Raymondville Independent School District

LC Smith Elementary

2024-2025 Campus Improvement Plan

Accountability Rating: Not Rated

Mission Statement

At L.C. Smith Elementary, our mission is to provide all our students with an opportunity to explore, create, and develop their minds and skills so they may become productive citizens of society. In collaboration with the greater Raymondville community, we will educate all students to become college and career ready through learning opportunities that promote creativity, critical thinking, and self-directed learning.

Vision

Raymondville ISD will empower students to be life long learners, successful individuals, and contributing members of the global community.

At L.C. Smith Elementary, we believe that we have the responsibility to provide an exceptional education in a safe and collaborative learning environment that invites and inspires community and parental involvement. At L.C. Smith Elementary, we believe that we develop and create future leaders, model citizens and heroes of society, and build the student's self-esteem, moral values, honesty, integrity, and respect for self and others. At L.C. Smith Elementary, we believe that we can accomplish our mission through teamwork, dedication, and professionalism.

Other

Core Beliefs

Respect

Integrity

Commitment

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Comprehensive Needs Assessment

Revised/Approved: September 19, 2024

Needs Assessment Overview

Needs Assessment Overview Summary

On **September 19, 2024,** **LC Smith Elementary-Raymondville ISD** completed a Comprehensive Needs Assessment with a group of required stakeholders to provide input into the needs and priorities for the **2024-2025 school year**. The information below provides a summary of the needs and priorities that will align with the strategies and activities included in the Campus Improvement Plan (feel free to remove any of the areas below if they do not apply to the needs of the campus' CNA):

- **Demographics**:

Highest need student group(s) has been identified as: **student mobility**, **economically disadvantaged**, **special education**, **at-risk**, **Hispanic**.

Strategies and activities in the D/CIP will address and target these student groups to ensure academic success.

2023-2024

- Student Enrollment- 455
- Hispanic- 439
- African American- 2
- White- 10
- American Indian- 3
- Two or more races- 1

2023-2024

- Economically Disadvantaged- 99%
- English Learners- 9%
- At-Risk- 61%
- Migrant- 6.37%
- Military Connected- .7%
- Number of Students with Intellectual Disabilities- 46.7%
- Student Mobility- 18.7%
- Number of Student Disciplinary Placements- 0

- **Student Achievement**:

Data was reviewed and analyzed that revealed the need to focus efforts on the following areas to improve or sustain student achievement:

READING, WRITING, MATH, SOCIAL STUDIES, SCIENCE, FINE ARTS, PHYSICAL EDUCATION, CHARACTER EDUCATION for the following grade levels/student groups: PreKindergarten, Kindergarten, First Grade, Second Grade, Third Grade, Fourth Grade, Fifth Grade, and Special Populations: Life Skills and Behavior Unit will need additional support.

Strategies and activities in the CIP will provide the following support: INTERVENTION PERIOD, TUTORING, SUMMER SCHOOL, ACCELERATED LEARNING, DIFFERENTIATED LEARNING, MTSS, DATA-DRIVEN INSTRUCTION, WEB-BASED INSTRUCTIONAL SUPPORT, EXTRACURRICULAR ACTIVITIES CONNECTED TO ACADEMICS, ACADEMIC FIELD TRIPS.

- **School Culture and Climate:**

There is a need to improve school culture and climate in the areas of

ATTENDANCE, DISCIPLINE, RESPECT FOR STUDENTS, RESPECT FOR TEACHERS, RESPECT FOR PARENTS, CULTURAL COMPETENCE, TRUANCY, DISCIPLINE REFERRALS, PROMOTION/RETENTION.

To improve the areas identified for improvement in the school's culture and climate, strategies and activities in the Schoolwide Plan (D/CIP) will focus on the following: CHARACTER EDUCATION-Positive Action, SCHOOL WIDE IMPLEMENTATION OF POSITIVE BEHAVIOR INTERVENTION SUPPORTS (PBIS), ATTENDANCE RECOGNITION, SCHOOL TRUANCY/ATTENDANCE OFFICER, SEND ATTENDANCE LETTERS EVERY 3RD AND 6 WKS, ATTENDANCE HOME VISITS, DISPLAY ATTENDANCE FLAG TO HIGHLIGHT BEST ATTENDANCE, SOCIAL WORKER, GUIDANCE COUNSELOR, PROFESSIONAL DEVELOPMENT, MONTHLY MORALE BOOSTERS.

- **Staff Quality, Recruitment, & Retention:**

There is a need to improve the following area(s) of staff quality, recruitment and retention:

INSTRUCTIONAL PRACTICE, NEW TEACHER MENTORING, INSTRUCTIONAL COACHING, LESSON PLANNING, INCREASE NUMBER OF TEACHERS TO REFLECT THE DEMOGRAPHICS OF STUDENT POPULATION, INCREASE TEACHER EFFECTIVENESS, DECREASE TEACHER TURNOVER RATE, INCREASE TEACHER RETENTION RATE

- **Curriculum & Instruction/Assessment**:

Areas identified for continued support include the following content areas: READING/WRITING/MATH/SOCIAL STUDIES/SCIENCE/FINE ARTS/PHYSICAL EDUCATION/ CHARACTER EDUCATION/LOTE/CTE/DUAL CREDIT/COURSE RECOVERY/COLLEGE READINESS.

Strategies and activities in the D/CIP will address these areas with additional support to include:

PROFESSIONAL DEVELOPMENT, CURRICULUM/INSTRUCTIONAL RESOURCES, INSTRUCTIONAL TECHNOLOGY, TECHNOLOGY DEVICES, DATA-DRIVEN INSTRUCTION, LESSON PLANNING, CURRICULUM ALIGNMENT, VERTICAL CURRICULUM PLANNING, NEW TEACHER MENTORING, SCOPE AND SEQUENCE, THEMATIC UNITS, PROJECT-BASED LEARNING, LEARNING BY DESIGN, REMOTE CONFERENCING, FIELD TRIPS, VIRTUAL REALITY LEARNING, WEEKLY PLCs.

- **Family & Community Involvement, Engagement:**

The needs identified for continued parent and community engagement are focused on:

ADDING MORE TIMES AND OPTIONS FOR MEETINGS AND EVENTS THAT MEET PARENT WORK SCHEDULES, PROVIDE BOTH VIRTUAL AND IN-PERSON MEETING OPTIONS, PROVIDE CHILDCARE, PROVIDE TRANSLATOR, PROVIDE INFORMATION IN BOTH ELECTRONIC AND PAPER-BASED FORMATS, PROVIDE TRAINING ON HOW TO HELP WITH REMOTE CONFERENCING, PROVIDE TRAINING ON SOCIAL EMOTIONAL NEEDS OF CHILDREN, TRAINING ON POSITIVE PARENT ENGAGEMENT, TRAINING ON HOW TO READ AND UNDERSTAND STUDENT ASSESSMENT DATA, HEALTH AND NUTRITION CLASSES.

- **School Context & Organization:**

The needs assessment revealed the addition or modifications to be included in the D/CIP for this area:

REVISIONS TO THE MASTER SCHEDULE, EXTENDED LEARNING CLASSES, ACCELERATED LEARNING WITH TARGETED INSTRUCTION, RTI, MTSS, CLASS-SIZE REDUCTION, CO-TEACHING OPPORTUNITIES, DEPARTMENTALIZED OPPORTUNITIES, STUDENT GROUPING, TEACHER PLANNING TIME-Weekly PLCs, LEADERSHIP PLANNING-Weekly Leadership Team Meeting (LTM) on Fridays, STRATEGIC PLANNING, EQUITY STAFFING, EMERGENCY MANAGEMENT, REMOTE CONFERENCING

- **Technology:** The strategies and activities in the D/CIP align to the technology needs that have been identified:

TEACHER PROFESSIONAL DEVELOPMENT, INSTRUCTIONAL TECHNOLOGY, IMPROVED INTERNET OR WIFI ACCESS, INCREASED INTERNET SECURITY, REMOTE LEARNING SUPPORT, INSTRUCTIONAL STRATEGIES ACTIVITIES AND PROGRAMS, WEB-BASED INSTRUCTIONAL PROGRAMS, STRATEGIES TO ENGAGE STUDENTS IN ONLINE LEARNING ENVIRONMENTS, TECHNOLOGY DEVICES, LAPTOPS, BATTERIES, HOTSPOTS, WEB-BASED COMMUNICATION PLATFORMS, TECHNOLOGY COORDINATOR, HELP DESK SUPPORT, INSTRUCTIONAL TECHNOLOGY SPECIALIST, TECHNOLOGY CONSULTANTS, TRAINING ON HOW TO UTILIZE WEB-BASED PROGRAMS.

COMPREHENSIVE NEEDS ASSESSMENT PROCESS

District/Campus Name: Raymondville ISD-LC SmithElementary   **School Year:**2024-2025

Below is the outline to describe the district/campus Comprehensive Needs Assessment process:

1. Establish CNA working groups
2. Identify stakeholders and send invitation or meeting notice to all stakeholders
    1. **Dr. C. Cavazos-Principal**
    2. **Mrs. A. Richmond-Asst. Principal**
    3. **Mrs. J. Zamorano-Counselor**
    4. **Mrs. A. Rubalcaba-LMS**
    5. **Mrs. S. Phillips-Behavior Unit**
    6. **Mrs. V. Garcia-Vargas-Kindergarten**
    7. **Mrs. D. Zufelt- 1st Grade**
    8. **Ms. Elisa Rios- 2nd Grade**
    9. **Mrs. S. Gonzalez-3rd Grade**
    10. **Mrs. M. Gonzales-4th Grade**

11. **Mr. J. Vazquez- 5th Grade**
12. **Mrs. B. Martinez- Parent**
13. **Mrs. L. Lockard- Parent**
14. **Mrs. M. Rebeles- Community Business**
15. **Mrs. E. Chavez- Community Business**
3. Schedule the CNA timeline:
    1. CNA Start: **September 19, 2024-SBDM/Campus Improvement Committee Meeting Date**
    2. CNA End/Due: **June 6, 2025**
4. Conduct the CNA during multiple meetings to examine the following focus areas:
    1. Demographics
    2. School Culture and Climate
    3. Staff Quality, Recruitment, Retention, and Professional Development
    4. Curriculum, Instruction, and Assessment
    5. Parent and Family Engagement
    6. Student Achievement
    7. Technology
    8. College and Career Readiness
    9. School Climate
    10. School Safety & Security

5. Review and analyze data referenced in the campus or district profile or other data sources
    1. **Weekly Assessments**
    2. **District Checkpoints**
    3. **District Benchmarks**
    4. **CIRCLE- PK3 and PK4**
    5. **mClass- Kindergarten-5th**
    6. **STAAR**
    7. **TELPAS**
    8. **MTSS**
    9. **Summit K12**
    10. **Sirius**
    11. **Boost**
    12. **ZEARN**
    13. **Epic**
    14. **Book Nacho and Book Taco- Kindergarten - 5th**
    15. **Progress Learning**
        1. **Math**
        2. **Reading**
        3. **Science**
        4. **Social Studies**
6. Identify problem statements and conduct a root cause analysis
7. Utilize CNA questions to guide the needs assessment process and record responses
8. Document CNA discussion using the Meeting Minutes: strengths, challenges, opportunities for improvement, and perceptions
9. Draft a CNA summary to include in the Schoolwide Plan
10. Create an outline to document the CNA process that was conducted

11. Collect agenda, invitation, meeting minutes, sign-in sheet, and handouts to submit for meeting compliance requirement

Raymondville ISD Board Goals

Early Childhood Literacy Board Outcome Goal: The percent of 3rd grade students that score meets grade level or above on the 2019 STAAR Reading will increase from 43% to 60% by June 2024.

	ALL	Hispanic	Eco. Dis.	Special Ed (Current)	EL (Current & Monitored)	Cont. Enrolled	Non?Cont. Enrolled
Baseline	43%	43%	40%	36%	13%	42%	56%
2020	46%	46%	43%	39%	16%	45%	59%
2021	49%	49%	46%	42%	19%	48%	62%
2022	52%	52%	49%	45%	22%	51%	65%
2023	56%	56%	53%	49%	26%	55%	69%
2024	60%	60%	57%	53%	30%	59%	73%

Raymondville ISD Early Childhood Literacy Progress Measures:

- The percent of **Pre K-4** students that score "on track" for Phonological Awareness on the CIRCLE PM Literacy Diagnostic will increase from **45% to 57%** by June 2024.
- The percent of **Kindergarten** students that score "on track" for Letter Sounds, Blending, and Decoding on TX-KEA will increase from **18% to 29%** by June 2024.
- The percent of **1st grade** students that score "developed" for Fluency and Reading Comprehension on TPRI will increase from **23% to 34%** by June 2024.
- The percent of **2nd grade** students that score "developed" for Fluency and Reading Comprehension on TPRI Reading will increase from **34% to 45%** by June 2024.

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 42% to 60% by June 2024.

	ALL	Hispanic	Eco. Dis.	Special Ed (Current)	EL (Current & Monitored)	Cont. Enrolled	Non?Cont. Enrolled
Baseline	42%	41%	41%	36%	20%	41%	47%

	ALL	Hispanic	Eco. Dis.	Special Ed (Current)	EL (Current & Monitored)	Cont. Enrolled	Non?Cont. Enrolled
2020	45%	44%	44%	39%	23%	44%	50%
2021	48%	47%	47%	42%	26%	47%	53%
2022	51%	50%	50%	45%	29%	50%	56%
2023	55%	54%	54%	49%	33%	54%	60%
2024	60%	59%	59%	54%	38%	59%	65%

Raymondville ISD Early Childhood Math Progress Measures:

- The percent of **Pre K-4** students that score "on track" on the CIRCLE PM Math will increase from **72% to 84%** by June 2024.
- The percent of **Kindergarten** students that score "on track" on the TX-KEA Math will increase from **42% to 54%** by June 2024.
- The percent of **1st grade** students that score "70% or higher" on a District Alternate Math Assessment will increase from **71% to 83%** by June 2024.
- The percent of **2nd grade** students that score "70% or higher" on a District Alternate Math Assessment will increase from **33% to 45%** by June 2024.

CCMR Board Outcome Goal: The percentage of annual graduates that meet the criteria for CCMR will increase from 65% to 75% by June 2024.

	ALL	Hispanic	Eco. Dis.
Baseline	65%	65%	63%
2020	67%	67%	65%
2021	69%	69%	67%
2022	71%	71%	69%
2023	73%	73%	71%
2024	75%	75%	73%

Raymondville ISD CCMR Progress Measures:

- The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for college ready, as measured by the percent who meet the **TSI Criteria for both subjects**, will increase from **37% to 42%** by August 2024.
- The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for college ready, as measured by the percent who enroll at a **postsecondary educational**

institution immediately following high school, will increase from **38% to 48%** by August 2024.

- The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for career ready, as measured by the percent who earn **an Industry-Based Certificate**, will increase from **18% to 48%** by August 2024.

Demographics

Demographics Summary

For the 2023-2024 school year, L. C. Smith Elementary had a student population of 455 students. 41 students were EB (Emergent Bilinguals), 22 students were GT (Gifted and Talented), 29 students were Migrant, and 65 student were serviced by the Special Education Department. EB students were able to complete the TELPAS assessment. 19% of the EL students showed growth in one or more domains of the TELPAS assessment.

Demographics Needs

- According to the 2015-2016 T.E.A. Accountability Campus Report, L. C. Smith "Met Standards" on the following performance indexes:

  - Student Achievement (60)   Target Score was 60
  - Student Progress (34)   Target Score was 32
  - Closing Performance Gaps (31)   Target Score was 28
  - Post Secondary Readiness s(17)   Target Score was 12

Student Achievement

Student Achievement Summary

STAAR Assessments were administered in 2023-2024.

Student Achievement Strengths

- PLC collaboration (Amplify/Eureka/Vertical PLCs) and formative assessments are consistently disaggregated and used with students to obtain significant growth in student achievement on the STAAR assessment.
- Our MTSS programs are continually being coordinated and implemented.
- New software used this past year will help students- Progress Learning, Sirius, Boost, ZEARN, and Typetastic
- Data analysis using DMAC and local benchmarks are allowing teachers to focus on strengths and weaknesses.
- Good student behavior in the classrooms.
- Labs, academic tutors, and tutorials for all grade levels.
- Student recognition for accomplishments.
- "WIN Time" enrichment/remediation daily for 1 hour.

Student Achievement Needs

- The district needs to continue to focus on professional development on areas such as Math, Reading, Writing, and Science.
- Generally, Hispanic, Economically Disadvantaged,ELLs, and special population students experienced greater gaps in performance so these areas warrant an increased focus.
- Methods to motivate the unmotivated student
- Incentive program for attendance/grades/student recognition
- Recognizing highly qualified teachers

District Culture and Climate

District Culture and Climate Summary

School culture and climate was addressed in many forms. The data obtained from one-on-one interviews, combined with data obtained from administration walkthroughs, parent meetings, and feedback data, provided L.C. Smith with the tools to assess and evaluate differing perspectives of the school system and process.

