

Carrollton-Farmers Branch Independent School District

Newman Smith High School

2023-2024 Campus Improvement Plan



Mission Statement

The Mission of CFBISD, a diverse community of global learners, is to empower scholars to acquire life-long knowledge, skills, and values that prepare them to compete in the world marketplace while contributing to their community.

Vision

CFBISD will be an exceptional learning community where all graduates impact and excel in a complex, interconnected, and ever-changing world.

Value Statement

CFBISD BELIEVES IN...

- Excellence in ALL learning opportunities
- Respecting differences by embracing diversity
- A growth mindset for students, faculty, and staff
- Ongoing partnerships with the community
- Support and love of the whole student

Motto

High Expectations for ALL

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The purpose of this needs assessment is to identify and address the challenges faced by our campus in relation to underperforming scholars on standardized tests, low scholar engagement, and negative perceptions due to low academic performance. By understanding the root causes behind these issues, we can develop effective strategies and interventions to support our scholars and improve overall academic outcomes.

Demographics:

One significant factor influencing our school's academic performance is the demographics of our scholar population. It is essential to consider the diverse backgrounds, socioeconomic factors, and cultural influences that may impact scholar achievement. By acknowledging and understanding these demographic factors, we can develop targeted interventions to address the unique needs of our scholars.

Academic Scores:

The underperformance of our scholars on standardized tests is a critical concern that requires immediate attention. It is important to assess the factors contributing to this issue, such as curriculum effectiveness, teaching methodologies, and scholar support services. By identifying the root causes behind the low academic scores, we can implement evidence-based strategies that promote academic growth and success.

Scholar Engagement:

Low scholar engagement is another pressing challenge that hinders the overall learning experience. Factors such as disinterest in academic subjects, lack of motivation, and inadequate scholar-teacher relationships may contribute to this issue. It is crucial to evaluate the current approaches to teaching and learning to identify areas where improvements can be made. By fostering an engaging and inclusive learning environment, we can enhance scholar motivation and active participation in the educational process.

Community Perceptions:

Negative perceptions of our school due to low academic performance can have detrimental effects on scholar morale, community support, and overall reputation. It is essential to address these perceptions and work towards rebuilding trust and confidence within the community. By showcasing our commitment to scholar success and implementing effective interventions, we can change the narrative and improve community perceptions.

Strategies and Interventions:

To directly address the aforementioned challenges, we will focus on implementing the following strategies and interventions:

1. **Data Analysis and Targeted Instruction:** Analyze academic performance data to identify specific areas of weakness and implement targeted instructional strategies to address them. This may involve differentiated instruction, individualized support, and tailored interventions for underperforming scholars.
2. **Scholar Engagement Initiatives:** Develop programs and activities that foster scholar engagement, such as project-based learning, interactive teaching methods, and extracurricular opportunities aligned with scholars' interests and passions.
3. **Professional Development:** Provide ongoing professional development opportunities for teachers to enhance their instructional practices, incorporate innovative teaching strategies, and effectively engage scholars from diverse backgrounds.
4. **Parent and Community Involvement:** Establish partnerships with parents and the community to create a supportive network that encourages scholar success. This may include regular communication, workshops, and involvement in school events.
5. **Positive School Climate:** Create a positive and inclusive school climate that promotes a sense of belonging, respect, and academic excellence. Implement strategies to address discipline issues, enhance scholar-teacher relationships, and celebrate scholar achievements.

Demographics

Demographics Summary

Established in 1973, we are a suburban school outside of Dallas, TX . At Newman Smith, every day we celebrate our school's pursuit of excellence. We provide News Day with Dr. J daily to disseminate campus information to all scholars, staff, and the community. We also have a social media presence for staff, parents, and the community. We continue to offer virtual coffee with the principal to serve our highly diverse population.

In regards to campus diversity, we are a campus with 62% Hispanic , 22% African American, 7% White, 5% Asian, and 4% American Indian, Pacific Islander, or Two or More Races scholars. 51% of Newman Smith scholars are male and 49% are female. 68% of Smith's scholars are Economically disadvantaged and 54% are Emergent Bilingual. 10% of scholars have been in U.S. schools three years or less. Our scholar to teacher ratio is 16.2 , and the number of scholars: 1,947. We are increasing our level of diverse teaching population in an increasingly diverse scholar population with high levels of economically disadvantaged and emergent bilingual scholars.

We are a campus that recognizes we serve an approximately 54% Emergent Bilingual (EB) population and has hired the Seidlitz Corporation to train our teachers in research based practices to help improve EB performance. The faculty seeks to help each scholar achieve their highest potential. Emerging Bilingual scholars face unique challenges specific to learning English, high poverty, and learning a completely foreign culture. Our faculty recognizes that improving the educational outcomes for EBs is critical to our success.

We are a campus committed to and responsible for providing specially designed instruction led by IEP plans for scholars who have been identified with a disability. The plan is specifically tailored to the needs of each scholar. Scholars with dyslexia are on the rise. 14% of Newman Smith scholars are identified as Special Education.

