges do you think you'll encounter in achieving desired campus or student outcomes for this cycle? | What specific action steps address these challenges?       | How does this action step address this challenge?   |
|---|--|---|
| Mindset/ time   | Action Step 1, Action Step 2, Action Step 3, Action Step 4 | Teacher 50/50 days will focus on planning implementation & becoming familiar with curriculum. |



**Did you achieve your Incremental Outcome 2 (optional):**

**What data supports your claim? (optional):**

| Step 1 Details   | Reviews   |
|--|---|
| <p><b>Action Step 1:</b> Review and plan Leader In Me PD schedule for 1st semester with Leader In Me Rep.<br/> <b>Evidence Used to Determine Progress:</b> Calendar<br/> <b>Leader(s) Accountable:</b> Admin<br/> <b>Leader Follow Up Action(s):</b> Add dates to PD calendar<br/> <b>Non-Funded Resources Needed:</b> NA<br/> <b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> August 15, 2023 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> August 31, 2023</p>                                | <p><b>Progress toward Action Steps:</b> Met<br/> <b>Necessary Adjustments/Next Steps:</b></p> |
| Step 2 Details   | Reviews   |
| <p><b>Action Step 2:</b> Introduction to Staff Aug. 7th &amp; Smith vision and mission - setting mind set<br/> <b>Evidence Used to Determine Progress:</b> PD agenda &amp; staff activity<br/> <b>Leader(s) Accountable:</b> Admin<br/> <b>Leader Follow Up Action(s):</b> revisit through out the school year.<br/> <b>Non-Funded Resources Needed:</b><br/> <b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> August 1, 2023 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> August 31, 2023</p> | <p><b>Progress toward Action Steps:</b> Met<br/> <b>Necessary Adjustments/Next Steps:</b></p> |
| Step 3 Details   | Reviews   |
| <p><b>Action Step 3:</b> 2 training session with Leader in Me for staff<br/> <b>Evidence Used to Determine Progress:</b> Agenda and grade level action plan<br/> <b>Leader(s) Accountable:</b> admin<br/> <b>Leader Follow Up Action(s):</b> Ensure teachers have access to online and print resources<br/> <b>Non-Funded Resources Needed:</b><br/> <b>Addresses an Identified Challenge:</b></p> <p><b>Start Date:</b> September 1, 2023 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> October 31, 2023</p>          | <p><b>Progress toward Action Steps:</b> Met<br/> <b>Necessary Adjustments/Next Steps:</b></p> |

| Step 4 Details  | Reviews   |
|---|---|
| <p><b>Action Step 4:</b> MOY Reflection one on one teacher admin check in</p> <p><b>Evidence Used to Determine Progress:</b> Agenda- What's going well ? How are students reacting to the Leader in Me lessons ? What adjustments need to happen ? What support do you need ?</p> <p><b>Leader(s) Accountable:</b> admin</p> <p><b>Leader Follow Up Action(s):</b> address needs identified at the one on one meeting</p> <p><b>Non-Funded Resources Needed:</b></p> <p><b>Addresses an Identified Challenge:</b></p> <p><b>Start Date:</b> December 11, 2023 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> January 5, 2024</p> | <p><b>Progress toward Action Steps:</b> No Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p> |

## Submission 1 (optional)

### 2. Essential Action 4.1: Daily use of high-quality instructional materials.

**Implementation Level:** Partial Implementation

**Key Practices:** When instructional materials are developed by teachers, campus leaders provide resources and support teachers to develop units, lessons, and assessments that are high quality.

When instructional materials have been adopted and/or provided to teachers, campus leaders provide resources, training, and support for teachers to implement adopted instructional materials through internalization protocols, teacher planning time, and monitoring the rigor of taught lessons.

Lesson, unit, and interim assessments are consistently administered in alignment with the conceptual understandings, procedural skills, and knowledge learned in the instructional materials.

Campus leaders ensure that teachers have access to high-quality instructional materials that fully cover state standards, are aligned to research-based instructional strategies, and meet the needs of all students, including special populations.