District Culture and Climate Strengths

- Administration and administrative support
- High quality instruction
- Differentiated teaching
- Technology
- Resources
- Curriculum
- Learning environment
- Teachers and community feel safe with administrative support
- Positive climate (students feel safe)
- Parental and community involvement
- Student/Teacher rapport
- PBIS program in place

District Culture and Climate Needs

- Increase teaching time
- Provide more hands on activities
- Embrace the varied cultures and diversity of our community
- Provide parental involvement opportunities
- Create communication channels between the school to the community
- Teacher opportunities for continued growth
- Strong discipline plans to support teachers
- Plan of Action for behavior and consequences
- Anti-bullying program
- Academics ranked as most important by students and parents
- Need consistent administration
- Writing across content areas

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- A high quality staff must be cultivated, maintained, and recruited
- Staff morale must remain high
- Mentoring and new teacher trainings are vital to developing a high quality staff
- Staff development must be meaningful and purposeful

Staff Quality, Recruitment, and Retention Strengths

- 100% "Highly Qualified" staff for the 2024-2025 SY
- Immediate feedback from administrators regarding walkthroughs and the T-TESS Appraisal System
- High Quality Staff Development activities

Staff Quality, Recruitment, and Retention Needs

- Maintaining High Quality Staff
- Maintaining High Morale
- Be on the cutting edge of Technology, Legislative changes, and Curricular Development
- New Teacher Training and Mentoring
- Higher salaries/incentives to attract and retain highly qualified teachers
- Implement an essential mentor program with specific criteria
- Professional Development
  - Subject specific
  - ESC1 trainings; allow
  - State level trainings/conferences
  - Differentiation training
  - Motivate students

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

L.C. Smith will continue to support efforts in providing quality staff development in the core subject areas such as Math, Reading, Science, and Writing.

- Maintaining a high quality curriculum with sufficient depth and rigor to prepare students for STAAR assessments
- Developing and maintaining a valid testing schedule
- Provide data for remediation
- Providing high quality staff development
- Maintaining curricular alignment- vertical team meetings
- Providing instructional support through instructional modeling and/or professional development- Reflective Practice PLC/Swivl
- Texas Curriculum Management Program Coop through Region One ESC
- Dedicated computer labs will be utilized in order for students to work on Boost, Progress Learning, ZEARN, Summit K12, and Typetastic.

Curriculum, Instruction, and Assessment Strengths

- Alignment between the written, taught, and tested curriculum
- Proactive use of data from benchmark and checkpoint tests
- The use of the "Fundamental 5 Strategies"
- Integration of technology
- Differentiation of Instruction
- MTSS model is being used
- Grade level and departmental collaboration through weekly PLC meetings and Vertical Team Meeting once a month
- lead4ward Playlist
- After school tutorials, learning labs, Saturday Academies
- Feedback to teachers regarding their instruction

Curriculum, Instruction, and Assessment Needs

- Maintaining a testing schedule
- Ensuring curriculum has sufficient depth and rigor
- Maintaining curricular alignment
- Continuing to provide meaningful high quality staff development
- Use TEKS Resource, STAAR-ONE to achieve specific and appropriate educational goals
- Maintaining strong remediation and SAP/RTI practices

Family and Community Engagement

Family and Community Engagement Summary

L.C. Smith holds several activities throughout the year to bring in our students' parents to our campus. Information is communicated in both English and Spanish through social media, newsletters, and flyers.

- Improve on providing pertinent information available to parents
- Continue to make use of technology to communicate (School website, Remind, School marquee on campus, Campus Facebook, Class Dojo, Free Apps.)
- Educate community about accessibility of information
- Provide more parental involvement school activities
- Provide all parent information in both English and Spanish

Family and Community Engagement Strengths

- Parent access to grades and testing schedules
- Campus Improvement Committees
- School Health Advisory Council
- Parental and student activities (family picnics)
- RISD homepage
- Calendar of events posted on website
- Parents involved in site-based decision making committees-parents are given many opportunities to participate
- Parent volunteers (book fairs, Fall Festival, PTO)
- Parent activities such as: Open House, Meet the Teacher Night, Campus Picnic Day, Grandparents Day, Military Family Luncheon, Fall Festival, Thanksgiving Luncheon, Talent Show Activities, PTO Meetings, LC Smith Dance Academy, Literacy Events, etc.

Family and Community Engagement Needs

- Greater opportunities for parental input and involvement
- More effective means of 2-way communication between the home and school
- Parent Education opportunities (campus and district level)
- Make community aware of the special programs available for students (classes, Migrant program activities)
- Better communication between school and community—use the newspaper more to advertise events
- Perception and the reality of involvement are two different things

District Organization

District Organization Summary

The "Open Door Policy" form of communication between teachers and administration is followed. Both grade level PLC meetings (Regular/Amplify PLC-Mondays and Eureka PLCs-Wednesdays) are scheduled on a weekly basis to discuss areas of concern and provide professional development. In addition, staff meetings and vertical planning are scheduled twice a month. This year, we added Reflective Practice classroom visits and PLCs.

District Organization Strengths

- High quality educational staff
- Administrative Leadership
- Resources
- Learning Environment
- Technology - all teachers have laptops
- Opportunities for teachers, parents, support staff, and students to be heard and to be part of solutions at grade level meetings, parent conferences, PTO, school board meetings.
- Adequate time is devoted to struggling students through the campus "WIN Time" and/or tutorials
- Teachers have a voice in decision making policies via faculty meetings, being members of district and campus committees, evaluating computer software and curriculum
- Principal/Teacher conferences, on-line needs assessment surveys
- Teachers have a voice in identifying solutions to problems (communication with campus administration)

District Organization Needs

- Increased technology use
- Increased parental involvement opportunities
- More teachers' need a role in benchmark assessment decisions
- Continue to increase positive parental perceptions of our school
- Continue to increase positive community perceptions of our school
- Need more parent and community members to be part of decision making committees

Technology

Technology Summary

The campus has a Wi-Fi technology system that allows students and teachers access to the internet in all classrooms. Students use iPads and computers for instructional purposes. Two computer labs are available for student use and more iPads are being purchased this school year. Teachers are being trained by the district technology coordinator and are provided with the newest available information regarding technology. Progress Learning, Sirius, and Typetastic have been added for student use. LPAC and MTSS are being implemented through in DMAC.

Technology Strengths

- Two computer labs are available
- Charging stations in each classroom for iPads and laptop devices
- Internet signals are being received in all of our classrooms
- Laptop computers for all staff members
- Technology staff development is available through the district

Technology Needs

- Increase the number of Ipads that we currently have for student use

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals

Goal 1: ACADEMIC PROGRAM - LC Smith Elementary will implement a well-balanced, challenging and aligned curriculum, instruction and assessment programs that promote learning at high levels and develop our students PK-12 with the necessary skills to become LIFE LONG LEARNERS and productive citizens in the world of today. The students will be encouraged and challenged to meet their educational potential.

Performance Objective 1: ANNUAL PERFORMANCE OBJECTIVE: 1.1 By the Spring of 2025, L.C. Smith Elementary students will demonstrate achievement at all levels in the core subjects of the state curriculum by meeting or exceeding the state standards as measured by Domain I on the state accountability system.

Evaluation Data Sources: STAAR assessment results

Strategy 1 Details	Formative Reviews		
Strategy 1: Analyze disaggregated student data in order to identify strengths and weaknesses. *DMAC, Progress Monitoring *(BOY,MOY, EOY) data Materials will be ordered and renewed every school year. (Title I TA: 1,2,3,4,5,6,8) (Target Group: All, ECD, ESL, Migrant, LEP, SPED, GT, At-Risk)	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Identified objectives, disaggregated score chart, analyze diagnostic data, increased student scores. **Staff Responsible for Monitoring:** Assistant Principal(s), Curriculum & Instruction, Instructional Facilitator, Principal, MTSS Committee, Site Based Committee, Teacher(s) **Funding Sources:** - 199 - GENERAL FUND - $200, - 199 - GENERAL FUND			

Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor and evaluate the curriculum implementation and program effectiveness. *Site-Based, MTSS, Walk-throughs-TTESS/ Region One-Eureka and Amplify *Grade Level PLCs (Title I TA: 1,2,3,4,5,6,7,8) (Target Group: All, ECD, Migrant, LEP, SPED, GT, At-Risk: 1,2,3,4,5)	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Increased % of all students passing state assessment. Ex: Walkthroughs, formal observations, T-TESS evaluations, diagnostic testing, and weekly exams by teachers **Staff Responsible for Monitoring:** Assistant Principal(s), Curriculum & Instruction, Department Heads, Principal, Site Based Committee, Teacher(s) **Funding Sources:** - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - $200, - 199 - GENERAL FUND			

Strategy 3 Details	Formative Reviews		
Strategy 3: Implement and focus on instructional strategies that will lead to student success using different materials and consultants such as Forde-Ferrier, Thinking Maps, Bilingual Conferences (TABE), Saxon Phonics, Heggerty, Amplify, PhD Science, and Eureka Math Training. Materials and fees will be paid or renewed every school year. (Target Group: All, ECD, ESL, Migrant, LEP, SPED, GT, At-Risk)	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Increase on each diagnostic assessment, check-point exam, student report cards, and weekly exams. **Staff Responsible for Monitoring:** Assistant Principal(s), Consultant, Curriculum & Instruction, Instructional Facilitator, Principal, Region I, RTI Committee, Site Based Committee, Special Ed Director, Teacher(s) **Funding Sources:** - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - $20,000			

Strategy 4 Details	Formative Reviews		
Strategy 4: Identify MTSS students, provide MTSS interventions, and address students with different educational needs. Training will be provided through Region Education Service Centers. Materials and Fees for in-services will be covered. (Target Group: All, ECD, ESL, Migrant, LEP, At-Risk)	Formative		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Increase in student's Diagnostic Assessment, Increase grade average on report cards and three week progress reports, increase weekly exams **Staff Responsible for Monitoring:** Assistant Principal(s), Counselor(s), Curriculum & Instruction, Instructional Facilitator, Principal, SAP Committee, School Nurse, Special Ed Director, Teacher(s) **Funding Sources:** - 199 - GENERAL FUND - $500, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - $500			

Strategy 5 Details	Formative Reviews		
Strategy 5: Offer tutorials that will allow all students the opportunity to succeed in assessments and their classroom work. Mon,Wed,Thur,Sat-Extra tutoring, extended days, WIN Time- HB1416, TCLAS, Saturday academies (to provide students with Tutoring/ Enrichment). (Target Group: All, ECD, ESL, Migrant, LEP, SPED, GT, At-Risk, Dyslexia)	Formative		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Tutorial attendance,10% increase in scores of the students that attend tutorials through diagnostic testing, grade average increase, weekly tests **Staff Responsible for Monitoring:** Assistant Principal(s), Curriculum & Instruction, Principal, SAP Committee, Teacher(s) **Funding Sources:** - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - $6,000, - 212 - TITLE I, PART C-MIGRANT - $1,500			

Strategy 6 Details	Formative Reviews		
Strategy 6: Evaluate and update the quality of the curriculum, instruction, and services offered within the campus continuum of services based on the assessments and the third /sixth week checkpoint exams. (Target Group: All, ECD, ESL, Migrant, LEP, SPED, GT, At-Risk) *PLCs	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: 10% increase in each class Diagnostic scores in all areas, walk throughs, formal observations- (T-TESS) **Staff Responsible for Monitoring:** Assistant Principal(s), Curriculum & Instruction, Department Heads, Instructional Facilitator, Lead Teacher, Principal, Librarian, Teacher(s) **Funding Sources:** - 199 - GENERAL FUND - $200			

Strategy 7 Details	Formative Reviews		
Strategy 7: Improve student achievement on the STAAR assessments. (Target Group: All, ECD, ESL, Migrant, LEP, SPED, GT, At-Risk, Dyslexia)	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Increase on diagnostic scores and state assessments **Staff Responsible for Monitoring:** Assistant Principal(s), Counselor(s), Curriculum & Instruction, Lead Teacher, Principal, MTSS Committee, School Nurse, Teacher(s) **Funding Sources:** - 199 - GENERAL FUND - $500, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - $1,000, - 263 - TITLE III, PART A-LEP - $400			

Strategy 8 Details	Formative Reviews

Strategy 8: Maintain and update technology and/or hardware to support the campus instructional program. Renew and pay for materials necessary. *computers/laptops *headphones *ipads/Tablets *listening centers *audiovisual carts/multimedia *TVs *replacement bulbs(LCD projectors & Document Cameras) *furniture appropriate to the age being taught *printers *charging stations (Target Group: All, ECD, ESL, Migrant, LEP, SPED, GT, At-Risk, Dyslexia)	Formative		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Teachers will develop one power-point presentation for their class and share. They will also complete the STAR chart, lesson plans, and evaluation of software programs. Lab schedule, lab reports, outcome assessment, student achievement will be reviewed. **Staff Responsible for Monitoring:** Assistant Principal(s), Curriculum & Instruction, Department Heads, District Technology Committee, Lab Manager, Lead Teacher, Librarian, Principal, Site Based Committee, Teacher(s), Technology Specialists **Funding Sources:** - 199 - GENERAL FUND - $2,000, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - $3,000			

Strategy 9 Details	Formative Reviews

Strategy 9: Vertical Team Meetings in the core areas will occur a minimum of one time per month. ReflectivePractice PLCs. (Target Group: All)	Formative		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Minutes sheets and agendas to indicate horizontal alignment is in place **Staff Responsible for Monitoring:** Assistant Principal(s), Curriculum & Instruction, Curriculum Director, Department Heads, Instructional Facilitator, Lab Manager, Principal, Special Programs Director, Superintendent, Teacher(s) **Funding Sources:** - 199 - GENERAL FUND - $50			

Strategy 10 Details	Formative Reviews		
Strategy 10: Provide teachers, administrators, and paraprofessionals some training in "Inclusion and Differentiated Instruction" to meet the needs of students in special populations through RISD-Wil-Cam. (Target Group: All, ESL, Migrant, LEP, SPED, At-Risk, Dyslexia)	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Documentation of teachers utilizing strategies and student IEP forms signed by the teacher receiving the Accommodations for students. **Staff Responsible for Monitoring:** Assistant Principal(s), Counselor(s), Curriculum & Instruction, Department Heads, Instructional Facilitator, Principal, MTSS Committee, Teacher(s), Wil-Cam Staff **Funding Sources:** - 166 - PI 23 SPECIAL EDUCATION - $100, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - $100, - 199 - GENERAL FUND - $100			

Strategy 11 Details	Formative Reviews		
Strategy 11: Assess, identify, and provide intensive/acclerated instruction (HB1416) for students "At Risk" of failing any portion of the STAAR. Parents of At-Risk students will be notified of the child's status and necessary interventions. L.C. Smith Accelerated Instructional Plans will be developed for all grade levels. (Target Group: All, ECD, ESL, Migrant, LEP, SPED, At-Risk, Dyslexia)	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Minutes of meeting, Accelerated Instructional Plan, Passing scores **Staff Responsible for Monitoring:** Assistant Principal(s), Counselor(s), Curriculum & Instruction, Instructional Facilitator, Principal, MTSS Committee, Teacher(s) **Funding Sources:** - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND			

Strategy 12 Details	Formative Reviews		
Strategy 12: Schedule time for all Site Base Committee members to evaluate the campus improvement plan at the beginning, middle and end of the school year. (Target Group: All)	Formative		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Recommended changes to plan and plan reviews **Staff Responsible for Monitoring:** Assistant Principal(s), Principal, Site Based Committee, Teacher(s)			

Strategy 13 Details	Formative Reviews		
Strategy 13: Professional development regarding the TCCMPC (formerly TEKS Resource System) and the designated subject areas so that teachers can successfully utilize the curriculum.	Formative		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Teachers giving in-services to their peers, Lesson plans **Staff Responsible for Monitoring:** Assistant Principal(s), Curriculum Director, Principal, Teacher(s) **Funding Sources:** - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS			

Strategy 14 Details	Formative Reviews		
Strategy 14: Implement some "Balanced Literacy Instructional Methods" such as: Read Aloud, Independent Reading, Shared Writing, Shared Reading, and Centers (websites, Book-study, Anchor Charts)	Formative		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Website emailed to all teachers. Increased scores on vocabulary sections of assessments. **Staff Responsible for Monitoring:** Assistant Principal(s), Principal, Teacher(s) **Funding Sources:** - 199 - GENERAL FUND			

Strategy 15 Details	Formative Reviews		
Strategy 15: Administer an End of Year assessment for each grade level in the core subject areas (Reading, Math, Science, Writing). (Target Group: All, ESL, Migrant, LEP, SPED, GT, At-Risk)	Formative		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Disaggregated data from End of Year test by TEKS/STAAR objectives **Staff Responsible for Monitoring:** Assistant Principal(s), Curriculum & Instruction, Principal, Teacher(s) **Funding Sources:** - 199 - GENERAL FUND			

Strategy 16 Details	Formative Reviews		
Strategy 16: Review and update the computer lab instructional programs and determine if they meet the needs of our learners. Footsteps To Brilliance, Progress Learning, ZEARN, Sirius, Typetastic, etc.	Formative		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: End of Year evaluation **Staff Responsible for Monitoring:** Assistant Principal(s), Principal, Teacher(s), Librarian **Funding Sources:** - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - $5,000, - 199 - GENERAL FUND - $1,000, - 212 - TITLE I, PART C-MIGRANT - $500			

Strategy 17 Details	Formative Reviews		
Strategy 17: Address the needs of the Special Populations such as the (migrants, bilingual/EBs, Special Education, Dyslexia and the Gifted) through instructional strategies designed to meet their needs (Summit K12 lab, GT pull out, dyslexia pull out, resource with in class support and content mastery-if needed).	Formative		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Documentation of differentiation of curriculum for special populations (lesson plans). Walk Throughs **Staff Responsible for Monitoring:** Assistant Principal(s), Principal, Teacher(s) **Funding Sources:** - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS			

