Cleburne Independent School District

Smith Intermediate School

2023-2024 Campus Improvement Plan

Mission Statement

The mission of Cleburne ISD in partnerships with parents and community is to provide all students with rigorous and relevant learning.

The mission of Smith Intermediate School is to empower young minds by fostering academic readiness, social and emotional growth, and cultivating a sense of responsibility and compassion. We provide a safe and equitable learning environment that promotes honesty, kindness, and hard work. Our goal is to prepare students to become successful and productive members of society.

Value Statement

Excellence Happens Here: Knowing everyone by name, need, and strength.

Values of Excellence

1. Students
2. Relationships
3. Passion
4. Growth
5. Integrity
6. Loyalty
7. Leadership
8. Community
9. Opportunity
10. Accountability
11. Recognition

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Comprehensive Needs Assessment

Revised/Approved: October 27, 2023

Demographics

Demographics Summary

School Population (2023 - 2024 Preliminary Fall PEIMS)	
Student Total	
5th Grade	
6th Grade	

Student Demographics (2023 - 2024 Preliminary Fall PEIMS file loaded 09/14/2023)	Count	Percent
Gender		
Female	490	49.45%
Male	501	50.55%
Ethnicity		
Hispanic-Latino	450	45.41%
Race		
American Indian - Alaskan Native	3	0.30%
Asian	3	0.30%
Black - African American	38	3.83%
Native Hawaiian - Pacific Islander	22	2.22%
White	425	42.89%
Two-or-More	50	5.05%

Student Programs (2023 - 2024 Preliminary Fall PEIMS file loaded 09/14/2023)	Count	Percent
Dyslexia	96	9.69%
Gifted and Talented	129	13.02%
Regional Day School Program for the Deaf	1	0.10%
Section 504	106	10.70%
Special Education (SPED)	144	14.53%
Bilingual/ESL		

Student Programs (2023 - 2024 Preliminary Fall PEIMS file loaded 09/14/2023)	Count	Percent
Emergent Bilingual (EB)	227	22.91%
Bilingual	112	11.30%
English as a Second Language (ESL)	77	7.77%
Alternative Bilingual Language Program	53	5.35%
Alternative ESL Language Program	13	1.31%
Title I Part A		
Schoolwide Program	991	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Student Indicators (2023 - 2024 Preliminary Fall PEIMS file loaded 09/14/2023)	Count	Percent
At-Risk	527	53.18%
Foster Care	1	0.10%
IEP Continuer	0	0.00%
Immigrant	12	1.21%
Intervention Indicator	168	16.95%
Migrant	0	0.00%
Military Connected	14	1.41%
Transfer In Students	27	2.7245%
Unschooled Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	991	100.00%
Free Meals	990	99.90%
Reduced-Price Meals	1	0.10%
Other Economic Disadvantage	0	0.00%
Homeless and Unaccompanied Youth		
Homeless Status Total	19	1.92%
Shelter	1	0.10%
Doubled Up	16	1.61%
Unsheltered	1	0.10%
Hotel/Motel	1	0.10%
Not Unaccompanied Youth	18	1.82%
Is Unaccompanied Youth	1	0.10%

Special Education Services (2023 - 2024 Preliminary Fall PEIMS file loaded 09/14/2023)	Count	Percent
Primary Disabilities		
No Disability	1	0.69%
Orthopedic impairment	1	0.69%
Other health impairment	32	22.22%
Auditory impairment	3	2.08%
Visual impairment	1	0.69%
Deaf-Blind	0	0.00%
Intellectual disability	16	11.11%
Emotional disturbance	3	2.08%
Learning disability	51	35.42%
Speech impairment	23	15.97%
Autism	12	8.33%
Developmental delay	0	0.00%
Traumatic brain injury	1	0.69%
Noncategorical early childhood	0	0.00%
Instructional Settings		
Speech Therapy	22	15.28%
Homebound	0	0.00%
Hospital Class	0	0.00%
Mainstream	54	37.50%
Resource Room	47	32.64%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	21	14.58%
Full-Time Early Childhood	0	0.00%
Nonpublic Day School	0	0.00%

Demographics Strengths

- The student population is almost evenly split between male (50.55%) and female (49.45%) students.
- This indicates a balanced gender representation within the school. The distribution of students across grades is fairly balanced, with 50.45% in 5th grade and 49.55% in 6th grade. This suggests stability and continuity in the student body.
- The school has a diverse student population with representation from various ethnic and racial backgrounds. This diversity (e.g., Hispanic-Latino, White, Black - African American, etc.) contributes to a rich cultural environment.
- The school offers a range of programs to address diverse student needs, including Dyslexia, Gifted and Talented, Special Education (SPED), Bilingual/ESL, and others. This demonstrates a commitment to inclusivity and catering to a wide range of learners.
- The school has a high percentage of students classified as economically disadvantaged (100%). This suggests a focus on providing resources and support to students facing economic challenges.

- The school provides a range of special education services catering to various disabilities. This inclusivity ensures that students with different learning needs receive appropriate support.
- The school identifies and addresses students at risk (53.18%). This indicates a proactive approach to supporting students who may face academic or personal challenges.

Overall, the school's demographic strengths lie in its diverse student body, balanced gender representation, and comprehensive support for various learning needs and backgrounds. This diversity and inclusivity contribute to a rich and inclusive learning environment.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a lack of proportional representation of certain demographic groups within the student population that can lead to potential inequities in educational experiences and opportunities for students from underrepresented backgrounds. **Root Cause:** There may be systemic barriers or a lack of outreach efforts targeting these communities, leading to lower enrollment percentages. Additionally, there might be cultural or socio-economic factors that contribute to this underrepresentation.