**Rationale:** 2023 Smith STAAR data

**Source Used to Identify Rationale:** Self Assessment

**Who will you partner with?:** Vendors - Such as Heggerty, I ready, Amazon, Barnes & Noble

**How will you build capacity in this Essential Action?:** PLC, Smith Workshops, Faculty meetings

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Analyzing campus data, setting campus and individual teacher goals, teachers will set student goals.

**Desired Annual Outcome:** 39% of students in 3rd-5th grade will perform at the meets level in Reading, Math, and Science STAAR. 55% of K-2 students will be at Tier 1 in MAP Reading and Math.

**District Commitment Theory of Action:** The district ensures that principal supervisors have the necessary authority to create conditions for school success.

**Incremental Outcome 1 (optional):**

**District Actions:**

**Incremental Outcome 2 (optional):**

**Did you achieve your Incremental Outcome 1 (optional):**

**What data supports your claim? (optional):**

**Did you achieve your Incremental Outcome 2 (optional):**

**What data supports your claim? (optional):**

| Step 1 Details   | Reviews   |
|--|---|
| <p><b>Action Step 1:</b> 3th-5th grade students &amp; Teachers will have access to a variety of digital, printed, hands-on resource, and supplies to maximize student performance and engagement across all content areas.</p> <p><b>Evidence Used to Determine Progress:</b> By the end of Quarter 1, students will set STAAR goals for the 23-24 school year using MAP and previous year data.<br/>By the end of Quarter 2, students will analyze MOY MAP data and reflect on their progress.</p> <p><b>Leader(s) Accountable:</b> Admin &amp; Instructional Coaches</p> <p><b>Leader Follow Up Action(s):</b> During PLC check in with teachers to ensure instructional materials used are effective for student progress. Monitor class data trackers.</p> <p><b>Non-Funded Resources Needed:</b> Instructional Coaches, Smith Data Trackers, District Data point of contact, I Ready material to create assessments</p> <p><b>Addresses an Identified Challenge:</b></p> <p><b>Start Date:</b> August 14, 2023 - <b>Frequency:</b> Quarterly - <b>Evidence Collection Date:</b></p> <p><b>Funding Sources:</b> Resources including student students, - 6300-Supplies and materials - \$10,000</p> | <p><b>Progress toward Action Steps:</b> Met</p> <p><b>Necessary Adjustments/Next Steps:</b></p>           |
| Step 2 Details   | Reviews   |
| <p><b>Action Step 2:</b> k-2nd grade students &amp; Teachers will have access to a variety of digital, printed, hands-on resource, and supplies to maximize student performance and engagement across all content areas.</p> <p><b>Evidence Used to Determine Progress:</b> By the end of Quarter 1, students will partake in BOY MAP.<br/>By the end of Quarter 2, students will partake In reviewing BOY MAP goals.<br/>By the end of Quarter 3, students will partake in MOY MAP<br/>By the end of the year, students will partake In EOY MAP</p> <p><b>Leader(s) Accountable:</b> Admin &amp; Instructional Coaches</p> <p><b>Leader Follow Up Action(s):</b> Review data</p> <p><b>Non-Funded Resources Needed:</b></p> <p><b>Addresses an Identified Challenge:</b></p> <p><b>Start Date:</b> August 14, 2023 - <b>Frequency:</b> Quarterly - <b>Evidence Collection Date:</b> May 31, 2024</p> <p><b>Funding Sources:</b> Student &amp; teacher resources such as Heggerty - 6300-Supplies and materials - \$10,000</p>   | <p><b>Progress toward Action Steps:</b> Some Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p> |