Strategy 18 Details	Formative Reviews		
Strategy 18: Use benchmark activities and/or questioning to improve student mastery of Writing TEKS/STAAR specific to each grade level (K-5) *STAAR Master *lead4ward-Investigating the Questions, Countdown to STAAR, Sirius, and *other supplemental materials will be purchased as needed per grade level.	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Lesson plans, Increase in Benchmark scores **Staff Responsible for Monitoring:** Assistant Principal(s), Principal, Teacher(s) **Funding Sources:** - 199 - GENERAL FUND - $1,000, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - $3,000			

Strategy 19 Details	Formative Reviews		
Strategy 19: Utilize library services to strengthen the campus reading curriculum through a variety of programs offered throughout the school year. *Storyworks magazines to support instruction *Book Nacho, book Taco, and Epic to support and enhance curriculum *Materials maintained through repair and preventive measures *Incentives to promote reading such as a motivational Book Club (Target Group: All), *PBIS Book Vending Machine	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Reading logs, Circulation report, Parent logs **Staff Responsible for Monitoring:** Assistant Principal(s), Librarian, Principal, Teacher(s) **Funding Sources:** - 199 - GENERAL FUND - $3,000, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - $1,000			

Strategy 20 Details	Formative Reviews		
Strategy 20: Provide training for staff in GT and ELL instructional strategies to meet the needs of all students in the general class setting.	**Formative**		
Strategy's Expected Result/Impact: Lesson Plans Staff Development Sign in Sheets and agendas	**Jan**	**Apr**	**July**
Staff Responsible for Monitoring: Assistant Principal(s), Curriculum & Instruction, Principal, Teacher(s) **Funding Sources:** - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS			

Strategy 21 Details	Formative Reviews		
Strategy 21: Order and provide supplies needed to maintain/update daily functions within the campus. *Classrooms *Office *Technology *P.E. Equipment (Target Group: All)	Formative		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: POs, teacher orders, and list of supplies, quotes by stores **Staff Responsible for Monitoring:** Assistant Principal(s), Principal, Finance Clerk, teachers **Funding Sources:** - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - $10,000, - 199 - GENERAL FUND - $5,000, - 212 - TITLE I, PART C-MIGRANT - $2,000, - 263 - TITLE III, PART A-LEP			

Strategy 22 Details	Formative Reviews		
Strategy 22: Implement and support extracurricular academic programs. *UIL *End of the year Awards , Kinder Promotion *5th grade "Final Walk" activity & Party Materials, caps & gowns, decorations, and fees will be paid for to keep these activities going. (Target Group: All)	Formative		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Meets, awards won by students, newspaper announcements, letters to parents with extracurricular events **Staff Responsible for Monitoring:** Principal, Counselor, Assistant Principal, Teacher(s) **Funding Sources:** - 199 - GENERAL FUND - $2,000			

Strategy 23 Details	Formative Reviews		
Strategy 23: Attend meetings that support extracurricular academic programs. *UIL*Professional Development State Conferences, Region One (Target Group: All)	Formative		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Lesson Plans, lessons in the classrooms, training of other teachers, counseling with students **Staff Responsible for Monitoring:** Counselor(s), Teachers, Staff, Administrators **Funding Sources:** - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND - $600			

Strategy 24 Details	Formative Reviews		
Strategy 24: Coordinate and schedule PK-Kinder Round-up registration in May 2024.	**Formative**		
Strategy's Expected Result/Impact: Number of students and parents attending and registering, sign-in sheets and enrollment forms **Staff Responsible for Monitoring:** Principal, Teacher(s), Secretary **Funding Sources:** - 199 - GENERAL FUND - $50	**Jan**	**Apr**	**July**

Strategy 25 Details	Formative Reviews		
Strategy 25: Create an assessment calendar for the 2024-2025 School Year. *State Assessments *Progress Monitoring *Diagnostic Assessments using DMAC	**Formative**		
Strategy's Expected Result/Impact: Assessment Calendar **Staff Responsible for Monitoring:** Assistant Principal, Counselor, Principal, Teacher(s) **Funding Sources:** - 199 - GENERAL FUND	**Jan**	**Apr**	**July**

Strategy 26 Details	Formative Reviews		
Strategy 26: STAAR incentives will be purchased in order to promote a supportive environment for both students and teachers (food items, pencils, or any other incentives deemed appropriate by administration).	**Formative**		
Strategy's Expected Result/Impact: Purchase orders Requisitions **Staff Responsible for Monitoring:** Counselor(s), Principal, Assistant Principal, teachers **Funding Sources:** - 199 - GENERAL FUND - $1,000, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - $300	**Jan**	**Apr**	**July**

Strategy 27 Details	Formative Reviews

	Formative		
Strategy 27: Administrator/Teachers will receive training through the district using Region One ESC, District Office of Curriculum and Instruction, and conferences throughout the school year. This will cover overnight stays, transportation, training fees, and fees for member organizations. (Target Group: All)	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: The administrator will bring back documents from training and utilize on the campus. DMAC			
Staff Responsible for Monitoring: Assistant Principal(s), Curriculum & Instruction, Principal, Region I, Special Programs Director, Superintendent			
Funding Sources: - 199 - GENERAL FUND - $1,500, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - $1,000			

Strategy 28 Details	Formative Reviews

	Formative		
Strategy 28: The Campus Site Based Committee will meet three times per year to review the CIP and campus data. (Target Group: All)	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Agenda, Sign-in roster, CIP formative review checks, Completed updates on the CIP			
Staff Responsible for Monitoring: Assistant Principal(s), Principal, Site Based Committee			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

Goal 1: ACADEMIC PROGRAM - LC Smith Elementary will implement a well-balanced, challenging and aligned curriculum, instruction and assessment programs that promote learning at high levels and develop our students PK-12 with the necessary skills to become LIFE LONG LEARNERS and productive citizens in the world of today. The students will be encouraged and challenged to meet their educational potential.

Performance Objective 2: ANNUAL PERFORMANCE OBJECTIVE: 1.2 By the Spring of 2025, L.C. Smith will ensure the progress of all students toward achieving advanced performance by meeting or exceeding the state standards as measured on Domain II Part A or Part B on the state accountability system.

Evaluation Data Sources: STAAR assessment results

Strategy 1 Details	Formative Reviews		
Strategy 1: Equip one general Science Lab for all grade levels to use. Order and provide materials and supplies needed to organize and enhance student instruction in Science. Utilize and organize materials that will reinforce skills and questioning to improve student mastery of Science TEKS/STAAR specific to each grade level. * STEMSCOPE Science Kits *Kinder - Second Grade Labs * Third - Fifth Grade (Thursday) Labs (Target Group: All, ECD, ESL, Migrant, LEP, SPED, GT, CTE, At-Risk, Dyslexia)	Formative		
	Jan	Apr	July
Strategy's Expected Result/Impact: Lab Schedule, Documentation of lessons TEKS/STAAR emphasis on areas of Science			
Staff Responsible for Monitoring: Assistant Principal(s), Curriculum & Instruction, Department Heads, Lab Manager, Principal, Teacher(s)			
Funding Sources: - 199 - GENERAL FUND - $300, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - $200			

Strategy 2 Details	Formative Reviews		
Strategy 2: Evaluate and update the curriculum and instruction as needed, based on the assessments and STAAR data. Daily use of literacy strategies embedded in the content.	Formative		
	Jan	Apr	July
Strategy's Expected Result/Impact: Agenda and Sign in sheets, Revised curriculum, DMAC data, Improved student scores, Lesson Plans.			
Staff Responsible for Monitoring: Assistant Principal(s), Principal, Teacher(s)			
Funding Sources: - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS			

Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize Region I resources and attend workshops/conferences to expand the Science curriculum and knowledge. *lead4ward Region 1 *Science Workshops-local/state *CAST Conference * Rio Grande Valley Science Association Annual Conference	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Use of Region I resources 10% increase of scores of students, lesson plans, schedule of meetings on calendar Sign in sheets **Staff Responsible for Monitoring:** Assistant Principal(s), Principal, Teacher(s) **Funding Sources:** - 199 - GENERAL FUND - $700, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - $2,500			

Strategy 4 Details	Formative Reviews		
Strategy 4: Revise and continue to develop Science Diagnostic exams for 3-5th grade. * Science supplemental materials, Test Question Banks * DMAC *StemScope *PhD Science *Science Penguin *Sirius Workbooks *Edusmart *Nearpod	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Diagnostic Tests Diagnostic Test scores that increase **Staff Responsible for Monitoring:** Assistant Principal(s), Principal, Teacher(s) **Funding Sources:** - 199 - GENERAL FUND - $200, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS			

Strategy 5 Details	Formative Reviews		
Strategy 5: Continue to provide tutoring after school and/or Saturdays using diagnostic and prescriptive interventions (3rd, 4th, & 5th grade). * DMAC * Classroom Data * Migrant and Regular Ed. Tutorials	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Tutoring schedules, List of students attending **Staff Responsible for Monitoring:** Assistant Principal(s), Principal, Teacher(s) **Funding Sources:** - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - $2,000, - 212 - TITLE I, PART C-MIGRANT - $1,000			

Strategy 6 Details	Formative Reviews		
Strategy 6: Incorporate technology in Science through the use of computer programs, online websites, and other technologies. *United Streaming - Materials will be ordered and renewed every year, Edusmart, Progress Learning, Sirius, Science Penguin, and Nearpod. (Target Group: All, ECD, Migrant, LEP, SPED, GT)	Formative		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Lesson Plans, Region One Technology, Increased student use of technology **Staff Responsible for Monitoring:** Assistant Principal(s), Principal, Teacher(s), Technology Specialists **Funding Sources:** - 199 - GENERAL FUND - $2,000, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - $2,000			

Strategy 7 Details	Formative Reviews		
Strategy 7: Use diagnostic activities and questioning to show individual student mastery of the Science TEKS that are specific to each grade level (K-5). *Check-point Assessments every 3 weeks	Formative		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: DMAC data reports All grade levels passing the Diagnostic exams, individual graphs to show the growth on the Science Diagnostic(5th) **Staff Responsible for Monitoring:** Assistant Principal(s), Principal, Teacher(s) **Funding Sources:** - 199 - GENERAL FUND			

Strategy 8 Details	Formative Reviews		
Strategy 8: Inform and encourage staff to participate in ESL/GT and inclusion instructional strategies to meet the needs of all students in the Science class setting. Dr. ET sheltered instruction strategies.	Formative		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Lesson plans Walk Throughs Increased participation using these strategies. **Staff Responsible for Monitoring:** Assistant Principal(s), Curriculum & Instruction, Instructional Facilitator, Principal, Special Programs Director, Teacher(s) **Funding Sources:** - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS			

Strategy 9 Details	Formative Reviews

	Formative
Strategy 9: STAAR incentives will be purchased in order to promote a supportive environment for both students and teachers (to include food items, pencils, shirts, electronic devices/gadgets or any other incentives deemed appropriate by administration). (Target Group: All)			
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Requisitions, POs **Staff Responsible for Monitoring:** Assistant Principal(s), Counselor(s), Principal, Teachers **Funding Sources:** - 199 - GENERAL FUND - $500, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS			

Strategy 10 Details	Formative Reviews

	Formative
Strategy 10: Students will be able to participate in Science activities such as field trips. The field trips will include field trips to Gladys Porter Zoo, Edinburg Museum, Brownsville Children's Museum, McAllen Museum, Laguna Atascosa, East Foundation, Santa Rosa Wildlife, Planetarium at UTPA, Folkloric plays at UTPA, UTB Science Experiences, etc.... (Target Group: All)			
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Students will come back and write journals on what they learned and how this may be applied. DMAC **Staff Responsible for Monitoring:** Assistant Principal(s), Counselor(s), Curriculum & Instruction, Principal, Region I, Teacher(s) **Funding Sources:** - 199 - GENERAL FUND - $5,000, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - $1,000			

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 1: ACADEMIC PROGRAM - LC Smith Elementary will implement a well-balanced, challenging and aligned curriculum, instruction and assessment programs that promote learning at high levels and develop our students PK-12 with the necessary skills to become LIFE LONG LEARNERS and productive citizens in the world of today. The students will be encouraged and challenged to meet their educational potential.

Performance Objective 3: ANNUAL PERFORMANCE OBJECTIVES: By the Spring of 2025, L.C. Smith will narrow the performance gap by 10% among identified groups as measured by Domain III on the state accountability system.

Evaluation Data Sources: STAAR assessment results

Strategy 1 Details	Formative Reviews		
Strategy 1: Incorporate technology in math through the use of computer programs, websites, etc. * Eureka Math Curriculum, *Progress Learning, *Sirius *ZEARN, *other Math programs	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Computer Programs Teacher use of internet websites Disaggregated data Lesson Plans **Staff Responsible for Monitoring:** Assistant Principal(s), Instructional Facilitator, Principal, Teacher(s) **Funding Sources:** - 199 - GENERAL FUND - $5,000, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - $5,000			

Strategy 2 Details	Formative Reviews		
Strategy 2: Integrate the Math Vocabulary, Sound Walls, Word Walls across the curriculum (Academic Vocabulary websites) *Anchor Charts	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Lesson Plans (websites) Word Walls in Classrooms, Walk Throughs **Staff Responsible for Monitoring:** Assistant Principal(s), Instructional Facilitator, Principal, Teacher(s) **Funding Sources:** - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS			

Strategy 3 Details	Formative Reviews		
Strategy 3: Use intervention strategies for struggling math students. (K-5th) *Prim Book *PBIS Website *Sirius	**Formative**		
Strategy's Expected Result/Impact: Lesson Plans Increase in math diagnostic scores in K-3rd. **Staff Responsible for Monitoring:** Assistant Principal(s), Principal, Teacher(s) **Funding Sources:** - 199 - GENERAL FUND - $1,000, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - $2,000	**Jan**	**Apr**	**July**

Strategy 4 Details	Formative Reviews		
Strategy 4: Utilize the computer labs to reinforce math facts (2nd - 5th) *Progress Learning *ZEARN *Sirius	**Formative**		
Strategy's Expected Result/Impact: Lesson plans Computer reports **Staff Responsible for Monitoring:** Assistant Principal(s), Principal, Teacher(s) **Funding Sources:** - 199 - GENERAL FUND - $1,000, - 410 - INSTRUCTIONAL MATERIALS ALLOTMENT - $6,000	**Jan**	**Apr**	**July**

Strategy 5 Details	Formative Reviews		
Strategy 5: Use diagnostic activities and/or questioning strategies to improve student mastery of Math TEKS/ STAAR that are specific to each grade level (K-5th). Order and provide materials and supplies needed to enhance student instruction in Math. * STAAR Math Supplemental * Eureka Math * Sirius Workbooks *ZEARN * Countdown to STAAR-Math	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Sign in Sheets Teacher created Diagnostic Test Passing rates on Math STAAR Increase in each class diagnostic scores in math **Staff Responsible for Monitoring:** Assistant Principal(s), Principal, Teacher(s) **Funding Sources:** - 199 - GENERAL FUND - $2,000, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - $6,000			

Strategy 6 Details	Formative Reviews		
Strategy 6: Utilize assessment data to track student progress in Kinder through 5th grade. *DMAC *Diagnostics Assessments *STAAR *Check-point Assessments *MyAccess! *SummitK12	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Disaggregated data Increase on STAAR scores DMAC data report Passing rates on STAAR **Staff Responsible for Monitoring:** Assistant Principal(s), Principal, Teacher(s)			

Strategy 7 Details	Formative Reviews		
Strategy 7: Revise and continue to develop math diagnostic tests (K-5th) and third and six week checkpoints. *DMAC *Eureka Math	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Increase in Diagnostic test scores Higher passing rates on STAAR Six weeks test grades **Staff Responsible for Monitoring:** Assistant Principal(s), Principal, Teacher(s) **Funding Sources:** - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND			

Strategy 8 Details	Formative Reviews		
Strategy 8: Continue to provide tutoring after school, summer school and/or Saturdays using diagnostic and prescriptive interventions.	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Tutoring Schedules List of students attending **Staff Responsible for Monitoring:** Assistant Principal(s), Principal, Teacher(s) **Funding Sources:** - 199 - GENERAL FUND - $1,000, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - $2,000, - 212 - TITLE I, PART C-MIGRANT - $1,000			

Strategy 9 Details	Formative Reviews		
Strategy 9: Schedule and conduct Staff Development for math teachers specific for their grade level. *Region I workshops, *PLCs, *Consultant training-Eureka trainings and campus visits-coaching and observations	Formative		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Schedule of meetings on calendar Sign in sheets Higher understanding of math concepts **Staff Responsible for Monitoring:** Assistant Principal(s), Principal, Teacher(s) **Funding Sources:** - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS			

Strategy 10 Details	Formative Reviews		
Strategy 10: Incentives will be purchased in order to promote a supportive environment for both students and teachers (to include food items, Bearkat pencils, posters, electronic devices/gadgets or any other incentives deemed appropriate by administration).	Formative		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Teacher's recommendations Higher morale **Staff Responsible for Monitoring:** Assistant Principal(s), Principal, Teacher(s) **Funding Sources:** - 199 - GENERAL FUND - $600			

Strategy 11 Details	Formative Reviews		
Strategy 11: Order and provide materials and supplies needed to enhance student instruction and record keeping in the math classroom. Utilize materials that will reinforce skills and/or questioning to improve student mastery of the Math STAAR specific to each grade level. *Eureka Classroom manipulative sets *Center supplies and materials,	Formative		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Teacher recommendation, Higher scores in Math **Staff Responsible for Monitoring:** Assistant Principal(s), Counselor(s), Principal, Teacher(s) **Funding Sources:** - 199 - GENERAL FUND - $2,000, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - $2,000			

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

Goal 1: ACADEMIC PROGRAM - LC Smith Elementary will implement a well-balanced, challenging and aligned curriculum, instruction and assessment programs that promote learning at high levels and develop our students PK-12 with the necessary skills to become LIFE LONG LEARNERS and productive citizens in the world of today. The students will be encouraged and challenged to meet their educational potential.

