

NeSMITH Elementary School

NeSmith Elementary Campus Improvement Plan 2024/2025

Excellence Always!



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Mission Statement

NeSmith Elementary is dedicated to providing a holistic education to all students and empowering them to become tomorrow's leaders and productive society members in a changing world.

Vision

We will speak life into our students, while providing a safe haven and promoting a culture that embraces diversity for all students to BELIEVE, LEAD, UNITE, and EXCEL.

Core Beliefs

1. Servant Leadership
2. Transparency and Accountability
3. Safe and Caring Environment
4. Trust and Honesty
5. Positive Relationships
6. Data-driven Decisions

Priority Problem Statement 1 : The EL and African American populations of students are not performing at the same level on STAAR as our hispanic and white populations.

Root Cause: The fast changing demographics with the growth of our community is bringing a diverse population with different educational needs and backgrounds.

Area: Student Achievement

Priority Problem Statement 2: About 50% of our Special Education students in grades 3-5 are reaching the approaches level with few to none reaching the meets and masters levels.

Root Cause: Our Special Education population is increasing with greater needs than our teachers are trained to meet.

Area: Student Achievement

Priority Problem Statement 4: In 2021-2022, the turnover rate for the campus was 40%.

Root Cause: Low staff morale

Area: Staff Quality, Recruitment and Retention

Priority Problem Statement 5: NeSmith has had over 70 Special Education referrals over the last several years.

Root Cause: Campus needs stronger processes for SST

Area: School Context and Organization

Priority Problem Statement 6: PLC meetings should focus more on good first instruction and tracking student data.

Root Cause: More training for teachers on the PLC Model and student data tracking.

Area: School Context and Organization

Priority Problem Statement 7: Parents/Families do not feel that they are not connected with the school.

Root Cause: Not enough opportunities held by campus for parents to be involved at school.

Area: Parent, Family and Community Involvement

Priority Problem Statement 8: NeSmith has seen an increase student discipline incidents over the last three years.

Root Cause: The rapid growth of the community and the increase of residents.

Area: School Culture and Climate

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

Campus/District improvement plans(current & prior)

Demographics Strengths

NeSmith Elementary School serves students in grades Pre-K through fifth grade and is located in Lavon, TX within Community Independent School District.

- Enrollment on the Fall PEIMS Snapshot date (end of October 2023) was
- NeSmith Elementary is a Prekindergarten-5th grade elementary campus.
- Ethnicity Distribution: African American 25 %, Hispanic 18 %, White 47 %, American Indian .7 %, Pacific Islander .4 % and Two or More Races 4%, Asian 4%
- Gender Distribution: 52% males and 47% females.
- Campus Profile/Student Information: Economically Disadvantaged is 44 %, English Language Learners 10 % and Students receiving Special Education Services 15%

Demographics Weaknesses

Our at risk population stayed at 48 % from 2022 to 2023 .

Demographics Needs

Problem Statement 1: Not all demographic populations have achieved their full potential academically or behaviorally.

Root Cause:A diverse population requires deep understanding of the needs of various learners while implementing a common set of values and expectations as a school.

Problem Statement 2 (Prioritized): Some students at NeSmith have academic and behavioral challenges that make school difficult.

Root Cause: Academic gaps exist due to lack of school experience for some students along with behavior challenges. Students at NeSmith have severe school behavior challenges due to trauma, pandemic, and cultural aspects. Poverty and instability in the home environment demands the need of appropriate behavior strategies training for staff.

Comprehensive Needs Assessment

Demographics Summary

The NeSmith community is very diverse and has a strong reputation for providing quality education. The campus has experienced a lot of change over the last four year in student demographics.

School Culture and Climate

School Culture and Climate Strengths

Parent Organizations: PTO

Annual Events & Activities: Boosterthon Fun Run, Math/Science Camp, Gingerbread Night, Fall Family Fun Night, Grade Level Music Programs monthly, Thanksgiving Lunch, Field Day and Classroom parties, the return of clubs which we now call "Passion Projects"

Students enjoy coming to school and know their teachers care about them.

School Culture and Climate Needs

Problem Statement 1: Nesmith has had an increase student discipline.

Root Cause: The rapid influx of new students coming from diverse backgrounds.

Problem Statement 2: Nesmith staff feel disconnected from the vision and mission statement based on survey data.

Root Cause: The vision and mission statement is not clearly communicated and revisited throughout the year.

School Culture and Climate Summary

The teachers at NeSmith Elementary are committed to the students they teach. NeSmith's staff is dedicated to providing quality instruction to all students. The teachers and staff are committed to serving the community from which the students come from.

Students and parents describe the school climate as family oriented. Students and staff feel that NES is a safe place. The beliefs, vision and goals of NeSmith Elementary are based on the understanding that the school belongs to the community and educating the whole child is paramount to building a better society. NeSmith has seen an increase in students discipline with the influx of new students coming from diverse backgrounds.

Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

- District hosts its own job fair
- Overall staff attendance rate is good.
- Successful teacher mentor program
- 4 day work week to help with recruitment and retention of staff
- Quality staff that care about their students and their success

Staff Quality, Recruitment and Retention Needs

Problem Statement: in 2021-2022, the turnover rate for the campus was 40%.

Root Cause: Low staff morale

Problem Statement: Some special education teachers need a core subject certification

Root Cause: Low number of SPED certified applicants

Staff Quality, Recruitment and Retention Summary

With a higher turnover rate the last two years, this means a large number of new staff members to NeSmith. In years past it has been difficult to find certified staff, especially in our special populations. Our mentor program has been a great success this year, each mentor only had two mentees. Our district continues to grow, a new campus, near to NeSmith is opening in August of 2023 and this will mean a decreased enrollment and reduced number of staff NeSmith.

Curriculum, Instruction and Assessment

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths

- Weekly PLC meetings held (see School context and Organization)
- Dyslexia Program - Take Flight through Scottish Right Hospital
- Structured intervention/enrichment time for all students on a daily basis.
- GT program Grades 1- 5 - cross curricular thematic based pull out program (2 hours a week)
- Heggerty
- DMAC
- Lead4ward Field Guides

Curriculum, Instruction and Assessment Needs

Problem Statement: Writing scores are showing no growth.

Root Cause: Need for more instructional materials and training for teachers.

Curriculum, Instruction and Assessment Summary

Staff reviews student assessments in order to provide targeted instruction for improvement. PLCs meet weekly to discuss student and teacher needs for academic achievement. Data is used to inform curriculum, instruction and assessment decisions. Assessments are designed, developed and linked to measure the effect of curriculum and instruction. Response to Intervention teams are data driven, and focus on the best interventions to meet the needs of the students.

Family and Community Involvement

Family and Community Involvement Strengths

- High number of parent volunteers
- Parents feel welcome at NeSmith and have an open dialogue with the staff.

Family and Community Involvement Weaknesses

Comprehensive Needs Assessment

Family and Community Involvement Weaknesses (Continued)

Small PTO
No SBDM Committee

Family and Community Involvement Needs

Problem Statement: Based on parental feedback, there is a lack of clearly communicating the community about events and other information regarding the campus.

Root Cause: No clear and consistent plan on how the teachers, and campus leadership will communicate daily, weekly and quarterly with all stakeholders using a variety of ways.

Problem Statement: Parents/Families do not feel connected with the school or involved in making decisions that effect the campus.

Root Cause: Not enough opportunities held by campus for parents to be involved at school which includes, PTO, SBDM, and opportunities to converse with campus leadership.

Family and Community Involvement Summary

Over the past four years, the demographics at NeSmith have changed because of a large number of new residents that have moved into the area. This change has brought exciting new cultures to NeSmith and helped us to learn many new things. We are looking for ways to help our new community members be more involved in our school and the decisions we make.

School Context and Organization

School Context and Organization Strengths

- Standardized district grading procedures
- PLC meetings held weekly at each grade level
- District gains teacher input on district assessments
- Compliant with all safety and drill requirements
- District goals are communicated through PLC meetings
- Intervention time is built into instructional day

Comprehensive Needs Assessment

School Context and Organization Weaknesses

SST and RTI processes are not clear and strong.

School Context and Organization Needs

Problem Statement: NeSmith had over 70 Special Education referrals.

Root Cause: Campus needs stronger processes for SST

Problem Statement: PLC meetings have gone away from the Solution Tree/DuFour Model.

Root Cause: More training for teachers on the PLC Model

School Context and Organization Summary

NeSmith Elementary has a staff that is focused on improving student academic achievement. There is a sense of urgency and strong commitment from the teachers at NeSmith. Teachers are actively involved in attending professional development over the summer and throughout the school year. Teachers commit extra time to ensuring that their students succeed. The master schedule was created for optimum student learning. We have incorporated an intervention block into each grade level's master schedule to address needs as well as progress monitor.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus 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
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

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

NeSMITH Elementary School

Goal 1. NeSmith's Domain 1 (Academic Growth) will increase from 68 to 75 by June 2025

Objective 1. We will increase our campus rating from TEA to a “B” or higher. Targeted or ESF High Priority Evaluation Data Sources: Spring 2025 STAAR Performance Data