| Step 3 Details   | Reviews   |
|--|---|
| <p><b>Action Step 3:</b> Pk-5th grade teachers will receive professional development and resources such as books to plan and deliver rigorous lessons that engage all students in the learning through total participation strategies.</p> <p><b>Evidence Used to Determine Progress:</b> learning walk data, PD, PLC, Smith workshop agendas</p> <p><b>Leader(s) Accountable:</b> Admin &amp; instructional coaches</p> <p><b>Leader Follow Up Action(s):</b> Seek feedback from teachers after PD - What strategies can you use in your classroom? What support do you need to implement ?</p> <p><b>Non-Funded Resources Needed:</b></p> <p><b>Addresses an Identified Challenge:</b></p> <p><b>Start Date:</b> August 15, 2023 - <b>Frequency:</b> Quarterly - <b>Evidence Collection Date:</b> May 31, 2024</p> <p><b>Funding Sources:</b> Books - 6200-Professional and contracted services - \$10,000</p> | <p><b>Progress toward Action Steps:</b> Some Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p> |
| Step 4 Details   | Reviews   |
| <p><b>Action Step 4:</b> All students will receive a multi-tiered system of support (MTSS) that provides accelerated learning and enrichment through extended learning opportunities such as field trips, tutoring, STEAM, Tiger clubs, and Excel Intervention.</p> <p><b>Evidence Used to Determine Progress:</b> Learning walks, student feedback, student data, student reflections, MTSS meeting agendas/Branching Minds</p> <p><b>Leader(s) Accountable:</b> admin</p> <p><b>Leader Follow Up Action(s):</b></p> <p><b>Non-Funded Resources Needed:</b></p> <p><b>Addresses an Identified Challenge:</b></p> <p><b>Start Date:</b> August 15, 2023 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> May 31, 2024</p> <p><b>Funding Sources:</b> Field trip transportation, entrance fees, club supplies - 6400-Other operating costs - \$12,697</p>   | <p><b>Progress toward Action Steps:</b> Some Progress</p> <p><b>Necessary Adjustments/Next Steps:</b></p> |

**Submission 2A (optional)**

**Did you achieve your student performance data goals?:**

**What data supports your claim?:**

**1. Essential Action 1.2:** Compelling and aligned vision, mission, goals, values focused on a safe environment, high expectations, and rigorous instruction.

**Implementation Level:** Partial Implementation

**Key Practices:** Campus messages, policies and practices are aligned to the mission and vision, and demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and post-secondary success.

Campus mission, vision, values, and goals reflect strategies and activities grounded in research for all components of campus and instructional leadership.

Stakeholders are engaged in creating and continually refining the campus’ mission, vision, values, and goals.

**Rationale:** Over 50% of staff members are new to Smith including the campus Principal. Having a common vision for students and staff members in important to accomplish a positive learning environment for all and having the same end in mind.

**Source Used to Identify Rationale:** Self Assessment

**Who will you partner with?:** Leader In Me

**How will you build capacity in this Essential Action?:** Staff members will receive PD from Leader In Me.

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Priorities will be shared through faculty meetings in 2023 Aug PD for teachers. Create buy in by having staff members identify the actions at Smith that align to the mission. We will then talk about how Leader in Me can enhance our mission in action.

**Desired Annual Outcome:** By June 7th, 2024, 80 % of Smith teachers will implement Leader in Me, as evidenced by teacher/student artifacts and learning walks.

**District Commitment Theory of Action:** The district ensures that principal supervisors have the necessary authority to create conditions for school success.

**District Actions:** The DCSI will support the campus by providing campus with classroom observations. The DCSI will engage in monthly classroom observations to observe asset base languages and artifacts.

**Did you achieve your annual outcome?:**

**What data supports your claim?:**

| Step 1 Details  | Reviews   |
|---|---|
| <p><b>Action Step 1:</b> Review and plan Leader In Me PD schedule for 1st semester with Leader In Me Rep.</p> <p><b>Evidence Used to Determine Progress:</b> Calendar</p> <p><b>Leader(s) Accountable:</b> Admin</p> <p><b>Leader Follow Up Action(s):</b> Add dates to PD calendar</p> <p><b>Non-Funded Resources Needed:</b> NA</p> <p><b>Addresses an Identified Challenge:</b> No</p> <p><b>Start Date:</b> August 15, 2023 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> August 31, 2023</p> | <p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p> |