Performance Objective 4: ANNUAL PERFORMANCE OBJECTIVE: 1.4 By the Spring of 2025, L.C. Smith students will show an increase of 10% on post-secondary readiness as measured by Domain I on the state accountability system.

Evaluation Data Sources: STAAR assessment results

Strategy 1 Details	Formative Reviews		
Strategy 1: Analyze disaggregated student assessment data in order to identify strengths and weaknesses (Weekly PLCs-Regular/Amplify/ Eureka, MTSS, Vertical Team meetings).	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Disaggregated data Sign in sheets **Staff Responsible for Monitoring:** Assistant Principal(s), Counselor(s), Principal, Teacher(s) **Funding Sources:** - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS			

Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize the Multi Tiered Systems of Support (MTSS) Framework to address all student population needs .	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Daily Schedule Observations Walk Throughs Weekly grade level meetings **Staff Responsible for Monitoring:** Assistant Principal(s), Counselor(s), Principal, Teacher(s) **Funding Sources:** - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS			

Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize the 3-Tier Reading Model (K-3) by identifying Tier II and Tier III students and addressing their needs through scientifically based reading research (SBRR) intervention programs. Utilize the modified 3-Tier Model in 4th and 5th. *MTSS *mClass, * Progress Monitoring *mClass Interventions *Heggerty *Boost *Computer Software that will meet the needs of Tier II and Tier III students (Progress Learning). * Footsteps2Brilliance, Cut Points (Target Group: All, ECD, ESL, SPED, GT, At-Risk)	Formative		
	Jan	Apr	July
Strategy's Expected Result/Impact: Grouping of students by needs Observations Classroom visits **Staff Responsible for Monitoring:** Assistant Principal(s), Counselor(s), Curriculum & Instruction, Instructional Facilitator, Principal, MTSS Committee, School Nurse, Teacher(s) **Funding Sources:** - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 263 - TITLE III, PART A-LEP			

Strategy 4 Details	Formative Reviews		
Strategy 4: Utilization of the core reading program and materials in grades K-5 utilization of intervention programs and materials and to order materials as needed (CLI Engage), *Amplify Reading, *Watson Works, *Sirius, *Progress Learning, *Summit K12, *Countdown to Reading and Writing, *Story Works, *Carlin Liborio, etc.	Formative		
	Jan	Apr	July
Strategy's Expected Result/Impact: Weekly grade level meetings TPRI/Tejas LEE results STAAR results Classroom visits **Staff Responsible for Monitoring:** Assistant Principal(s), Principal, Teacher(s) **Funding Sources:** - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS			

Strategy 5 Details	Formative Reviews		
Strategy 5: Implement and focus on lead4ward and RBIS instructional strategies in the 5 components of Reading that will lead to student success.	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: TPRI/Tejas Lee, ITBS/Logramos STAAR/Spanish STAAR Lesson Plans Sign in Sheets **Staff Responsible for Monitoring:** Assistant Principal(s), Principal, Teacher(s) **Funding Sources:** - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS			

Strategy 6 Details	Formative Reviews		
Strategy 6: Provide and attend professional development on lead4ward and RBIS instructional strategies that will address the 5 components of reading, differentiated instruction, center management and intervention strategies (Science of Teaching Reading, Reading Academy, Amplify trainings and campus visits-coaching/observations).	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Lesson plans Observations Assessment results **Staff Responsible for Monitoring:** Assistant Principal(s), Principal, Teacher(s) **Funding Sources:** - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS			

Strategy 7 Details	Formative Reviews		
Strategy 7: Provide professional development on a variety of reading strategies that will address the TEKS/STAAR objectives. *Core program and interventions available *5 components of Reading *Region I workshops *TEKS Resource, Reading Academies, Bilingual Ed. Workshops *TCCMPC *ELA TEKS *Cognitive strategies	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: STAAR/Spanish STAAR Lesson plans Fluency graphs Word Walls Graphic Organizers **Staff Responsible for Monitoring:** Assistant Principal(s), Principal, Teacher(s) **Funding Sources:** - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - $10,000			

Strategy 8 Details	Formative Reviews		
Strategy 8: Implement vertical grade level planning and sharing of information on effective instructional techniques and strategies.	**Formative**		
Strategy's Expected Result/Impact: Sign In Sheets Lesson Plans Teacher Notes Lesson Alignment with the TEKS PLCs **Staff Responsible for Monitoring:** Assistant Principal(s), Principal **Funding Sources:** - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS	**Jan**	**Apr**	**July**

Strategy 9 Details	Formative Reviews		
Strategy 9: Enhance reading through the use of technology such as classroom software, computer labs, library computers, internet, listening stations(PK-5) * I-pads, Chrome Books, COWS, *Open EBooks, *Sirius, *MackinVIA, *Book Taco, *Book Nacho, *Epic, *Footsteps2Brilliance *Reading websites * Summit K12 *Progress Learning *Online resources	**Formative**		
Strategy's Expected Result/Impact: Lab schedule, Test scores,Printouts **Staff Responsible for Monitoring:** Assistant Principal(s), Principal, Teacher(s) **Funding Sources:** - 199 - GENERAL FUND - $2,000, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - $6,000	**Jan**	**Apr**	**July**

Strategy 10 Details	Formative Reviews		
Strategy 10: Continue to provide after school tutoring, extended day tutoring, Saturday Academies, and Summer School to address the needs of At-Risk students.	**Formative**		
Strategy's Expected Result/Impact: Lesson Plans, Student rosters, STAAR/Spanish STAAR results **Staff Responsible for Monitoring:** Assistant Principal(s), Principal, Teacher(s) **Funding Sources:** - 199 - GENERAL FUND - $1,000, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - $5,000	**Jan**	**Apr**	**July**

Strategy 11 Details	Formative Reviews		
Strategy 11: Utilize expository/literary text to enhance all content area subjects and write cross curricularly. *Science *Social Studies *MyAccess!	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: ITBS/STAAR results Reading Logs Lesson Plans Graphic Organizers **Staff Responsible for Monitoring:** Assistant Principal(s), Principal, Teacher(s) **Funding Sources:** - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS			

Strategy 12 Details	Formative Reviews		
Strategy 12: Attend professional development workshops to promote growth and sustainability of library services at Region I and at conference workshops.	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: More services in the library More topics covered by librarian More methods of instructional delivery to students. **Staff Responsible for Monitoring:** Principal, Teacher(s) **Funding Sources:** - 199 - GENERAL FUND - $2,000, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - $5,000			

Strategy 13 Details	Formative Reviews		
Strategy 13: STAAR incentives will be purchased in order to promote a supportive environment for both students and teachers (to include food items, pencils, electronic devices/gadgets or any other incentives deemed appropriate by administration).	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Purchase orders Requisitions Higher student self-esteem **Staff Responsible for Monitoring:** Counselor(s), Principal, Teachers **Funding Sources:** - 199 - GENERAL FUND - $800, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - $500			

Strategy 14 Details	Formative Reviews

Strategy 14 Details	Formative

Strategy 14: Order and provide materials and supplies needed to enhance student instruction and record keeping in the reading classroom.
Utilize materials that will reinforce skills/questioning to improve student mastery of Reading TEKS/STAAR specific to each grade level
*Classroom sets, * Amplify *Center supplies and materials, *Progress Learning, Sirius, *lead4ward Investigate the Questions

	Jan	Apr	July

Strategy's Expected Result/Impact: Walk throughs, Increase in student scores

Staff Responsible for Monitoring: Principal, Teacher(s)

Funding Sources: - 199 - GENERAL FUND - $400, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - $200

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

Goal 1: ACADEMIC PROGRAM - LC Smith Elementary will implement a well-balanced, challenging and aligned curriculum, instruction and assessment programs that promote learning at high levels and develop our students PK-12 with the necessary skills to become LIFE LONG LEARNERS and productive citizens in the world of today. The students will be encouraged and challenged to meet their educational potential.

Performance Objective 5: ANNUAL PERFORMANCE OBJECTIVE: 1.5 By the Spring of 2025, L.C. Smith will effectively administer procedures in place to identify, serve and evaluate students who may be in need of special program support services including special education, Section 504, English Language Learners, Gifted and Talented, and Migrant in order to increase progress and close the achievement gap by 10%.

Evaluation Data Sources: STAAR assessment results

Strategy 1 Details		Formative Reviews		
Strategy 1: Submit student's written work to be published in the local newspaper.		**Formative**		
Strategy's Expected Result/Impact: Summative - Work submitted on each topic. Students' work is published **Staff Responsible for Monitoring:** Principal, Teacher(s)		**Jan**	**Apr**	**July**

Strategy 2 Details		Formative Reviews		
Strategy 2: Display student work in the classroom and in the hallway at least once a six weeks (1st -5th).		**Formative**		
Strategy's Expected Result/Impact: Summative - Students' writing is on display outside of the classroom. **Staff Responsible for Monitoring:** Assistant Principal(s), Principal, Teacher(s)		**Jan**	**Apr**	**July**

Strategy 3 Details		Formative Reviews		
Strategy 3: Implement vertical grade level planning, reflective practice PLCs, and the sharing of information regarding effective instructional techniques and strategies for writing skills throughout all content areas.		**Formative**		
Strategy's Expected Result/Impact: Summative - Sign in sheets Documentation of planning Continued increase in passing rates on STAAR **Staff Responsible for Monitoring:** Assistant Principal(s), Principal, Teacher(s) **Funding Sources:** - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS		**Jan**	**Apr**	**July**

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide professional development for teachers and sessions for students on strategies that will address the TEKS/STAAR in the area of Writing. *Region 1 *ELA TEKS * Saturday Workshops * Carlin Liborio *MyAccess!	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Summative - Documentation in lesson plans Increase in Diagnostic results Increase in STAAR writing results **Staff Responsible for Monitoring:** Assistant Principal(s), Principal, Teacher(s) **Funding Sources:** - 199 - GENERAL FUND - $2,000, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - $6,000			

Strategy 5 Details	Formative Reviews		
Strategy 5: Ongoing assessments and diagnostics at all levels and disaggregate data for all grade levels (K-5) DMAC *BOY writing diagnostic(3-5) *MOY writing diagnostic (3-5)	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Summative - Documentation in lesson plans Teacher created assessments Increase in Diagnostic results Increase in STAAR writing results **Staff Responsible for Monitoring:** Assistant Principal(s), Principal, Teacher(s) **Funding Sources:** - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS			

Strategy 6 Details	Formative Reviews		
Strategy 6: Enhance writing through the use of technology and classroom software, computer labs, and websites such as Progress Learning and MyAccess!.	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Summative - Daily Schedule Lesson plans **Staff Responsible for Monitoring:** Assistant Principal(s), Principal, Teacher(s) **Funding Sources:** - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS			

Strategy 7 Details	Formative Reviews

Strategy 7: Order and provide materials and supplies needed to enhance student instruction in Writing. Utilize materials that will reinforce skills/questioning to improve student mastery of Writing TEKS/STAAR objectives specific to each grade level etc. *MyAccess!, *Sirius, *Countdown to Writing, Forde- Ferrier, *Watson Works etc.	Formative		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Summative - Requisitions, POs, Increase scores in Writing **Staff Responsible for Monitoring:** Principal, Teacher(s) **Funding Sources:** - 199 - GENERAL FUND - $2,000, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - $1,000			

Strategy 8 Details	Formative Reviews

Strategy 8: STAAR incentives will be purchased in order to promote a supportive environment for both students and teachers (to include food items, pencils, electronic devices/gadgets or any other incentives deemed appropriate by administration- Ex. Bearkat Bucks).	Formative		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Summative - Purchase orders Requisitions **Staff Responsible for Monitoring:** Counselor(s), Principal **Funding Sources:** - 199 - GENERAL FUND - $800			

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Goal 1: ACADEMIC PROGRAM - LC Smith Elementary will implement a well-balanced, challenging and aligned curriculum, instruction and assessment programs that promote learning at high levels and develop our students PK-12 with the necessary skills to become LIFE LONG LEARNERS and productive citizens in the world of today. The students will be encouraged and challenged to meet their educational potential.

Performance Objective 6: ANNUAL PERFORMANCE OBJECTIVE: 1.8 By the Spring of 2025, English Language Learners will make progress on the TELPAS assessment.

Evaluation Data Sources: TELPAS assessment results

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide staff development in Research Based methods which are effective for EB (Emergent Bilingual) students. *RBIS, *Pre-LAS/LAS Links (K-1,2,3,4,5) *TELPAS *Summit K12 *Bilingual Conference *Region 1 EB workshop (Target Group: LEP)	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Summative - Sign-In Sheet Implementation of strategies in the classroom, Teachers present to staff during PLCs **Staff Responsible for Monitoring:** Assistant Principal(s), Curriculum Director, Principal, Teacher(s) **Funding Sources:** - 163 - PI 25 BILINGUAL & SPECIAL LANGUAGE - $600, - 199 - GENERAL FUND - $2,000, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - $1,000			

Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize SSI flow chart to illustrate a continuum of instructional services to support the EB students. Implement and use the L.C. Smith Accelerated Instructional Plan for all 3rd, 4th, & 5th grade STAAR testers.	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Summative - Lesson Plans Staff Development Sign In Sheets Documentation on Accelerated Instructional Plan **Staff Responsible for Monitoring:** Assistant Principal(s), Counselor(s), Principal **Funding Sources:** - 163 - PI 25 BILINGUAL & SPECIAL LANGUAGE, - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS			

Strategy 3 Details		Formative Reviews		
Strategy 3: Instill culture and heritage through a diverse variety of experiences such as the following: *Cinco de Mayo festivities *Diez y Seis de Septiembre festivities *Folkloric Performance *Ballet Performance *Hip-Hop Performance *Fieldtrips *Museum visits *Misc. other cultures and heritages *Bilingual Program Parent Meetings		**Formative**		
		Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Summative - Lesson plans Student writing, Actual student activities				
Staff Responsible for Monitoring: Assistant Principal(s), Principal, Teacher(s)				
Funding Sources: - 163 - PI 25 BILINGUAL & SPECIAL LANGUAGE - $200, - 199 - GENERAL FUND - $50, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - $100				

Strategy 4 Details		Formative Reviews		
Strategy 4: EB (Emergent Bilingual) students will be assessed with Pre-LAS, LAS Links, Summit K12, ITBS, STAAR AND TELPAS to determine proficiency in English and Spanish. All materials will be ordered and purchased and sent to be scored.		**Formative**		
		Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Summative - Formative: Diagnostic test Summative: Increase in test assessment scores				
Staff Responsible for Monitoring: Counselor(s), Teacher(s)				
Funding Sources: - 163 - PI 25 BILINGUAL & SPECIAL LANGUAGE, - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS				

0% No Progress   100% Accomplished   Continue/Modify   Discontinue

Goal 2: LEARNING ORGANIZATION AND HUMAN RESOURCES - LC Smith Elementary will develop a learning organization and implement student support services that address student discipline, counseling services and increased student attendance and maintain a safe and drug free school/workplace; recruit, develop and retain a qualified well trained instructional and support staff.

Performance Objective 1: ANNUAL PERFORMANCE OBJECTIVE: 2.1 By the Fall of 2025, L.C. Smith Elementary will implement strategies to promote effective and efficient student support services that will address student discipline, counseling services, and increase student attendance and maintain a safe and drug-free school/workplace; recruit, develop, and retain a qualified and well-trained instructional and support staff.

Evaluation Data Sources: Attendance Records, Discipline Records, Counseling Logs, School Climate Survey, Sign-in Sheets for training sessions, T-Tess observations.