Student Learning

Student Learning Summary

	Economic Disadvantage	Total Students	Percent Score	Approaches	Meets	Masters	American Indian or Alaskan Native
All Students	64.32%	482	52.29%	70.95%	41.91%	12.86%	0.41%
American Indian/Alaskan Native	100%	1	55%	100%	0%	0%	100%
Black/African American	82.35%	17	39.71%	47.06%	17.65%	5.88%	0%
Hispanic	71.63%	215	51.56%	70.70%	39.07%	12.09%	0.47%
Native Hawaiian/Pacific Islander	61.11%	18	43.61%	50%	27.78%	0%	0%
Two or More Races	68%	25	53%	68%	44%	16%	0%
White	54.85%	206	54.76%	75.24%	48.06%	15.05%	0%
Currently Emergent Bilingual	71.96%	107	51.19%	70.09%	38.32%	12.15%	0.93%
Second Year of Monitoring	100%	1	87.50%	100%	100%	100%	0%
Special Ed Indicator	69.70%	66	37.20%	37.88%	18.18%	1.52%	0%

	Economic Disadvantage	Total Students	Percent Score	Approaches	Meets	Masters	American Indian or Alaskan Native
All Students	64.32%	482	52.29%	70.95%	41.91%	12.86%	0.41%
American Indian/Alaskan Native	100%	1	55%	100%	0%	0%	100%
Black/African American	82.35%	17	39.71%	47.06%	17.65%	5.88%	0%
Hispanic	71.63%	215	51.56%	70.70%	39.07%	12.09%	0.47%

	Economic Disadvantage	Total Students	Percent Score	Approaches	Meets	Masters	American Indian or Alaskan Native
Native Hawaiian/Pacific Islander	61.11%	18	43.61%	50%	27.78%	0%	0%
Two or More Races	68%	25	53%	68%	44%	16%	0%
White	54.85%	206	54.76%	75.24%	48.06%	15.05%	0%
Currently Emergent Bilingual	71.96%	107	51.19%	70.09%	38.32%	12.15%	0.93%
Second Year of Monitoring	100%	1	87.50%	100%	100%	100%	0%
Special Ed Indicator	69.70%	66	37.20%	37.88%	18.18%	1.52%	0%

May 2023 STAAR Mathematics, Grade 5

Total Students	Percent Score	Approaches	Meets	Masters	EthnicityRace (DF)					
					American Indian or Alaskan Native	Asian	African American	Hispanic/ Latino	White	N
462	52.48%	79%	44.59%	11.04%	0.43%	0.22%	4.33%	39.18%	49.35%	1.95%
1	66.67%	100%	100%	0%	0%	0%	0%	0%	100%	0%
1	59.52%	100%	100%	0%	0%	100%	0%	0%	0%	0%
19	34.34%	52.63%	5.26%	0%	0%	0%	94.74%	5.26%	0%	0%
207	51.10%	79.71%	42.03%	6.76%	0.97%	0%	0%	86.96%	10.63%	0.48%
8	50.89%	75%	37.50%	0%	0%	0%	0%	0%	0%	100%
23	51.97%	78.26%	47.83%	4.35%	0%	0%	8.70%	0%	8.70%	0%
203	55.59%	80.79%	50.25%	17.73%	0%	0%	0%	0%	100%	0%
104	50.07%	77.88%	39.42%	5.77%	0.96%	0.96%	0%	85.58%	8.65%	3.85%
59	41.40%	45.76%	28.81%	8.47%	0%	0%	5.08%	37.29%	52.54%	0%

	Economic Disadvantage	Total Students	Percent Score	Approaches	Meets	Masters	American Indian or Alaskan Native
All Students	59.52%	457	54.65%	78.99%	45.51%	14.44%	0.44%
American Indian/Alaskan Native	0%	1	50%	100%	0%	0%	0%
Asian	0%	1	50%	100%	0%	0%	0%
Black/African American	78.95%	19	42.31%	47.37%	21.05%	5.26%	0%
Hispanic	71.50%	200	52.51%	75.50%	39.50%	12.50%	1%
Native Hawaiian/Pacific Islander	62.50%	8	43.27%	62.50%	25%	0%	0%
Two or More Races	60.87%	23	53.34%	82.61%	30.43%	17.39%	0%
White	46.34%	205	58.53%	85.37%	56.59%	17.56%	0%
Currently Emergent Bilingual	72.16%	97	49.56%	73.20%	31.96%	8.25%	1.03%
Special Ed Indicator	65%	60	40.64%	50%	20%	6.67%	0%

	Economic Disadvantage	Total Students	Percent Score	Approaches	Meets	Masters	American Indian or Alaskan Native
All Students	59.35%	460	49.79%	58.48%	25%	7.61%	0.43%
American Indian/Alaskan Native	0%	1	38.46%	0%	0%	0%	0%
Asian	0%	1	43.59%	0%	0%	0%	0%
Black/African American	78.95%	19	40.35%	36.84%	0%	0%	0%
Hispanic	71.08%	204	45.14%	48.53%	18.63%	3.43%	0.98%
Native Hawaiian/Pacific Islander	62.50%	8	46.47%	50%	12.50%	0%	0%
Two or More Races	60.87%	23	50.06%	60.87%	21.74%	4.35%	0%
White	46.08%	204	55.51%	71.08%	34.80%	13.24%	0%
Currently Emergent Bilingual	71.29%	101	40.92%	36.63%	11.88%	1.98%	0.99%

	Economic Disadvantage	Total Students	Percent Score	Approaches	Meets	Masters	American Indian or Alaskan Native
Special Ed Indicator	64.41%	59	41.37%	40.68%	16.95%	5.08%	0%

Student Learning Strengths

STAAR Mathematics, Grade 4: Across all demographics, there is a noticeable percentage of students who meet or exceed the standard. For instance, American Indian/Alaskan Native students achieved 100% mastery, and White students achieved 99.03% mastery.

The school shows strength in addressing economic disadvantage, as a substantial portion of students (64.32%) are achieving proficiency in mathematics, indicating effective teaching methods and support systems.

STAAR Mathematics, Grade 5: Similar to Grade 4, various demographic groups demonstrate commendable proficiency in mathematics. For example, White students achieved 100% mastery, and Hispanic students achieved 90.70% proficiency.

The school has been successful in providing effective math instruction, as indicated by the high percentage of students meeting or exceeding the standard (52.48%).

STAAR Reading Language Arts, Grade 5: There is strong performance in reading and language arts across different demographic groups. For example, White students achieved 100% mastery, and Hispanic students achieved 87.50% proficiency. Overall, the majority of students (54.65%) are meeting or exceeding the standard, showcasing the school's effective reading and language arts instruction.

STAAR Science, Grade 5: Similar to mathematics and reading, various demographic groups excel in science. For example, White students achieved 100% mastery, and Hispanic students achieved 87.25% proficiency. Overall, a significant portion of students (49.79%) demonstrate proficiency in science, reflecting effective science instruction.

