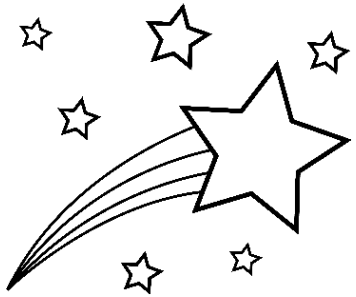
Smith Elementary

Campus Improvement Plan

2024-2025



We are SMITH, watch us SOAR

Mission: The mission of Princeton Independent School District is to inspire and enable each student to achieve his or her full potential.

Vision: Provide all students with the tools to be successful citizens

Approved by Board on: May 20, 2024

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COMPREHENSIVE NEEDS ASSESSMENT SUMMARY
SCHOOL YEAR 2023-2024

Data Sources Reviewed:

- **2022-2023 TAPR reports**
- **TELPAS data**
- **PEIMS data - At Risk**
- **PEIMS data – Attendance rates**
- **PEIMS data – Enrollment Summary**
- **PEIMS data – LEP data**
- **PEIMS data – Disaggregation of Student Data**
- **PEIMS data – Free/Reduced Lunch Report**
- **District 9 weeks test data**
- **Unit Lessons**
- **2023 STAAR Data**
- **ARI/AMI tracking form**
- **Dyslexia Documentation**
- **2022 & 2023 TEA Accountability Summary**
- **2023 Distinction Designation Data Overview Report**
- **Summer Academies**
- **Master Schedule**
- **Mentor Program Participation**

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	● 27.8% Hispanic population ● 24.4% African American population ● 54.6% of Economically Disadvantaged ● 3.7% Gifted and Talented ● 9.3% Emergent Bilingual/ESL	● 13.4% Special Education Population ● 38 students with Dyslexia Services: -1st - 3 students - 2nd - 3 students - 3rd - 5 students - 4th - 17 students - 5th - 10 students	● Strengthen Vocabulary understanding by providing more pictorial support ● Continue Vocabulary Anchor Charts for EB Students ● Continue to provide Professional Development for teachers with dyslexic students in their class ● Continue to require K-1 teachers to have 30 hour GT training ● ESL Certifications for all RLA teachers K-5.

	• Culturally diverse campus student and staff population	• Reading comprehension and fluency gaps in students. • Writing curriculum and focus for students to improve writing, editing and revising skills to prepare for STAAR 2.0	• Hired a second dyslexia teacher for the campus. • Created a master schedule that incorporates the inclusion SPED model and emphasizes guided reading and writing conference time.
Student Achievement	2023 TAPR Results • Still awaiting final accountability ratings from TEA • All Grades ELA/Reading: Campus level was at Approaches 84%, Meets 59%, Masters 30% All Grades Mathematics: Campus level was at Approaches 78%, Meets 56%, Masters 26% All Grades Science: Campus level at Approaches 83%, Meets 50%, Masters 24%	• Increase fluency, comprehension and DRA levels in K-2. • Increase Meets/Masters on STAAR tests for all grade levels • Improve writing instruction to prepare students for the STAAR 2.0 test and SCR/ECRs. • Proactively plan for students and inclusion teachers/paras during class time.	• Continue to increase rigor for higher level questioning • Continue with training of Sharon Wells math program • Organize and monitor Advanced level activities during PRIDE times. • Continue two separate 30 minute Pride Time's or a full 60 minutes for 2nd-5th grade. • Continue to provide teacher training and resources for ESL/EB supports. • Continue to push students to the new increased DRA levels in K-2. • Continue Leveled Star Student Time groups for 2nd-5th grade. • Continue utilizing TX-KEA and TPRI for grades K-2. • Continue phonics curriculum Really Great Reading K-2.
Perceptions (Family and Community Engagement; School Culture and Climate)	• Success UIL competition placing in the top 6 2024 • District Champion for Princeton ISD 2023-2024. • Dual teacher/parent conferences • Staff and vertical team meetings with open discussions for climate • Principal/Teacher Nine weeks meeting	• Increase extracurricular activities • Teacher guided leadership academies • Continue to promote teacher led clubs for kids before or after school. • More parent volunteer opportunities – Volunteer Wednesdays • Increase parent involvement for school events	• Continue Student Council and expand leadership opportunities and responsibilities. • Continue Sunshine Committee for staff • Continue Safety Patrol for 5th grade students • Monthly morale boosters for staff • Continue after school program activities and opportunities • Coordinate with parents, leads, and office staff to develop volunteer ideas

	• BOY Title 1 – Parent/Teacher/Student Parent Compact conferences
	• Monthly PTO meetings and family activities
	• Watch DOGS program
			• Continue with community suggestion committee
			• Continue with school hashtag and post more information for parents and community members
			• Monthly staff spotlight- Star Polisher
			• Nine Weeks student spotlight - 2 students per class with character traits.
			• Continue to collect teacher questionnaire and keep for future reference in front office
			• Paired "buddy" classes for morale
			  ○ Kinder & 3rd
			  ○ 1st & 4th
			  ○ 2nd & 5th
			• Continue conducting nine weeks paired activities with PTO and grade levels instead of monthly.
			• Plan events for back to school to welcome all students. Back to School Splash, Door to Door Welcomes, Postcards, etc.

Processes and Programs (Curriculum, Instruction and Assessment; Staff Recruitment and Retention; School Organization; Technology)	• Continue district adopted mentor program • Multi avenues for staff development (Campus, District, Region, outside agencies) • 16/1 certified staff to student ratio • Monetary benefits for additional ESL, Masters, etc. • Summer Academies • District Math Curriculum for 2-5 – Sharon Wells RLA TEKS and curriculum - Pearson K-2, HMH 3-5 • District Summer grade level/subject academies for collaboration	• More leadership opportunities needed for staff members • Staff members to head up committees on campus • Increase CAMPUS vertical alignments – spilt K-2, 3-5 for RLA and K-1, 2-5 for Math. • Increase common languages and vocabulary • Increase SPED STAAR passing rates • Increase Level III at all STAAR tested subject areas and grade levels • Enriching students to meet advanced levels	• Allow for teachers to observe other teachers classrooms for helpful strategies • Continue lead teacher meetings • Professional development for dyslexia • Increase Teacher/SPED collaboration weekly • Streamline RLA teaching strategies • Continue Interactive data walls and if space is possible create PLC data room for teacher data and meetings. • Opportunity for more teacher collaboration for grade level/subject throughout year • Continue to monitor and adjust Master Schedule

	• 3 student chromebooks to each classroom • Mobile technology carts – 4th grade will have 2 carts and other grade levels will continue to have 1 cart • Computer specials rotation • Teacher opportunity for Technology/teacher proposal grants in district annually • Use of technology instructional coach • One to One chromebooks for 5th grade students	• Regular scheduled trainings are needed to effectively use technology. • Provide regular trainings for technology of ALL curriculum • Create a technology schedule for STAAR tested grade levels to allow them more time with chromebooks for practice. • Provide training for the new MAP instructional program for teachers	• Continue to create a fluid SPED schedule to maximize learning opportunities • Provide scheduled training • Technology Instructional Coach will share Technology tips with the staff throughout the year. • Teacher training for guided reading, DRA and RGR Phonics • Reading Academies for all K-3 teachers and administrators. • Promote applying for district teacher proposals in the spring. • Increasing technology in classrooms and grade levels.

Action Plan Priority List 2024-2025

2024 - 1: Provide for a safe and secure school environment

Strategies	Responsibility	Time Line	Resource	Formative	Summative	Eval
Provide security for all elementary and secondary school campuses	Security Director	2024-2025	SRO 50/50 Split PISD and City / Marshals Local Funding	SRO's and Marshals Provided	SRO/Marshal Records Security Incidents	
Provide district and campus counselors to support students and staff	Deputy Superintendent HR Physical & Mental Health Coordinator	Annually	Local Funding	Counselors Provided	Counseling Records	
Provide Character Education Program	Physical & Mental Health Coordinator Counselors	Annually	Purpose'full' People Program	Program Initiatives and Activity Schedules	Awards granted for positive behavior	
Provide Anti-Bullying Programs	Campus Principals	Annually	Campus Funds	Program Schedules	Incidents of Bullying	
Consistently implement the appropriate steps/procedures established by the district to investigate, identify, and remedy incidences of bullying.	Campus Principals	Annually	Local Funding	Bullying Discipline Procedures	Incidents of Bullying	
Continue the implementation of a conflict resolution curriculum (Kelso's Choice) and Character Strong	Campus Principals/School Counselor	Annually	Conflict Resolution Curriculum (Kelso's Choice) Character Strong	Guidance Lessons	School Incidents and counseling Records	
Provide Parent Training for prevention and coping of bullying	Campus Counselors	Annually	Local Funding Investigation of other programs Email / Text Notices	Records of Parent Attendance	Incidents of Bullying	
Provide online parent training accessible on campus counselor web pages	Campus Counselor	Annually	Local and Federal Funding Online Incentives	Trainings Offered	Trainings Viewed	
Increase security presence at events (Trunk or Treat, Open House, Thanksgiving Lunch, Meet the Teacher, Field Day, Christmas Parties, Senior Walk)	Campus Principal Security Director	Annually	School Marshals	SRO's and Marshals Provided	Improved Security	
Promote positive interactions between students and SRO/Marshals by providing student education on various topics such as safety, positive decision-making, and aspects of the law	Security Director	Annually	SROs and Marshals	Training Provided	Positive student SRO/Marshal interactions	
Continue to promote and utilize TIP 411 App for upper grades, especially 5th going to Middle School	Director of Technology	Annually	TIP 411 App	Tips Received	Tips Received	