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. PLCs will use systematic data during weekly Look Forward meetings to plan rigorous lessons and differentiated instruction in all classrooms. Strategy's Expected Result/Impact: Increased student academic growth and achievement, increased teacher effectiveness (Title I SW Elements: 1.1,2,5) (Target Group: All) (Strategic Priorities: 2) (ESF: 4,4.1,5)</p>	All teachers, Campus Administration, Instructional Coaches, Instructional Specialists	August 2024 to May 2025		Criteria: Campus rating from TEA Teacher surveys
<p>2. Campus administration and instructional coach will intentionally plan walkthroughs and provide feedback to ensure that teaching and learning is taking place in the classroom from bell to bell, with walkthroughs focused on intervention time, STR, numeracy, small group instruction, and writing. Strategy's Expected Result/Impact: Increased student academic growth and achievement, increased teacher effectiveness (Title I SW Elements: 1.1,2,2,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 4,5)</p>	Campus Administration, Instructional Coaches	August 2024 to May 2025		Criteria: -T-TESS POP Cycle -T-TESS EOY Summative
<p>3. All classroom teachers will set student and professional goals, which will be monitored regularly and adjusted as needed. Strategy's Expected Result/Impact: Intentional and targeted increase in student achievement, intentional and targeted increase in teacher effectiveness (Title I SW Elements: 1.1,2,2,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 1.2,4,5)</p>	All teachers, Campus Administration, Instructional Coaches	August 2024 to May 2025		Criteria: -T-TESS EOY Summative -Student growth on Universal Screener. -STAAR scores
<p>4. Campus administration will utilize instructional staff's strengths to provide targeted PD monthly to meet teachers' needs. Strategy's Expected Result/Impact: Increased student academic growth and achievement, increased teacher effectiveness (Title I SW Elements: 1.1,2,2,2.5) (Target Group: All)</p>	Campus Principals & Assistant Principals, Instructional Coaches, Team Leaders	August 2024 to May 2025		Criteria: -T- TESS Walkthrough/Observation Data -T-TESS EOY Summative -Student growth on iReady -STAAR scores

NeSMITH Elementary School

Goal 1. NeSmith's Domain 1 (Academic Growth) will increase from 68 to 75 by June 2025

Objective 1. We will increase our campus rating from TEA to a "B" or higher. Targeted or ESF High Priority Evaluation Data Sources: Spring 2025 STAAR Performance Data

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Strategic Priorities: 2) (ESF: 1,4,5)				
5. Teachers will use intervention time to deliver targeted data driven enrichment instruction for all learners. Strategy's Expected Result/Impact: Increased student academic growth and achievement at the meets and masters levels; increased teacher performance (Title I SW Elements: 2.5) (Target Group: GT) (Strategic Priorities: 2) (ESF: 4,5)	Administration, All Staff, All teachers	Sept. 2024 to May 2025		Criteria: -T-TESS EOY Summative -Student growth on iReady -STAAR scores

NeSMITH Elementary School

Goal 1. NeSmith's Domain 1 (Academic Growth) will increase from 68 to 75 by June 2025

Objective 2. Performance gaps between sub groups will be 10% or less in all tested areas on STAAR. Targeted or ESF High Priority. Evaluation Data Sources: Spring 2025 STAAR Performance Data

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. District assessments, I-ready, and CFAs, along with daily work, will be analyzed in PLCs to identify students' strengths and create intentional intervention for all sub groups. Strategy's Expected Result/Impact: Increased student growth and achievement in all sub groups, closing the performance gap between sub groups (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: ECD,EB,SPED,AtRisk) (Strategic Priorities: 4) (ESF: 4,5)</p>	<p>Campus Administration, Instructional Coaches, Instructional Specialists, Team Leads</p>	<p>August 2024 to May 2025</p>		<p>Criteria: -iReady -District Assessments -Teacher Created CFAs -Unit Assessments -Exit Tickets -Daily Work</p>
<p>2. Daily intervention time provided for each grade level to deliver Tier 2 and Tier 3 instruction. Strategy's Expected Result/Impact: Increased student academic growth and achievement, increased teacher performance (ESF: 4,5)</p>	<p>All teachers, Campus Administration, Instructional Coaches, Instructional Specialists</p>	<p>August 2024 to May 2025</p>		<p>Criteria: -iReady -District Assessments -Teacher Created CFAs -Unit Assessments</p>
<p>3. Teachers will increase rigor in small group instruction and workstation assignments, embedding student dialogue and writing activities to provide students' opportunities to process and explain the content. Strategy's Expected Result/Impact: Increased student academic growth and achievement, increased teacher performance (Target Group: All) (ESF: 4,5)</p>	<p>Campus Administration, Instructional Coaches, Teachers</p>	<p>August 2024 to May 2025</p>		<p>Criteria: -Observations/ Walkthroughs -Student work samples -Student growth on iReady -STAAR scores</p>

NeSMITH Elementary School

Goal 1. NeSmith's Domain 1 (Academic Growth) will increase from 68 to 75 by June 2025

Objective 3. Math performance levels on STAAR will increase by 10% at the Approaches grade level and 5% at the Meets and Masters levels in grades 3rd-5th. Targeted or ESF High Priority. Evaluation Data Sources: Spring 2025 STAAR Performance Data