Strategy 1 Details	Formative Reviews		
Strategy 1: The Campus Attendance Committee will evaluate absences, and make recommendations for promotion/retention based on attendance. Students will use summer school to improve attendance issues at school during the school year.	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Formative: End of six weeks attendance report Summative: 98% attendance rate **Staff Responsible for Monitoring:** Assistant Principal(s), Principal, School Nurse, Teacher(s), PEIMS **Funding Sources:** - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS			

Strategy 2 Details	Formative Reviews		
Strategy 2: A campus administrator will coordinate with the local Justice of the Peace to file truancy cases as needed.	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Summative - Formative: Daily attendance rosters Summative: 98% attendance rate **Staff Responsible for Monitoring:** Assistant Principal(s), PEIMS clerk, Principal, Teacher(s) **Funding Sources:** - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS			

Strategy 3 Details	Formative Reviews		
Strategy 3: Inform parents, after the third consecutive absence, by mail that their child must be in school 100% of the time. The PEIMS clerk will review attendance of all students each week. Letters will be sent to those students to remind them of attendance policy.	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Summative - Letters sent out Increase in overall attendance to 98% **Staff Responsible for Monitoring:** Assistant Principal(s), Counselor(s), PEIMS clerk, Principal, Teachers **Funding Sources:** - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS			

Strategy 4 Details	Formative Reviews		
Strategy 4: PEIMS, Family Engagement, teacher or instructional aide will call to find out the reason for the absence on a daily basis. Call logs will be submitted through Google Sheets in the Google Classroom to administration to show calls made to parents.	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Formative: Phone logs Summative: increase in attendance percentage **Staff Responsible for Monitoring:** Teacher(s) **Funding Sources:** - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS			

Strategy 5 Details	Formative Reviews		
Strategy 5: Campus administrators/personnel will make home visits as needed in order for students to comply with attendance policies.	**Formative**		
Strategy's Expected Result/Impact: Formative: Day attendance rosters Summative; 98% attendance rate	**Jan**	**Apr**	**July**
Staff Responsible for Monitoring: Assistant Principal(s), Counselor(s), PEIMS clerk, Principal, Teacher(s) **Funding Sources:** - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS			

Strategy 6 Details	Formative Reviews		
Strategy 6: Inform parents, students and staff of the districts' school policies and procedures for attendance during registration and through out the school year as needed.	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Summative - Documentation of activities, Handouts during registration, Attendance policy mailed to parents **Staff Responsible for Monitoring:** Assistant Principal(s), PEIMS clerk, Principal, Teacher(s) **Funding Sources:** - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS			

Strategy 7 Details	Formative Reviews		
Strategy 7: Continue to implement group and individual incentives to improve and maintain attendance such as but not limited to: Six Weeks Recognition, Perfect Attendance for the Year recognition, Academic Banquet, Parent Contacts, Certificates for Perfect Attendance (slush, movie, play time, misc. activities). The field trips will include but not limited to Gladys Porter Zoo, Edinburg Museum, Brownsville Children's Museum, Brownsville Farm, McAllen Museum, Laguna Atascosa, Butterfly Ranch in Mission, Texas, Santa Rosa Wildlife, Planetarium at UTPA, Plays, Folkloric at UTPA, UTB Science Experiences, etc..... (Target Group: All)	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Summative - Weekly campus attendance report School calendar of events, Good Attendance Rate **Staff Responsible for Monitoring:** Assistant Principal(s), Principal, Teacher(s) **Funding Sources:** - 199 - GENERAL FUND - $5,000, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS			

Strategy 8 Details	Formative Reviews

Strategy 8 Details	Formative Reviews		
Strategy 8: L.C. Smith Elementary will maintain extracurricular activities to motivate students to continue to attend school such as Choir Group, Cheerleaders, National Elementary Honor Society, Dazzlers, Baile Folklorico, Ballet, Hip-Hop, Flamenco, ACE/CYD, and other activities necessary to motivate students. Instruments will be provided to students and any other materials needed to support the extra-curricular classes and transportation as needed. The field trips will include field trips to Gladys Porter Zoo, Edinburg Museum, Brownsville Children's Museum, Brownsville Farm, McAllen Museum, Laguna Atascosa, Butterfly Ranch in Mission, Texas, Santa Rosa Wildlife, Planetarium at UTPA, Plays, UTB Science Experiences, etc.... (Target Group: All)	Formative		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Summative - Students will perform at different events through out the school year such as Open House, parent meetings, and any other activities in the community or outside the community. **Staff Responsible for Monitoring:** Club Sponsors, Teacher(s) **Funding Sources:** - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS			

Strategy 9 Details	Formative Reviews		
Strategy 9: L.C. Smith Elementary will complete an annual campus needs assessment and the perceptual data survey to help better serve the school population. (Target Group: All) (NCLB: 4,5)	Formative		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Summative - Data Survey (End-of-year) **Staff Responsible for Monitoring:** Assistant Principal(s), Curriculum & Instruction, Federal/Special Programs Director, Principal, Superintendent, Teacher(s) **Funding Sources:** - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS			

0% No Progress   100% Accomplished   Continue/Modify   Discontinue

Goal 2: LEARNING ORGANIZATION AND HUMAN RESOURCES - LC Smith Elementary will develop a learning organization and implement student support services that address student discipline, counseling services and increased student attendance and maintain a safe and drug free school/workplace; recruit, develop and retain a qualified well trained instructional and support staff.

Performance Objective 2: ANNUAL PERFORMANCE OBJECTIVE: 2.2 By the Fall of 2025, LC Smith Elementary will implement strategies to strengthen Character Education (Positive Action) to improve the overall campus culture.

Evaluation Data Sources: PEIMS data

Strategy 1 Details	Formative Reviews		
Strategy 1: Students and faculty will participate in year round activities that include the following:	**Formative**		
*Community Activities	Jan	Apr	July
*Patriot Day			
*Red Ribbon Week			
*Veteran's Day			
*Career Day			
*Classroom presentation on bullying			
*Motivational Speakers			
*Public Schools Week			
*National Elementary Honor Society Leadership Training (3rd-5th grades)			
*Campus Pride Activities/L. C. Smith Day/University Day/Veteran's Day			
Materials will be bought to be able to do these activities such as flags for the campus, misc., etc..			
POPULATION SERVED: (Target Group: All)			
Strategy's Expected Result/Impact: Summative - Formative: Notice to staff of activities agenda and Sign-In Sheets, Pictures, Agendas Decrease the number of referrals			
Staff Responsible for Monitoring: Assistant Principal(s), Club Sponsors, Counselor(s), Principal, Student Council, Teacher(s)			
Funding Sources: - 199 - GENERAL FUND - $1,000, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - $1,000			

Strategy 2 Details	Formative Reviews		
Strategy 2: Continue an active and on-going Safe and Drug-Free Program. Purchase Safe & Drug free incentives for students (i.e. pencils, binders, water bottles, wrist bands, T-shirts, guest speakers, misc. items to promote a safe and drug free program)	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Summative - Formative: student will promote a drug free environment Summative: Safe and Drug Free School Report Documentation of activities **Staff Responsible for Monitoring:** Assistant Principal(s), Campus Police, Coaches, Counselor(s), Principal, School Nurse, Teacher(s) **Funding Sources:** - 199 - GENERAL FUND - $600, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - $100			

Strategy 3 Details	Formative Reviews		
Strategy 3: Campus School-Wide rules and consequences will be followed as stated in the student handbook. Implement Student Code of Conduct, including Chapter 37 bullying, harassment, and violence prevention rules.	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Summative - Posting of rules and consequences Discipline referrals Provide the Student Code of Conduct and Management Plan to parents **Staff Responsible for Monitoring:** Assistant Principal(s), Counselor(s), Principal, Teacher(s) **Funding Sources:** - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS			

Strategy 4 Details	Formative Reviews		
Strategy 4: Utilize campus counselor, through classroom presentations targeting Discipline, Code of Conduct, Anti-bullying, Drug Free, Fire Prevention, Threats, Harassment, etc.	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Summative - Lesson Plans Calendar of presentations, Improved behavior/less referrals **Staff Responsible for Monitoring:** Assistant Principal(s), Counselor(s), Principal, Teacher(s) **Funding Sources:** - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS			

Strategy 5 Details	Formative Reviews		
Strategy 5: Provide campus discipline procedures through the PBIS guidelines: *Teacher expectations *Administrator expectations *Parent expectations *Student expectations	Formative		
Strategy's Expected Result/Impact: Summative - Sign in Sheet Agendas, Copy of the procedures	Jan	Apr	July
Staff Responsible for Monitoring: Assistant Principal(s), Counselor(s), Principal, Teacher(s)			
Funding Sources: - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS			

Strategy 6 Details	Formative Reviews		
Strategy 6: Implement character building strategies that will reduce school violence, suicide, and other dangerous personal behaviors and able to identify child abuse, and misc. other behaviors. The counselor will attend training to able to help the students with these behaviors.	Formative		
Strategy's Expected Result/Impact: Summative - Lesson Plans, decrease in referrals, Counselor's calendar	Jan	Apr	July
Staff Responsible for Monitoring: Counselor(s), Principal			
Funding Sources: - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS			

Strategy 7 Details	Formative Reviews		
Strategy 7: Provide an effective, as needed, alternative education program for students.	Formative		
Strategy's Expected Result/Impact: Summative - students' grades, Decrease in behavior referrals	Jan	Apr	July
Staff Responsible for Monitoring: Assistant Principal(s), Counselor(s), Principal, Teacher(s)			
Funding Sources: - 199 - GENERAL FUND			

Strategy 8 Details	Formative Reviews		
Strategy 8: Order general supplies that will be utilized for instructional and counseling duties (Target Group All) (Target Group: All)	Formative		
Strategy's Expected Result/Impact: Summative - Inventory, purchase orders, participant sign-in log, supply inventory.	Jan	Apr	July
Staff Responsible for Monitoring: Assistant Principal(s), Counselor(s), Principal			
Funding Sources: - 199 - GENERAL FUND - $10,000, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - $15,000			

0% No Progress   100% Accomplished   Continue/Modify   Discontinue

Goal 2: LEARNING ORGANIZATION AND HUMAN RESOURCES - LC Smith Elementary will develop a learning organization and implement student support services that address student discipline, counseling services and increased student attendance and maintain a safe and drug free school/workplace; recruit, develop and retain a qualified well trained instructional and support staff.

Performance Objective 3: ANNUAL PERFORMANCE OBJECTIVE: 2.3 by the Fall of 2025, L.C. Smith Elementary will implement strategies to promote effective and efficient student support services in order to maintain student attendance at or above 95% and reduce the dropout rate by 1%.

Evaluation Data Sources: PEIMS attendance data

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide training for crisis prevention, conflict resolution, and character building. *C.P.I. Training *Counselor and administrator training deem to be appropriate.	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Summative - Documentation of activities and Lesson Plans Social Studies, trained personnel in CPI. **Staff Responsible for Monitoring:** Assistant Principal(s), Coaches, Counselor(s), Principal, Teacher(s) **Funding Sources:** - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS			

Strategy 2 Details	Formative Reviews		
Strategy 2: Implement Student of the Month Program to highlight students behaving responsibly. Celebrate student birthdays throughout the year. *Certificates/Pencils/Snacks *Lunch with the counselor/principal	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Summative - Recommendations from teachers and counselor, incentive items for students, positive recognition **Staff Responsible for Monitoring:** Counselor(s), Principal, Teacher(s) **Funding Sources:** - 199 - GENERAL FUND - $300			

Strategy 3 Details	Formative Reviews		
Strategy 3: Implement and support extracurricular activities. Field Days, Cheerleader Camp, School Musicals, Talent Show and Field-trips and Sock Hop. The field trips will include field trips to Gladys Porter Zoo, Edinburg Museum, Brownsville Children's Museum, Brownsville Farm, McAllen Museum, Laguna Atascosa, Butterfly Ranch in Mission, Texas, Santa Rosa Wildlife, Planetarium at UTPA, Plays, UTB Science Experiences, etc...	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Summative - Student participation, Positive student behavior, Positive attendance **Staff Responsible for Monitoring:** Principal, Teacher(s) **Funding Sources:** - 199 - GENERAL FUND - $1,500, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - $1,000			

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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March 11, 2025 4:15 PM

Goal 2: LEARNING ORGANIZATION AND HUMAN RESOURCES - LC Smith Elementary will develop a learning organization and implement student support services that address student discipline, counseling services and increased student attendance and maintain a safe and drug free school/workplace; recruit, develop and retain a qualified well trained instructional and support staff.

Performance Objective 4: ANNUAL PERFORMANCE OBJECTIVE: 2.4 By the Fall of 2025, L.C. Smith Elementary will implement strategies to provide a comprehensive guidance and counseling program that addresses high-risk behaviors with an emphasis on maintaining a safe and drug-free school, decrease discipline referrals by 10%, and support student success.

Evaluation Data Sources: Counseling logs, PEIMS data

Strategy 1 Details	Formative Reviews		
Strategy 1: Inform students/staff that surveillance cameras are installed and are continually being monitored by a police officer, administration, and office staff. POPULATION SERVED: All Students	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Summative - Formative: Video of campus activities Summative: Increase in Student/Staff Safety **Staff Responsible for Monitoring:** Campus Police, Principal **Funding Sources:** - 199 - GENERAL FUND, - 199 - GENERAL FUND, - 199 - GENERAL FUND, - 199 - GENERAL FUND, - 199 - GENERAL FUND, - 199 - GENERAL FUND			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide additional trainings for handling crisis situations (i.e. fire drills, lock down, bomb threats, severe weather, CPR Training, name badges). POPULATION SERVED: All Students & Staff (Target Group: All)	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Summative - Formative: Written Reports Summative: Increase in Student Safety Increased Awareness of Crisis Management Plan Sign In Sheets in front office **Staff Responsible for Monitoring:** Assistant Principal(s), Campus Police, Principal, Teacher(s) **Funding Sources:** - 199 - GENERAL FUND, - 199 - GENERAL FUND, - 199 - GENERAL FUND, - 199 - GENERAL FUND, - 199 - GENERAL FUND			

Strategy 3 Details	Formative Reviews

	Formative		
Strategy 3: Ensure that fire drills and crisis drills are conducted as required. POPULATION SERVED: All Students	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Summative - Formative: Fire/Crisis drill calendars Summative: Increased Awareness of Drills Increased Speed in evacuation time **Staff Responsible for Monitoring:** Principal, Secretary, Teachers, AP, All Staff Members **Funding Sources:** - 199 - GENERAL FUND, - 199 - GENERAL FUND, - 199 - GENERAL FUND, - 199 - GENERAL FUND, - 199 - GENERAL FUND, - 199 - GENERAL FUND			

Strategy 4 Details	Formative Reviews

	Formative		
Strategy 4: Utilize faculty meetings and flyers to provide information to staff about safety. POPULATION SERVED: All Students & Staff	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Summative - Formative: Agenda Sign-In Sheets Summative: Increase in Student/Staff Safety **Staff Responsible for Monitoring:** Campus Police, Principal **Funding Sources:** - 199 - GENERAL FUND, - 199 - GENERAL FUND, - 199 - GENERAL FUND, - 199 - GENERAL FUND, - 199 - GENERAL FUND			

Strategy 5 Details	Formative Reviews

	Formative		
Strategy 5: Keeping the campus clean and organized is a priority for the safety of the students. Supplies will be ordered as needed such as vacuum cleaners, cord covers and whatever material necessary to keep the campus safe and organized.	**Jan**	**Apr**	**July**
Strategy's Expected Result/Impact: Summative - Custodians will get supplies needed to keep the campus organized and clean, walk-through of campus by administration, teachers **Staff Responsible for Monitoring:** Assistant Principal(s), Principal, Teachers **Funding Sources:** - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND - $500, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS			

Strategy 6 Details	**Formative Reviews**		
Strategy 6: Attend professional development that will keep the school nurse updated on student health issues. Ensure that students practice good health habits such as washing their hands.	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: POs and current information from the school nurse. Proper procedures by the school nurse are carried out.			
Staff Responsible for Monitoring: Assistant Principal(s), Principal, Teachers			
Funding Sources: - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS			

Strategy 7 Details	**Formative Reviews**		
Strategy 7: Implement safe and good hygiene measures that will prohibit transfer of germs. Order supplies that ensure security and safety measures.	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: POs and current information from the school nurse. Proper procedures by the school nurse are carried out.			
Staff Responsible for Monitoring: Assistant Principal(s), Principal, Teachers			
Funding Sources: - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS			

Strategy 8 Details	**Formative Reviews**		
Strategy 8: Develop goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages, the use of success of any method to ensure students are reaching required moderate or vigorous physical activity and any other indicator recommended by the SHAC committee.	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: SHAC committee documentation, attendance records, PEIMs, PE data			
Staff Responsible for Monitoring: PE coach, Teachers, Administrators			
Funding Sources: - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS			

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

Goal 2: LEARNING ORGANIZATION AND HUMAN RESOURCES - LC Smith Elementary will develop a learning organization and implement student support services that address student discipline, counseling services and increased student attendance and maintain a safe and drug free school/workplace; recruit, develop and retain a qualified well trained instructional and support staff.

Performance Objective 5: ANNUAL PERFORMANCE OBJECTIVE: 2.5 By the Fall of 2025, L.C. Smith Elementary will implement a systematic plan for recruitment, selection, retention and evaluation of staff. Teachers will be evaluated using the Texas Teacher Appraisal System (T-TESS). Administration will provide incentives for teachers to motivate a positive environment on the campus.