Investigate programs to monitor student activity on school provided devices	Director of Technology	2024-2025	Local Funding	Cost-benefit analysis	Decision reached and program purchased	
Provide Elementary, Middle School, and High School Student Mentoring Plan	Curriculum Department	Annually	PHS PALS students	Mentoring Records	Incidents of Bullying	
Continue Watch Dogs program for parents.	Counselor Campus Administrators	2024-2025	Counselor	Observations	Parent Participation	

Action Plan Priority List 2024-2025

2024 - 2: Provide Services for Special Education Students

Strategies	Responsibility	Time Line	Resources	Formative	Summative	Eval
Continue continuum of services for AU students	Special Ed. Director Campus Principal	Annually	Trainings for teachers and SPED classrooms	Program Offerings	Program Offerings	
Continue continuum of services for ED students	Special Ed. Director Assistant Principal	Annually	Trainings for teachers and SPED classrooms	Program Offerings	Program Offerings	
Offer Staff Development related to AU and ED services prior to the 1st Day of School	Deputy Supt.	Annually	Region 10	Staff Development	Attendance Records	
Continue to provide and improve the Master Schedule that allows for a better Resource/Inclusion Schedule/ Look to provide support for all grade levels, meet with grade levels prior to 1st Day of School	Principal	Annually	Resource Teacher - Input ARI & AMI Teacher - Input Lead Teacher - Input	Nine Weeks Test Grades STAAR Scores	SPED Passing Rate of STAAR SPED Growth Rate of STAAR	
Provide Training for SPED Teachers and Inclusion Paras for Math and RLA Strategies	Principal Assistant Principal	Annually	Resource Teacher Resource Para CMC Para Region 10 Campus Vertical Meetings	Staff Development	Staff Development	

Provide a supplemental/modified curriculum resource for specific students if needed	Curriculum Director SPED Director Principal	Annually	TBD	Program Offerings	Program Offerings	
Continue to investigate increasing levels of inclusion	Special Ed. Director Campus Principals	Annually	Resource and CMC Teachers' Aides	Student Schedules	Students passing State Assessments	
Continue to provide for collaboration time between Dyslexia Therapists and SPED teachers for dyslexia strategies for students	Principal SPED Teacher Dyslexia Therapists	Annually	Dyslexia Therapists SPED Teacher	Student Progress	Student Growth on assessments	
Utilize both K-2 and 3-5 SPED teachers and 4 SPED paras to maximize intervention with SPED students.	Principal ARI/Resource Teacher	Annually	SPED Teachers SPED Paras Curriculum	Nine Weeks Test Grades STAAR Scores	SPED Passing Rate of STAAR SPED Growth Rate of STAAR	
Provide training for staff for how to best implement inclusion in the classrooms and training to help staff with all SLC students.	Campus Principals Special Ed Director	2024-2025	SPED Department Campus Principals SPED Teachers Region 10	Observations Nine Weeks Test Grades STAAR Scores	SPED Passing Rate of STAAR SPED Growth Rate of STAAR	
Provide training for staff for how to best meet the needs of AU students in the classroom with the addition of structured learning on campus prior to 1st Day of School.	Campus Principals SLC Teachers	2024-2025	SPED Department Campus Principals SLC Teachers Region 10	Observations Nine Weeks Test Grades STAAR Scores	SPED Passing Rate of STAAR SPED Growth Rate of STAAR Behavior Referrals	
Ensure that weekly team planning meetings are occurring with teachers and special education teachers and/or paras.	Campus Principals	Annually	Campus Principals Teachers SPED Teachers	Observations Nine Weeks Test Grades STAAR Scores	SPED Passing Rate of STAAR SPED Growth Rate of STAAR	

Action Plan Priority List 2024-2025

2024 - 3: Provide services to help students achieve Masters Grade Level or improve his or her scores on the STAAR test

Strategies	Responsibility	Time Line	Resources	Formative	Summative	Eval
Administer Common Nine-Week tests in Language Arts, Math, Science, and Social Studies with supplemental questions for Pre-AP and AP courses	Principals Instructional Coaches Testing Director Campus Testing Coordinator Teachers	Last 3 days of each Nine-Weeks	Certified Tests	Nine-Week Test Min. Standards 90% Approaches 60% Meets 30% Masters	STAAR Results	
Require remediation time for all students not passing any portion of the STAAR Test.	Principals	Weekly to begin by the 3rd week of the year.	Remediation Software	9 week grades Nine-Week Test	STAAR Results	
Administer Practice STAAR Tests	Principals Campus Testing Coordinator Teachers	Appx. 9 weeks prior to STAAR Test	Release STAAR Tests	Practice STAAR Results	STAAR Results	
Disaggregate student performance data	Testing Director Instructional Coaches Grade Level Mentor	After Each Test	Eduphoria	Performance Data	STAAR Results	
Provide Incentives for Students and Teachers - utilize more during STAAR time	Principals	After Each Test	Local Funds $2000 per Campus	Nine-Week Test	STAAR Results	
Develop test taking skills	Classroom Teachers	Annually	Skills Packets	Nine-Week Test	STAAR Results	
Periodically notify parents of a student's progress on Nine-Week Test and STAAR Test in a readable fashion.	Principals Teachers	After each test	Nine-Week Test STAAR Test	Nine-Week Test	STAAR Results	
Provide Tutoring Bus on Monday, Tuesday, Wednesday, and Thursday Monitor tutoring days and students in attendance.	Auxiliary Services Director Principals	Daily	Local Funds $54,000	Student Riders		
Continue offering before school programs and transportation	Principals Transportation	Annually	Cost Unknown	Student Participants	STAAR Results	
Require extension time for students not achieving Advanced Academic Achievement on STAAR test	Principals Campus Testing Coordinator Teachers	Annually	Extension Materials	Nine-Week Grades Nine-Week Test	STAAR Results	
Develop and insure use of Common Language for Math and RLA K-5th	Principals Teachers	Daily	Campus Vertical Meeting	Nine-Weeks Test	STAAR Results	
Create extensions to meet critical thinking strategies during “Pride Time” time	Principal Counselor Teachers	Summer	Instructional Materials Manipulatives	Performance Data	STAAR results	
Continue focus on “root words” in science instruction in grades K-5th, including visuals for each root word.	Principal Science Teachers	Daily	Instructional Materials	Performance Data	STAAR results (5th)	

Provide training prior to 1st Day of School on MAP training.	Principals Instructional Coaches	Annually	Instructional Materials	Performance Data	Student Growth	
Continue implementing RLA curriculum and provide resources and training time for teachers.	Asst. Superintendent Campus Principals Instructional coaches	Annually	Instructional Resources	Curriculum Implemented	STAAR Performance	
Continue to integrate student-writing activities across the curriculum. Emphasize vocabulary, spelling, and punctuation in all activities.	Teachers Principals	Weekly	Teachers	ECR and SCR Scores	STAAR Results	
Continue integrating a shared vocabulary for writing across all grade levels RACES	Principals Teachers	Annually	Teachers	Nine-Week Test Scores	STAAR Results	
Continue to conduct weekly team meetings ,meeting agenda and provide weekly plan Continue to conduct weekly team meetings ,meeting agenda and provide weekly plan templates to discuss the upcoming week and student/plans for intervention and extension.	Principals Classroom Teachers Principals Classroom Teachers SPED Teachers Instructional Coaches	Annually	Student Data	Nine Weeks Test Scores	STAAR Results	
Utilize ARI, AMI, SPED Teachers and Dyslexia Therapist to provide trainings for general education teachers on reading strategies in the classroom	Dyslexia Therapist SPED Teachers AMI/ARI Teachers	Annually	Student Data	Nine Weeks Test Scores STAAR Scores	STAAR Results	
Utilize technology and open-ended responses across all subject areas	Principals Classroom Teachers	Annually	Student Data	Nine Weeks Test Scores	STAAR Results	
Create specific writing conference/writing process time in the master schedule to emphasize improving ECR and SCR writing techniques.	Principals Classroom Teachers	Annually	Master Schedule Student Data	Nine Weeks Test Scores	STAAR Results	

Goal 1: Excel in State & Local Assessments

Obj. 1.1: To improve curriculum and instruction.