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Teachers will increase rigor in small group instruction and workstation assignments, embedding student dialogue and writing activities to provide students' opportunities to process and explain the content. Strategy's Expected Result/Impact: Increased student achievement, increased teacher performance (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 4,5)</p>	<p>All teachers, Campus Administration, Instructional Coaches, Instructional Specialists</p>	<p>August 2024 to May 2025</p>		<p>Criteria: -Observations/ Walkthroughs -Student work samples -Student growth on iReady -STAAR scores</p>
<p>2. Daily intervention time provided for each grade level to deliver Tier 2 and Tier 3 instruction. Strategy's Expected Result/Impact: Increased student academic growth and achievement, increased teacher performance (Title I SW Elements: 1.1,2.2,2.3,2.5) (Strategic Priorities: 2) (ESF: 4,5)</p>	<p>All teachers, Campus Administration, Instructional Coaches, Instructional Specialists</p>	<p>August 2024 to May 2025</p>		<p>Criteria: -iReady -District Assessments -Teacher Created CFAs -Unit Assessments</p>
<p>3. Teachers will use intervention time to deliver targeted, enrichment lessons to GT students. Strategy's Expected Result/Impact: Increased student growth and achievement, increased teacher performance (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 4,5)</p>	<p>All Core Teachers, GT teacher @ elementary campuses</p>	<p>August 2024 to May 2025</p>		<p>Criteria: -T-TESS EOY Summative -Student growth on iReady -STAAR scores</p>

NeSMITH Elementary School

Goal 1. NeSmith's Domain 1 (Academic Growth) will increase from 68 to 75 by June 2025

Objective 4. Reading performance levels on STAAR will have a minimum of 85-50-25 percentages on the Spring 2025 STAAR Assessment. Targeted or ESF High Priority. Evaluation Data Sources: District assessments, CFAs, and Spring 2025 STAAR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Teachers will increase rigor in small group instruction and workstation assignments, embedding student dialogue and writing activities to provide students' opportunities to process and explain the content. Strategy's Expected Result/Impact: Increased student achievement, increased teacher performance (Title I SW Elements: 1.1,2.2,2.3,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 4,5)</p>	<p>All teachers, Campus Administration, Instructional Coaches, Instructional Specialists</p>	<p>August 2024 to May 2025</p>		<p>Criteria: -Observations/Walkthroughs -Student work samples -Student growth on iReady -STAAR scores</p>
<p>2. Daily intervention time provided for each grade level to deliver Tier 2 and Tier 3 instruction. Strategy's Expected Result/Impact: Increased student academic growth and achievement, increased teacher performance (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 4,5)</p>	<p>All teachers, Campus Administration, Instructional Coaches, Instructional Specialists</p>	<p>August 2024 to May 2025</p>		<p>Criteria: -iReady -District Assessments -Teacher Created CFAs -Unit Assessments</p>
<p>3. Teachers will use intervention time to deliver targeted, enrichment lessons to GT students. Strategy's Expected Result/Impact: Increased student growth and achievement, increased teacher performance (Title I SW Elements: 1.1,2.3,2.5) (Target Group: All,GT) (Strategic Priorities: 2) (ESF: 4,5)</p>	<p>All teachers, GT teacher @ elementary campuses</p>	<p>August 2024 to May 2025</p>		<p>Criteria: -T-TESS EOY Summative -Student growth on iReady -STAAR scores</p>

NeSMITH Elementary School

Goal 1. NeSmith's Domain 1 (Academic Growth) will increase from 68 to 75 by June 2025

Objective 5. EB students will move at least one level of proficiency in each TELPAS strand to increase language proficiency and student achievement in the areas of reading, writing, speaking, and listening, to work toward every EB student achieving Advanced High in each strand to exit out of the ESL program. Targeted or ESF High Priority. Evaluation Data Sources: District reading and writing assessments, writing samples, STAAR data, I-ready data, and previous year's TELPAS data.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Teachers will intentionally plan and embed writing assignments in all core, content classrooms and specials classrooms. Strategy's Expected Result/Impact: Increased understanding of the writing process, student growth in written composition, student academic growth and achievement (Title I SW Elements: 1.1,2.5) (Target Group: ESL,EB) (Strategic Priorities: 4) (ESF: 1,4,5)</p>	<p>All teachers, Campus Administration, Instructional Coaches</p>	<p>August 2024 to May 2025</p>		<p>Criteria: -Observations/ Walkthroughs -Student work samples -Student growth on iReady -STAAR scores</p>
<p>2. Teachers will incorporate a language proficiency objective with their daily content objective to support the listening, speaking, reading, and writing needs of their EB students. Strategy's Expected Result/Impact: Emergent bilingual students will grow in all areas of language proficiency, which will impact their academic growth and achievement. (Title I SW Elements: 2.2) (Target Group: ESL,EB) (Strategic Priorities: 4) (ESF: 4,5,5.2)</p>	<p>Instructional Coaches, Teachers</p>	<p>August 2024 to May 2025</p>		<p>Criteria: -Lesson plans -Observation and walkthrough feedback -Student work samples</p>