| Step 2 Details   | Reviews   |
|--|---|
| <p><b>Action Step 2:</b> Introduction to Staff Aug. 7th &amp; Smith vision and mission - setting mind set</p> <p><b>Evidence Used to Determine Progress:</b> PD agenda &amp; staff activity</p> <p><b>Leader(s) Accountable:</b> Admin</p> <p><b>Leader Follow Up Action(s):</b> revisit through out the school year.</p> <p><b>Non-Funded Resources Needed:</b></p> <p><b>Addresses an Identified Challenge:</b> Yes</p> <p><b>Start Date:</b> August 1, 2023 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> August 31, 2023</p> | <p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p> |
| Step 3 Details   | Reviews   |
| <p><b>Action Step 3:</b> 2 training session with Leader in Me for staff</p> <p><b>Evidence Used to Determine Progress:</b> Agenda and grade level action plan</p> <p><b>Leader(s) Accountable:</b> admin</p> <p><b>Leader Follow Up Action(s):</b> Ensure teachers have access to online and print resources</p> <p><b>Non-Funded Resources Needed:</b></p> <p><b>Addresses an Identified Challenge:</b></p> <p><b>Start Date:</b> September 1, 2023 - <b>Frequency:</b> One Time - <b>Evidence Collection Date:</b> October 31, 2023</p>          | <p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p> |

## Submission 2A (optional)

### 2. Essential Action 4.1: Daily use of high-quality instructional materials.

**Implementation Level:** Partial Implementation

**Key Practices:** When instructional materials are developed by teachers, campus leaders provide resources and support teachers to develop units, lessons, and assessments that are high quality.

When instructional materials have been adopted and/or provided to teachers, campus leaders provide resources, training, and support for teachers to implement adopted instructional materials through internalization protocols, teacher planning time, and monitoring the rigor of taught lessons.

Lesson, unit, and interim assessments are consistently administered in alignment with the conceptual understandings, procedural skills, and knowledge learned in the instructional materials.

Campus leaders ensure that teachers have access to high-quality instructional materials that fully cover state standards, are aligned to research-based instructional strategies, and meet the needs of all students, including special populations.

**Rationale:** 2023 Smith STAAR data

**Source Used to Identify Rationale:** Self Assessment

**Who will you partner with?:** Vendors - Such as Heggerty, I ready, Amazon, Barnes & Noble

**How will you build capacity in this Essential Action?:** PLC, Smith Workshops, Faculty meetings

**How will you communicate these priorities to your stakeholders? How will you create buy-in?:** Analyzing campus data, setting campus and individual teacher goals, teachers will set student goals.

**Desired Annual Outcome:** 39% of students in 3rd-5th grade will perform at the meets level in Reading, Math, and Science STAAR. 55% of K-2 students will be at Tier 1 in MAP Reading and Math.

**District Commitment Theory of Action:** The district ensures that principal supervisors have the necessary authority to create conditions for school success.

**District Actions:**

**Did you achieve your annual outcome?:**

**What data supports your claim?:**



| Step 1 Details   | Reviews   |
|--|---|
| <p><b>Action Step 1:</b> 3th-5th grade students &amp; Teachers will have access to a variety of digital, printed, hands-on resource, and supplies to maximize student performance and engagement across all content areas.</p> <p><b>Evidence Used to Determine Progress:</b> By the end of Quarter 1, students will set STAAR goals for the 23-24 school year using MAP and previous year data.<br/>By the end of Quarter 2, students will analyze MOY MAP data and reflect on their progress.</p> <p><b>Leader(s) Accountable:</b> Admin &amp; Instructional Coaches</p> <p><b>Leader Follow Up Action(s):</b> During PLC check in with teachers to ensure instructional materials used are effective for student progress. Monitor class data trackers.</p> <p><b>Non-Funded Resources Needed:</b> Instructional Coaches, Smith Data Trackers, District Data point of contact, I Ready material to create assessments</p> <p><b>Addresses an Identified Challenge:</b></p> <p><b>Start Date:</b> August 14, 2023 - <b>Frequency:</b> Quarterly - <b>Evidence Collection Date:</b></p> <p><b>Funding Sources:</b> Resources including student students, - 6300-Supplies and materials - \$10,000</p> | <p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p> |
| Step 2 Details   | Reviews   |
| <p><b>Action Step 2:</b> k-2nd grade students &amp; Teachers will have access to a variety of digital, printed, hands-on resource, and supplies to maximize student performance and engagement across all content areas.</p> <p><b>Evidence Used to Determine Progress:</b> By the end of Quarter 1, students will partake in BOY MAP.<br/>By the end of Quarter 2, students will partake In reviewing BOY MAP goals.<br/>By the end of Quarter 3, students will partake in MOY MAP<br/>By the end of the year, students will partake In EOY MAP</p> <p><b>Leader(s) Accountable:</b> Admin &amp; Instructional Coaches</p> <p><b>Leader Follow Up Action(s):</b> Review data</p> <p><b>Non-Funded Resources Needed:</b></p> <p><b>Addresses an Identified Challenge:</b></p> <p><b>Start Date:</b> August 14, 2023 - <b>Frequency:</b> Quarterly - <b>Evidence Collection Date:</b> May 31, 2024</p> <p><b>Funding Sources:</b> Student &amp; teacher resources such as Heggerty - 6300-Supplies and materials - \$10,000</p>   | <p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p> |