Strategies	Responsibility	Time Line	Resources	Formative	Summative	Eval
Promote vertical & horizontal collaboration and alignment of curriculum & instruction	Asst. Supt. Curriculum Principals Instructional Coaches	Annually	Curriculum Dept.	Staff Dev. Records Curriculum Documents	Staff Dev. Records STAAR Results	
Provide authentic learning experiences in all classrooms **Less** **More** Straight Rows Groups Worksheets Products Direct Instruction Discovery Learning Passive Eval. Active Learning	Principals Instructional Coaches Teachers	Annually	Posters Lessons	Observations	Observations	
Utilize alternative types of learning spaces	Principals	Annually	Construction Funds, Bond Funds	Facilities	Scheduled Use of Facilities	
Continue to provide more training on best practices for guided reading in grades K-3 ELAR	Principal Assistant Principal ARI Specialist	Annually	Local Funds Region 10	Staff Development Records	Staff Development Records	
Video Instruction for outside class viewing (Elementary – High School)	Technology Dept. Media Productions Principals, Teachers Instructional Coaches	Annually	Video Equipment, Online Storage	Video Production	Number of video views	
Emphasize and provide staff development for the integration of technology in instructional and administrative programs	Deputy Supt. Curriculum Technology Director	Annually	Technology Dept.	Lesson Plans	Texas Star Chart	
Provide for Teacher Training Specific to Subject Area	Deputy Supt. Curriculum Campus Principals	Annually	Summer Academy STAAR Training TEKS Team	Training Records	STAAR Results	
Provide Teachers Training on engaging Lessons (Stress Autonomy, Mastery, Purpose)	Deputy Superintendent	Annually	Curriculum	Nine Week Tests	Student Performance	
Emphasize Lab approach to Science	Principals	Annually	Lab Materials	Unit Lesson Plans	Science STAAR	
Guide Students to a Growth Mindset approach to learning	Counselor Teachers	Annually	Local Funds Training Resources	Staff Development Records	Staff Development Records	
English Classes to spend 20% - 40% time directly working on writing skills	English Teachers	Annually	Process Writing Curriculum	Writing Samples Nine-Week Test	STAAR Results	
Utilize a consistent method of teaching writing process	Asst. Supts. Curriculum Instructional Coaches	Annually	Region X Staff Development	Writing Samples	STAAR Results	
Emphasize Reading Proficiency at all Grade Levels	Campus Principals	Annually	Reading Materials	Lesson Plans	STAAR Results	
Focus Instruction and Homework on Quality not Quantity	Principals	Annually	Classroom Materials	Unit Lesson Plans	Teacher Lessons	

Emphasize Real World Application of Curriculum	Principals	Annually	Curriculum	Unit Lesson Plans	Teacher Lessons	
Continue to develop and consistently use ALL Instructional Coaches	Asst. Supt. of Elementary and Secondary Curriculum	Annually	7 Staff FTE	Teachers assistance	STAAR Results	
Incorporate 2 times a semester campus vertical meeting per core subject	Principal Teachers	Annually	Teachers Curriculum	Unit Lesson Plans	Teacher Lessons	
Add extensions for more critical thinking opportunities	Teachers	Annually	Teachers Curriculum	Unit Lesson Plans	Teacher Lessons	
Continue to provide STAAR incentive camps for tested subjects	Teachers	Annually	Teacher Curriculum Instructional Materials	Lesson Plans	STAAR Results	
Continue to incorporate more writing and typing opportunities for all grade level curriculum	Teacher Instructional Coaches	Annually	Teacher Curriculum Instructional Materials	Lesson Plans	Assessment Data	
Encourage opportunities for teachers to post classroom notes online for parents and students to use as resources for homework and extensions	Teacher Technology Support	Annually	Technology	Lesson Plans	Teacher Lessons	
Implement RLA curriculum and provide resources and training time for teachers.	Asst. Superintendent Campus Principals Instructional coaches	Annually	Instructional Resources	Curriculum Implemented	STAAR Performance	
Continue building and using data walls for students in K-5 to monitor growth & progress in TX-KEA, TPRI, and DRA levels and objectives.	Campus Principals Teachers	Annually	Online Data Wall – Google Drive Share	DRA Levels Nine-Week Test PSTAAR STAAR	STAAR Performance Nine-Week Test Grades DRA Levels	
Continue Parent Info Meeting for Beginning of the Year for all grade levels	Principals Teachers	Annually	Campus Procedures & Curriculum Parent Info Handouts	Parent Communication Logs Student Growth and Progress	Parent Involvement Student Grades & Conduct	
Continue state required reading academy trainings for ELAR teachers and administrators grades K-3.	Asst. Sup. Elem. Curriculum Principals	Annually	Trainings	Student Growth and Progress	Student Growth and Progress	
Continue to provide trainings for new diagnostic tools (TX-KEA, TPRI)	Asst. Sup. Elem. Curriculum Principals	Annually	Trainings	Student Growth and Progress	Student Growth and Progress	
Continue the implementation of two 30-minute or one 60-minute Pride Time for all grades 2-5 to allow for more intervention time.	Principals Classroom Teachers	Annually	Student Data	Nine Weeks Test Scores	STAAR Results	
Continue to utilize Really Great Reading Phonics Curriculum in K-2 and ARI class.	Principal Instructional Coaches Classroom Teachers ARI Teacher	Annually	Student Data	Nine Weeks Test Scores	TXKEA & TPRI Data	
Continue and Utilize an RTI/Testing Coordinator for the campus to help meet student needs for Tier 2 and 3.	Principal RTI/Testing Coordinator	Annually	Student Data	Nine Weeks Test Scores	STAAR Results TXKEA & TPRI Data	

School-wide Title I Components Addressed

Goal 1 Obj. 1.1

- ✓ 1. Comprehensive Needs Assessment
- ✓ 2. School-wide Reforms Strategies
- ✓ 3. Instruction by Highly Qualified Teachers
- ✓ 4. High Quality On-going Professional Development
- 5. Strategies to Attract High Quality Highly Qualified Teachers
- ✓ 6. Strategies to Increase Parental Involvement
- 7. Transition from Early Childhood Programs
- ✓ 8. Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments
- 9. Effective, Timely Additional Assistance
- 10. Coordination and Integrations of Federal, State, and Local Services and Programs

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 40% to 55% by June 2027.

Yearly Target Goals

2023	2024	2025	2026	2027
40%	44%	48%	52%	55%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL (Current /Monitored)	Cont. Enrolled	Non-Cont. Enrolled
2023 - State	40%	43%	63%	50%	77%	45%	59%	28%	40%	49%	40%	51%	48%
2023- PISD	40%	49%	57%	*	76%	*	70%	15%	43%	52%	44%	51%	53%
2024	44%	52%	61%	*	78%	*	71%	24%	46%	54%	47%	54%	55%
2025	48%	55%	65%	*	80%	*	71%	33%	49%	56%	51%	58%	56%
2026	52%	57%	69%	*	82%	*	71%	42%	53%	57%	55%	62%	57%
2027	56%	59%	73%	*	83%	*	71%	50%	57%	58%	59%	65%	58%

Early Childhood Literacy Professional Development Plan

1. All teachers PK-2 will be provided initial or refresher training in the components of our newly adopted phonics curriculum, Really Great Reading.
2. All newly hired teachers and administrators K-3 who have not completed The Science of Reading Academies will do so in the 24-25 school year.
3. All Pre-K, Kinder, 1st, and 2nd grade teachers will administer diagnostic assessments 3 times per year and analyze data with the support of the ELAR instructional coach and campus administrative team. Yearly training will be provided in administering the assessments and interpreting the results with a focus on classroom implementation.
4. Teacher work days will continue to be built into the district calendar to allow campuses to collaborate on lesson plans and receive targeted PD sessions on an as needed basis throughout the school year.

Early Childhood Literacy Progress Measure 1

The percent of Kindergarten students scoring "On Track" on the TX-KEA Literacy Component* will increase from 75% to 90% by June 2027.

Yearly Target Goals

2023	2024	2025	2026	2027
75%	78%	82%	86%	90%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont.
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2025	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2026	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2027	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A

Our rostering system does not currently import demographic data for students. Once this issue is resolved, targets will be established for each demographic group. *Also reported as the TX-KEA Dyslexia Screener.

Early Childhood Literacy Progress Measure 2

The percent of First Grade students scoring "Developed" on the 1st Grade TPRI* will increase from 55% to 75 % by June 2027.

Yearly Target Goals

2023	2024	2025	2026	2027
55%	60%	65%	70%	75%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2025	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2026	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2027	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A

Our rostering system does not currently import demographic data for students. Once this issue is resolved, targets will be established for each demographic group. *This measure is calculated as a composite of student ratings on the Fluency, Accuracy, and Reading Comprehension portions of the TPRI assessment.

Early Childhood Literacy Progress Measure 3

The percent of Second Grade students scoring "Developed" on the 2nd Grade TPRI* will increase from 65% to 80% by June 2027.