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According to MAP data, we are a campus with 42% of scholars reading below a high school reading level. We are committed to encouraging scholars and teachers to use the Science of Reading to improve reading performance. We provide opportunities for scholars to explore their literary interests and provide opportunities for exposure to a vast array of literary pieces and genres.

We are a campus committed to supporting all scholars to be college, career, or military-ready without remediation (just like our mission states). We use our advisory period to present grade-level appropriate information during the school year. Advisory is unique to each grade level. We have a team of 6 counselors, one CCMR dean, and one administrator that works together to plan and develop strategies to assist our scholars in completing the tasks associated with college readiness: TSIA2 testing, Texas College Bridge, and FAFSA applications, and DCP steps. Our CCMR committee meets with various stakeholders monthly.

We believe scholars should produce excellent and challenging art and performance through our fine arts programs. We believe that a tradition of excellence has established a legacy for fine arts at Newman Smith. We were a blue-ribbon school of excellence with an emphasis on the arts in 2006. 56% of scholars are involved in a fine arts program.

We believe an orderly environment negates the impact of income level on achievement. We believe in a school-wide system of discipline that reduces variance from classroom to classroom. The Clean Slate Restorative Discipline System provides a common language for both teachers, scholars, and administration. Strikes create consistency with teachers and throughout all classrooms; tiers provide consistency within the administration. We believe parents should be involved in the discipline of the scholar. Our system aims to develop an attitude of empathy with the staff and to reduce discipline disproportionality. The staff is committed to constant monitoring of the clean slate system and implements reset when necessary.

We have seen improvement due to our discipline program. We are committed to having a safe campus for scholars and teachers. We have seen a shift in our alternative placements from fighting to under the influence of drugs. We recognize that our building is not a grid which makes safety more difficult to put effective systems into place. Our numbers of violent incidents are on the decline and our security officers know our scholars by name and by need. 6 years ago, we had to call for extra police daily. Once we implemented the Strike System, we began a decline of calls from weekly to occasionally. 50% of parents have come to the campus for a restorative conference with the restorative coordinator, teacher, and scholar.

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Scholar athletes come to us with athletic potential. Scholars are invested in the eligibility mindset and passing classes. We have the highest eligibility rate in the district. The overall culture has improved under the new head coach. The character expectation is transferred to the classroom. There has been a dramatic change in the behavior of our scholar-athletes. 26% of scholars are involved in athletics. 62% of our scholars are involved in fine arts. We need to increase the percentage of scholars in our athletics programs.

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Our diverse population leads to rich discussions, different perspectives, and experiences.

Newman Smith is in its third year of CTE programs of study. Certifications are on the rise. CTE is trending positively, gaining scholars and teachers. We serve 1,592 (82%) scholars in the CTE department: 5.67% Asian, 20.4% Black, Hispanic 62.38%, White 7.5 %, two or more 3.3%. Over 379 scholars received their Industry Based Certifications for a total of 651 over the last two years.

Smith's graduation rate for 2021 (the most recent data) is 92.3%, which is higher than the state percentage of 90.0% but 1.4% points below the district. Our counselors work within a system that focuses on seniors and the graduation rate.

Smith's attendance rate for 2021-2022 was 98.7%, slightly lower than the state attendance rate of 95.0%.

Parents have at least four opportunities to engage in parent/school events that include parent conferences, meet the teacher, open houses and parent education classes. With over half of our population being a Hispanic population, (many first-generation high school graduates) families and scholars have a strong emphasis on family and respect.

Our most recent data from TAPR (2021-2022) showed that 45.4% of the annual graduates were college-ready. Out of that percentage, 26% of African American were college ready, 46% of Hispanic, 67.3% of white, and 57.9% of Asian were college-ready.

The TAPR showed that our Attendance rate in 2021-2022 was 98.7%, an increase of 2.1% over 2019-2020.

Scholars have more of a sense of belonging and becoming thanks to campus clubs.

Demographics Strengths

Our diverse population leads to rich discussions, different perspectives, and experiences.

We have a pocket of strength in our teaching population - meaning a few teachers who are strong but have many gaps. We did a campus needs assessment last year, but the only evidence of change is our learning lab and teacher IEP training.

We serve 1614 students in the CTE department: 5.67% Asian, 20.4% Black, Hispanic 62.38%, White 7.5 %, two or more 3.3%. Over 400 scholars received their Entrepreneurship and Small Business IBC. This is huge growth for the IBC's on our campus.

Our most recent CCMR data shows a great increase in Industry Based Certifications were up from 0.7% (2019-2020) to 2.6%. from TAPR (2021-2022). 55.1% of the annual graduates were CCMR. Out of that percentage, 47.9% were African American, 53.1% Hispanic, 73.5% White, 68.4% Asian.

Additionally Smith's CCMR data shows scholars with a completed IEP and Workforce Readiness is more than twice the state average at 5.0% (state 2.4%)

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Smith's attendance rate for 2021-2022 was 98.7%, slightly lower than the state attendance rate of 95.0%.