These results indicate that the schools have implemented effective teaching strategies and support systems to ensure a substantial number of students are meeting or exceeding the standards in core subjects like mathematics, reading, and science. The strengths of various demographic groups reflect inclusive and targeted instructional practices.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a lack of proportional representation of certain demographic groups within the student population that can lead to potential inequities in educational experiences and opportunities for students from underrepresented backgrounds. **Root Cause:** There may be systemic barriers or a lack of outreach efforts targeting these communities, leading to lower enrollment percentages. Additionally, there might be cultural or socio-economic factors that contribute to this underrepresentation.

Problem Statement 2 (Prioritized): The percentage of students who meet or master the expected standards in STAAR Reading Language Arts (33.18%) and Mathematics (42.56%)

is lower than desired. This indicates a need to address specific challenges in these subjects for current 5th graders. **Root Cause:** The current teaching strategies and curriculum might not be effectively meeting the needs of students, especially in STAAR Reading Language Arts and Mathematics for 4th graders, and in STAAR Science for 5th graders.

Problem Statement 3 (Prioritized): In Grade 5, the percentage of students who meet or master the expected standards in STAAR Science (25.58%) is below the expected level. This suggests a potential gap in science education that requires attention. **Root Cause:** There may be a need for additional resources, such as specialized materials, technology, or personnel, to improve student performance in specific subjects. Teachers may benefit from targeted professional development opportunities focused on effective strategies for teaching specific subjects, especially in science.

Problem Statement 4 (Prioritized): In both grades, there are subjects with relatively low mastery rates, such as STAAR Science in Grade 5 (25.58%) and STAAR Reading Language Arts Spanish in Grade 6 (21.05%). **Root Cause:** There may be a need for enhanced support and instruction for students in Spanish language assessments, particularly in Grade 5.

Problem Statement 5 (Prioritized): The school staff composition at Smith Intermediate School does not adequately mirror the diverse student population, leading to potential disparities in cultural understanding, role modeling, and mentorship opportunities. **Root Cause:** The district may not have established robust connections with networks and organizations that could serve as sources of diverse teaching candidates, limiting the pool of potential hires.

School Processes & Programs

School Processes & Programs Summary

Smith Intermediate has a staff of highly qualified administrators, instructional paraprofessionals, and teachers that strive to learn new strategies and techniques to ensure that all students learn to their maximum potential. Teacher leadership is valued as lead teachers in grade levels share their expertise in campus staff development, peer observations, and advocating for innovative teaching strategies to address areas of needed growth. New teachers are provided a mentor to provide support during the first year on our campus. Smith teachers are provided leadership opportunities to serve on the Site Based Decision Making Committee (SBDM), Faculty Advisory Committee, Face to Face Committee, Diversity and Inclusion Committee, Foundations Committee, Battle of the Books and Safety Committee to develop professional development plans, and address needs of the campus. Professional development plans are created by teacher leadership teams analyzing multiple sources of data related to teacher development and student achievement. Professional development needs are identified through coaching walks, observations, T-TESS evaluations, assessment data, and teacher surveys. At Smith Intermediate, teachers plan collaboratively using curriculum resources from the TEKS Resource System and follow the Cleburne ISD Scope and Sequence. Lesson plans include learning targets, higher-level questions, and activities aligned to the rigor of the TEKS, and differentiation based on the needs of individual students. Professional development occurs primarily during PLCs and monthly staff meetings due to the need for planning days based on the increased workload of teachers. Teachers are also provided the opportunity to attend professional development aligned with professional goal setting outside of the district by experts in the field of education. Professional development was provided on number sense and fact fluency by Box Cars and One-Eyed Jacks in the spring semester.

School Processes & Programs Strengths

Highly Qualified Staff: The school has a team of well-qualified administrators, instructional paraprofessionals, and teachers who are committed to ongoing learning and professional growth.

Emphasis on Teacher Leadership: The school recognizes the value of teacher leadership and provides opportunities for lead teachers to share their expertise, both within the campus and through committees focused on various aspects of school development.

Mentorship for New Teachers: New teachers are provided with mentors to support them during their initial year, which can be crucial for their success and integration into the school community. First and Second Year Teachers participate in the New Teacher Academy led by district staff.

Committee Involvement: Teachers have the chance to participate in various committees, such as the Site-Based Decision Making Committee and Diversity and Inclusion Committee. This involvement allows for collaborative decision-making and addressing specific needs of the campus.

Data-Driven Professional Development: Professional development plans are based on careful analysis of multiple sources of data related to both teacher development and student achievement. This ensures that the training provided is targeted and relevant.

Collaborative Planning: Teachers plan collaboratively, utilizing curriculum resources provided by the TEKS Resource System and adhering to the Cleburne ISD Scope and Sequence. This promotes consistency and alignment across grade levels.

Differentiation Based on Student Needs: Lesson plans are designed with clear learning targets, higher-level questions, and activities tailored to the rigor of the TEKS. This demonstrates a commitment to meeting the diverse needs of individual students.

Opportunities for External Professional Development: Teachers are given the chance to attend professional development sessions led by experts outside of the district. This exposure to external perspectives and expertise can be highly enriching.

Timely and Convenient Professional Development: Professional development primarily occurs during PLCs and monthly staff meetings, which acknowledges the demands on

teachers' time. This ensures that training is integrated into their schedules effectively.

Focused Professional Development Topics: The specific areas of professional development, such as number sense and fact fluency, demonstrate a strategic approach to addressing specific educational needs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Despite the robust professional development opportunities offered at Smith Intermediate, there exists a persistent achievement gap among students in specific subject areas. **Root Cause:** Despite collaborative planning efforts, there may be challenges in effectively differentiating instruction to meet the diverse learning needs of individual students.

Problem Statement 2 (Prioritized): There is a potential challenge in ensuring sustained and consistent implementation of these initiatives. **Root Cause:** While the school has established various strategies and structures to support the transition, there may be potential barriers or unforeseen challenges that could arise during the implementation phase. It's crucial to have mechanisms in place for regular assessment and adaptation of these efforts to ensure they continue to effectively contribute to a positive and inclusive school culture.