Yearly Target Goals

2023	2024	2025	2026	2027
65%	68%	72%	76%	80%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2025	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2026	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2027	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

Our rostering system does not currently import demographic data for students. Once this issue is resolved, targets will be established for each demographic group. *This measure is calculated as a composite of student ratings on the Fluency, Accuracy, and Reading Comprehension portions of the TPRI assessment.

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 45% to 58% by June 2027.

Yearly Target Goals

2023	2024	2025	2026	2027
45%	48%	51%	54%	58%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL (Current /Monitored)	Cont. Enrolled	Non-Cont. Enrolled
2023 - State	30%	38%	58%	43%	76%	39%	52%	28%	35%	48%	38%	46%	41%
2023- PISD	31%	41%	53%	*	71%	*	63%	14%	35%	48%	34%	43%	47%
2024	34%	45%	57%	*	75%	*	63%	21%	39%	50%	39%	47%	50%
2025	37%	49%	61%	*	79%	*	63%	28%	43%	52%	44%	51%	53%
2026	40%	52%	64%	*	82%	*	63%	35%	47%	53%	49%	55%	56%
2027	44%	53%	67%	*	85%	*	63%	41%	50%	54%	54%	59%	59%

Early Childhood Math Professional Development Plan

1. All math teachers 2nd - 5th grades receive in person training from our instructional coaches for the math curriculum and resources every 9 weeks over specific unit objectives.
2. Math instructional coach provides ongoing support and guidance to all math teachers PK-5 on an established schedule.
3. All Pre-K, Kinder, 1st, and 2nd grade teachers will administer diagnostic assessments 3 times per year and analyze data with the support of the math instructional coach and campus administrative team. Yearly training will be provided in administering the assessments and interpreting the results with a focus on classroom implementation.
4. Teacher work days will continue to be built into the district calendar to allow campuses to collaborate on lesson plans and receive targeted PD sessions on an as needed basis throughout the school year.

Early Childhood Math Progress Measure 1

The percent of Kinder students that score "On-Track" on TX-KEA Math will increase from 75% to 87% by June 2027.

Yearly Target Goals

2023	2024	2025	2026	2027
75%	78%	81%	84%	87%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont.
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2025	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2026	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2027	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A

Our rostering system does not currently import demographic data for students. Once this issue is resolved, targets will be established for each demographic group.

Early Childhood Math Progress Measure 2

The percent of 1st Grade students that score on grade level or above on the TEMI-PM will increase from 77% to 89% by June 2027.

Yearly Target Goals

2023	2024	2025	2026	2027
77%	80%	83%	86%	89%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2025	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2026	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A
2027	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	N/A	xx%	N/A	N/A

Our rostering system does not currently import demographic data for students. Once this issue is resolved, targets will be established for each demographic group.

Early Childhood Math Progress Measure 3

The percent of 1st Grade students that score on grade level or above on the TEMI-PM will increase from 75% to 87% by June 2027.

Yearly Target Goals

2023	2024	2025	2026	2027
75%	78%	81%	84%	87%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2023	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2024	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2025	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2026	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2027	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

Our rostering system does not currently import demographic data for students. Once this issue is resolved, targets will be established for each demographic group.

Goal 2: Increase Attendance

Obj. 2.1: To increase the average daily attendance during the 2024-2025 school year to:

97% Elementary and Intermediate

96% Jr. High

95% High School

Strategies	Responsibility	Time Line	Resources	Formative	Summative	Eval
Verify student absences by calling home	Campus Personnel	Daily	Staff FTE 1	Attendance Rates Call Logs	Annual Attendance Rate	
Send information to parents informing them of Attendance problems. Administrator call at 7th/8th absence (first semester) 15th/16th absence (second semester)	PEIMS Clerks Campus Administrators	Weekly as Needed	Staff FTE ½ Web Page Email Express Newsletters Student Handbook	Attendance Rates Letters	Annual Attendance Rate	
Provide Online Parent Portal for Monitoring Student Attendance, which includes notification and a link for parents to reply.	Superintendent	Annually	Infinity Software Technology Dept. PEIMS personnel	Periodic Attendance Rates	Annual Attendance Rate	
Provide Better Student Incentives for good Attendance	Principals	9 Weeks	Local Funds $2000 per campus	Periodic Attendance Rates	Annual Attendance Rate	
Hold parents and students accountable for absences	Principals	As Needed	Truancy Court	Periodic Attendance Rates	Annual Attendance Rate	
Provide make-up time for attendance	Principals	As Needed	Staff FTE ½ Local Funds $10,000	Periodic Attendance Rates	Annual Attendance Rate	
Utilize Student Resource Officer (SRO)	Principals	As Needed	Staff FTE 1	Periodic Attendance Rates	Annual Attendance Rate	
Send Automatic Email for absences	PEIMS Clerks	Daily	PEIMS	Periodic Attendance Rates	Annual Attendance Rate	
Continue recognition for attendance. Examples include: Principal luncheon, drawings, local gift cards, key chain club, Star Student Seat, Spin the Wheel for Prizes, etc.	Principals	Each 9 Weeks	Incentive Items	Periodic Attendance Rates	Annual Attendance Rate	
Provide class attendance recognitions for each 9 weeks. Investigate dual incentives with JH and HS activities with Smith Elementary Students – Bat girl/boy, water helper, sideline helper, etc.	Principal Teachers Counselors	Weekly	PEIMS	Periodic Attendance Rates	Annual Attendance Rate	
BeginCookies with the Counselor" Program to target tardy or absent students to come in early once a week.	Principal Counselor	2024-2025	Counselor	Periodic Attendance Rates	Annual Attendance Rate	

Create a classroom attendance bulletin board within school	Principal Counselor	2024-2025	Counselor	Periodic Attendance Rates	Annual Attendance Rate	
Investigate new after school opportunities for students: STEAM club, art camp, leadership committee, Kindness Club, Student Council, National Honor Society, Robotics Club.	Principal Counselor Teachers GT Teacher	2024-2025	Counselor	Periodic Attendance Rates	Annual Attendance Rate	

School-wide Title I Components Addressed

Goal 2 Obj. 2.1

1. Comprehensive Needs Assessment
✓ 2. School-wide Reforms Strategies
3. Instruction by Highly Qualified Teachers
4. High Quality On-going Professional Development
5. Strategies to Attract High Quality Highly Qualified Teachers
✓ 6. Strategies to Increase Parental Involvement
7. Transition from Early Childhood Programs
8. Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments
✓ 9. Effective, Timely Additional Assistance
10. Coordination and Integrations of Federal, State, and Local Services and Programs

Goal 3: Decrease Drop-Out Rate

Obj. 3.1: To meet the state standards for the Drop-Out rate of less than or equal to 1%.

Strategies	Responsibility	Time Line	Resources	Formative	Summative	Eval
Provide opportunities to guardians and speakers in various occupations to speak to students	Principals	Annually	Guest Speakers	Student Attendance	Drop Out Rate	
Continue to Expand student after school Programs	Campus Principals	Annually	Varied Activities	Student Involvement	Drop Out Rate	
Continue district wide character education program	Asst. Supt. Curriculum Counselors	On-Going	Character Ed. Program	Program Implemented	Drop Out Rate	
Establish Positive Student / Teacher Relationships	Teachers	Continuous	Teachers	Discipline Referrals	Drop Out Rate	
Increase Teacher to Teacher Communication	Asst. Superintendent Principal	Annually	RTI Program	Student Information Sheets	Drop Out Rate	
Provide High School / Elementary Mentor Programs	Principals Counselors	Annually	Student Mentors	Mentoring Sessions	Drop Out Rate	
Continue offering after school programs and transportation	Superintendent	Annually	Cost Unknown	Student Participants	Drop Out Rate	
Provide Counseling opportunities for students who are struggling with motivation in school	Principal/Counselor	Annually	Counselors	Student Participants	Drop Out Rate	
High School Students Reading with Elementary Students	Principal	Bi-Annually	Teachers	Student Participants	Drop Out Rate	
Continue to investigate Community Mentors for Smith kids who are struggling and provide for more outside volunteer opportunities to work with students	Principal PTO	Annually	Community Mentors	Student Participation	Drop Out Rate	
Continue to Coordinate with CATE & College Prep at HS about guest speakers in spring semester for 3rd – 5th graders	Principal CATE director	Annually	HS CATE and College Prep Students	Student Participation	Drop Out Rate	

School-wide Title I Components Addressed

Goal 3 Obj. 3.1

1. Comprehensive Needs Assessment
2. ✓ School-wide Reforms Strategies
3. Instruction by Highly Qualified Teachers
4. High Quality On-going Professional Development
5. Strategies to Attract High Quality Highly Qualified Teachers
6. ✓ Strategies to Increase Parental Involvement
7. Transition from Early Childhood Programs
8. ✓ Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments
9. ✓ Effective, Timely Additional Assistance
10. Coordination and Integrations of Federal, State, and Local Services and Programs

Goal 4: Provide a safe and Orderly School Climate, conducive to learning.