Parents have at least four opportunities to engage in parent/school events that include parent conferences, meet the teacher, open houses and parent education classes. With over 80% Hispanic population, (many first-generation high school graduates) families and students have a strong emphasis on family and respect.

Our most recent data from TAPR (2020-2021) showed that 61% of the annual graduates were college-ready. Out of that percentage, 43.6% of African American were college ready, 62.7% of Hispanic, 75.6% of white, and 80.0% of Asian were college-ready.

The TAPR showed that our Attendance rate in 2020-2021 was 98.7%, an increase of 2.1% over 2019-2020.

We serve a population of students that received a wide array of reading strategies, as they move across their contents, for how to get the gist of a text and synthesize information. Students have opportunities through the school library to acquire diverse reading materials both print and online.

Scholars have more of a sense of belonging and becoming thanks to campus clubs.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Problem Statement: Scholars at Newman Smith (majority-minority campus) are underperforming on the state assessments - EOCs , National Assessments- MAP, and college entrance testing. **Root Cause:** High number of EBs including 28% of EBs having been in US schools three years or less (10% of the total student population), high absenteeism, and low scholar engagement due to having to work to support families. Families do not understand laws about compulsory education. Lack of language acquisition; lack of cultural context.

Problem Statement 2 (Prioritized): Scholar engagement shows a lack of connection to the learning environment. Although there is a presence of scholar apathy, the solution is to address teacher-scholar relationship building and increase research-proven teaching strategies. **Root Cause:** For years, the faculty was indoctrinated with the belief that the sole success of the scholar lies within the scholar and the scholar's willingness to participate and learn, meaning the emphasis for teachers is only on content expertise. We believe that adult behavior drives scholar behavior.

Student Learning

Student Learning Summary

At Newman Smith, scholar learning is focused on supporting mastery of the Essential Standards identified for each grade level and content area. The teachers have been faced with many challenges over the past couple of years in educating our scholars and preparing them to master the essential standards. Our emergent bilingual population scored on average across English I and II at 17% less than scholars at the approaches level on the rest of the campus.

EOC Data Spring 2022 -Results

Test	State	District	Smith	DNM	Approaches	Meets	Masters
	Passing	Passing	Passing				
ELA I	63%	55%	48%	52%	10%	32%	6%
ELA II	71%	65%	58%	42%	10%	42%	6%
Algebra	72%	71%	71%	29%	%	%	%
Biology	82%	79%	73%	27%	21%	41%	11%
US History	89%	85%	84%	16%	10%	63%	11%

EOC Data Spring 2023 -Results (color code red and green)

Test	State	District	Smith	DNM	Approaches	Meets	Masters
	Passing	Passing	Passing				
ELA I	79%	65%	50%	50%	11%	34%	5%
ELA II	74%	70%	65%	35%	519%	42%	4%

Test	State	District	Smith	DNM	Approaches	Meets	Masters
	Passing	Passing	Passing				
Algebra	78%	77%	69%	44%	28%	21%	7%
Biology	89%	87%	77%	23%	36%	32%	9%
US History	95%	93r	90%	10%	11%	54%	25%

In 2022, for all individual domains scholars were consistently > XX % below state for meets; SAT showed scholars just X% below state for meets (XX/XX%); All content areas showed a slight improvement of generally < XX% with the exception of Alg/SS which outperformed the state at meets (XX/XX%)

XX.X% complete the coherent sequence and state average is XX.X% (From Leigh ANN)

On the TAPR 2021-2022, the graduating class showed a decrease from 74.8% to 50.9% in TSI ELA. Math TSI showed a decrease from 35.8 % to 35.4%. Both subjects saw an overall number of 29.3%, down from 34.6%.

Student Learning Strengths

Scholars in fine arts are achieving high levels of success at the district, region, and state levels. Groups consistently receive superior ratings at UIL Concert and Sight Reading and often have all region and all state musicians. Scholars also are often recognized for their excellent visual art at both the region and state levels.

Emergent Bilingual scholars show a strong desire to acquire English and have strong skills in technology.

1, 592 scholars are enrolled in CTE courses (82%). We believe our NAF Academy of Innovation is a hidden gem in CFB.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Scholars at Newman Smith (majority-minority campus) are underperforming on the state assessments - EOCs, National Assessments- MAP, and college entrance testing. **Root Cause:** High number of EBs including 28% of EBs having been in US schools three years or less (10% of the total student population), high absenteeism, and low scholar engagement due to having to work to support families. Families do not understand laws about compulsory education. Lack of language acquisition; lack of cultural context.

Problem Statement 2:

Scholar engagement shows a lack of connection to the learning environment. Although there is a presence of scholar apathy, the solution is to address teacher-scholar relationship building and increase research-proven teaching strategies. **Root Cause:** For years, the faculty was indoctrinated with the belief that the sole success of the scholar lies within the scholar and the scholar's willingness to participate and learn, meaning the emphasis for teachers is only on content expertise. We believe that adult behavior drives scholar behavior.