Evaluation Data Sources: T-Tess Observations, School Climate Survey

Strategy 1 Details	Formative Reviews		
Strategy 1: Employ/retain highly qualified staff with skills, experiences and commitment to the campus and to our students to ensure mastery of the state assessment (STAAR).	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Summative - Highly qualified staff, Larger number of students passing the STAAR **Staff Responsible for Monitoring:** Assistant Principal(s), Counselor(s), Department Heads, Principal, Site Based Committee, Teacher(s) **Funding Sources:** - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 199 - GENERAL FUND			

Strategy 2 Details	Formative Reviews		
Strategy 2: Provide high quality professional development opportunities for teachers, administrators, and support staff in order to maximize student achievement. *Conferences, Bilingual Conference, * TEPSA , * TEKS Academy *MTSS, *Summit K12, Early Childhood Training, Region I Training, Curriculum Conferences, Technology Conference	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Summative - Certificates of attending professional development **Staff Responsible for Monitoring:** Assistant Principal(s), Counselor(s), Department Heads, Principal, Teacher(s) **Funding Sources:** - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS, - 163 - PI 25 BILINGUAL & SPECIAL LANGUAGE			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide a comprehensive system of supervision and evaluation, which is conducive to optimal performance and professional growth of all staff.	**Formative**		
	Jan	**Apr**	**July**
Strategy's Expected Result/Impact: Summative - Improve % on STAAR scores, Walk-throughs, Observation, T-TESS **Staff Responsible for Monitoring:** Assistant Principal(s), Counselor(s), Department Heads, Principal, Site Based Committee, Teacher(s)			

Strategy 4 Details	**Formative Reviews**		
Strategy 4: Provide administrative assistant & paraprofessional staff development as per assignment.	**Formative**		
Strategy's Expected Result/Impact: Summative - Sign in sheet and agendas	**Jan**	**Apr**	**July**
Staff Responsible for Monitoring: Assistant Principal(s), Counselor(s), Curriculum Director, Department Heads, Principal **Funding Sources:** - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS - $10,000, - 199 - GENERAL FUND - $6,000			

Strategy 5 Details	**Formative Reviews**		
Strategy 5: Assign mentor teachers, to new teachers in the campus, to ensure that all procedures and policies are being implemented.	**Formative**		
Strategy's Expected Result/Impact: Sign-in logs Lesson plans Positive teacher POs (Mentor Training)	**Jan**	**Apr**	**July**
Staff Responsible for Monitoring: Assistant Principal(s), Principal, Teacher(s) **Funding Sources:** - 199 - GENERAL FUND			

Strategy 6 Details	**Formative Reviews**		
Strategy 6: Provide incentives that recognize teachers throughout the school year.	**Formative**		
Strategy's Expected Result/Impact: Summative - Pictures placed on the campus web-page screen, Announcements, Weekly Overview	**Jan**	**Apr**	**July**
Staff Responsible for Monitoring: Assistant Principal(s), Principal **Funding Sources:** - 199 - GENERAL FUND			

Strategy 7 Details	**Formative Reviews**		
Strategy 7: Employ highly qualified staff that will encourage student success and produce higher student enrollment.	**Formative**		
Strategy's Expected Result/Impact: Summative - Enrollment numbers, class roster	**Jan**	**Apr**	**July**
Staff Responsible for Monitoring: Principal, Human Resource Office, Teachers **Funding Sources:** - 199 - GENERAL FUND, - 211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS			

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

Goal 3: GRADUATION RATE - LC Smith Elementary will provide standards of achievement to prepare 21st century learners for graduation and college and career readiness success.

Performance Objective 1: ANNUAL PERFORMANCE OBJECTIVE: 4.1 By the Fall of 2024 L.C. Smith Elementary will implement strategies to strengthen and support the Parent Teacher Organization.

Evaluation Data Sources: Calendar of Events, Meeting Sign-In Sheets

Goal 3: GRADUATION RATE - LC Smith Elementary will provide standards of achievement to prepare 21st century learners for graduation and college and career readiness success.

Performance Objective 2: ANNUAL PERFORMANCE OBJECTIVE: 4.1 By the Fall of 2025, L.C. Smith Elementary will implement strategies to improve communication with parents and the community.

    Evaluation Data Sources: Campus Event flyers, Monthly Calendars, Class Dojo, Social Media Pages, Parent Conferences

Goal 4: COMMUNITY INVOLVEMENT - LC Smith Elementary will foster a culture of trust by providing timely, interactive communication to all stakeholders and by encouraging parental and community involvement.

Performance Objective 1: During the 2024-2025 school year the DEIC and each campus SBDM committee will be actively involved in monitoring the implementation of the District and Campus Improvement Plans.

Goal 5: FISCAL MANAGEMENT AND ADMINISTRATIVE SUPPORT SERVICES - LC Smith Elementary will provide an administrative and finance system that supports and facilitates the delivery of instruction for all students.

Performance Objective 1: ANNUAL PERFORMANCE OBJECTIVE: 3.1 For the 2024-2025 school year, Raymondville ISD will provide leadership for implementing, monitoring and evaluating the finance system that supports student achievement.

Goal 5: FISCAL MANAGEMENT AND ADMINISTRATIVE SUPPORT SERVICES - LC Smith Elementary will provide an administrative and finance system that supports and facilitates the delivery of instruction for all students.

Performance Objective 2: ANNUAL PERFORMANCE OBJECTIVE: 3.2 For the 2024-2025 school year, Raymondville ISD will improve the quality and delivery of support services from each department at Central Office.

Goal 6: LEADERSHIP AND GOVERNANCE - LC Smith Elementary will provide leadership and appropriate governance policies to support student and staff performance.

Performance Objective 1: ANNUAL PERFORMANCE OBJECTIVE: By the spring of 2025, the district will increase leadership and collaboration opportunities among administrators, teachers and staff.

Goal 6: LEADERSHIP AND GOVERNANCE - LC Smith Elementary will provide leadership and appropriate governance policies to support student and staff performance.

Performance Objective 2: ANNUAL PERFORMANCE OBJECTIVE: During the 2024-2025 school year the DEIC and each campus SBDM committee will be actively involved in monitoring the implementation of the District and Campus Improvement Plans.

Campus Funding Summary

163 - PI 25 BILINGUAL & SPECIAL LANGUAGE

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1			$600.00
1	6	2			$0.00
1	6	3			$200.00
1	6	4			$0.00
2	5	2			$0.00
				Sub-Total	$800.00

166 - PI 23 SPECIAL EDUCATION

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10			$100.00
				Sub-Total	$100.00

199 - GENERAL FUND

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			$200.00
1	1	1			$0.00
1	1	2			$0.00
1	1	3			$0.00
1	1	4			$500.00
1	1	6			$200.00
1	1	7			$500.00
1	1	8			$2,000.00
1	1	9			$50.00
1	1	10			$100.00
1	1	11			$0.00
1	1	13			$0.00
1	1	14			$0.00
1	1	15			$0.00

| 199 - GENERAL FUND |
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	16			$1,000.00
1	1	17			$0.00
1	1	18			$1,000.00
1	1	19			$3,000.00
1	1	20			$0.00
1	1	21			$5,000.00
1	1	22			$2,000.00
1	1	23			$600.00
1	1	24			$50.00
1	1	25			$0.00
1	1	26			$1,000.00
1	1	27			$1,500.00
1	2	1			$300.00
1	2	2			$0.00
1	2	3			$700.00
1	2	4			$200.00
1	2	6			$2,000.00
1	2	7			$0.00
1	2	8			$0.00
1	2	9			$500.00
1	2	10			$5,000.00
1	3	1			$5,000.00
1	3	2			$0.00
1	3	3			$1,000.00
1	3	4			$1,000.00
1	3	5			$2,000.00
1	3	7			$0.00
1	3	8			$1,000.00
1	3	9			$0.00
1	3	10			$600.00

			199 - GENERAL FUND		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	11			$2,000.00
1	4	1			$0.00
1	4	2			$0.00
1	4	3			$0.00
1	4	5			$0.00
1	4	6			$0.00
1	4	8			$0.00
1	4	9			$2,000.00
1	4	10			$1,000.00
1	4	11			$0.00
1	4	12			$2,000.00
1	4	13			$800.00
1	4	14			$400.00
1	5	3			$0.00
1	5	4			$2,000.00
1	5	5			$0.00
1	5	6			$0.00
1	5	7			$2,000.00
1	5	8			$800.00
1	6	1			$2,000.00
1	6	2			$0.00
1	6	3			$50.00
1	6	4			$0.00
2	1	1			$0.00
2	1	2			$0.00
2	1	3			$0.00
2	1	4			$0.00
2	1	5			$0.00
2	1	6			$0.00
2	1	7			$5,000.00

			199 - GENERAL FUND		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	8			$0.00
2	1	9			$0.00
2	2	1			$1,000.00
2	2	2			$600.00
2	2	3			$0.00
2	2	4			$0.00
2	2	5			$0.00
2	2	6			$0.00
2	2	7			$0.00
2	2	8			$10,000.00
2	3	1			$0.00
2	3	2			$300.00
2	3	3			$1,500.00
2	4	1			$0.00
2	4	1			$0.00
2	4	1			$0.00
2	4	1			$0.00
2	4	1			$0.00
2	4	2			$0.00
2	4	2			$0.00
2	4	2			$0.00
2	4	2			$0.00
2	4	2			$0.00
2	4	3			$0.00
2	4	3			$0.00
2	4	3			$0.00
2	4	3			$0.00
2	4	3			$0.00

199 - GENERAL FUND					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	4	4			$0.00
2	4	4			$0.00
2	4	4			$0.00
2	4	4			$0.00
2	4	4			$0.00
2	4	5			$0.00
2	4	5			$0.00
2	4	5			$500.00
2	4	5			$0.00
2	4	5			$0.00
2	4	5			$0.00
2	4	5			$0.00
2	4	6			$0.00
2	4	7			$0.00
2	4	8			$0.00
2	5	1			$0.00
2	5	2			$0.00
2	5	4			$6,000.00
2	5	5			$0.00
2	5	6			$0.00
2	5	7			$0.00
				Sub-Total	$77,950.00
211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$200.00
1	1	3			$20,000.00
1	1	4			$500.00
1	1	5			$6,000.00
1	1	7			$1,000.00
1	1	8			$3,000.00

211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10			$100.00
1	1	11			$0.00
1	1	13			$0.00
1	1	16			$5,000.00
1	1	17			$0.00
1	1	18			$3,000.00
1	1	19			$1,000.00
1	1	20			$0.00
1	1	21			$10,000.00
1	1	23			$0.00
1	1	26			$300.00
1	1	27			$1,000.00
1	2	1			$200.00
1	2	2			$0.00
1	2	3			$2,500.00
1	2	4			$0.00
1	2	5			$2,000.00
1	2	6			$2,000.00
1	2	8			$0.00
1	2	9			$0.00
1	2	10			$1,000.00
1	3	1			$5,000.00
1	3	2			$0.00
1	3	3			$2,000.00
1	3	5			$6,000.00
1	3	7			$0.00
1	3	8			$2,000.00
1	3	9			$0.00
1	3	11			$2,000.00
1	4	1			$0.00

211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2			$0.00
1	4	3			$0.00
1	4	4			$0.00
1	4	5			$0.00
1	4	6			$0.00
1	4	7			$10,000.00
1	4	8			$0.00
1	4	9			$6,000.00
1	4	10			$5,000.00
1	4	11			$0.00
1	4	12			$5,000.00
1	4	13			$500.00
1	4	14			$200.00
1	5	3			$0.00
1	5	4			$6,000.00
1	5	5			$0.00
1	5	6			$0.00
1	5	7			$1,000.00
1	6	1			$1,000.00
1	6	2			$0.00
1	6	3			$100.00
1	6	4			$0.00
2	1	1			$0.00
2	1	2			$0.00
2	1	3			$0.00
2	1	4			$0.00
2	1	5			$0.00
2	1	6			$0.00
2	1	7			$0.00
2	1	8			$0.00

211 - TITLE I, PART A-IMPROVING BASIC PROGRAMS

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	9			$0.00
2	2	1			$1,000.00
2	2	2			$100.00
2	2	3			$0.00
2	2	4			$0.00
2	2	5			$0.00
2	2	6			$0.00
2	2	8			$15,000.00
2	3	1			$0.00
2	3	3			$1,000.00
2	4	5			$0.00
2	4	5			$0.00
2	4	5			$0.00
2	4	5			$0.00
2	4	5			$0.00
2	4	5			$0.00
2	4	5			$0.00
2	4	6			$0.00
2	4	7			$0.00
2	4	8			$0.00
2	5	1			$0.00
2	5	2			$0.00
2	5	4			$10,000.00
2	5	7			$0.00
				Sub-Total	$137,700.00

212 - TITLE I, PART C-MIGRANT

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			$1,500.00
1	1	16			$500.00
1	1	21			$2,000.00

212 - TITLE I, PART C-MIGRANT					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	5			$1,000.00
1	3	8			$1,000.00
				Sub-Total	$6,000.00
263 - TITLE III, PART A-LEP					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	7			$400.00
1	1	21			$0.00
1	4	3			$0.00
				Sub-Total	$400.00
410 - INSTRUCTIONAL MATERIALS ALLOTMENT					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	4			$6,000.00
				Sub-Total	$6,000.00

Addendums

FND	T	FC	OBJ	SO	ORG	F	PI	LOC	Account Number
199	E	11	6219	00	105	0	11	000	199 E 11 6219 00 105 0 11 000
199	E	11	6249	00	105	0	11	000	199 E 11 6249 00 105 0 11 000
199	E	11	6269	00	105	0	24	000	199 E 11 6269 00 105 0 24 000
199	E	11	6299	00	105	0	11	000	199 E 11 6299 00 105 0 11 000
199	E	11	6339	00	105	0	11	000	199 E 11 6339 00 105 0 11 000
199	E	11	6339	00	105	0	21	000	199 E 11 6339 00 105 0 21 000
199	E	11	6398	00	105	0	11	000	199 E 11 6398 00 105 0 11 000
199	E	11	6398	00	105	0	11	179	199 E 11 6398 00 105 0 11 179
199	E	11	6398	00	105	0	23	000	199 E 11 6398 00 105 0 23 000
199	E	11	6398	00	105	0	37	000	199 E 11 6398 00 105 0 37 000
199	E	11	6398	00	105	0	99	000	199 E 11 6398 00 105 0 99 000
199	E	11	6398	00	105	0	99	012	199 E 11 6398 00 105 0 99 012
199	E	11	6398	21	105	0	11	000	199 E 11 6398 21 105 0 11 000
199	E	11	6399	00	105	0	11	000	199 E 11 6399 00 105 0 11 000
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289	E	11	6398	00	105	2	99	000	289 E 11 6398 00 105 2 99 000
289	E	11	6398	00	105	3	99	000	289 E 11 6398 00 105 3 99 000
289	E	11	6398	00	999	1	24	288	289 E 11 6398 00 999 1 24 288
289	E	11	6399	00	105	0	11	000	289 E 11 6399 00 105 0 11 000
289	E	11	6411	00	999	1	24	288	289 E 11 6411 00 999 1 24 288
289	E	11	6412	00	999	1	24	288	289 E 11 6412 00 999 1 24 288
289	E	13	6219	00	105	1	24	000	289 E 13 6219 00 105 1 24 000
289	E	13	6219	00	105	2	24	000	289 E 13 6219 00 105 2 24 000
289	E	13	6219	00	999	1	24	288	289 E 13 6219 00 999 1 24 288

289	E	13	6411	00	105	1	24	000	289 E 13 6411 00 105 1 24 000
289	E	13	6411	00	105	2	24	000	289 E 13 6411 00 105 2 24 000
289	E	13	6499	00	999	1	24	288	289 E 13 6499 00 999 1 24 288
289	E	61	6499	00	999	1	24	288	289 E 61 6499 00 999 1 24 288
404	E	11	6398	00	105	0	24	000	404 E 11 6398 00 105 0 24 000
404	E	11	6398	00	105	3	24	000	404 E 11 6398 00 105 3 24 000
404	E	11	6398	00	105	9	11	000	404 E 11 6398 00 105 9 11 000
404	E	11	6398	00	105	9	99	000	404 E 11 6398 00 105 9 99 000
404	E	11	6399	00	105	0	11	000	404 E 11 6399 00 105 0 11 000
404	E	11	6399	00	105	0	99	000	404 E 11 6399 00 105 0 99 000
404	E	13	6219	00	105	0	11	000	404 E 13 6219 00 105 0 11 000
404	E	13	6219	00	105	0	99	000	404 E 13 6219 00 105 0 99 000
404	E	13	6219	00	105	9	11	000	404 E 13 6219 00 105 9 11 000
404	E	13	6219	00	105	9	99	000	404 E 13 6219 00 105 9 99 000
404	E	13	6411	00	105	0	11	000	404 E 13 6411 00 105 0 11 000
404	E	13	6411	00	105	0	99	000	404 E 13 6411 00 105 0 99 000
410	E	11	6321	00	105	0	11	000	410 E 11 6321 00 105 0 11 000
410	E	11	6398	00	105	0	11	000	410 E 11 6398 00 105 0 11 000
410	E	11	6398	00	105	0	25	000	410 E 11 6398 00 105 0 25 000
410	E	11	6399	00	105	0	11	000	410 E 11 6399 00 105 0 11 000