Obj. 4.1: Decrease Discipline referrals resulting in Suspension or Expulsion
Obj. 4.2: Decrease Tobacco, Alcohol, and Drug Offenses
Obj. 4.3: Decrease Incidents of Violence

Strategies	Responsibility	Time Line	Resources	Formative	Summative	Eval
Provide Drug and Violence (Anti-Bullying) Education curriculum in K-12	Principals Student Resource Officer Counselors	Weekly	Title IV $5,000 SRO Anti-Bullying Cur. Char. Ed. Videos	Drug & Alcohol Incidents	SDFSC Report	
Provide district Resource Officers, School Marshals and a Security Director for the District	Superintendent	On-Going	Local Funds and Grants, Staff FTE 1	Drug & Alcohol Incidents	SDFSC Report	
Practice Preventative Discipline	Principals	Annually	Administrative Staff	Discipline Referrals	Discipline Reports	
Offer anger management counseling in ISS and DAEP	Principals Counselors Special Programs Dir.	On-Going	Curriculum	Counseling Records	SDFSC Report	
Offer Summer Feeding Program	Food Service Director	Summers	Cafeteria Staff	Students Served	Students Served	
Continue Walker Safety-Teaching and Guidelines for Students	Counselors & Student Resource Officer	Semester	SRO/School Marshal	Counseling Records	Students Served	
Continue with the Smith Pledge	Principals & Teachers	Daily	Administrative Staff	Discipline Referrals	Discipline Reports	
Continue positive behavior referral system and set grade level behavior goals – SOARING Student Coupons	Principal Assistant Principal Classroom Teachers	Annually	Administrative Staff	Discipline Referrals	Discipline Reports	
Continue implementing PEACE days for entire grade level positive reinforcement for good behavior every nine weeks	Principal Assistant Principal Classroom Teachers	Annually	Administrative Staff	Discipline Referrals	Discipline Reports	
Promote school/Community pride and positive attitudes – including Character Calls and Purposeful People Tuesdays every nine weeks' grading period	Principals Counselors Teachers	Annually	Character Ed. Program	Discipline Records	Discipline Reports	
Provide Staff Development in Conflict Resolution, Classroom Management, District Policies, and Student Code of Conduct.	Principals	Annually	Curriculum Dept.	Staff Development Records	Staff Development Records	

Continue the Watch Dog Program for Father Involvement Program	Principals Counselors	Weekly	Parent Volunteers	Discipline Records	Discipline Reports	
Provide Interview and Orientation Process for Substitute Teachers	Substitute Coordinator	Annually	Interviews Substitute Handbook	Attendance Records	Classroom Effectiveness	
Allow time for students to talk with teachers/staff/counselors about their problems.	Principals	Weekly	Scheduled Time	Schedule	Students meeting with staff	
Continue Food 4 Kids Program	Elementary Nurses	Each Friday	Food Resources	Students Receiving	Students Receiving	
Continue the Ned Program	Counselors	Annually	Counseling Budget	Schedule	Discipline Reports	
Continue the Hygiene Health in 3rd & 4th grade	Counselors	Annually	Counseling Budget	Schedule	Staff Development	
Continue Conflict Resolution Program (Kelso's Choice and Character Strong)	Counselors	Annually	Counseling Budget	Schedule	Discipline Reports Character Awards	
Continue the Nana Puddin' program for anti-bullying and kindness	Counselors	Annually	Counseling Budget	Schedule	Discipline Reports Character Awards	
Implement a cafeteria class behavior system and reward positive behavior	Principals Cafeteria Monitors	Annually	Principal's Fund	Discipline Referrals	Discipline Reports Cafeteria Awards	
Investigate and provide professional development for student behavior and classroom strategies.	Principals	2024-2025	Local Funds	Discipline Referrals	Discipline Reports	
Investigate student lessons on domestic violence and difficult home situations	Principals Counselor	2024-2025	Local Funds Counseling Budget	Discipline Referrals	Discipline Reports	

School-wide Title I Components Addressed

Goal 4 Obj. 4.1, 4.2, 4.3

1. Comprehensive Needs Assessment
✓ 2. School-wide Reforms Strategies
3. Instruction by Highly Qualified Teachers
✓ 4. High Quality On-going Professional Development
5. Strategies to Attract High Quality Highly Qualified Teachers
6. Strategies to Increase Parental Involvement
7. Transition from Early Childhood Programs
8. Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments
✓ 9. Effective, Timely Additional Assistance
✓ 10. Coordination and Integrations of Federal, State, and Local Services and Programs

Goal 5: Increase Parental and Community Involvement

Obj. 5.1: Increase the number of parent and community participants.

Strategies	Responsibility	Time Line	Resources	Formative	Summative	Eval
Provide information to parents and Community about involvement opportunities in the district (English and Spanish)	Principals	Beginning of each Semester	Newsletters Web Page – Staff FTE	Parental and Community Involvement	Parental and Community Involvement	
Maintain parent portal with weekly updates	Principals	Annually	New student software Technology Dept. PEIMS personnel	Software installation	Parent communications	
Increase email by class, grade, campus, and district	Superintendent	Annually	New student software Technology Dept. PEIMS personnel	Software installation	Parent communications	
Increase community education programs and advertising	Community Ed. Facilitator	Fall and Spring Semester	Community Ed. Tuition - $12,000	Course Enrollments	Community Involvement	
Teach English to Spanish speaking parents	Community Ed. Facilitator	Fall and Spring Semester	Local Funds	Course Enrollments	Course Enrollments	
Implement parenting education programs.	Community Ed. Facilitator, Principals, Counselors	Fall and Spring Semester	Videotapes, Newsletters	Parental Involvement	Parental Involvement	
Issue a Monthly Calendar of Events on Website and weekly Community Activities in E-mail Express	Principals	Monthly	Local $4,000	Monthly Newsletter	Parental and Community Involvement	
Offer District Facebook and Twitter and Email Express	Communications Coordinator.	Weekly	Comm. Coordinator.	Weekly Communications	Parental and Community Involvement	
Provide Web Page Link to Community Activities	Web Master	Monthly	Web Page	Establishment of Link	Use of Community Activity Page	
Involve Community Leaders with School Organizations	Principals	Annually	Community Leaders	Community Involvement	Community Involvement	
Continue to provide Before and After School Activities and investigate more opportunities for students	Principals	Monthly	Facilities Parent Volunteers	Attendance	Parental and Community Involvement	
Provide Progress Reports to Parents	Teachers	Every 3 Weeks	Grade book	Student Grades	Parental and Community Involvement	
Provide Convenient Times for Parent Conferences	Teachers	As Needed	Time	Conferences	Conferences	
Watch Dog Program or Father Involvement Program	Principals	Weekly	Parent Volunteers	Discipline Records	Discipline Reports	

Offer Campus Movie Nights	Elem. Principals	Annually	Volunteers	Schedule of Movie Nights	Attendance at Movie Nights	
Elementary Sports Nights at Athletic Events	Athletic Director	Annually	Recognition at Game	Student Attendance	Parent Attendance	
Create list of ways parents can be involved on campuses	Campus Principals	Annually in Fall	Advertised in Email Express Parent Volunteers	List of Volunteer Opportunities	Parent Involvement	
Create list of parent's skills for volunteering	Campus Principals	Annually in Fall	Advertised in Email Express Parent Volunteers	List of Volunteer Opportunities	Parent Involvement	
Continue Family Involvement Nights: Family Dance, Science Night, Pumpkin Night	Campus Principals	Annually	Campus PTO's	Schedule of Events	Attendance of Events	
Continue a Back to School Splash Day	Campus Principal	Annually	Campus PTO's	Schedule of Events	Attendance of Events	
Continue Popsicles in the Park before school starts	Campus Principal	Annually	Campus PTO	Schedule of Events	Attendance of Events	
Continue with PTO Facebook to keep parents involved	Campus PTO Principal	Annually	Campus PTO	Schedule of Events	Attendance of Events	
Continue coordinating with PTO academic events and activities during Pride Time – 100th day of school, inferencing activities, etc	Campus PTO Principal Assistant Principal	Annually	Campus PTO	Schedule of Events	Student Growth	
Continue Monthly Community Involvement Events – movie nights, family dance, academic nights, fun run, trunk or treat, etc.	Campus PTO Principal	Annually	Campus PTO	Schedule of Events	Participation Counts	
Continue to search for opportunities to work with local churches for an adult/student mentoring/reading program	Principal Community Members	Annually	Community Churches Community Members	Schedule of Events	Student Growth Participation Counts	
Continue celebrating multicultural heritages and families	Principal Campus PTO	Annually	Campus PTO Parents/Families	Schedule of Events	Participation Counts	
Continue Veteran's Day Celebration with Posters	Principal Music Teacher Campus PTO	Annually	Campus Music Teacher Community Veterans Campus Principal	Schedule of Events	Participation Counts	
Continue a Volunteer Luncheon/Breakfast to reward parent volunteers	Campus Principal Campus PTO	Annually	Campus PTO	Schedule of Events	Participation Counts	
Continue to participate in several multicultural celebrations throughout the year: Black History Month, Cinco De Mayo, etc.	Campus Principal Teachers	Annually	Campus Principals Teachers Counselor	Schedule of Events	Participation Counts	
Continue PTO and Grade Level pairings for monthly events to increase participation at all PTO events	Principal PTO Teachers	Annually	Principal PTO Teachers	Schedule of Events	Participation Counts	
Investigate having room or grade level moms/parents to volunteer with classroom activities and help with organization of supplies.	Principal Classroom Teachers	2024-2025	Principal PTO Teachers	Schedule of Events	Participation Counts	
Continue with "Donuts with Grown-Ups" for students and parents in the mornings.	Principal Counselor PTO	2024-2025	Principal Counselor	Schedule of Events	Participation Counts	