School Processes & Programs

School Processes & Programs Summary

Our mission at Newman Smith High School is to graduate all scholars to be college, career, and military ready without remediation.

Newman Smith High School is a 9-12 comprehensive high school with a full array of programs: special education, general education, second language acquisition programming, CTE, AP, and GT.

Newman Smith High School is collecting data on instructional practices, curricula, personnel support and training, organizational leadership, and administrative programs. For instruction, the administrators complete TTESS observations to foster relationships with teachers. Administrators and the guiding coalition also develop Professional Development opportunities that focus on instructional skills and data. Each department has guiding coalition members. These guiding coalition teachers, called the Texas Instructional Leadership team (TIL) work to bridge the gap between teachers and administrators. The TIL team also works with the department managers to ensure that curricular expectations and assessment protocols are followed to the best of their ability. For personnel, department leaders work with administrators to seek out and interview high-quality teaching candidates. Newman Smith High School actively seeks teachers who hold master's degrees. For the organization, meetings are consistently conducted with the Campus leadership team, discipline committee, Campus Improvement Committee (CIC), administration, and graduation team. In the area of administration, the teachers and staff are using restorative practices to meet the scholars' social and emotional needs. Included in restorative practice, the campus has created a restorative center, a peace room, and a strike zone. Other administrative processes include professional development periods, advisory lessons, bell-to-bell instruction, and data-driven instructional practices.

School Processes & Programs Strengths

Our school's general command structure, from the Principal to the teachers, is characterized by academic prescriptive competence and instructional expertise shared among the administrative staff. This structure highlights the following strengths:

1. Well-established Programs: All our programs are firmly established, ensuring a solid foundation for delivering quality education across various disciplines.
2. Competent Teacher Leaders: Our TIL (Texas Instructional Leadership) team consists of highly competent and experienced teacher leaders. They play a pivotal role in guiding and supporting their colleagues in implementing effective instructional practices.
3. Abundance of Curricular Choices and Material Goods: We take pride in offering a wide range of curricular choices and ample material goods that support the

delivery of our curriculum. This ensures that our teachers have access to the resources necessary to create engaging and comprehensive learning experiences.

4. Access to Curricular Resources: Most departments in our school have access to a variety of curricular resources, enabling them to develop and implement well-rounded instructional plans. While there may be some gaps in access, such as in Career and Technical Education (CTE) and Languages Other Than English (LOTE), we are actively working to address and improve these areas.
5. Instructional Expertise Shared Among Administrative Staff: Our command structure emphasizes the importance of instructional expertise, which is shared among our administrative staff. This collaborative approach ensures that instructional decisions and guidance come from individuals who possess a deep understanding of effective teaching practices.
6. The implementation of various communication processes, including daily YouTube announcements (Newsday with Dr. J.), teacher huddles, advisory classes, and school newsletters, has significantly enhanced campus culture and increased participation in various activities.

By capitalizing on these strengths and continuously striving for improvement, we aim to provide an enriching and academically rigorous learning environment for all our students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The existing instructional practices and curricula fail to demonstrate satisfactory results on standardized testing and do not effectively engage scholars. **Root Cause:** The root cause of this problem statement could be attributed to the ineffective design and implementation of instructional practices for our changing demographics, which leads to unsatisfactory performance on standardized testing and a lack of scholar engagement.

Perceptions

Perceptions Summary

Newman Smith High School is dedicated to our mission and ensuring the successful graduation of all scholars, preparing them to excel in college, career, and military pathways without the need for remediation. Our campus is driven by the five essential pillars: culture, data, observations, feedback, MTSS (Multi-Tiered System of Supports), and restorative practices. These pillars are bolstered by various systems in place, including the Clean Slate Restorative Discipline System and TIL (Teaching and Learning) processes. Despite prevailing misconceptions about our school's performance and capabilities due to Smith's demographics, it is important to dispel such notions. Newman Smith High School has a rich history of cherished traditions and remarkable achievements. Even as a majority-minority campus, we remain committed to pursuing excellence in all aspects.

We understand that there may be a perception that Newman Smith High School is underperforming at the state level. However, it is important to highlight the exceptional aspects that make our school truly great.

While we acknowledge that perceptions may exist due to our state-level rankings, we firmly believe that these indicators do not fully capture the wealth of opportunities and achievements present at Newman Smith High School. We invite you to witness firsthand the dynamic learning environment, the dedication of our faculty, and the accomplishments of our scholars. Together, we are working tirelessly to ensure that every scholar reaches their full potential and excels in all areas of their educational journey.

Perceptions Strengths

One area where we excel is our innovative restorative discipline system. This approach fosters a positive and inclusive environment, promoting conflict resolution and personal growth among our scholars. By focusing on restorative practices, we prioritize the well-being and character development of our scholars, contributing to their overall success.

Additionally, our long-standing fine arts programs have consistently demonstrated excellence and have been a source of pride for our school.