NeSMITH Elementary School

Goal 1. NeSmith's Domain 1 (Academic Growth) will increase from 68 to 75 by June 2025

Objective 6. Increase attendance rate for campus to 97%. Evaluation Data Sources: Daily monitoring of attendance data, including contacting parents of absent students daily. Regular monitoring for truancy issues.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Provide student incentives for high attendance rates (by teacher and by grade level). Strategy's Expected Result/Impact: High student attendance rates (Title I SW Elements: 1.1,2.2,2.3,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,3,4,5.1)</p>	<p>Administrative Team, All teachers, Campus Administration, Office Personnel</p>	<p>August 2024 to May 2025</p>		<p>Criteria: -Increased class attendance rates -Increased grade level attendance rates -Increased campus attendance rate</p>
<p>2. Truancy Protocols will be implemented and used with fidelity, with truancy prevention measures in place. Strategy's Expected Result/Impact: High student attendance rates (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,3)</p>	<p>Attendance Committee, Campus Administration, Counselors, PEIMS Clerk</p>	<p>August 2024 to May 2025</p>		<p>Criteria: -Truancy log -Decreased truancy referrals</p>

NeSMITH Elementary School

Goal 1. NeSmith's Domain 1 (Academic Growth) will increase from 68 to 75 by June 2025

Objective 7. Special Education Students performance levels on STAAR will have a minimum of 60-20-10 percentages on the Spring 2025 STAAR Assessment in each grade level 3-5. Evaluation Data Sources: Spring 2025 STAAR Performance Data

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Special education students will receive up to 80% of Tier 1 instruction in grade level classrooms from the grade level, content teacher, with special education teachers pushing in to provide services or pulling students out of class for services following direct, Tier 1, teacher instruction from the grade level, content teacher.</p> <p>Strategy's Expected Result/Impact: Increased understanding of the content with individualized instruction to remediate and to intervene on students' levels. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: SPED) (Strategic Priorities: 4) (ESF: 3,3.4)</p>	<p>Campus Administration, Classroom Teachers, Special Education Teachers</p>	<p>August 2024 to May 2025</p>		<p>Criteria: -Observations/ Walkthroughs -Lesson plan feedback -Student work samples -Student growth on iReady -STAAR scores</p>

NeSMITH Elementary School

Goal 2. The campus shall recruit, hire, train, and retain a highly qualified staff.

Objective 1. NeSmith will increase teacher retention by incorporating a New Teacher Mentor program to support and build capacity in teachers with 0 - 2 years of experience, as well as New to District teachers. Data Sources: Teacher evaluations by campus admin and end of year survey data.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. New staff members will be assigned a teacher mentor who will communicate campus expectations, provide coaching, and offer continuous encouragement. Strategy's Expected Result/Impact: Increased teacher retention, increased staff morale (Title I SW Elements: 1.1,2.2,2.4) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,2,3)</p>	<p>Campus Administration, Instructional Coaches, Instructional Specialists, Mentor teachers, Team Leaders</p>	<p>August 2024 to May 2025</p>		<p>Criteria: -End of year survey -EOY Summative evaluations</p>
<p>2. Learning Walks with an administrator or mentor for new teachers to be able to observe master teachers followed by targeted reflection and debrief. Strategy's Expected Result/Impact: Increased teacher retention and increased teacher capacity. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1,2,3,4,5)</p>	<p>Campus Administration, Instructional Coaches, Instructional Specialists, Mentor teachers</p>	<p>August 2024 to May 2025</p>		<p>Criteria: -Debrief conversation -Observations -End of year survey</p>

NeSMITH Elementary School

Goal 2. The campus shall recruit, hire, train, and retain a highly qualified staff.

Objective 2. NeSmith will increase teacher retention rates to 90%. Evaluation Data Sources: End of year retention rate.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus Administration will survey staff quarterly to assess needs of individual staff members and teams. Results will be used to drive campus PD, PLC work, and inform leadership team decisions. Strategy's Expected Result/Impact: Increased teacher retention, increased staff morale (Title I SW Elements: 1.1,2.1,2.2,2.5) (Strategic Priorities: 1) (ESF: 1,2,3,4,5)	Administration, Campus Administration, Campus Teacher Lead	August 2024 to May 2025		Criteria: -End of year survey
2. The Make it FUN committee will provide treats and positive encouragement throughout the year. Strategy's Expected Result/Impact: Increased teacher retention, increased staff morale (Title I SW Elements: 1.1,2.2) (Strategic Priorities: 1) (ESF: 3)	Campus Teacher Lead	August 2024 to May 2025		Criteria: -Staff morale -Campus climate

NeSMITH Elementary School

Goal 2. The campus shall recruit, hire, train, and retain a highly qualified staff.