Problem Statement 3 (Prioritized): The school staff composition at Smith Intermediate School does not adequately mirror the diverse student population, leading to potential disparities in cultural understanding, role modeling, and mentorship opportunities. **Root Cause:** The district may not have established robust connections with networks and organizations that could serve as sources of diverse teaching candidates, limiting the pool of potential hires.

Priority Problem Statements

Problem Statement 1: In Grade 5, the percentage of students who meet or master the expected standards in STAAR Science (25.58%) is below the expected level. This suggests a potential gap in science education that requires attention.

Root Cause 1: There may be a need for additional resources, such as specialized materials, technology, or personnel, to improve student performance in specific subjects. Teachers may benefit from targeted professional development opportunities focused on effective strategies for teaching specific subjects, especially in science.

Problem Statement 1 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning

Problem Statement 2: The percentage of students who meet or master the expected standards in STAAR Reading Language Arts (33.18%) and Mathematics (42.56%) is lower than desired. This indicates a need to address specific challenges in these subjects for current 5th graders.

Root Cause 2: The current teaching strategies and curriculum might not be effectively meeting the needs of students, especially in STAAR Reading Language Arts and Mathematics for 4th graders, and in STAAR Science for 5th graders.

Problem Statement 2 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning

Problem Statement 3: In both grades, there are subjects with relatively low mastery rates, such as STAAR Science in Grade 5 (25.58%) and STAAR Reading Language Arts Spanish in Grade 6 (21.05%).

Root Cause 3: There may be a need for enhanced support and instruction for students in Spanish language assessments, particularly in Grade 5.

Problem Statement 3 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning

Problem Statement 4: The school staff composition at Smith Intermediate School does not adequately mirror the diverse student population, leading to potential disparities in cultural understanding, role modeling, and mentorship opportunities.

Root Cause 4: The district may not have established robust connections with networks and organizations that could serve as sources of diverse teaching candidates, limiting the pool of potential hires.

Problem Statement 4 Areas: Student Achievement - School Culture and Climate - Staff Quality, Recruitment, and Retention - Student Learning - School Processes & Programs - Perceptions

Problem Statement 5: There is a potential challenge in ensuring sustained and consistent implementation of these initiatives.

Root Cause 5: While the school has established various strategies and structures to support the transition, there may be potential barriers or unforeseen challenges that could arise during the implementation phase. It's crucial to have mechanisms in place for regular assessment and adaptation of these efforts to ensure they continue to effectively contribute to a positive and inclusive school culture.

Problem Statement 5 Areas: School Culture and Climate - Parent and Community Engagement - School Context and Organization - School Processes & Programs - Perceptions

Problem Statement 7: There is a lack of proportional representation of certain demographic groups within the student population that can lead to potential inequities in educational experiences and opportunities for students from underrepresented backgrounds.

Root Cause 7: There may be systemic barriers or a lack of outreach efforts targeting these communities, leading to lower enrollment percentages. Additionally, there might be

cultural or socio-economic factors that contribute to this underrepresentation.

Problem Statement 7 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment - Parent and Community Engagement - Demographics - Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- 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
- 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

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Students will graduate with the knowledge and skills required to be successful in college, military, or a career field.

Performance Objective 1: Guarantee that every student is provided a high-quality curriculum, data-driven instruction, and standards-based assessment to ensure continuous growth and high levels of achievement.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement campus wide system emphasizing TEKS and academic vocabulary. **Strategy's Expected Result/Impact:** Increased understanding of TEKS vocabulary through the PLC process. **Staff Responsible for Monitoring:** Walkthrough/Observation forms noting aligned "I will" statements using TEKS vocabulary **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 3 - Student Learning 2, 3, 4 - Curriculum, Instruction, and Assessment 2, 3, 4	30%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Ensure hands-on activities during science instruction, 60% of the time **Strategy's Expected Result/Impact:** Increased mastery of science TEKS. **Staff Responsible for Monitoring:** Lesson Planning/PLC Agenda **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2, 3 - Student Learning 3, 4 - Curriculum, Instruction, and Assessment 3, 4	60%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Align all teacher evaluations, including GBF walk through forms and T-TESS; with clearly defined district goals and expectations. **Strategy's Expected Result/Impact:** Increase student achievement and growth **Staff Responsible for Monitoring:** Eduphoria Strive Reports **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 3 - Student Learning 2, 3, 4 - Curriculum, Instruction, and Assessment 2, 3, 4				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Instructional support across campus through learning workshops staff meetings at scheduled planning times. **Strategy's Expected Result/Impact:** Increased student achievement and growth **Staff Responsible for Monitoring:** Staff meeting agendas **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 3 - Student Learning 2, 3, 4 - Curriculum, Instruction, and Assessment 2, 3, 4				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Teachers will analyze Unit Assessments and implement spiral review of TEKS needing more practice for mastery. **Strategy's Expected Result/Impact:** Increased effectiveness with skills appropriate to each grade level. **Staff Responsible for Monitoring:** Administration, teachers **Problem Statements:** Student Achievement 1, 2, 3 - Student Learning 2, 3, 4 - Curriculum, Instruction, and Assessment 2, 3, 4				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Reading Language Arts Teachers will collaborate to plan and implement Patterns of Power to improve students' proficiency in writing achievement. **Strategy's Expected Result/Impact:** 70% of students will make progress in writing achievement over the year. Increase of 5% on the STAAR Reading Assessment. **Staff Responsible for Monitoring:** Principal, Content Specialist, Teachers **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 3 - Student Learning 2, 3, 4 - Curriculum, Instruction, and Assessment 2, 3, 4	55%			

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: The leadership team will meet weekly to improve systems, support staff, and strengthen the instructional core. **Strategy's Expected Result/Impact:** Walkthroughs,STAAR Data, Unit Assessment Data **Staff Responsible for Monitoring:** Principal, Assistant Principal, Content Specialist **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning	65%			

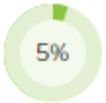
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Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: The percentage of students who meet or master the expected standards in STAAR Reading Language Arts (33.18%) and Mathematics (42.56%) is lower than desired. This indicates a need to address specific challenges in these subjects for current 5th graders. **Root Cause**: The current teaching strategies and curriculum might not be effectively meeting the needs of students, especially in STAAR Reading Language Arts and Mathematics for 4th graders, and in STAAR Science for 5th graders.
Problem Statement 3: In Grade 5, the percentage of students who meet or master the expected standards in STAAR Science (25.58%) is below the expected level. This suggests a potential gap in science education that requires attention. **Root Cause**: There may be a need for additional resources, such as specialized materials, technology, or personnel, to improve student performance in specific subjects. Teachers may benefit from targeted professional development opportunities focused on effective strategies for teaching specific subjects, especially in science.
Problem Statement 4: In both grades, there are subjects with relatively low mastery rates, such as STAAR Science in Grade 5 (25.58%) and STAAR Reading Language Arts Spanish in Grade 6 (21.05%). **Root Cause**: There may be a need for enhanced support and instruction for students in Spanish language assessments, particularly in Grade 5.