| Step 3 Details   | Reviews   |
|--|---|
| <p><b>Action Step 3:</b> Pk-5th grade teachers will receive professional development and resources such as books to plan and deliver rigorous lessons that engage all students in the learning through total participation strategies.</p> <p><b>Evidence Used to Determine Progress:</b> learning walk data, PD, PLC, Smith workshop agendas</p> <p><b>Leader(s) Accountable:</b> Admin &amp; instructional coaches</p> <p><b>Leader Follow Up Action(s):</b> Seek feedback from teachers after PD - What strategies can you use in your classroom? What support do you need to implement ?</p> <p><b>Non-Funded Resources Needed:</b></p> <p><b>Addresses an Identified Challenge:</b></p> <p><b>Start Date:</b> August 15, 2023 - <b>Frequency:</b> Quarterly - <b>Evidence Collection Date:</b> May 31, 2024</p> <p><b>Funding Sources:</b> Books - 6200-Professional and contracted services - \$10,000</p> | <p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p> |
| Step 4 Details   | Reviews   |
| <p><b>Action Step 4:</b> All students will receive a multi-tiered system of support (MTSS) that provides accelerated learning and enrichment through extended learning opportunities such as field trips, tutoring, STEAM, Tiger clubs, and Excel Intervention.</p> <p><b>Evidence Used to Determine Progress:</b> Learning walks, student feedback, student data, student reflections, MTSS meeting agendas/Branching Minds</p> <p><b>Leader(s) Accountable:</b> admin</p> <p><b>Leader Follow Up Action(s):</b></p> <p><b>Non-Funded Resources Needed:</b></p> <p><b>Addresses an Identified Challenge:</b></p> <p><b>Start Date:</b> August 15, 2023 - <b>Frequency:</b> Ongoing - <b>Evidence Collection Date:</b> May 31, 2024</p> <p><b>Funding Sources:</b> Field trip transportation, entrance fees, club supplies - 6400-Other operating costs - \$12,697</p>   | <p><b>Progress toward Action Steps:</b></p> <p><b>Necessary Adjustments/Next Steps:</b></p> |

**Submission 2B - Summer Planning**

**Did you achieve your student performance data goals?:**

**What data supports your claim?:**

# Campus Grant Funding Summary

| 6100-Payroll                              |                  |      |   |              |             |
|---|------------------|------|---|--------------|-------------|
| Sub                                       | Essential Action | Step | Resources Needed  | Account Code | Amount      |
|   |                  |      |   |              | \$0.00      |
| <b>Sub-Total</b>                          |                  |      |   |              | \$0.00      |
| <b>Budgeted Budget Object Code Amount</b> |                  |      |   |              | \$27,126.00 |
| <b>+/- Difference</b>                     |                  |      |   |              | \$27,126.00 |
| 6200-Professional and contracted services |                  |      |   |              |             |
| Sub                                       | Essential Action | Step | Resources Needed  | Account Code | Amount      |
| 1   | 2                | 3    | Books   |              | \$10,000.00 |
| 2   | 2                | 3    | Books   |              | \$10,000.00 |
| <b>Sub-Total</b>                          |                  |      |   |              | \$20,000.00 |
| <b>Budgeted Budget Object Code Amount</b> |                  |      |   |              | \$30,000.00 |
| <b>+/- Difference</b>                     |                  |      |   |              | \$10,000.00 |
| 6300-Supplies and materials               |                  |      |   |              |             |
| Sub                                       | Essential Action | Step | Resources Needed  | Account Code | Amount      |
| 1   | 2                | 1    | Resources including student students,                   |              | \$10,000.00 |
| 1   | 2                | 2    | Student & teacher resources such as Heggerty            |              | \$10,000.00 |
| 2   | 2                | 1    | Resources including student students,                   |              | \$10,000.00 |
| 2   | 2                | 2    | Student & teacher resources such as Heggerty            |              | \$10,000.00 |
| <b>Sub-Total</b>                          |                  |      |   |              | \$40,000.00 |
| <b>Budgeted Budget Object Code Amount</b> |                  |      |   |              | \$40,000.00 |
| <b>+/- Difference</b>                     |                  |      |   |              | \$0.00      |
| 6400-Other operating costs                |                  |      |   |              |             |
| Sub                                       | Essential Action | Step | Resources Needed  | Account Code | Amount      |
| 1   | 2                | 4    | Field trip transportation, entrance fees, club supplies |              | \$12,697.00 |
| 2   | 2                | 4    | Field trip transportation, entrance fees, club supplies |              | \$12,697.00 |
| <b>Sub-Total</b>                          |                  |      |   |              | \$25,394.00 |
| <b>Budgeted Budget Object Code Amount</b> |                  |      |   |              | \$12,697.00 |