Through these programs, our scholars have achieved remarkable artistic accomplishments and garnered recognition both locally and beyond. The dedication and talent of our fine arts faculty and scholars are a testament to the vibrant creative community at Newman Smith.

Furthermore, we have recently introduced new Career and Technical Education (CTE) programs, accompanied by significant renovations and improvements. These initiatives provide our scholars with practical skills and valuable hands-on experiences, preparing them for various career pathways. The integration of CTE programs reflects our commitment to equipping scholars with the tools and knowledge necessary for success in the ever-evolving job market.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The perception problem at our school is that low achieving scores are erroneously associated with having bad scholars, ineffective teachers, and a lack of safety. This perception undermines the school's reputation and fails to provide an accurate representation of the school's overall performance and the efforts of its stakeholders. Addressing this problem is essential to ensure a fair assessment. **Root Cause:** The root cause of the perception problem at the school, where low achieving scores are mistakenly linked to bad scholars, ineffective teachers, and low safety, can be attributed to several factors: Misinterpretation of data: The reliance on low achieving scores as the sole metric for assessing the school's performance can lead to a narrow understanding of academic capabilities. Focusing solely on

Priority Problem Statements

Problem Statement 1: Problem Statement: Scholars at Newman Smith (majority-minority campus) are underperforming on the state assessments - EOCs , National Assessments-MAP, and college entrance testing.

Root Cause 1: High number of EBs including 28% of EBs having been in US schools three years or less (10% of the total student population), high absenteeism, and low scholar engagement due to having to work to support families. Families do not understand laws about compulsory education. Lack of language acquisition; lack of cultural context.

Problem Statement 1 Areas: Demographics

Problem Statement 2:

Scholar engagement shows a lack of connection to the learning environment. Although there is a presence of scholar apathy, the solution is to address teacher-scholar relationship building and increase research-proven teaching strategies.

Root Cause 2: For years, the faculty was indoctrinated with the belief that the sole success of the scholar lies within the scholar and the scholar's willingness to participate and learn, meaning the emphasis for teachers is only on content expertise. We believe that adult behavior drives scholar behavior.

Problem Statement 2 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity,

- gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia 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
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Guiding Objectives

Revised/Approved: August 2, 2023

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: Goal: By the end of the academic year, increase the percentage of students reading at or above grade level by 5%, across all grade levels. This goal aims to enhance students' reading abilities and ensure that they are performing at or above their grade level expectations. It sets a specific target to measure progress and provides a clear outcome to strive for.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: Map Data





EOC Data

SAT Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a comprehensive reading program: Develop or adopt a research-based reading program that provides a structured approach to reading instruction. The program should incorporate strategies for phonics, vocabulary development, comprehension skills, and fluency. This can include DEAR time for all scholars.</p> <p>Strategy's Expected Result/Impact: A 5% gain in scholars reading at or above grade level according to MAP and EOC.</p> <p>Staff Responsible for Monitoring: Administration and the TIL TEAM</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide targeted interventions: Offer targeted interventions for scholars who are reading below grade level. These interventions may include small group instruction, one-on-one tutoring, or specialized reading programs tailored to individual scholar needs.</p> <p>Strategy's Expected Result/Impact: 5% gain in scholar achievement across all contents.</p> <p>Staff Responsible for Monitoring: Administration and TIL team</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue to use proven research-based strategies such as Seidlitz Strategies to improve scholar engagement across all contents.</p> <p>Strategy's Expected Result/Impact: 5% gain in scholar achievement across all contents.</p> <p>Staff Responsible for Monitoring: Administration and TIL team.</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Use ForBrain Headphones to help our emergent bilingual and dyslexic scholars.</p> <p>Strategy's Expected Result/Impact: Scholars will improve their reading comprehension across all content areas. Using these headsets with microphone and bone conduction technology increase communication skills, memory, reading fluency and comprehension, and attention for our most delicate learners who are struggling with the English language, reading, and dyslexia. Having the microphone with the bone conduction enables their auditory processing to activate more precisely with noticeable improvements for student gains in academics and life. Additionally the noise canceling feature is so good for students practicing speech and fluency/decoding to aid in confidence and prepare for tests such as the TELPAS. These headsets that will support student learning outcomes through effective information processing.</p> <p>This revolutionary technology analyzes and enhances the voice, amplifying frequencies and rhythm. The headphones immediately transmit the sounds back to you through bone conduction via the temporal bones, which retrains the brain's auditory feedback loop. For the loop to function properly, we effortlessly activate our abilities in auditory discrimination, phonological awareness, and the integration of rhythm. These skills are an innate part of human functioning and are necessary for all learning processes, especially reading. Thus, Forbrain optimizes the auditory process and to improve speech and communication, attention and focus, and memory.</p> <p>Students will grow their self-confidence and communication ability with clearer speech and improved reading. Students will also show an increase in productivity and memory. The device boosts reading comprehension, vocabulary, and fluency -- a vital skill set for understanding texts and their meanings.</p> <p>Again this device is to support student learning outcomes and will effectively support dyslexic students, EB/ELLs, low performers, low scoring scholars on standardized testing, and even support PLATO lab courses as a start. The students using ForBrain headphones will see a refinement in language and communication that is necessary for success.</p> <p>Research https://www.tandfonline.com/doi/full/10.1080/14992027.2022.204937</p> <p>Staff Responsible for Monitoring: Joanna McDowell</p> <p>Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Provide supplemental programs and services including: state assessment remediation, EOC interventions, Core-Subject Small Group Instruction, Emergent Bilingual Support, Credit Recovery Labs, and AVID.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement on state and local assessments</p> <p>Staff Responsible for Monitoring: Administration, TIL Team, and Instructional Staff</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: Supplemental intervention and resources to support at-risk students - 199-SCE State Comp Ed (SCE) - \$416,000, Instructional Specialists - 211 Title I - 211-11-6119-00-002-30-000 - \$90,830</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1 Problem Statements:

Demographics
<p>Problem Statement 1: Problem Statement: Scholars at Newman Smith (majority-minority campus) are underperforming on the state assessments - EOCs , National Assessments-MAP, and college entrance testing. Root Cause: High number of EBs including 28% of EBs having been in US schools three years or less (10% of the total student population), high absenteeism, and low scholar engagement due to having to work to support families. Families do not understand laws about compulsory education. Lack of language acquisition; lack of cultural context.</p> <p>Problem Statement 2: Scholar engagement shows a lack of connection to the learning environment. Although there is a presence of scholar apathy, the solution is to address teacher-scholar relationship building and increase research-proven teaching strategies. Root Cause: For years, the faculty was indoctrinated with the belief that the sole success of the scholar lies within the scholar and the scholar's willingness to participate and learn, meaning the emphasis for teachers is only on content expertise. We believe that adult behavior drives scholar behavior.</p>





Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By May 2024, Newman Smith aims to increase our College and Career Readiness (CCMR) percentages by 5% through a comprehensive program that emphasizes student attainment of industry-based certifications and meeting college-ready criteria.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: TAPR
 Texas College Bridge Completion
 TSIA 2.0
 Industry Based Certification
 AP participation and achievement
 SAT/PSAT

Strategy 1 Details	Reviews			
<p>Strategy 1: Scholars will complete Stage 1 and Stage 2 of the Texas College Bridge programs in their Senior level Math and English courses.</p> <p>Strategy's Expected Result/Impact: A 5% increase in our CCMR rating.</p> <p>Staff Responsible for Monitoring: Administration, ELA and Math teachers.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2 Problem Statements:

Demographics

Problem Statement 1: Problem Statement: Scholars at Newman Smith (majority-minority campus) are underperforming on the state assessments - EOCs , National Assessments-MAP, and college entrance testing. **Root Cause:** High number of EBs including 28% of EBs having been in US schools three years or less (10% of the total student population), high absenteeism, and low scholar engagement due to having to work to support families. Families do not understand laws about compulsory education. Lack of language acquisition; lack of cultural context.





Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: By May of 2024, 58% of Newman Smith Scholars read on a high school level (at least 850 lexile level or above) By Spring MAP , 65% of Newman Smith scholars will be reading on a high school level

High Priority

HB3 Guiding Objective

Evaluation Data Sources: STAAR and MAP

Strategy 1 Details	Reviews			
<p>Strategy 1: Allot specified time called D.E.A.R (drop everything and read) to each class. We will provide scholar's books.</p> <p>Strategy's Expected Result/Impact: A rise (growth) in the reading level of all scholars</p> <p>Staff Responsible for Monitoring: Assistant Principal, lead in each department and TIL coach Title 1</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A	N/A		
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

Goal 1: By the end of the academic school year, we will increase the percentage of scholars who report feeling safe at school from 64% to 69%, based on the data collected from the Panorama survey.

High Priority

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: We will use SmartPass as a mechanism to monitor scholar movement throughout the building during the school day.</p> <p>Strategy's Expected Result/Impact: To improve scholar safety and the sense of being safe at school.</p> <p>Staff Responsible for Monitoring: Administration, faculty, and security</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We will use Navigate 360 to monitor scholars during drills and in the event of an emergency.</p> <p>Strategy's Expected Result/Impact: To improve scholar safety and the sense of being safe at school.</p> <p>Staff Responsible for Monitoring: Administration, faculty, and campus/district security</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: We will continue the use of Troy training slides to train scholars on the importance of safety protocols with teachers and scholars regularly.</p> <p>Strategy's Expected Result/Impact: To improve scholar safety and the sense of being safe at school.</p> <p>Staff Responsible for Monitoring: Advisory teachers</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: We will use restorative practices to discover the root cause of repeat offenders within the clean slate system.</p> <p>Strategy's Expected Result/Impact: To decrease the percentage of scholars who reach tier 3+ in the clean slate system.</p> <p>Staff Responsible for Monitoring: Administration and Restorative Coordinator</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 1 Problem Statements:

Demographics
<p>Problem Statement 2: Scholar engagement shows a lack of connection to the learning environment. Although there is a presence of scholar apathy, the solution is to address teacher-scholar relationship building and increase research-proven teaching strategies. Root Cause: For years, the faculty was indoctrinated with the belief that the sole success of the scholar lies within the scholar and the scholar's willingness to participate and learn, meaning the emphasis for teachers is only on content expertise. We believe that adult behavior drives scholar behavior.</p>

Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

Goal 2: In the 2023 school year, 89% of teachers say our school is physically safe for staff and scholars. By May 2024, 100% of the staff will be required to take the UpBeat Survey, and the overall safety ares will increase on the UpBeat Survey by 5%.