Goal 1: Students will graduate with the knowledge and skills required to be successful in college, military, or a career field.

Performance Objective 2: Monitor student progress by tracking performance data and other outcome-based evidence within a system of shared accountability.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: School-wide benchmark, CFA, progress monitoring, MAPS and Unit Assessment data to make data-driven decisions and to drive student intervention/enrichment **Strategy's Expected Result/Impact:** Increased student achievement and growth. **Staff Responsible for Monitoring:** Administration **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 3 - Student Learning 2, 3, 4 - Curriculum, Instruction, and Assessment 2, 3, 4				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: The percentage of students who meet or master the expected standards in STAAR Reading Language Arts (33.18%) and Mathematics (42.56%) is lower than desired. This indicates a need to address specific challenges in these subjects for current 5th graders. **Root Cause**: The current teaching strategies and curriculum might not be effectively meeting the needs of students, especially in STAAR Reading Language Arts and Mathematics for 4th graders, and in STAAR Science for 5th graders.
Problem Statement 3: In Grade 5, the percentage of students who meet or master the expected standards in STAAR Science (25.58%) is below the expected level. This suggests a potential gap in science education that requires attention. **Root Cause**: There may be a need for additional resources, such as specialized materials, technology, or personnel, to improve student performance in specific subjects. Teachers may benefit from targeted professional development opportunities focused on effective strategies for teaching specific subjects, especially in science.
Problem Statement 4: In both grades, there are subjects with relatively low mastery rates, such as STAAR Science in Grade 5 (25.58%) and STAAR Reading Language Arts Spanish in Grade 6 (21.05%). **Root Cause**: There may be a need for enhanced support and instruction for students in Spanish language assessments, particularly in Grade 5.

Goal 1: Students will graduate with the knowledge and skills required to be successful in college, military, or a career field.

Performance Objective 3: Provide systemic academic interventions, enrichment, and pathways aimed at supporting the diversity of our student body.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement and monitor an effective and mandatory intervention program to meet the need of struggling learners; specifically areas that did not meet state safeguards. **Strategy's Expected Result/Impact:** Increased student achievement and growth **Staff Responsible for Monitoring:** Administration - Master Schedule, MTSS Documents, WIN Time Roster, HB1416 Documentation, IXL Reports **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 3 - Student Learning 2, 3, 4 - Curriculum, Instruction, and Assessment 2, 3, 4 **Funding Sources:** Content Specialist - 211- Title I, Part A, Classroom Reduction Staff - 255- Title II, Part A	15%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Instructional and behavioral interventions for students in danger; ACES, Academic Enrichment, Academic/ Behavior Counseling, Character Strong **Strategy's Expected Result/Impact:** Increased student achievement and growth **Staff Responsible for Monitoring:** Master Schedule, PLC Minutes, ACES Room SIgn In, Discipline Report **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction	20%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Dual Language Program and EL Coaching Support to meet the needs of EL students. **Strategy's Expected Result/Impact:** Increased EL academic success **Staff Responsible for Monitoring:** EL Lead & Specialist, Administration **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 3 - Student Learning 2, 3, 4 - Curriculum, Instruction, and Assessment 2, 3, 4	10%			

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Campus will provide tutoring and Learning Camps for at-risk students to support students in applying problem-solving strategies and close the achievement gap in math and reading standards. **Strategy's Expected Result/Impact:** Increase the percentage of at-risk students who achieve the meets standards on math and reading unit assessments. **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 - Student Learning 2 - Curriculum, Instruction, and Assessment 2 **Funding Sources:** - 161- State Compensatory Education	60%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: The percentage of students who meet or master the expected standards in STAAR Reading Language Arts (33.18%) and Mathematics (42.56%) is lower than desired. This indicates a need to address specific challenges in these subjects for current 5th graders. **Root Cause**: The current teaching strategies and curriculum might not be effectively meeting the needs of students, especially in STAAR Reading Language Arts and Mathematics for 4th graders, and in STAAR Science for 5th graders.
Problem Statement 3: In Grade 5, the percentage of students who meet or master the expected standards in STAAR Science (25.58%) is below the expected level. This suggests a potential gap in science education that requires attention. **Root Cause**: There may be a need for additional resources, such as specialized materials, technology, or personnel, to improve student performance in specific subjects. Teachers may benefit from targeted professional development opportunities focused on effective strategies for teaching specific subjects, especially in science.
Problem Statement 4: In both grades, there are subjects with relatively low mastery rates, such as STAAR Science in Grade 5 (25.58%) and STAAR Reading Language Arts Spanish in Grade 6 (21.05%). **Root Cause**: There may be a need for enhanced support and instruction for students in Spanish language assessments, particularly in Grade 5.

Goal 2: All students will have skilled teachers, effective support staff, and sufficient resources to support high levels of achievement.