Selected Year Revised Budget	Selected Year FY Activity	Selected Year Encumbered	Selected Year Available Funds	Type	Fiscal Year
300	0	0	300	Expense	2022-2023
0	0	0	0	Expense	2022-2023
0	0	0	0	Expense	2022-2023
0	0	0	0	Expense	2022-2023
1500	0	0	1500	Expense	2022-2023
600	140	0	460	Expense	2022-2023
6700	4275.61	0	2424.39	Expense	2022-2023
0	0	0	0	Expense	2022-2023
600	595.65	0	4.35	Expense	2022-2023
0	0	0	0	Expense	2022-2023
3755	3509.06	0	245.94	Expense	2022-2023
0	0	0	0	Expense	2022-2023
500	309.34	0	190.66	Expense	2022-2023
8075	3363.65	0	4711.35	Expense	2022-2023
0	0	0	0	Expense	2022-2023
0	0	0	0	Expense	2022-2023
400	0	0	400	Expense	2022-2023
400	398.85	0	1.15	Expense	2022-2023
400	377.69	0	22.31	Expense	2022-2023
200	98.31	0	101.69	Expense	2022-2023
500	461.93	0	38.07	Expense	2022-2023
500	0	0	500	Expense	2022-2023
4300	4049.5	0	250.5	Expense	2022-2023
300	121.17	0	178.83	Expense	2022-2023
4470	4366.13	0	103.87	Expense	2022-2023
600	600	0	0	Expense	2022-2023
1000	991.8	0	8.2	Expense	2022-2023
0	0	0	0	Expense	2022-2023
0	0	0	0	Expense	2022-2023
0	0	0	0	Expense	2022-2023
2200	2073.58	0	126.42	Expense	2022-2023
1270	1147.28	0	122.72	Expense	2022-2023
1500	1500	0	0	Expense	2022-2023
30	25	0	5	Expense	2022-2023
0	0	0	0	Expense	2022-2023
0	0	0	0	Expense	2022-2023
0	0	0	0	Expense	2022-2023
1000	550	0	450	Expense	2022-2023
400	100	0	300	Expense	2022-2023
100	0	0	100	Expense	2022-2023
100	0	0	100	Expense	2022-2023
0	0	0	0	Expense	2022-2023
200	0	0	200	Expense	2022-2023
400	314.75	0	85.25	Expense	2022-2023

0	0	0	0	Expense	2022-2023
0	0	0	0	Expense	2022-2023
0	0	0	0	Expense	2022-2023
0	0	0	0	Expense	2022-2023
0	0	0	0	Expense	2022-2023
0	0	0	0	Expense	2022-2023
0	0	0	0	Expense	2022-2023
0	0	0	0	Expense	2022-2023
1700	1637.66	0	62.34	Expense	2022-2023
2000	1995.52	0	4.48	Expense	2022-2023
250	0	0	250	Expense	2022-2023
300	200	0	100	Expense	2022-2023
5550	5214.77	0	335.23	Expense	2022-2023
100	0	0	100	Expense	2022-2023
0	0	0	0	Expense	2022-2023
0	0	0	0	Expense	2022-2023
0	0	0	0	Expense	2022-2023
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0	0	0	0	Expense	2022-2023
0	0	0	0	Expense	2022-2023
0	0	0	0	Expense	2022-2023
750	393.9	0	356.1	Expense	2022-2023
750	743.61	0	6.39	Expense	2022-2023
235	227.21	0	7.79	Expense	2022-2023
915	911.39	0	3.61	Expense	2022-2023
0	0	0	0	Expense	2022-2023
1000	918.62	0	81.38	Expense	2022-2023
200	195.35	0	4.65	Expense	2022-2023
300	43.75	0	256.25	Expense	2022-2023
265	116.15	0	148.85	Expense	2022-2023
0	0	0	0	Expense	2022-2023
0	0	0	0	Expense	2022-2023
500	500	0	0	Expense	2022-2023
2100	2087.1	0	12.9	Expense	2022-2023
150	115.78	0	34.22	Expense	2022-2023
700	613.73	0	86.27	Expense	2022-2023
400	360	0	40	Expense	2022-2023
450	415.42	0	34.58	Expense	2022-2023
1150	1148.39	0	1.61	Expense	2022-2023
0	0	0	0	Expense	2022-2023
0	0	0	0	Expense	2022-2023
0	0	0	0	Expense	2022-2023
0	0	0	0	Expense	2022-2023
0	0	0	0	Expense	2022-2023
1200	988.73	0	211.27	Expense	2022-2023
0	0	0	0	Expense	2022-2023
1000	798.88	0	201.12	Expense	2022-2023
44000	43350	0	650	Expense	2022-2023

0	0	0	0	Expense	2022-2023
0	0	0	0	Expense	2022-2023
0	0	0	0	Expense	2022-2023
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0	0	0	0	Expense	2022-2023
500	493.2	0	6.8	Expense	2022-2023
0	0	0	0	Expense	2022-2023
57900	0	0	57900	Expense	2022-2023
0	0	0	0	Expense	2022-2023
0	0	0	0	Expense	2022-2023
0	0	0	0	Expense	2022-2023
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0	0	0	0	Expense	2022-2023
6000	0	0	6000	Expense	2022-2023
0	0	0	0	Expense	2022-2023
0	0	0	0	Expense	2022-2023
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17000	12958.39	0	4041.61	Expense	2022-2023
20000	17522.96	0	2477.04	Expense	2022-2023
0	0	0	0	Expense	2022-2023
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0	0	0	0	Expense	2022-2023
10000	7650	0	2350	Expense	2022-2023
0	0	0	0	Expense	2022-2023
0	0	0	0	Expense	2022-2023
1000	0	0	1000	Expense	2022-2023
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0	0	0	0	Expense	2022-2023
2000	0	0	2000	Expense	2022-2023
5000	91.41	0	4908.59	Expense	2022-2023
0	0	0	0	Expense	2022-2023
0	0	0	0	Expense	2022-2023
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0	0	0	0	Expense	2022-2023
4000	2326.7	0	1673.3	Expense	2022-2023
1000	120.15	0	879.85	Expense	2022-2023
0	0	0	0	Expense	2022-2023
0	0	0	0	Expense	2022-2023
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0	0	0	0	Expense	2022-2023
15675	15675	0	0	Expense	2022-2023
11738	0	0	11738	Expense	2022-2023
0	0	0	0	Expense	2022-2023
0	0	0	0	Expense	2022-2023
0	0	0	0	Expense	2022-2023
0	0	0	0	Expense	2022-2023
500	325	0	175	Expense	2022-2023
4037	0	0	4037	Expense	2022-2023
0	0	0	0	Expense	2022-2023
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0	0	0	0	Expense	2022-2023
0	0	0	0	Expense	2022-2023
4000	1085.3	0	2914.7	Expense	2022-2023
7000	1250	0	5750	Expense	2022-2023
0	0	0	0	Expense	2022-2023
50000	43810.74	0	6189.26	Expense	2022-2023
20000	0	0	20000	Expense	2022-2023
50000	6730.49	0	43269.51	Expense	2022-2023
0	0	0	0	Expense	2022-2023
0	0	0	0	Expense	2022-2023
0	0	0	0	Expense	2022-2023
0	0	0	0	Expense	2022-2023
3843	3632	0	211	Expense	2022-2023
500	0	0	500	Expense	2022-2023
0	0	0	0	Expense	2022-2023
0	0	0	0	Expense	2022-2023
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0	0	0	0	Expense	2022-2023
0	0	0	0	Expense	2022-2023
0	0	0	0	Expense	2022-2023
22248	11568.5	0	10679.5	Expense	2022-2023
0	0	0	0	Expense	2022-2023
0	0	0	0	Expense	2022-2023

2022-23 Texas Academic Performance Report (TAPR)

District Name: RAYMONDVILLE ISD

Campus Name: SMITH EL

Campus Number: 245903105

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Texas Education Agency
2022-23 STAAR Performance (TAPR)
SMITH EL (245903105) - RAYMONDVILLE ISD - WILLACY COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	79%	**72%**	*	72%	*	*	-	-	*	30%	-	69%	85%	72%	69%
	2022	76%	82%	**85%**	-	87%	*	*	-	-	-	86%	-	86%	80%	84%	*
At Meets Grade Level or Above	2023	50%	52%	**47%**	*	47%	*	*	-	-	*	20%	-	43%	62%	47%	38%
	2022	51%	54%	**48%**	-	48%	*	*	-	-	-	43%	-	50%	40%	45%	*
At Masters Grade Level	2023	20%	20%	**17%**	*	15%	*	*	-	-	*	20%	-	16%	23%	17%	15%
	2022	30%	33%	**31%**	-	31%	*	*	-	-	-	14%	-	30%	40%	27%	*
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	78%	**79%**	*	80%	*	*	-	-	*	44%	-	78%	85%	79%	85%
	2022	71%	80%	**69%**	-	70%	*	*	-	-	-	63%	-	67%	80%	67%	*
At Meets Grade Level or Above	2023	45%	42%	**38%**	*	39%	*	*	-	-	*	11%	-	40%	31%	38%	46%
	2022	43%	46%	**36%**	-	36%	*	*	-	-	-	50%	-	36%	40%	33%	*
At Masters Grade Level	2023	19%	17%	**16%**	*	15%	*	*	-	-	*	11%	-	16%	15%	16%	15%
	2022	21%	20%	**16%**	-	15%	*	*	-	-	-	13%	-	13%	30%	15%	*
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	91%	**91%**	-	91%	*	-	-	-	-	75%	-	93%	85%	91%	86%
	2022	77%	89%	**81%**	-	81%	-	-	-	-	-	44%	*	81%	83%	81%	*
At Meets Grade Level or Above	2023	48%	50%	**41%**	-	40%	*	-	-	-	-	25%	-	41%	38%	41%	29%
	2022	54%	61%	**44%**	-	44%	-	-	-	-	-	11%	*	45%	33%	45%	*
At Masters Grade Level	2023	22%	28%	**26%**	-	25%	*	-	-	-	-	25%	-	27%	23%	26%	14%
	2022	28%	27%	**21%**	-	21%	-	-	-	-	-	0%	*	19%	33%	21%	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	84%	**73%**	-	72%	*	-	-	-	-	58%	-	74%	69%	73%	71%
	2022	70%	77%	**58%**	-	58%	-	-	-	-	-	33%	*	62%	33%	60%	*
At Meets Grade Level or Above	2023	48%	62%	**53%**	-	52%	*	-	-	-	-	42%	-	52%	54%	53%	57%
	2022	43%	48%	**17%**	-	17%	-	-	-	-	-	0%	*	19%	0%	17%	*
At Masters Grade Level	2023	22%	31%	**25%**	-	24%	*	-	-	-	-	25%	-	21%	38%	25%	14%
	2022	23%	28%	**8%**	-	8%	-	-	-	-	-	0%	*	10%	0%	9%	*
Grade 5 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2023	81%	85%	**73%**	-	73%	-	-	-	-	-	44%	*	76%	50%	73%	*
	2022	81%	83%	**74%**	-	74%	-	-	-	-	-	30%	*	77%	56%	74%	86%
At Meets Grade Level or Above	2023	57%	56%	**31%**	-	31%	-	-	-	-	-	22%	*	33%	17%	31%	*
	2022	58%	61%	**49%**	-	49%	-	-	-	-	-	10%	*	50%	44%	48%	71%
At Masters Grade Level	2023	28%	28%	**13%**	-	13%	-	-	-	-	-	0%	*	12%	17%	13%	*
	2022	36%	37%	**30%**	-	30%	-	-	-	-	-	0%	*	27%	44%	31%	43%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	89%	**79%**	-	79%	-	-	-	-	-	78%	*	79%	83%	79%	*
	2022	77%	88%	**87%**	-	87%	-	-	-	-	-	70%	*	90%	67%	86%	100%
At Meets Grade Level or Above	2023	51%	63%	**48%**	-	48%	-	-	-	-	-	22%	*	50%	33%	48%	*
	2022	48%	56%	**49%**	-	49%	-	-	-	-	-	20%	*	50%	44%	48%	71%
At Masters Grade Level	2023	21%	24%	**15%**	-	15%	-	-	-	-	-	11%	*	17%	0%	15%	*
	2022	25%	25%	**25%**	-	25%	-	-	-	-	-	10%	*	27%	11%	26%	29%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	81%	**69%**	-	69%	-	-	-	-	-	56%	*	71%	50%	69%	*
	2022	66%	82%	**79%**	-	79%	-	-	-	-	-	40%	*	81%	67%	78%	86%
At Meets Grade Level or Above	2023	36%	49%	**35%**	-	35%	-	-	-	-	-	11%	*	38%	17%	35%	*
	2022	38%	50%	**51%**	-	51%	-	-	-	-	-	10%	*	54%	33%	52%	57%
At Masters Grade Level	2023	16%	12%	**8%**	-	8%	-	-	-	-	-	11%	*	10%	0%	8%	*
	2022	18%	23%	**21%**	-	21%	-	-	-	-	-	0%	*	21%	22%	21%	43%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	83%	**77%**	*	76%	*	*	-	-	*	56%	*	77%	76%	77%	75%
	2022	74%	81%	**77%**	-	77%	*	*	-	-	-	51%	100%	78%	68%	76%	91%
At Meets Grade Level or Above	2023	49%	53%	**42%**	*	42%	*	*	-	-	*	23%	*	43%	40%	42%	46%
	2022	48%	50%	**43%**	-	43%	*	*	-	-	-	19%	60%	44%	36%	42%	57%
At Masters Grade Level	2023	20%	20%	**17%**	*	16%	*	*	-	-	*	16%	*	17%	20%	17%	19%
	2022	23%	22%	**22%**	-	22%	*	*	-	-	-	5%	40%	21%	27%	22%	31%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	84%	**78%**	*	78%	*	*	-	-	*	52%	*	78%	78%	78%	71%
	2022	75%	80%	**80%**	-	80%	*	*	-	-	-	50%	*	81%	72%	79%	93%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	53%	57%	**40%**	*	40%	*	*	-	-	*	23%	*	40%	44%	40%	38%
	2022	53%	55%	**47%**	-	47%	*	*	-	-	-	19%	*	49%	40%	46%	64%
At Masters Grade Level	2023	20%	21%	**19%**	*	17%	*	*	-	-	*	16%	*	18%	22%	19%	21%
	2022	25%	24%	**28%**	-	27%	*	*	-	-	-	4%	*	25%	40%	27%	36%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	83%	**77%**	*	77%	*	*	-	-	*	60%	*	77%	78%	77%	83%
	2022	72%	82%	**73%**	-	73%	*	*	-	-	-	56%	*	74%	64%	72%	93%
At Meets Grade Level or Above	2023	45%	53%	**46%**	*	46%	*	*	-	-	*	27%	*	47%	41%	46%	54%
	2022	42%	50%	**35%**	-	35%	*	*	-	-	-	22%	*	36%	32%	34%	50%
At Masters Grade Level	2023	19%	22%	**19%**	*	18%	*	*	-	-	*	17%	*	18%	22%	19%	17%
	2022	20%	24%	**17%**	-	17%	*	*	-	-	-	7%	*	17%	16%	17%	21%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	83%	**69%**	-	69%	-	-	-	-	-	56%	*	71%	50%	69%	*
	2022	76%	82%	**79%**	-	79%	-	-	-	-	-	40%	*	81%	67%	78%	86%
At Meets Grade Level or Above	2023	47%	50%	**35%**	-	35%	-	-	-	-	-	11%	*	38%	17%	35%	*
	2022	47%	47%	**51%**	-	51%	-	-	-	-	-	10%	*	54%	33%	52%	57%
At Masters Grade Level	2023	18%	12%	**8%**	-	8%	-	-	-	-	-	11%	*	10%	0%	8%	*
	2022	21%	19%	**21%**	-	21%	-	-	-	-	-	0%	*	21%	22%	21%	43%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	35%	**32%**	*	32%	*	*	-	-	*	11%	-	32%	31%	32%	31%
	2022	36%	38%	**32%**	-	31%	*	*	-	-	-	43%	-	30%	44%	28%	*
Reading and Mathematics Including EOC	2023	37%	35%	**32%**	*	32%	*	*	-	-	*	11%	-	32%	31%	32%	31%
	2022	36%	38%	**32%**	-	31%	*	*	-	-	-	43%	-	30%	44%	28%	*
Reading Including EOC	2023	50%	52%	**47%**	*	47%	*	*	-	-	-	20%	-	43%	62%	47%	38%
	2022	51%	54%	**49%**	-	49%	*	*	-	-	-	43%	-	50%	44%	46%	*
Math Including EOC	2023	45%	42%	**38%**	*	39%	*	*	-	-	*	11%	-	40%	31%	38%	46%
	2022	43%	47%	**37%**	-	37%	*	*	-	-	-	50%	-	36%	44%	33%	*
4th Graders																	
Reading and Mathematics	2023	38%	45%	**37%**	-	36%	*	-	-	-	-	25%	-	39%	31%	37%	29%
	2022	36%	42%	**15%**	-	15%	-	-	-	-	-	0%	*	17%	0%	15%	*