Evaluation Data Sources: UpBeat survey data
Panorama Survey





Strategy 1 Details	Reviews			
<p>Strategy 1: Continue application of written safety protocols, practice drills, and discuss safety protocols with staff regularly.</p> <p>Strategy's Expected Result/Impact: A 5% improvement in the UpBeat Survey results.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Guiding Objective 3: Optimize Community Engagement

Goal 1: Our objective is to enhance the parent/community member participation rate on the NSHS Parent/Caregiver Experience Survey from 2% to 10% by the conclusion of the academic year.

Evaluation Data Sources: NSHS Parent/Caregiver Experience Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: We will engage scholars to encourage their parents/caregivers to complete the survey and thereby increase the overall participation rate.</p> <p>Strategy's Expected Result/Impact: Improved participation rate of the NSHS Parent/Caregiver Experience Survey</p> <p>Staff Responsible for Monitoring: Campus and District Administration</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: To enhance our telephone communication with parents/caregivers, we will establish call campaigns to increase member participation rate.</p> <p>Strategy's Expected Result/Impact: Improved participation rate of the NSHS Parent/Caregiver Experience Survey</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: To increase engagement and accessibility, we will boost the utilization of visuals, including QR codes and infographics, through various social media platforms, campus events, and high-traffic locations.</p> <p>Strategy's Expected Result/Impact: Improved participation rate of the NSHS Parent/Caregiver Experience Survey</p> <p>Staff Responsible for Monitoring: Leadership</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 1 Problem Statements:

Demographics
<p>Problem Statement 2: Scholar engagement shows a lack of connection to the learning environment. Although there is a presence of scholar apathy, the solution is to address teacher-scholar relationship building and increase research-proven teaching strategies. Root Cause: For years, the faculty was indoctrinated with the belief that the sole success of the scholar lies within the scholar and the scholar's willingness to participate and learn, meaning the emphasis for teachers is only on content expertise. We believe that adult behavior drives scholar behavior.</p>

Guiding Objective 3: Optimize Community Engagement

Goal 2: To expand the reach and viewership of campus-based communication, we will consistently leverage social media platforms along with established publications such as Trojan Tribune and Newsday with Dr. J.

Evaluation Data Sources: Analytics from all social platforms

Strategy 1 Details	Reviews			
<p>Strategy 1: To expand the reach and viewership of campus-based communication, we will consistently leverage social media platforms along with established publications such as Trojan Tribune and Newsday with Dr. J.</p> <p>Strategy's Expected Result/Impact: Analytics from all social media platforms</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Additional Targeted Support Strategy</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2 Problem Statements:





Demographics
<p>Problem Statement 2: Scholar engagement shows a lack of connection to the learning environment. Although there is a presence of scholar apathy, the solution is to address teacher-scholar relationship building and increase research-proven teaching strategies. Root Cause: For years, the faculty was indoctrinated with the belief that the sole success of the scholar lies within the scholar and the scholar's willingness to participate and learn, meaning the emphasis for teachers is only on content expertise. We believe that adult behavior drives scholar behavior.</p>

Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 1: By the end of the academic year, we will increase the attendance rate in advisory periods by 5%.

High Priority

Evaluation Data Sources: Campus Daily Attendance Percentage Report in TEAMS.





Strategy 1 Details	Reviews			
Strategy 1: We will use SmartPass as a mechanism to monitor scholar movement throughout the building during the advisory period.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Encourage students to attend advisory by introducing monthly competitions and making attendance a mandatory requirement for participating in extracurricular activities. Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Hire an additional attendance paraprofessional to help with low attendance rates and truancy. Strategy's Expected Result/Impact: Increase in attendance rates. Staff Responsible for Monitoring: Stephanie Jimenez and Chase Marrier Title I: 2.6 - TEA Priorities: Improve low-performing schools Funding Sources: - 211 Title I - 211-11-6129-00-002-30-000 - \$32,200	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 2: By the end of the academic year, scholars will report a 5% increase in scholar-teacher relationships, based on Panorama Survey data.