Performance Objective 1: Recruit, select, assign, and retain highly-qualified educators and support staff.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Recruit highly effective teachers through Frontline and hold interviews via committees that include content and team teachers to select candidate. **Strategy's Expected Result/Impact:** Highly effective teachers on staff. **Staff Responsible for Monitoring:** Interview Documents **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Student Achievement 5 - Student Learning 5 - School Culture and Climate 2 - School Processes & Programs 3 - Staff Quality, Recruitment, and Retention 1 - Perceptions 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Wellness room on campus providing tools to meet the emotional needs of staff. **Strategy's Expected Result/Impact:** Retain highly effective teachers, improve staff morale and increase attendance. **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Work with PTA and other community sponsors to provide rewards/incentives to staff members on a rotating basis **Strategy's Expected Result/Impact:** Improve staff morale and increase attendance. **Staff Responsible for Monitoring:** Calendar, Frontline Reports **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Year 1 and Year 2 teachers will attend New Teacher Academy bi-monthly and receive individual coaching and feedback. Year 1 teachers will be paired with a campus mentor. **Strategy's Expected Result/Impact:** Effective classroom management and instruction of new teacher. 100% retention of new teachers. **Staff Responsible for Monitoring:** Principal, Director of Professional Development **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Establish campus Sunshine Committee providing various activities throughout the year such as: showers, staff recognition days, death of an immediate family member, birthday celebrations, faculty parties, team building. **Strategy's Expected Result/Impact:** Increase staff satisfaction, teacher retention **Staff Responsible for Monitoring:** Sunshine Committee, Administration **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 5: The school staff composition at Smith Intermediate School does not adequately mirror the diverse student population, leading to potential disparities in cultural understanding, role modeling, and mentorship opportunities. **Root Cause**: The district may not have established robust connections with networks and organizations that could serve as sources of diverse teaching candidates, limiting the pool of potential hires.

School Processes & Programs
Problem Statement 3: The school staff composition at Smith Intermediate School does not adequately mirror the diverse student population, leading to potential disparities in cultural understanding, role modeling, and mentorship opportunities. **Root Cause**: The district may not have established robust connections with networks and organizations that could serve as sources of diverse teaching candidates, limiting the pool of potential hires.

Perceptions

Problem Statement 2: The school staff composition at Smith Intermediate School does not adequately mirror the diverse student population, leading to potential disparities in cultural understanding, role modeling, and mentorship opportunities. **Root Cause**: The district may not have established robust connections with networks and organizations that could serve as sources of diverse teaching candidates, limiting the pool of potential hires.

Goal 2: All students will have skilled teachers, effective support staff, and sufficient resources to support high levels of achievement.

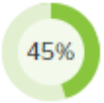
Performance Objective 2: Deliver relevant professional development for teachers, school leaders, and staff that is focused on the needs of students.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Learning workshops during staff meetings & PLC focused on effective instructional strategies to implement into classroom instruction. **Strategy's Expected Result/Impact:** Literacy implementation cross-curricular, increased student achievement and growth **Staff Responsible for Monitoring:** Meeting Agenda **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Modular Training to support instructional technology in the classroom **Strategy's Expected Result/Impact:** Increased technology implementation evident in instruction **Staff Responsible for Monitoring:** Modular Tech Training Calendar & Agenda **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Training in Skyward to collect data to meet the social and academic of students. **Strategy's Expected Result/Impact:** Increased data drive decision making, academic gains **Staff Responsible for Monitoring:** Training Agenda, PLC Agenda **TEA Priorities:** Improve low-performing schools -	N/A			

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Trauma informed training for all staff **Strategy's Expected Result/Impact:** Increase social and emotional support for students. **Staff Responsible for Monitoring:** Training Agenda **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Demographics 1 - Student Achievement 4, 5 - Student Learning 1, 5 - School Culture and Climate 2 - School Processes & Programs 3 - Staff Quality, Recruitment, and Retention 1 - Perceptions 2 - Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 2				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Reading Specialist will collaborate with and coach teachers to implement read-aloud and guided reading to increase student's comprehension of various texts. **Strategy's Expected Result/Impact:** Increased % of students meeting grade-level reading proficiency standards in STAAR and MAP. **Staff Responsible for Monitoring:** Principal, Reading Specialist, Reading Interventionists, Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 3 - Student Learning 2, 4 - Curriculum, Instruction, and Assessment 2, 4				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Campus administration will conduct coaching walks to strengthen the instructional core and to focus improving student achievement. During PLC's data from coaching walks will be shared with grade level teams and PD plans will be collaboratively developed to increase implementation of effective instructional strategies. **Strategy's Expected Result/Impact:** Increased student achievement on STAAR and Unit Assessments **Staff Responsible for Monitoring:** Campus Administration, content specialists **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Student Achievement 1, 2, 3 - Student Learning 2, 3, 4 - Curriculum, Instruction, and Assessment 2, 3, 4	30%			

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Learning walks to allow staff the opportunity to learn and grow from one another. **Strategy's Expected Result/Impact:** Increase teacher efficacy, increase teacher retention **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	10%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a lack of proportional representation of certain demographic groups within the student population that can lead to potential inequities in educational experiences and opportunities for students from underrepresented backgrounds. **Root Cause**: There may be systemic barriers or a lack of outreach efforts targeting these communities, leading to lower enrollment percentages. Additionally, there might be cultural or socio-economic factors that contribute to this underrepresentation.

Student Learning
Problem Statement 1: There is a lack of proportional representation of certain demographic groups within the student population that can lead to potential inequities in educational experiences and opportunities for students from underrepresented backgrounds. **Root Cause**: There may be systemic barriers or a lack of outreach efforts targeting these communities, leading to lower enrollment percentages. Additionally, there might be cultural or socio-economic factors that contribute to this underrepresentation.

Student Learning

Problem Statement 2: The percentage of students who meet or master the expected standards in STAAR Reading Language Arts (33.18%) and Mathematics (42.56%) is lower than desired. This indicates a need to address specific challenges in these subjects for current 5th graders. **Root Cause**: The current teaching strategies and curriculum might not be effectively meeting the needs of students, especially in STAAR Reading Language Arts and Mathematics for 4th graders, and in STAAR Science for 5th graders.

Problem Statement 3: In Grade 5, the percentage of students who meet or master the expected standards in STAAR Science (25.58%) is below the expected level. This suggests a potential gap in science education that requires attention. **Root Cause**: There may be a need for additional resources, such as specialized materials, technology, or personnel, to improve student performance in specific subjects. Teachers may benefit from targeted professional development opportunities focused on effective strategies for teaching specific subjects, especially in science.

Problem Statement 4: In both grades, there are subjects with relatively low mastery rates, such as STAAR Science in Grade 5 (25.58%) and STAAR Reading Language Arts Spanish in Grade 6 (21.05%). **Root Cause**: There may be a need for enhanced support and instruction for students in Spanish language assessments, particularly in Grade 5.