Objective 3. NeSmith will build leadership capacity in all staff members. Evaluation Data Sources: EOY staff survey

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Teacher leaders will lead committees, PD, and other campus events. Strategy's Expected Result/Impact: Capacity building for staff members (Title I SW Elements: 1.1,2.2) (Strategic Priorities: 1) (ESF: 1,2,3)</p>	<p>Administration, Leadership Team, Team Leaders</p>	<p>August 2024 to May 2025</p>		<p>Criteria: -End of Year survey -Feedback -Observations -Student growth in iReady -STAAR</p>
<p>2. Staff members will vote monthly for the campus Teacher of the Month, who will be recognized during the monthly Braves Meeting, followed by written recognition in the weekly SMORE newsletter. Strategy's Expected Result/Impact: Increase teacher retention, increase staff morale, increase campus climate (Title I SW Elements: 1.1,2.2,2.3) (Strategic Priorities: 1) (ESF: 3)</p>	<p>Administrative Team</p>	<p>August 2024 to May 2025</p>		<p>Criteria: -End of Year survey</p>

NeSMITH Elementary School

Goal 3. The campus will maintain a safe and orderly environment.

Objective 1. NeSmith will establish procedures to ensure a safe and orderly environment. Evaluation Data Sources: Middle & End of Year Surveys for both staff and parents

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus will complete monthly safety drills including fire, tornado, and lock down. Strategy's Expected Result/Impact: Safe environment, emergency preparedness (Title I SW Elements: 1.1,2.5) (Target Group: All) (ESF: 3)	Campus Administration, Campus SRO	August 2024 to May 2025		Criteria: -Campus drill log -Improved drill times -100% compliance
2. Counselors will conduct guidance lessons related to safety topics, conflict resolution, and more. Strategy's Expected Result/Impact: Safe and orderly environment, decreased office referrals (Title I SW Elements: 1.1,2.3,2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 3)	Counselors	August 2024 to May 2025		Criteria: -Survey data
3. Counselors will conduct small group sessions with students on topics centered around safety, conflict resolution, behavior, and more. Strategy's Expected Result/Impact: Safe and orderly environment, decreased office referrals (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 3)	Counselors	August 2024 to May 2025		Criteria: -Survey data
4. Students will be presented with drug prevention materials and content during Red Ribbon Week. Strategy's Expected Result/Impact: Safe and orderly environment, decreased office referrals (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 4)	Campus Administration, Counselors	October 2024		Criteria: -Survey data
5. Campus will implement a rewards system for students to participate in that highlights the traits of a BRAVE. Each student will earn "Tribe Tickets" for showing PBIS and Traits of a Brave. They will be able to use the tickets to purchase items from the school store. Strategy's Expected Result/Impact: Safe and orderly environment, increased campus	All Staff, Campus Administration, Instructional Coaches	August 2024 to May 2025		Criteria: -Increased staff & student morale -Increased relationships -Decreased behavior incidents -Improved campus climate

NeSMITH Elementary School

Goal 3. The campus will maintain a safe and orderly environment.

Objective 1. NeSmith will establish procedures to ensure a safe and orderly environment. Evaluation Data Sources: Middle & End of Year Surveys for both staff and parents

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
climate, decreased office referrals (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3)				
6. All staff members will be trained prior to the first day of school by the Community ISD Police Department of the Safety and Security Measures for the school year. Strategy's Expected Result/Impact: Safe environment, emergency preparedness (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1)	District Police Department	August 2024		Criteria: -Increased campus safety & security

NeSMITH Elementary School

Goal 3. The campus will maintain a safe and orderly environment.

Objective 2. Campus will will have teams in place for medical emergencies, as well as any crisis situations. Evaluation Data Sources: Data kept for number of events and response times, as well as reviewing protocols after each event to ensure best practices are in place.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Establish a medical response team to respond to medical emergencies. Strategy's Expected Result/Impact: Quick response to students' medical needs, safe environment, emergency preparedness (Title I SW Elements: 2.2) (ESF: 3.1)	Campus Administration, Campus Nurses, Instructional Coaches, Staff	August 2024 to May 2025		

NeSMITH Elementary School

Goal 3. The campus will maintain a safe and orderly environment.