School-wide Title I Components Addressed

Goal 5 Obj. 5.1

1. Comprehensive Needs Assessment
✓ 2. School-wide Reforms Strategies
3. Instruction by Highly Qualified Teachers
4. High Quality On-going Professional Development
✓ 5. Strategies to Attract High Quality Highly Qualified Teachers
✓ 6. Strategies to Increase Parental Involvement
7. Transition from Early Childhood Programs
8. Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments
✓ 9. Effective, Timely Additional Assistance
10. Coordination and Integrations of Federal, State, and Local Services and Programs

Goal 6: Provide for Special Populations

Obj. 6.1: Provide services for Special Education Students

Strategies	Responsibility	Time Line	Resources	Formative	Summative	Eval
Provide Special Education Services	Director of Special Programs Principals	Annually	Staff FTE	Nine Week Grades	Special Education Promotion Rates	
Provide Staff Development in Special Education Issues with special emphasis on Response to Intervention & testing requirements	Principals Director of Special Programs	Annually	Special Programs Director	Staff Development Records	Special Education Promotion Rates	
Provide appropriate services for students in the Least Restrictive Environment	Principals	On-going	ARD Committee	Student Schedules	Special Education Promotion Rates	
Provide Staff Development that relates to instruction of Students with Disabilities	Principals	Annually	Special Programs Director	Staff Development Records	Staff Development Records	
All Special Education Instruction will be taught on Grade Level	Principals	Annually	SPED Teachers General Education Teachers	Unit Lesson Plans	STAAR Results	
Provide Activities between Athletics / Music and Life Skills	Athletic Dir. Music Dir.	Annually	Activities	Participants	Participants	
Provide tour of CATE center for 5th grade students	Principals	Annually	CATE director	Participants	Participants	
Provide training for students with sensory sensitivities	Principal	Annually	Special Programs Director/Diagnostician	Staff Development Records	Staff Development Records	
Provide a tour of Southard and/or any middle school for high needs 5th grade students to help with transition	Principal	Annually	Campus Principals	Participants	Participants	
Utilize both resource positions for greater service with special education students	Principal ARI/AMI/Resource Teacher	Annually	Campus Principal Resource Teachers	Student Schedules IEP Goals	Special Education Promotion Rates	

School-wide Title I Components Addressed

Goal 6 Obj. 6.1

1. Comprehensive Needs Assessment
2. ✓ School-wide Reforms Strategies
3. ✓ Instruction by Highly Qualified Teachers
4. ✓ High Quality On-going Professional Development
5. Strategies to Attract High Quality Highly Qualified Teachers
6. Strategies to Increase Parental Involvement
7. Transition from Early Childhood Programs
8. Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments
9. ✓ Effective, Timely Additional Assistance
10. Coordination and Integrations of Federal, State, and Local Services and Programs

Goal 6: Provide for Special Populations

Obj. 6.2: Provide services for Bilingual / ESL Students

Strategies	Responsibility	Time Line	Resources	Formative	Summative	Eval
Provide an ESL Program for qualifying K- 5th Students	Asst. Supt. Curriculum	Annually	Bilingual Funds Local Funds	Student Grades	RPTE Results	
Provide Staff Development Subject Specific SIOP and ELPs Training – PK – 12	Principals	Annually	Region 10 ESC	Staff Dev. Records	ESL Promotion Rates	
Provide Translators for school activities meetings such as Registration, Open House, and PTO	Principals	As Needed	Translators	Meeting records	Meeting records	
Clearly Communicate structure of the Princeton Bilingual Program	Director of Special Programs Principals	Annually	Brochure	Brochure	Parent Communications	
Provide Front Office Bilingual Personnel	Principals	Annually	1 FTE per campus	Campus personnel	Parent Communications	
Utilize Duo Lingo Software to teach English and Spanish	Principals	Annually	Duo Lingo software	Usage records	RPTE Results	
Provide Hispanic Community Member guest speakers	Principals	Annually	Guest Speakers	Speaker Records	Positive Role Models	
Translate Skills Based Report Cards	Asst. Supt.	Annually	Translator, PEIMS	Report Card	Increased Parent Participation	
Implement Cultural Activities to recognize all cultures in our school.	Principals	Annually	Announcements Local Funds	Participation Counts	Participation Counts	
Continue Local Supplemental EB support for Denials and use resources from partner school BIL/ESL teachers	Principals ARI Specialist	Annually	Student Supplies	9 Weeks Assessments	STAAR Assessment Growth	
Audit teaching programs in all BIL/ESL classes for best practices	Deputy Superintendent Asst. Supt. Elem. and Sec. Curriculum	Annually	Lesson Plans Current Inventory	Nine Weeks Grades	TELPAS Results	
Continue instructional programs that support EB students	Asst. Supt. Elem. and Sec. Curriculum	Annually	Region 10 Various Vendors Other School Districts	Purchase / Implementation of Programs	Nine Weeks Grades TELPAS Results	
Utilize programs designed specifically for students in grades 4-8 who are at risk of becoming long term EB's	Asst. Supt. Elem. and Sec. Curriculum	Annually	Region 10 Various Vendors Other School Districts	Purchase / Implementation of Programs	Nine Weeks Grades TELPAS Results	
Emphasize monitoring of student TELPAS scores	Campus Principals Teachers	Annually	TELPAS Scores LPAC	Student Progress Toward Advanced High Rating	Students Exiting Program	
Provide professional development for teachers in strategies that support working with EB students.	Deputy Supt. Special Programs Director	Annually	Region 10 Special Programs Director	Staff Development Records	Staff Development Records	
Collaborate with staff on reading TELPAS data and how to break it down to best serve EL/ESL students at Smith	Principal & Counselor	Annually	TELPAS scores	Monitor Student Progress	Student Academic Growth Current ESL and BIL denials	

Increase the number of pictorial vocabulary opportunities for EL/ESL students	Principal Teachers	Annually	Lesson Plans Instructional Materials	Monitor Student Progress	Student Academic Growth Current ESL and BIL denials	
Provide Information on Translator Applications	Public Relations Coordinator	Annually	Constant Contact Facebook Twitter	Translator Apps. Provided	Records of Usage	
Investigate resources for parents who speak languages other than Spanish	Principal Assistant Principal	Annually	Teacher/Parent/Office Communication	Translator Resources	Records of Usage	
Continue to provide Flocabulary for all teachers	Principal	Annually	Flocabulary	Monitor Student Progress	Records of Usage	
Continue to provide trainings for TELPAS ratings and teachers PK-5th grade	Campus Principals Bilingual/ESL Teachers	Annually	Region 10 Special Programs Director	Monitor Student Progress	Nine Weeks Grades TELPAS	
Continue to investigate training for staff and helpful classroom resources i.e.Class Wise	Campus Principal Special Programs Director	Annually	BIL/ESL Teachers Lesson Plans	Monitor Student Progress	Nine Weeks Grades State Assessments TELPAS	
Purchase needed supplies for ESL and bilingual denial students for classroom resources and visual aids	Campus Principal	Annually	ESL Teachers Lesson Plans	Monitor Student Progress	Nine Weeks Grades State Assessments TELPAS	
Continue PreLAS and LAS testing for EL/ESL students	EL/ESL Coordinator	Annually	Special Programs Director	Participant Results	Participant Results	
Require all K-5 RLA teachers to obtain their ESL certification	Principal	2023-2024	Region10 Campus Principal	Participant Results	Participant Results	

School-wide Title I Components Addressed

Goal 6 Obj. 6.2

- ✓ 1. Comprehensive Needs Assessment
- ✓ 2. School-wide Reforms Strategies
- ✓ 3. Instruction by Highly Qualified Teachers
- ✓ 4. High Quality On-going Professional Development
- 5. Strategies to Attract High Quality Highly Qualified Teachers
- ✓ 6. Strategies to Increase Parental Involvement
- 7. Transition from Early Childhood Programs
- ✓ 8. Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments
- ✓ 9. Effective, Timely Additional Assistance
- ✓ 10. Coordination and Integrations of Federal, State, and Local Services and Programs