Problem Statement 5: The school staff composition at Smith Intermediate School does not adequately mirror the diverse student population, leading to potential disparities in cultural understanding, role modeling, and mentorship opportunities. **Root Cause**: The district may not have established robust connections with networks and organizations that could serve as sources of diverse teaching candidates, limiting the pool of potential hires.

School Processes & Programs

Problem Statement 3: The school staff composition at Smith Intermediate School does not adequately mirror the diverse student population, leading to potential disparities in cultural understanding, role modeling, and mentorship opportunities. **Root Cause**: The district may not have established robust connections with networks and organizations that could serve as sources of diverse teaching candidates, limiting the pool of potential hires.

Perceptions

Problem Statement 2: The school staff composition at Smith Intermediate School does not adequately mirror the diverse student population, leading to potential disparities in cultural understanding, role modeling, and mentorship opportunities. **Root Cause**: The district may not have established robust connections with networks and organizations that could serve as sources of diverse teaching candidates, limiting the pool of potential hires.

Goal 2: All students will have skilled teachers, effective support staff, and sufficient resources to support high levels of achievement.

Performance Objective 3: Allocate resources with a specific focus on instructional improvement and increasing student achievement.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Hand2Mind Resources, MAPS, IXL, Think Up and Lowman Consulting to support intervention instruction. **Strategy's Expected Result/Impact:** Increased academic achievement in Math and Reading **Staff Responsible for Monitoring:** Traning Agenda, Resource Purchase **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2, 3 - Student Learning 2, 3, 4 - Curriculum, Instruction, and Assessment 2, 3, 4	10%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The campus master schedule is organized to ensure that quality time is dedicated to instruction. Grade levels are assigned an intervention time during which interventionists and specialists are able to provide support to students. **Strategy's Expected Result/Impact:** Decrease the percent of students performing below the average RIT score in math and reading in grade 5-6 and decrease the percent of students performing below meets inSTAAR Reading and Math test. **Staff Responsible for Monitoring:** Principal/AP's **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction	100%	100%	100%	100%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: The percentage of students who meet or master the expected standards in STAAR Reading Language Arts (33.18%) and Mathematics (42.56%) is lower than desired. This indicates a need to address specific challenges in these subjects for current 5th graders. **Root Cause**: The current teaching strategies and curriculum might not be effectively meeting the needs of students, especially in STAAR Reading Language Arts and Mathematics for 4th graders, and in STAAR Science for 5th graders.

Student Learning

Problem Statement 3: In Grade 5, the percentage of students who meet or master the expected standards in STAAR Science (25.58%) is below the expected level. This suggests a potential gap in science education that requires attention. **Root Cause**: There may be a need for additional resources, such as specialized materials, technology, or personnel, to improve student performance in specific subjects. Teachers may benefit from targeted professional development opportunities focused on effective strategies for teaching specific subjects, especially in science.

Problem Statement 4: In both grades, there are subjects with relatively low mastery rates, such as STAAR Science in Grade 5 (25.58%) and STAAR Reading Language Arts Spanish in Grade 6 (21.05%). **Root Cause**: There may be a need for enhanced support and instruction for students in Spanish language assessments, particularly in Grade 5.

Goal 3: All students will have a safe, supportive, and highly effective learning environment.

Performance Objective 1: Implement practices and procedures to support a safe environment characterized by high expectations, mutual respect, positive teacher-student relationships, and a focus on teaching and learning.

Evaluation Data Sources: CHAMPS Implementation, Walkthroughs, Observations

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Character Strong SEL/Character Education Program **Strategy's Expected Result/Impact:** Build appropriate social/emotional skills and character in students. **Staff Responsible for Monitoring:** Team Rallies, Dojo Points/House Points **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Character instruction and remediation as part of the behavior intervention process. Restorative Circles implemented into ISS. **Strategy's Expected Result/Impact:** Decrease in behavior infractions, positive classroom learning environment **Staff Responsible for Monitoring:** Administration - campus walkthroughs, discipline data reports Counselors **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Campus wide implementation of CHAMPS **Strategy's Expected Result/Impact:** Positive behavior support system that supports students to improve classroom behavior, through establishing clear campus wide behavior expectations. Students will feel empowered by knowing clear campus wide expectations. This will result in reduced misbehavior, increased academic engagement, resulting in improved academic growth. **Staff Responsible for Monitoring:** All staff through common language and expectations. Posted expectations throughout campus, including classroom and common areas. **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	50%			

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: A campus school-wide positive behavior reinforcement will be used by collecting House Points, holding House Rally Celebrations each six weeks, and individual student awards from teachers for displaying character traits/values of excellence. **Strategy's Expected Result/Impact:** Reduced number of office referrals **Staff Responsible for Monitoring:** Administration **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Demographics 1 - Student Achievement 4 - Student Learning 1 - Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 2	30%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a lack of proportional representation of certain demographic groups within the student population that can lead to potential inequities in educational experiences and opportunities for students from underrepresented backgrounds. **Root Cause**: There may be systemic barriers or a lack of outreach efforts targeting these communities, leading to lower enrollment percentages. Additionally, there might be cultural or socio-economic factors that contribute to this underrepresentation.

Student Learning
Problem Statement 1: There is a lack of proportional representation of certain demographic groups within the student population that can lead to potential inequities in educational experiences and opportunities for students from underrepresented backgrounds. **Root Cause**: There may be systemic barriers or a lack of outreach efforts targeting these communities, leading to lower enrollment percentages. Additionally, there might be cultural or socio-economic factors that contribute to this underrepresentation.

Goal 3: All students will have a safe, supportive, and highly effective learning environment.