Objective 3. The campus shall establish and implement systems and processes to handle student discipline issues.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Administrators and the leadership team will establish campus discipline expectations, procedures, protocols and non-negotiables for all staff members to follow.</p> <p>Strategy's Expected Result/Impact: A consistent system for working with all students regarding discipline issues to create a fair environment that treats all students equitably. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.1,1.2,3)</p>	<p>All Staff, Campus Administration, Community Education Foundation</p>	<p>July 2024 to May 2025</p>		<p>Criteria: -Student behavior logs -Parent phone call logs -Behavior documentation in DMAC -Office referrals</p>
<p>2. Students who exhibit Tier 2 and/or Tier 3 behaviors will be given a behavior chart to track behavior data for a specified amount of time to determine patterns and trends in the students' behavioral data. Students will meet individually or in small groups with an assigned campus mentor, such as administrators, counselors, and other school personnel.</p> <p>Strategy's Expected Result/Impact: Decreased Tier 2 and Tier 3 behaviors (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.2,3,3.2)</p>	<p>All teachers, Campus Administration, Instructional Coaches, Instructional Specialists, Leadership Team</p>	<p>August 2024 to May 2025</p>		<p>Criteria: -Student behavior charts -Student behavior logs -Parent phone call logs -Behavior documentation in DMAC -Office referrals</p>
<p>3. NeSmith will establish a system for handling Tier 1 behaviors at the classroom level and for referring Tier 2 and Tier 3 behaviors to the office with teachers and administration implementing the system at 95% consistency. Evaluation Data: Student behavior logs, parent phone call logs, behavior form documentation in DMAC, and office referrals. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.2)</p>	<p>Administration, Assistant Principals</p>	<p>August 2024 to May 2025</p>		<p>Criteria: -Student behavior charts -Student behavior logs -Parent phone call logs -Behavior documentation in DMAC -Office referrals</p>

NeSMITH Elementary School

Goal 4. The campus shall exhibit excellence in financial and facility planning, management and stewardship

Objective 1. NeSmith will utilize financial resources allotted to maximize student growth and performance, academically, socially, and emotionally. Data Sources: EOY assessment results

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All campus budgeted instructional monies shall be used to positively impact student achievement. Strategy's Expected Result/Impact: Appropriate use of budget funds (Title I SW Elements: 1.1,2.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.4)	Campus Administration, Chief Financial Officer, CIP committee, Front Office Staff	August 2024 to May 2025		Criteria: -Vet Materials and Resources for Alignment
2. 60% of the allotted budget spent by the end of January 2024. Strategy's Expected Result/Impact: Appropriate use of budget funds (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1)	Campus Administration, Chief Financial Officer, CIP committee, Office Personnel	August 2024 to May 2025		Criteria: -Skyward Ledger

NeSMITH Elementary School

Goal 5. Parents and members of the community will have meaningful opportunities to participate in the educational processes of NeSmith Elementary.

Objective 1. Host a variety of events throughout the school year to allow parents and families opportunities to be involved. Evaluation Data Sources: Attendance reports for events. Meeting with parents and the Guiding Coalition regularly for feedback regarding ideas for increased attendance at events and possible future events.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Parents will be invited and recruited to volunteer and help with in-school activities monthly. Strategy's Expected Result/Impact: High involvement and participation by families (Title I SW Elements: 1.1,2.1,3.1) (Strategic Priorities: 4) (ESF: 3.1,3.4)	All Staff, Campus Administration	August 2024 to May 2025		Criteria: -Raptor sign-in -Monthly meeting agendas and sign-in sheets -Volunteer sign-in sheets
2. Campus Administrators will work in conjunction with PTO to host family events throughout the year. Strategy's Expected Result/Impact: High involvement and participation by families (Title I SW Elements: 1.1,2.1,2.2,3.1) (Strategic Priorities: 4) (ESF: 3.1,3.4)	Campus Administration, Leadership Team, PTO Board of Directors	August 2024 to May 2025		Criteria: -Event attendance sheets -Staff attendance sheets

NeSMITH Elementary School

Goal 5. Parents and members of the community will have meaningful opportunities to participate in the educational processes of NeSmith Elementary.

Objective 2. 90% of parents/families will participate in Fall parent/teacher conferences, and 90% of invited parents will attend the Spring conference. Evaluation
Data Sources: Parent/Teacher Conference Logs

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Two parent conference days will be held (one in fall and one in spring). Strategy's Expected Result/Impact: Increased participation and involvement in students' education (Title I SW Elements: 1.1,2.1,2.2,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,3.4)	All Staff, Campus Administration	August 2023, May 2024		Criteria: Conference logs

NeSMITH Elementary School

Goal 6. The campus shall establish systems and processes to evaluate organizational effectiveness and customer satisfaction.

Objective 1. NeSmith will achieve a satisfaction rate of at least 90%. Evaluation Data Sources: Beginning, middle and end of year parent and teacher survey results. Monthly Guiding Coalition Meetings.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Administrators will develop and administer a parent survey to assess organizational effectiveness and customer satisfaction. Strategy's Expected Result/Impact: A positive experience for all parents when visiting the office (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3)	Campus Administration, Leadership Team	August 2024 to May 2025		Criteria: -Survey data
2. Administrators will develop and administer a survey the the staff for the Fall and Spring semesters to assess organizational effectiveness but also including campus climate and culture. Strategy's Expected Result/Impact: Increased staff morale, increased campus climate (Title I SW Elements: 1.1,2.2) (Strategic Priorities: 1,4) (ESF: 1,2,3)	Campus Administration	August 2024 to May 2025		Criteria: -Feedback -Survey data

NeSMITH Elementary School

Goal 6. The campus shall establish systems and processes to evaluate organizational effectiveness and customer satisfaction.