Evaluation Data Sources: Panorama Survey data





Strategy 1 Details	Reviews			
<p>Strategy 1: We will continue the use of Troy training slides to help form lasting relationships between scholars and teachers.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We will use restorative practices to mitigate issues within the classroom and to help strengthen teacher-scholar relationships.</p> <p>Staff Responsible for Monitoring: Discipline coordinator.</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Continue to use proven research-based strategies such as Seidlitz Strategies to improve scholar engagement across all contents.</p> <p>Strategy's Expected Result/Impact: By the end of the academic year, scholars will report a 5% increase in scholar-teacher relationships, based on Panorama Survey data.</p> <p>Staff Responsible for Monitoring: Principal and Administrative team</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 3: Increase the social-emotional health of all scholars by engaging staff in a positive culture work study with the book "The Energy Bus" by Jon Gordon.





HB3 Guiding Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: This will help to provide a positive classroom environment and help to increase the social-emotional health of all scholars.</p> <p>Staff Responsible for Monitoring: Administrators, department leadership</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: - 211 Title I</p>	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Guiding Objective 5: Optimize All Available Resources

Goal 1: By May of 2024, leverage the master schedule for the highest scholar achievement results. We will improve all EOC scores by 3% at the approaches and meets. Improve by 1% for the master's level.

Evaluation Data Sources: STAAR EOC Scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Review all departmental budgets with the department managers to ensure that needs are met and all funds expended.</p> <p>Strategy's Expected Result/Impact: Increased scholar opportunity for learning through careful expenditures of budget.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Require students needing the State-required Accelerated Instruction to participate in class rotations for HB4545.</p> <p>Strategy's Expected Result/Impact: By May of 2023, leverage the master schedule for the highest scholar achievement results. We will improve all EOC scores by 3% at the approaches and meets. Improve by 1% for the master's level.</p> <p>Staff Responsible for Monitoring: Principal and Associate Principal</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Guiding Objective 5: Optimize All Available Resources

Goal 2: Continue using Solution Tree to offer campus-wide professional development at Smith HS for Best Practices





High Priority

HB3 Guiding Objective

Evaluation Data Sources: Campus Survey Data on the effectiveness of the staff development

- Feedback from Teacher Leaders on the effectiveness of PD

-\$7500

Strategy 1 Details	Reviews			
<p>Strategy 1: Strategy's Expected Result/Impact: Use MTSS strategies to improve our RTI Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Improvement in student achievement as well as providing high-quality professional development. TEA priorities: Build a foundation of reading and math Funding sources: The cost for the PD is 6500; however, I have added \$1000 for additional RTI resources. 211 - Title 1 \$7500 Staff Responsible for Monitoring: administration and department leaders</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

State Compensatory

Budget for Newman Smith High School

Total SCE Funds: \$416,000.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

The supplemental programs and services provided with SCE funds include activities such as: state assessment remediation, EOC interventions, Core-Subject Small Group Instruction, Emergent Bilingual Support, Credit Recovery Labs, AVID, and Summer School.

Title I

1.1: Comprehensive Needs Assessment

A comprehensive needs assessment is conducted on an annual basis. Multiple data sources are used from various stakeholders (parents, administrators, teachers, and community members) via surveys, meeting participation, etc. The areas of assessment include demographics, student achievement, school processes and programs, and perceptions. The school-wide focus is on academic student achievement as measured by growth throughout the school year.

2.2: Regular monitoring and revision

Throughout the year the campus improvement plan is monitored and adjusted to best support student achievement and related initiatives. The campus Leadership Team and Smith's Campus Improvement Committee are involved in monitoring and adjusting the campus improvement plan.

2.3: Available to parents and community in an understandable format and language

Information is available to parents and community members in an understandable format and language. The district and campus websites include a feature which translates all content. Fliers that are sent home include both English and Spanish. Community meetings are held in English and Spanish.

2.4: Opportunities for all children to meet State standards

Progress monitoring data including End of Course, Grades, and State and Local assessments, is used to determine students in need of academic support. SNAP meetings are held regularly to determine which students are in need of Tier 2 & Tier 3 interventions. Parents are provided resources to help support student progress.

2.5: Increased learning time and well-rounded education

Based on need as identified via the SNAP process, additional learning time is provided during the school day and/or outside of the school day. Designated intervention times limit students missing core instruction.

2.6: Address needs of all students, particularly at-risk

Smith's CIP includes strategies to support all students, with an area of focus for students struggling with social emotional balance, bilingual emergent students and students receiving special education services.

3.1: Annually evaluate the schoolwide plan

A campus improvement plan is developed based on the comprehensive needs assessment finding. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the district's website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

4.1: Develop and distribute Parent and Family Engagement Policy

Annually stakeholders, including parents, staff, and administrators, jointly develop a parent and family engagement policy to encourage partnership and participation in activities that foster relationships which support student achievement. Input is gathered via Campus Improvement Committee meetings and online survey, during the spring of the previous school year. Updated policies are reviewed and disseminated at the beginning of the school year via ParentSquare and orientation meetings.

4.2: Offer flexible number of parent involvement meetings

There are multiple opportunities offered to parents in order to encourage participation in campus community meetings. These opportunities span different hours of the day in order to accommodate different schedules and they also span different formats including virtual meetings, face to face meetings, and recorded presentations.