Performance Objective 2: Ensure that district policies and procedures are student-centered, equitable, consistently enforced, and data-driven.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Campus budget needs will be regularly discussed with faculty and committees to ascertain that money is invested based on needs of students and campus. Departments will prioritize budgets based on student and campus data **Staff Responsible for Monitoring:** PLC Agenda/PreAcq of Funds **ESF Levers:** Lever 1: Strong School Leadership and Planning	15%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Student Growth Trackers **Strategy's Expected Result/Impact:** Teachers and students will be responsible for creating and continual tracking of their own academic growth for math and reading. Students will record BOY, MOY and EOY data for MAPs testing for Math and Reading in their folders. Students will set smart goals with their Reading and Math teachers for growth MAPS scores. Students will also chart assessment growth for Students will set goals for personal academic growth for the year. **Staff Responsible for Monitoring:** Teachers, Curriculum specialists, Admin team **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Student Achievement 1, 2, 3 - Student Learning 2, 3, 4 - Curriculum, Instruction, and Assessment 2, 3, 4	30%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: The percentage of students who meet or master the expected standards in STAAR Reading Language Arts (33.18%) and Mathematics (42.56%) is lower than desired. This indicates a need to address specific challenges in these subjects for current 5th graders. **Root Cause**: The current teaching strategies and curriculum might not be effectively meeting the needs of students, especially in STAAR Reading Language Arts and Mathematics for 4th graders, and in STAAR Science for 5th graders.

Student Learning

Problem Statement 3: In Grade 5, the percentage of students who meet or master the expected standards in STAAR Science (25.58%) is below the expected level. This suggests a potential gap in science education that requires attention. **Root Cause**: There may be a need for additional resources, such as specialized materials, technology, or personnel, to improve student performance in specific subjects. Teachers may benefit from targeted professional development opportunities focused on effective strategies for teaching specific subjects, especially in science.

Problem Statement 4: In both grades, there are subjects with relatively low mastery rates, such as STAAR Science in Grade 5 (25.58%) and STAAR Reading Language Arts Spanish in Grade 6 (21.05%). **Root Cause**: There may be a need for enhanced support and instruction for students in Spanish language assessments, particularly in Grade 5.

Goal 4: Cleburne ISD will engage families and the school community to create a network of student support, investment, and high expectations.

Performance Objective 1: Work in collaboration with students, parents, and community members to ensure everyone is welcomed, respected, and valued.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Parent and Family Engagement Policy **Strategy's Expected Result/Impact:** Increased parent involvement, opportunity for growth, positive community relationship **Title I:** 4.1 **- TEA Priorities:** Improve low-performing schools	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Volunteers in Public Schools (VIPS) **Strategy's Expected Result/Impact:** Increases academic and behavior achievement **Staff Responsible for Monitoring:** VIPS Log In **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	35%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Community Partnerships including Presbyterian Church, Hope Church for mentor program, parent tours, and weekly food bags for economically disadvantaged students **Strategy's Expected Result/Impact:** Increased academic and behavior achievement, parent/community involvement. **Staff Responsible for Monitoring:** Volunteer log, event flyers **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture	20%			

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Family Involvement throughout the year. Fine arts nights, EL Night, Tailgate, etc. **Strategy's Expected Result/Impact:** Increased family involvement **Staff Responsible for Monitoring:** Event Flyer/Sign in sheets **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: Cleburne ISD will engage families and the school community to create a network of student support, investment, and high expectations.

Performance Objective 2: Pursue quality partnerships with parents and community to provide a system of support and communication between all stakeholders.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Jacket Instructional Rounds - Inviting parents/community to school for an overview and classroom visit. Feedback is requested. **Strategy's Expected Result/Impact:** Increased parent involvement, opportunity for growth, positive community relationship **Staff Responsible for Monitoring:** Survey **Title I:** 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	N/A			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Weekly Newsletter - SIS Jacket News **Strategy's Expected Result/Impact:** Increased parent involvement, opportunity for growth, positive community relationship **Staff Responsible for Monitoring:** Facebook/Skylert/Instagram **Title I:** 4.2 **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Social Media Presence - Posting daily activities and events on campus **Strategy's Expected Result/Impact:** Increased parent involvement, opportunity for growth, positive community relationship **Staff Responsible for Monitoring:** Facebook/Twitter **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Title I Parent Meeting **Strategy's Expected Result/Impact:** Increased parent involvement **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Fall Parent Conferences will be held with every student to discuss academic goals and focus areas to establish a partnership with families. **Strategy's Expected Result/Impact:** Increased student achievement and partnership between school and home. **Staff Responsible for Monitoring:** Teachers, Administration **ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

State Compensatory

Budget for Smith Intermediate School

Total SCE Funds: $334,707.09
Total FTEs Funded by SCE: 4.875
Brief Description of SCE Services and/or Programs

Personnel for Smith Intermediate School

Name	Position	FTE
Armstrong	EB Push In	1
Bicknell	EB Push in	1
Chapman	ELAR	0.25
Clark	Aide	1
Fowler	ELAR Teacher	0.25
Grisham	ELAR	0.25
Mendias	ELAR	0.25
Moore	ELAR	0.125
Muniz	ELAR	0.25
Price	ELAR	0.25
Traister	ELAR	0.25

Title I Personnel

Name	Position	Program	FTE
Stephanie Barreraz-Thompson	Reading Specialist	Read 180/System 44	1
Tina Martin	Math Specialist		1

2023-2024 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Amber White	Principal
Classroom Teacher	Stephanie Thompson	Reading Specialist/Title I
Classroom Teacher	Tina Martin	Math Specialist/Title I
Classroom Teacher	Shalley Brown	5th RLA Interventionist
Classroom Teacher	Patricia Cappers	6th RLA Interventionist
Classroom Teacher	Mollie Ford	6th Math Interventionist
Classroom Teacher	Taylor Morales	5th Math Interventionist
Classroom Teacher	Ashley Fowler	6th SS Teacher
Classroom Teacher	Samantha Gonzalez	6th Math Teacher
Classroom Teacher	Jenny LaCroix	6th RLA Teacher
Classroom Teacher	Austin Lee	Robotics Teacher
Classroom Teacher	Tommy Kennedy	Electives Teacher
Parent	Erin Wesson	6th Grade Parent
Parent	Hannah Midkiff	5th Grade Parent
District-level Professional	Chris Jackson	Executive Director of Accountability & Research
Community Representative	Keith Whitt	Cleburne Bible Church
Business Representative	Mary Jane Larrison	Castle Collection
Paraprofessional	Tammy Howe	EL Support
Classroom Teacher	Erika Solis	Bilingual Specialist
Classroom Teacher	Rachel McClinton	5th SS Teacher

Campus Funding Summary

161- State Compensatory Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	4			$0.00
				Sub-Total	$0.00

211- Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Content Specialist		$0.00
				Sub-Total	$0.00

255- Title II, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Classroom Reduction Staff		$0.00
				Sub-Total	$0.00