Objective 2. NeSmith had over 70 Special Education referrals the previous year. Evaluation Data Sources: SST Processes, DNQ Data for Special Education Referrals

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Campus administration team will review and make adjustments to the existing SST process and provide PD to all teachers on new expectations for the SST process for the 2024-2025 school year.</p> <p>Strategy's Expected Result/Impact: Decrease in the number of Special Education referrals and a decrease in the number of referrals that do not qualify for Special Education Services, which will decrease DNQ percentages. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All,SPED) (Strategic Priorities: 2,4) (ESF: 3,3.3)</p>	<p>Campus Administration, Teachers</p>	<p>August 2024 to May 2025</p>		<p>Criteria: -2024 Campus Developed SST process -EOY 2025 DNQ Data Percentages</p>

Schoolwide Title I Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

NeSmith Elementary School serves approximately 610 students from PreK-5th grade for the 2023-2024 school year. NES serves the community of Lavon. Our student enrollment is projected to continue growing over the next several years. Because of the additional funding we receive as a Title I campus, we are able to better serve the students on our campus with the most educational needs. The Comprehensive Needs Assessment (CNA) identified specific gaps between the current performance of our students and the expectation of where we want our students to be. Data obtained from the needs assessment provided the foundation for the goals of the Campus Improvement Plan. Campus strengths and weaknesses are both identified and addressed through the Comprehensive Needs Assessment and the Campus Improvement Plan.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Our CIP was developed with the intention of being a "living document" utilized to guide our committee and decisions made. Our Campus Improvement Plan began with our Comprehensive Needs Assessment. It was thoroughly reviewed in order to update our existing School-wide Program. Our Title I committee found, through the CNA, the priority focus areas and linked those to the CIP's implementation. Academic information about all students on campus, including economically disadvantaged students, students from all ethnic groups, students with disabilities, limited English proficient students, homeless, and migrant students helped the committee to identify which areas continue to be areas of strengths and needs and which areas have changed. Many data sources were utilized and documented through the CNA as resources for the School-wide Program Plan. The committee carefully analyzed each component. Administrators, teachers, support staff, parent, and a community member were invited to the development of the plan. There were a couple of members who did not attend.

2.2: Regular monitoring and revision

Many adjustments and improvements have been made to the Campus Improvement Plan based on campus/student needs. The decisions for the campus in regards to Title I are made by the Campus Title I Committee. The Campus Title I Committee meets several times throughout the year. Our primary goal is to ensure that all students, particularly those who are low achieving, demonstrate proficient and advanced levels of achievement on state academic achievement standards as well as meet or exceed expected progress for the year.

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

The CIP is available at all times either through the front office or campus district website. The format is easy to read and understand.

2.4: Opportunities for all children to meet State standards

The strategies the campus is implementing in order to address school-wide reform are based on research-based best practices. The details of how the campus implements school-wide reform are addressed in the Comprehensive Needs Assessment and Campus Improvement Plan. The campus improvement plan intentionally targets professional development strategies to ensure that teaching staff, as well as others who support learning, are prepared to address the needs of all learners. The campus instructional staff understands the strong connection between a teacher's instructional strategies and student success. The specific strategies are addressed in the Campus Improvement Plan.

2.5: Increased learning time and well-rounded education

The campus incorporates a data-driven instructional process that relies on standardized or statewide testing, as well as classroom and informal assessment tools, and provides staff with professional development to assist them in using, generating, and evaluating a variety of data forms. The data is analyzed frequently throughout the year to ensure instructional time is utilized efficiently and effectively. The details of how addressing strategies to include teachers in the decision-making process regarding the use of academic

assessments contributes to a successful school-wide plan are addressed in the Comprehensive Needs Assessment and Campus Improvement Plan.

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

The school-wide plan includes activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement will be provided with timely intervention. This will include measures to ensure that a student's difficulties are identified on a timely basis in order to provide sufficient information on which to base effective assistance.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The campus has identified multiple, meaningful parental involvement strategies in which to engage all parents in supporting student learning that occurs in the home and at school. The details of how addressing strategies to increase parental involvement contributes to a successful school-wide plan are addressed in the Comprehensive Needs Assessment and Campus Improvement Plan. Parent information is distributed in multiple formats and through multiple channels. Meet the Teacher Night, PTO meetings, academic nights with good parent attendance are utilized to inform parents of the benefits/details of being a Title 1 campus.

3.2: Offer flexible number of parent involvement meetings

The campus has identified multiple, meaningful parental involvement strategies in which to engage all parents in supporting student learning that occurs in the home and at school. The details of how addressing strategies to increase parental involvement contributes to a successful school-wide plan are addressed in the Comprehensive Needs Assessment and Campus Improvement Plan.