Goal 6: Provide for Special Populations

Obj. 6.3: Provide services for Career and Technology Students

Strategies	Responsibility	Time Line	Resources	Formative	Summative	Eval
Provide Local Speakers to come visit about profession: Local Author, Business person, etc.	Principal & Librarian	Annually	Community Leaders	Student Involvement	Student Participation	
Provide CATE students to come present projects to 5th graders at the end of the year	Principal	Annually	CATE Director	Student Involvement	Student Participation	
Incorporate a career project per grade level for students to investigate careers	Principal	9 Weeks	Teachers	Student Involvement	Student Grades	
Incorporate career/technology guidance lessons from counselor to present to students	Principal Counselor/Computer Teacher	Annually	Counselor CATE Director	Student Involvement	Student Participation	

School-wide Title I Components Addressed

Goal 6 Obj. 6.3

1. Comprehensive Needs Assessment
✓ 2. School-wide Reforms Strategies
3. Instruction by Highly Qualified Teachers
4. High Quality On-going Professional Development
5. Strategies to Attract High Quality Highly Qualified Teachers
6. Strategies to Increase Parental Involvement
7. Transition from Early Childhood Programs
8. Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments
9. Effective, Timely Additional Assistance
✓ 10. Coordination and Integrations of Federal, State, and Local Services and Programs

Goal 6: Provide for Special Populations

Obj. 6.4: Provide services for Dyslexic Students

Strategies	Responsibility	Time Line	Resources	Formative	Summative	Eval
Actively screen students for Dyslexia and related disorders	Teachers RTI Team Diagnosticians	On-going	In-Service Assessment Test Teacher Checklist	Students Identified	Student Grades STAAR	
Refer identified students to Special Education.	RTI Team	On-going	State Dyslexia Handbook	Students Identified	Student Grades STAAR	
Review students on an annual basis, Re-Evaluate every 3 years.	RTI Team	Annually	Evaluation Forms	Student Evaluation forms reviewed annually	Student Grades STAAR	
Continue offering Classroom Modifications and/or Multi-Sensory Reading Program (Take Flight)	Principals	Annually	Staff FTE Materials	Student Evaluation forms	Student Grades STAAR	
Provide Staff Development for general education teachers based off of Take Flight Strategies and Pre-Flight	Principals Dyslexia Therapists	Annually	Take Flight Dyslexia Program	Staff Development Offered	Student Grades STAAR Reading Levels	
Offer STAAR Accommodations	Principals	Annually	Testing Coordinator's Manual	Student Grades	Student Grades STAAR	
Provide opportunities for Dyslexia therapists & SPED Paraprofessional to help support classroom teacher during lessons.	Principals Dyslexia Therapists	On-going	Staff FTE Materials	Students Identified	Student Grades STAAR	
Provide training and resources to classroom teachers with dyslexia students	Principals Dyslexia Therapists	Annually	Instructional Materials Curriculum Resources	Students Grades	Student Grades STAAR Grades	
Maintain schedule of services for dyslexia students best serve large dyslexic population.	Principal	Annually	Master Schedule Instructional Materials	Student Progress	Student Grades STAAR Grades	
Continue with two dyslexia therapists at the campus to provide services for dyslexic students.	District Administration Principal	2023-2024	Master Schedule Take Flight Dyslexia Program	Student Progress	Student Grades STAAR Grades	

School-wide Title I Components Addressed

Goal 6 Obj. 6.4

1. Comprehensive Needs Assessment
2. School-wide Reforms Strategies
3. Instruction by Highly Qualified Teachers
4. ✓ High Quality On-going Professional Development
5. Strategies to Attract High Quality Highly Qualified Teachers
6. Strategies to Increase Parental Involvement
7. Transition from Early Childhood Programs
8. Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments
9. ✓ Effective, Timely Additional Assistance
10. Coordination and Integrations of Federal, State, and Local Services and Programs

Goal 6: Provide for Special Populations

Obj. 6.5: Provide services for At-Risk Students

Strategies	Responsibility	Time Line	Resources	Formative	Summative	Eval
Identify At-Risk students according to Board Policy	Counselors	First 4 weeks of school year	Board Policy	Student list	Student list	
Provide Counseling Services	Counselors	As Needed	Staff FTE	Counseling Records	Drop-Out, Promotion and STAAR Scores	
Provide Tutoring with transportation on Monday, Tuesday, Wednesday, and Thursdays	Classroom Teachers	Weekly	SCE, ARI and Local Funds Staff FTE	Tutoring Records 3 wk grade reports	Drop-Out, Promotion and STAAR Scores	
Provide Alternative Schools (Discipline and Credit Recovery)	Superintendent	As Needed	SCE Funds Staff FTE	AEP Records checked end of each 9 wk period	Drop-Out, Promotion and STAAR Scores	
Provide RTI to monitor students	Principals	As Needed	Staff FTE	Nine Week At-Risk Student Evals.	Drop-Out, Promotion and STAAR Scores	
Provide PALS Program	HS Principal	Annually	PALS Training	Students Enrolled	Interventions	
Strive to get Parents Involved	Principals	Annually	Teachers / Staff	Parent Contacts	Parents Involved	
Conference with Parents of all At-Risk Students	Teachers	Fall – Annually	Teachers	Parent Contacts	Parent Conferences	
Continue to hold RTI Meetings each nine weeks for grades K-5.	Principals Classroom Teachers	Each Nine Weeks	Teachers RTI Coordinator Principal	Nine Weeks Grades Student Progress	Student Progress STAAR Scores	
Provide Summer School	Principals	Annually	Staff FTE	Enrollment and credit received each semester	Drop-Out, Promotion and STAAR Scores	
Accelerated Reading Instruction	Elementary and Intermediate Principals	Annually	Funds Pre-Flight	Nine -Weeks tests Results	STAAR Results	
Accelerated Math Instruction	Elementary and Intermediate Principals	Annually	Funds Zearn Education Galaxy	Nine -Weeks tests Results	STAAR Results	
Title I	Elementary and Intermediate Principals	Annually	Funds	Nine -Weeks tests Results	STAAR Results	
Homeless Program	Deputy Superintendent	Annually	Funds	Nine -Weeks test Results	STAAR Results	
Saturday School	Principals	Annually	Funds	Nine -Weeks tests Results	STAAR Results	
Provide a leadership program	Principals Counselor Teachers	On-going	Counselor	Students Enrolled	Interventions	
Continue to provide a schedule to allow for a push in program for Special Education and Tier-2 or 3 students in the classroom	Principal ARI/AMI Teachers	Annually	AMI/ARI Teachers	Nine Weeks Test Results	STAAR Results Student Progress	

Continue 5th grade safety patrol each nine weeks	Asst. Principal Safety Patrol Teacher/Leader	Annually	Asst. Principal	Student Progress/Participation	Student Progress Student Behavior Growth	
Continue to provide after school program for students (BGCC)	Boys & Girls Club	Daily	Boys & Girls Club	Student Participation	Student Participation	

School-wide Title I Components Addressed

Goal 6 Obj. 6.5

1. Comprehensive Needs Assessment
2. ✓ School-wide Reforms Strategies
3. ✓ Instruction by Highly Qualified Teachers
4. High Quality On-going Professional Development
5. Strategies to Attract High Quality Highly Qualified Teachers
6. ✓ Strategies to Increase Parental Involvement
7. Transition from Early Childhood Programs
8. ✓ Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments
9. ✓ Effective, Timely Additional Assistance
10. Coordination and Integrations of Federal, State, and Local Services and Programs

Goal 6: Provide for Special Populations

Obj. 6.6: Provide services for Gifted and Talented (GT) and Advanced Academic Students