| 6400-Other operating costs |                  |      |                  |                      |              |
|----------------------------|------------------|------|------------------|----------------------|--------------|
| Sub                        | Essential Action | Step | Resources Needed | Account Code         | Amount       |
|                            |                  |      |                  | +/- Difference       | -\$12,697.00 |
|                            |                  |      |                  | Grand Total Budgeted | \$109,823.00 |
|                            |                  |      |                  | Grand Total Spent    | \$85,394.00  |
|                            |                  |      |                  | +/- Difference       | \$24,429.00  |

# Student Data

| Student Achievement and Closing the Gaps |   |                              |               |                        |                |                   |                  |                    |                  |              |                          |                          |                          |                |  |
|--|---|------------------------------|---------------|------------------------|----------------|-------------------|------------------|--------------------|------------------|--------------|--------------------------|--------------------------|--------------------------|----------------|--|
| Core Metrics                             | Sub Metrics                                     | Grade                        | Student Group | Student Group Analyzed | Subject Tested | Performance Level | Sub 2 Assessment | 2024 Student Count | % of Assessments |              |                          |                          |                          |                |  |
|  |   |                              |               |                        |                |                   |                  |                    | 2022 Results     | 2023 Results | Sub 1 Actual Results     |                          | 2024 Accountability Goal |                |  |
|  |   |                              |               |                        |                |                   |                  |                    |                  |              | Sub 1 Assessment Type    | Sub 1 Actual Results     | Sub 2 Goal               | Actual Results |  |
| Student Achievement                      | # of Students at Approaches, Meets, and Masters | All                          | All           | All                    | Reading        | Approaches        | STAAR            | 123                | 52               | 63           | Campus Created Benchmark |                          | 68                       |                |  |
|  |   | All                          | All           | All                    | Reading        | Meets             | STAAR            | 123                | 28               | 29           | Campus Created Benchmark |                          | 35                       |                |  |
|  |   | All                          | All           | All                    | Reading        | Masters           | STAAR            | 123                | 18               | 16           | Campus Created Benchmark |                          | 21                       |                |  |
|  |   | All                          | All           | All                    | Mathematics    | Approaches        | STAAR            | 123                | 54               | 60           | Campus Created Benchmark |                          | 65                       |                |  |
|  |   | All                          | All           | All                    | Mathematics    | Meets             | STAAR            | 123                | 26               | 38           | Campus Created Benchmark |                          | 43                       |                |  |
|  |   | All                          | All           | All                    | Mathematics    | Masters           | STAAR            | 123                | 15               | 16           | Campus Created Benchmark |                          | 21                       |                |  |
|  |   | All                          | All           | All                    | Science        | Approaches        | STAAR            | 35                 | 43               | 65           | Campus Created Benchmark |                          | 70                       |                |  |
|  |   | All                          | All           | All                    | Science        | Meets             | STAAR            | 35                 | 23               | 35           | Campus Created Benchmark |                          | 40                       |                |  |
|  |   | All                          | All           | All                    | Science        | Masters           | STAAR            | 35                 | 6                | 13           | Campus Created Benchmark |                          | 18                       |                |  |
| Closing the Gaps                         | Priority Target 1                               | English Language Proficiency | All           | EB-TELPAS              | EB             | TELPAS            | N/A              | TELPAS             | N/A              | 63           | 40                       | Campus Created Benchmark |                          | 49             |  |
|  | Priority Target 2                               | Academic Achievement         | All           | All                    | All            | ELA               | N/A              | ELA                | N/A              | 28           | 29                       | Campus Created Benchmark |                          | 34             |  |
|  | Priority Target 3                               | Academic Achievement         | All           | All                    | Hispanic       | Mathematics       | N/A              | Mathematics        | N/A              | 28           | 38                       | Campus Created Benchmark |                          | 43             |  |

### Academic Growth

#### Academic Growth Current Year RLA

| Student Prior Year Performance | Student Count | Submission 1 Results      |          |         |          |       |         | Summative Submission 2 Goals |          |         |          |       |         |
|--------------------------------|---------------|---------------------------|----------|---------|----------|-------|---------|------------------------------|----------|---------|----------|-------|---------|
|                                |               | Low DNM                   | High DNM | Low App | High App | Meets | Masters | Low DNM                      | High DNM | Low App | High App | Meets | Masters |
| Low DNM                        | 11            |                           |          |         |          |       |         | 0                            | 11       | 0       | 0        | 0     | 0       |
| High DNM                       | 9             |                           |          |         |          |       |         | 0                            | 0        | 9       | 0        | 0     | 0       |
| Low App                        | 11            |                           |          |         |          |       |         | 0                            | 0        | 0       | 11       | 0     | 0       |
| High App                       | 6             |                           |          |         |          |       |         | 0                            | 0        | 0       | 0        | 6     | 0       |
| Meets                          | 8             |                           |          |         |          |       |         | 0                            | 0        | 0       | 0        | 0     | 8       |
| Masters                        | 10            |                           |          |         |          |       |         | 0                            | 0        | 0       | 0        | 0     | 10      |
| Current Year Student Count     | 55            |                           |          |         |          |       |         |                              |          |         |          |       |         |
|                                |               | Sub 2 Goals Student Count |          |         |          |       |         | 0                            | 11       | 9       | 11       | 6     | 18      |
|                                |               | Sub 2 Goals Percentages   |          |         |          |       |         | 0                            | 20       | 16      | 20       | 11    | 33      |
|                                |               | Sub 2 Results             |          |         |          |       |         |                              |          |         |          |       |         |

#### Academic Growth Current Year MATH

| Student Prior Year Performance | Student Count | Submission 1 Results      |          |         |          |       |         | Summative Submission 2 Goals |          |         |          |       |         |
|--------------------------------|---------------|---------------------------|----------|---------|----------|-------|---------|------------------------------|----------|---------|----------|-------|---------|
|                                |               | Low DNM                   | High DNM | Low App | High App | Meets | Masters | Low DNM                      | High DNM | Low App | High App | Meets | Masters |
| Low DNM                        | 9             |                           |          |         |          |       |         | 0                            | 9        | 0       | 0        | 0     | 0       |
| High DNM                       | 11            |                           |          |         |          |       |         | 0                            | 0        | 11      | 0        | 0     | 0       |
| Low App                        | 4             |                           |          |         |          |       |         | 0                            | 0        | 0       | 4        | 0     | 0       |
| High App                       | 6             |                           |          |         |          |       |         | 0                            | 0        | 0       | 0        | 6     | 0       |
| Meets                          | 12            |                           |          |         |          |       |         | 0                            | 0        | 0       | 0        | 0     | 12      |
| Masters                        | 13            |                           |          |         |          |       |         | 0                            | 0        | 0       | 0        | 0     | 13      |
| Current Year Student Count     | 55            |                           |          |         |          |       |         |                              |          |         |          |       |         |
|                                |               | Sub 2 Goals Student Count |          |         |          |       |         | 0                            | 9        | 11      | 4        | 6     | 25      |
|                                |               | Sub 2 Goals Percentages   |          |         |          |       |         | 0                            | 16       | 20      | 7        | 11    | 45      |
|                                |               | Sub 2 Results             |          |         |          |       |         |                              |          |         |          |       |         |