Strategies	Responsibility	Time Line	Resources	Formative	Summative	Eval
Identify and serve students in multiple areas of giftedness	Deputy Superintendent of Instruction	Annually	GT Handbook	Identified Students	Areas Served	
Updated Assessments	Identified Students	Areas Served	See GT Handbook	Identified Students	Areas Served	
Offer Teacher/Administrator Training in GT Testing and Identification	Deputy Superintendent of Instruction	Fall In-service	In-service	Training Records	GT Testing	
Expand Data Base of Apps and Websites	Deputy Superintendent of Instruction	Annually	Apps and Websites	Data Base	Use of Apps and Websites	
Employ two Full Time GT Teacher for grades 2-5 for the district	Asst. Supt. of Elementary Curriculum	Annually	GT Funds	Pull Out Schedules	GT Participation Rates	
Serve students in their area of giftedness through a pull-out program for 2 hours one day a week in grades 2-5.	Elementary Principals	Annually	GT Teacher	Lesson Plans	GT Participation Rates	
Focus Instruction and Homework on Quality not Quantity for all grade levels	Principals	Annually	Classroom Materials	Unit Lesson Plans	Teacher Lessons	
Off campus learning experiences	Teachers	Annually	GT Funds Staff FTE	Lesson Plans	Student Grades	
Increase academically oriented activities (UIL Academics, Robotics, Science Club)	Principals and Teachers	Annually	GT Funds Staff FTE	Student Participation	Student Participations	
Provide GT showcase	Principal and GT teacher	2 times per year	GT Funds	Student Participation	Student Participation	
Provide enrichment centers for students in classrooms K- 5	Teacher	Daily	Local Funds	Lesson Plans	Student Grades	
Provide GT Training for identification and strategies	Asst. Supt. Curriculum Principals	Annually	GT Funds Staff FTE	Lesson Plans	Student Grades	
Serve students in grades K-1 in their classrooms through GT cluster groups	Special Programs Director Classroom Teacher with GT certification	Annually	GT Materials Elementary GT Teacher	Lesson Plans	GT Participation Rates	
Serve students in their area of giftedness through a pull-out program for 2 hours one day a week in grades 2-5	Special Programs Director Elementary GT Teacher	Annually	GT Teacher	Pull Out Schedules	GT Participation Rates	
Provide training for teachers to help incorporate differential learning for GT students within the classroom.	Principal and Counselor	Annually	Approved trainings during in-service week	Lesson Plans	GT Participation Rates	
Incorporate more project-based learning for GT current GT students	GT coordinator Classroom Teachers	Annually	GT Materials to use in classroom	Pull out schedules	GT Participation Rates	

Continue to incorporate differentiated activities and centers during Pride Time	Principal Classroom Teachers	Annually	Materials/Resources for Centers	Schedules-Pride Time	Growth in Master Grade Level for STAAR reports	
Provide times for campus led professional development for gifted/advanced learners	Principal GT Teacher	Annually	GT Teacher	Master schedule of trainings	Growth in Master Grade Level for STAAR reports	
Provide a STEM night for all students at Smith Elementary.	Campus Principal Teachers PTO	Annually	Principal GT Teacher Classroom Teachers PTO	Participation Counts	Participation Counts	

School-wide Title I Components Addressed

Goal 6 Obj. 6.6

1. Comprehensive Needs Assessment
2. ✓ School-wide Reforms Strategies
3. ✓ Instruction by Highly Qualified Teachers
4. ✓ High Quality On-going Professional Development
5. ✓ Strategies to Attract High Quality Highly Qualified Teachers
6. ✓ Strategies to Increase Parental Involvement
7. Transition from Early Childhood Programs
8. ✓ Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments
9. Effective, Timely Additional Assistance
10. Coordination and Integrations of Federal, State, and Local Services and Programs

Goal 6: Provide for Special Populations

Obj. 6.7: Provide for Pregnancy Education and Parenting Program.

Strategies	Responsibility	Time Line	Resources	Formative	Summative	Eval
Provide Puberty Counseling Session for 5th grade students	Counselor	Annually	Training Video and Handouts	Student Participation	Student Participation	
Provide Hygiene Counseling Session for 3rd & 4th grade students	Counselor	Annually	Training Video and Handouts	Student Participation	Student Participation	

School-wide Title I Components Addressed

Goal 6 Obj. 6.7

1. Comprehensive Needs Assessment
2. School-wide Reforms Strategies
3. Instruction by Highly Qualified Teachers
4. High Quality On-going Professional Development
5. Strategies to Attract High Quality Highly Qualified Teachers
6. Strategies to Increase Parental Involvement
7. Transition from Early Childhood Programs
8. Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments

✓ 9. Effective, Timely Additional Assistance

10. Coordination and Integrations of Federal, State, and Local Services and Programs

Goal 6: Provide for Special Populations

Obj. 6.8: Provide for Community Education

Strategies	Responsibility	Time Line	Resources	Formative	Summative	Eval
Provide for Adult Continuing Education	Community Education Facilitator	Each Semester and Summer	Tuition, Instructors, Facilities	Course Offerings	Enrollment and Attendance Data	
Provide Summer Camps for Kids	Community Education Facilitator	Summer	Tuition, Instructors, Facilities	Camp Offerings	Enrollment and Attendance Data	
Provide ESL and Conversational Spanish	Community Education Facilitator	Each Semester and Summer	Tuition, Instructors, Facilities	Course Offerings	Enrollment and Attendance Data	
Provide for Community Input on Offerings	Community Education Facilitator	Each Semester and Summer	Course Offerings Survey	Survey Results	Course Offerings	
Provide Day and Night GED Classes	Community Education Facilitator	Annually	Program Offerings	GED Enrollment	GED Completion Rates	
Offer Conversational English	Asst. Superintendent Curriculum	Annually	Community Education Funds	Enrollment	Course Completion	
Provide Facilities for Youth League Activities	Auxiliary Services Director	Annually	Facilities	Facilities Offered	Facility Use Log	
Provide Series of Parenting Classes (Parent / Child) utilizing Community Education	Assistant Superintendent	Annually	Cost Unknown	Enrollment Records	Number of Pregnant Students, Drop Out Rates	
Provide CTE courses	Community Education Facilitator	Annually	Tuition Based	Enrollment Records	Certifications Received	
Provide a Mail Out Flyer for Community Education Offerings	Deputy Superintendent	Each Semester	Flyers	Enrollment Records	Enrollment Records	
Continue After School Programs	Principal	Annually	Facility	Enrollment Records	Enrollment Records	

School-wide Title I Components Addressed

Goal 6 Obj. 6.8

1. Comprehensive Needs Assessment
✓ 2. School-wide Reforms Strategies
3. Instruction by Highly Qualified Teachers
4. High Quality On-going Professional Development
5. Strategies to Attract High Quality Highly Qualified Teachers
✓ 6. Strategies to Increase Parental Involvement
7. Transition from Early Childhood Programs
8. Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments
9. Effective, Timely Additional Assistance
10. Coordination and Integrations of Federal, State, and Local Services and Programs

Goal 7: Provide for the growth and ever changing demographics of Princeton ISD

Obj. 7.1: Provide for growth and changing demographics

Strategies	Responsibility	Time Line	Resources	Formative	Summative	Eval
Continue to provide City Wide events that unite. (Onion Festival,5th Quarter, Cinco De Mayo, trunk or treat, movies, dances, etc.)	Superintendent	Annually	Facilities, Time	Events Offered	Attendance at Events	
Provide new facilities to accommodate growth	Superintendent Board	As Needed	Bond Funds	Facilities	Facilities	
Recruit teachers that reflect student population	Superintendent Deputy Superintendent Principals	Annually	Recruitment	Teachers Employed	Teachers Employed	
Help promote city activities such as National Night Out, Easter Egg Hunt, etc.	District Communications	As Needed	Email Express Newsletters Web Page	Events Publicized	Event Attendance	
Continue to use portables at Smith Elementary for continued student growth.	Board of Trustees Superintendent Principal	Annually	Portable Buildings	Facilities	Facilities	
Education and Celebration of ethnicity and heritage with consideration to the district's growing demographics	Campus Principals Curriculum Department	Annually	Assemblies Unit Lessons Calendar of Holidays	Unit Lesson Plans	Records of Assemblies, and Instruction	
Consider adding other cultural holidays and celebrations to the calendars sent home to students. i.e. Ramadan	Campus Principals Secretaries	Annually	Calendar of Holidays School Calendars	School Calendars	School Calendars	

School-wide Title I Components Addressed

Goal 7 Obj. 7.1

1. Comprehensive Needs Assessment
2. School-wide Reforms Strategies
3. Instruction by Highly Qualified Teachers
4. High Quality On-going Professional Development
5. ✓ Strategies to Attract High Quality Highly Qualified Teachers
6. ✓ Strategies to Increase Parental Involvement
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8. Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments
9. Effective, Timely Additional Assistance
10. Coordination and Integrations of Federal, State, and Local Services and Programs

2024-2025 Campus Improvement Committee Members

Katharine Aldridge - Counselor

Robert Calhoun - Special Education

Halie Campbell – Kindergarten

Tiffany Collins – ARI

Marie Cossey – 4th grade/TIA Exemplary Teacher

Deanna Day - Dyslexia Therapist

Ryanne Dillard - SLC Lead Teacher

Vickey Dillard - Testing Coordinator

Emily Kelley – Assistant Principal

Emily Hemmenway – 2nd Grade

Ashleigh Alvillar – Parent Representative

Victoria Jackson – 4th Grade/TIA Exemplary Teacher

Mary Lorenson – AMI

Carolyn Miller – 1st Grade/TIA Recognized Teacher

Ashley Mott – Parent Representative

Cindy Gee – Principal)

Kelly Nylander – 5th Grade/TIA Exemplary Teacher

Thresa Owen – Princeton Community Representative

Brooke Richardson – 1st grade

Payton Weaver - Special Education

Madison Wilson – 3rd grade/TIA Exemplary Teacher

Jennifer Caldwell - Dyslexia Teacher