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	38%	45%	**37%**	-	36%	*	-	-	-	-	25%	-	39%	31%	37%	29%
	2022	36%	42%	**15%**	-	15%	-	-	-	-	-	0%	*	17%	0%	15%	*
Reading Including EOC	2023	48%	50%	**41%**	-	40%	*	-	-	-	-	25%	-	41%	38%	41%	29%
	2022	54%	61%	**44%**	-	44%	-	-	-	-	-	11%	*	45%	33%	45%	*
Math Including EOC	2023	48%	62%	**53%**	-	52%	*	-	-	-	-	42%	-	52%	54%	53%	57%
	2022	43%	48%	**17%**	-	17%	-	-	-	-	-	0%	*	19%	0%	17%	*
5th Graders																	
Reading and Mathematics	2023	43%	49%	**25%**	-	25%	-	-	-	-	-	11%	*	26%	17%	25%	*
	2022	41%	42%	**34%**	-	34%	-	-	-	-	-	10%	*	35%	33%	34%	43%
Reading and Mathematics Including EOC	2023	43%	49%	**25%**	-	25%	-	-	-	-	-	11%	*	26%	17%	25%	*
	2022	41%	42%	**34%**	-	34%	-	-	-	-	-	10%	*	35%	33%	34%	43%
Reading Including EOC	2023	57%	56%	**31%**	-	31%	-	-	-	-	-	22%	*	33%	17%	31%	*
	2022	58%	61%	**49%**	-	49%	-	-	-	-	-	10%	*	50%	44%	48%	71%
Math Including EOC	2023	51%	63%	**48%**	-	48%	-	-	-	-	-	22%	*	50%	33%	48%	*
	2022	48%	56%	**49%**	-	49%	-	-	-	-	-	20%	*	50%	44%	48%	71%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	43%	**32%**	*	31%	*	*	-	-	*	17%	*	32%	28%	32%	33%
	2022	34%	39%	**28%**	-	28%	*	*	-	-	-	15%	*	28%	29%	26%	29%
Reading and Mathematics Including EOC	2023	39%	43%	**32%**	*	31%	*	*	-	-	*	17%	*	32%	28%	32%	33%
	2022	36%	39%	**28%**	-	28%	*	*	-	-	-	15%	*	28%	29%	26%	29%
Reading Including EOC	2023	53%	58%	**40%**	*	40%	*	*	-	-	*	23%	*	40%	44%	40%	38%
	2022	53%	57%	**48%**	-	48%	*	*	-	-	-	19%	*	49%	42%	46%	64%
Math Including EOC	2023	47%	52%	**46%**	*	46%	*	*	-	-	*	27%	*	47%	41%	46%	54%
	2022	43%	49%	**36%**	-	35%	*	*	-	-	-	22%	*	36%	33%	34%	50%

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	62%	**52%**	-	51%	*	-	-	-	-	28%	-	50%	60%	52%	70%
Grade 4 Mathematics	2023	63%	76%	**73%**	-	72%	*	-	-	-	-	44%	-	72%	75%	73%	70%
Grade 5 ELA/Reading	2023	65%	58%	**40%**	-	40%	-	-	-	-	-	56%	*	40%	33%	40%	*
Grade 5 Mathematics	2023	71%	76%	**83%**	-	83%	-	-	-	-	-	78%	*	81%	100%	83%	*
All Grades Both Subjects	2023	64%	67%	**62%**	-	62%	*	-	-	-	-	51%	*	61%	67%	62%	69%
All Grades ELA/Reading	2023	63%	64%	**46%**	-	45%	*	-	-	-	-	42%	*	45%	50%	46%	61%
All Grades Mathematics	2023	66%	70%	**78%**	-	78%	*	-	-	-	-	61%	*	77%	84%	78%	78%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	63%	*	-	*	-	-	-	-	-	*	-	*	-	*	-
Grade 4 Mathematics	2023	27%	50%	**38%**	-	38%	-	-	-	-	-	*	-	36%	*	38%	*
Grade 5 ELA/Reading	2023	37%	20%	**9%**	-	9%	-	-	-	-	-	0%	-	11%	*	9%	-
Grade 5 Mathematics	2023	48%	58%	**47%**	-	47%	-	-	-	-	-	67%	-	40%	*	47%	-
All Grades Both Subjects	2023	38%	51%	**34%**	-	34%	-	-	-	-	-	27%	-	31%	50%	34%	*
All Grades ELA/Reading	2023	35%	48%	**13%**	-	13%	-	-	-	-	-	0%	-	15%	*	13%	-
All Grades Mathematics	2023	40%	55%	**44%**	-	44%	-	-	-	-	-	50%	-	38%	67%	44%	*

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
									STAAR Performance Rate by Subject and Performance Level									
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	83%	**77%**	-	-	-	-	-	-	73%	-	73%	-	*	77%	75%	-
	2022	74%	81%	**77%**	-	-	-	-	-	-	91%	-	91%	-	-	75%	91%	*
At Meets Grade Level or Above	2023	49%	53%	**42%**	-	-	-	-	-	-	44%	-	44%	-	*	41%	46%	-
	2022	48%	50%	**43%**	-	-	-	-	-	-	53%	-	53%	-	-	41%	53%	*
At Masters Grade Level	2023	20%	20%	**17%**	-	-	-	-	-	-	17%	-	17%	-	*	17%	19%	-
	2022	23%	22%	**22%**	-	-	-	-	-	-	25%	-	25%	-	-	21%	25%	*
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	84%	**78%**	-	-	-	-	-	-	68%	-	68%	-	*	80%	71%	-
	2022	75%	80%	**80%**	-	-	-	-	-	-	92%	-	92%	-	-	78%	92%	*
At Meets Grade Level or Above	2023	53%	57%	**40%**	-	-	-	-	-	-	36%	-	36%	-	*	41%	38%	-
	2022	53%	55%	**47%**	-	-	-	-	-	-	62%	-	62%	-	-	45%	62%	*
At Masters Grade Level	2023	20%	21%	**19%**	-	-	-	-	-	-	18%	-	18%	-	*	18%	21%	-
	2022	25%	24%	**28%**	-	-	-	-	-	-	31%	-	31%	-	-	26%	31%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	83%	**77%**	-	-	-	-	-	-	82%	-	82%	-	*	76%	83%	-
	2022	72%	82%	**73%**	-	-	-	-	-	-	92%	-	92%	-	-	70%	92%	*
At Meets Grade Level or Above	2023	45%	53%	**46%**	-	-	-	-	-	-	50%	-	50%	-	*	44%	54%	-
	2022	42%	50%	**35%**	-	-	-	-	-	-	46%	-	46%	-	-	34%	46%	*
At Masters Grade Level	2023	19%	22%	**19%**	-	-	-	-	-	-	14%	-	14%	-	*	19%	17%	-
	2022	20%	24%	**17%**	-	-	-	-	-	-	15%	-	15%	-	-	17%	15%	*
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	83%	**69%**	-	-	-	-	-	-	*	-	*	-	-	70%	*	-
	2022	76%	82%	**79%**	-	-	-	-	-	-	83%	-	83%	-	-	77%	83%	*
At Meets Grade Level or Above	2023	47%	50%	**35%**	-	-	-	-	-	-	*	-	*	-	-	34%	*	-
	2022	47%	47%	**51%**	-	-	-	-	-	-	50%	-	50%	-	-	49%	50%	*
At Masters Grade Level	2023	18%	12%	**8%**	-	-	-	-	-	-	*	-	*	-	-	7%	*	-
	2022	21%	19%	**21%**	-	-	-	-	-	-	33%	-	33%	-	-	19%	33%	*
									School Progress - Annual Growth									
All Grades Both Subjects	2023	64%	67%	**62%**	-	-	-	-	-	-	69%	-	69%	-	-	61%	69%	-
All Grades ELA/Reading	2023	63%	64%	**46%**	-	-	-	-	-	-	61%	-	61%	-	-	44%	61%	-
All Grades Mathematics	2023	66%	70%	**78%**	-	-	-	-	-	-	78%	-	78%	-	-	78%	78%	-
									School Progress - Accelerated Learning									
All Grades Both Subjects	2023	38%	51%	**34%**	-	-	-	-	-	-	*	-	*	-	-	35%	*	-

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2023	35%	48%	**13%**	-	-	-	-	-	-	-	-	-	-	-	13%	-	-
All Grades Mathematics	2023	40%	55%	**44%**	-	-	-	-	-	-	*	-	*	-	-	45%	*	-

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	*	99%	*	*	-	-	*	99%	*	99%	100%	100%	100%
Included in Accountability	93%	94%	**94%**	*	94%	*	*	-	-	*	89%	*	96%	86%	95%	100%
Not Included in Accountability: Mobile	4%	4%	**5%**	*	5%	*	*	-	-	*	10%	*	3%	14%	5%	0%
Not Included in Accountability: Other Exclusions	2%	1%	**0%**	*	0%	*	*	-	-	*	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	*	1%	*	*	-	-	*	1%	*	1%	0%	1%	0%
Absent	1%	1%	**0%**	*	1%	*	*	-	-	*	1%	*	1%	0%	1%	0%
Other	0%	0%	**0%**	*	0%	*	*	-	-	*	0%	*	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	*	100%	*	*	-	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	92%	94%	**95%**	*	95%	*	*	-	-	*	91%	*	97%	86%	95%	100%
Not Included in Accountability: Mobile	4%	4%	**5%**	*	5%	*	*	-	-	*	9%	*	3%	14%	5%	0%
Not Included in Accountability: Other Exclusions	3%	1%	**0%**	*	0%	*	*	-	-	*	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	*	0%	*	*	-	-	*	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	*	0%	*	*	-	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	*	*	-	-	*	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	**99%**	*	99%	*	*	-	-	*	97%	*	99%	100%	99%	100%
Included in Accountability	94%	94%	**94%**	*	94%	*	*	-	-	*	88%	*	96%	86%	94%	100%
Not Included in Accountability: Mobile	5%	4%	**5%**	*	5%	*	*	-	-	*	9%	*	3%	14%	5%	0%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	*	0%	*	*	-	-	*	0%	*	0%	0%	0%	0%
Not Tested	1%	2%	**1%**	*	1%	*	*	-	-	*	3%	*	1%	0%	1%	0%
Absent	1%	2%	**1%**	*	1%	*	*	-	-	*	3%	*	1%	0%	1%	0%
Other	0%	0%	**0%**	*	0%	*	*	-	-	*	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	99%	100%	**100%**	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	*
Included in Accountability	93%	95%	**94%**	-	94%	-	-	-	-	-	82%	*	95%	86%	96%	*
Not Included in Accountability: Mobile	4%	4%	**6%**	-	6%	-	-	-	-	-	18%	*	5%	14%	4%	*
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	*
Not Tested	1%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	*

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	*
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	*
					2022 STAAR Participation (All Grades)											
All Tests																
Assessment Participant	99%	98%	**100%**	-	100%	*	*	-	-	-	99%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	**93%**	-	93%	*	*	-	-	-	91%	100%	100%	67%	94%	78%
Not Included in Accountability: Mobile	5%	4%	**7%**	-	6%	*	*	-	-	-	7%	0%	0%	33%	6%	22%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	-	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%
Not Tested	1%	2%	**0%**	-	0%	*	*	-	-	-	1%	0%	0%	0%	0%	0%
Absent	1%	2%	**0%**	-	0%	*	*	-	-	-	1%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	*	*	-	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	98%	**99%**	-	99%	*	*	-	-	-	97%	*	99%	100%	99%	100%
Included in Accountability	92%	93%	**93%**	-	94%	*	*	-	-	-	90%	*	99%	69%	94%	78%
Not Included in Accountability: Mobile	5%	4%	**6%**	-	6%	*	*	-	-	-	7%	*	0%	31%	5%	22%
Not Included in Accountability: Other Exclusions	2%	0%	**0%**	-	0%	*	*	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	1%	2%	**1%**	-	1%	*	*	-	-	-	3%	*	1%	0%	1%	0%
Absent	1%	2%	**1%**	-	1%	*	*	-	-	-	3%	*	1%	0%	1%	0%
Other	0%	0%	**0%**	-	0%	*	*	-	-	-	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	98%	**100%**	-	100%	*	*	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	93%	**94%**	-	94%	*	*	-	-	-	93%	*	100%	69%	95%	78%
Not Included in Accountability: Mobile	5%	5%	**6%**	-	6%	*	*	-	-	-	7%	*	0%	31%	5%	22%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	-	0%	*	*	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	1%	2%	**0%**	-	0%	*	*	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	2%	**0%**	-	0%	*	*	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	*	*	-	-	-	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	98%	98%	**100%**	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	93%	**90%**	-	91%	-	-	-	-	-	91%	*	100%	56%	91%	78%
Not Included in Accountability: Mobile	4%	5%	**10%**	-	9%	-	-	-	-	-	9%	*	0%	44%	9%	22%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	2%	2%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	2%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	87.0%	**88.3%**	*	88.2%	*	*	-	-	*	86.2%	88.3%	92.1%
2020-21	95.0%	94.4%	**88.1%**	*	88.0%	*	-	*	-	*	89.6%	87.6%	91.9%
Chronic Absenteeism													
2021-22	25.7%	49.6%	**46.0%**	*	46.4%	*	*	-	-	*	44.2%	45.6%	34.2%
2020-21	15.0%	15.8%	**29.1%**	*	29.5%	*	-	*	-	*	30.2%	30.1%	19.5%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.7%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	89.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	9.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	1.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	89.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	98.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	98.0%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	4.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	95.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	4.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	5.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	94.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	88.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	88.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	8.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	84.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	92.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	2.2%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	5.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	92.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	87.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)													
2021-22	86.0%	94.9%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	92.1%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	137	368,686
By Ethnicity:				
African American	-	-	1	45,227
Hispanic	-	-	135	191,125
White	-	-	1	103,171
American Indian	-	-	0	1,159
Asian	-	-	0	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	0	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	7	51,023
Foundation H.S. Program (Endorsement)	-	-	3	14,179
Foundation H.S. Program (DLA)	-	-	127	302,917
Special Education Graduates	-	-	14	32,447
Economically Disadvantaged Graduates	-	-	111	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	4	40,398
At-Risk Graduates	-	-	77	159,689
CTE Completers	-	-	66	107,502

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Student Information	Membership				Enrollment			
	Campus				Campus			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	450	100.0%	2,016	5,504,150	450	100.0%	2,018	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.5%
Pre-Kindergarten	79	17.6%	8.4%	4.4%	79	17.6%	8.4%	4.4%
Pre-Kindergarten: 3-year Old	33	7.3%	3.0%	0.7%	33	7.3%	3.0%	0.7%
Pre-Kindergarten: 4-year Old	46	10.2%	5.4%	3.7%	46	10.2%	5.4%	3.7%
Kindergarten	68	15.1%	7.5%	6.7%	68	15.1%	7.5%	6.7%
Grade 1	63	14.0%	8.3%	7.2%	63	14.0%	8.3%	7.2%
Grade 2	66	14.7%	6.4%	7.2%	66	14.7%	6.4%	7.2%
Grade 3	66	14.7%	7.1%	7.2%	66	14.7%	7.1%	7.1%
Grade 4	58	12.9%	7.2%	7.2%	58	12.9%	7.2%	7.1%
Grade 5	50	11.1%	6.1%	7.2%	50	11.1%	6.0%	7.2%
Grade 6	0	0.0%	7.6%	7.3%	0	0.0%	7.6%	7.2%
Grade 7	0	0.0%	6.6%	7.4%	0	0.0%	6.6%	7.4%
Grade 8	0	0.0%	6.9%	7.7%	0	0.0%	6.9%	7.7%
Grade 9	0	0.0%	7.6%	8.7%	0	0.0%	7.6%	8.7%
Grade 10	0	0.0%	7.3%	7.9%	0	0.0%	7.4%	7.9%
Grade 11	0	0.0%	5.9%	7.0%	0	0.0%	5.9%	7.0%
Grade 12	0	0.0%	7.0%	6.6%	0	0.0%	7.1%	6.6%
Ethnic Distribution:								
African American	1	0.2%	0.1%	12.8%	1	0.2%	0.1%	12.8%
Hispanic	433	96.2%	97.5%	53.0%	433	96.2%	97.5%	52.9%
White	10	2.2%	1.7%	25.6%	10	2.2%	1.7%	25.7%
American Indian	3	0.7%	0.3%	0.3%	3	0.7%	0.3%	0.3%
Asian	0	0.0%	0.1%	5.1%	0	0.0%	0.1%	5.1%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	3	0.7%	0.2%	3.0%	3	0.7%	0.2%	3.0%
Sex:								
Female	216	48.0%	47.5%	48.8%	216	48.0%	47.5%	48.8%
Male	234	52.0%	52.5%	51.2%	234	52.0%	52.5%	51.2%
Economically Disadvantaged	445	98.9%	89.2%	62.1%	445	98.9%	89.2%	62.0%
Non-Educationally Disadvantaged	5	1.1%	10.8%	37.9%	5	1.1%	10.8%	38.0%
Section 504 Students	7	1.6%	4.2%	7.4%	7	1.6%	4.2%	7.4%
EB Students/EL	51	11.3%	7.7%	23.1%	51	11.3%	7.7%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	0.9%	1.5%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	10	2.2%	2.8%	5.5%	10	2.2%	2.8%	5.5%
Foster Care	0	0.0%	0.2%	0.2%	0	0.0%	0.2%	0.2%
Homeless	19	4.2%	2.4%	1.3%	19	4.2%	2.4%	1.3%
Immigrant	2	0.4%	0.5%	2.2%	2	0.4%	0.5%	2.2%
Migrant	34	7.6%	8.6%	0.3%	34	7.6%	8.6%	0.3%
Title I	450	100.0%	100.0%	64.6%	450	100.0%	100.0%	64.6%
Military Connected	3	0.7%	0.7%	3.6%	3	0.7%	0.7%	3.6%
At-Risk	283	62.9%	55.4%	53.3%	283	62.9%	55.4%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	46	10.2%	7.0%	23.2%	46	10.2%	7.0%	23.2%
Career and Technical Education	0	0.0%	24.7%	26.5%	0	0.0%	24.6%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	79.9%	72.3%	0	-	79.6%	72.2%
Gifted and Talented Education	21	4.7%	8.6%	8.2%	21	4.7%	8.6%	8.2%
Special Education	60	13.3%	15.8%	12.6%	60	13.3%	15.8%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	60							
By Type of Primary Disability Students with Intellectual Disabilities	28	46.7%	57.4%	44.1%				
Students with Physical Disabilities	21	35.0%	17.6%	20.0%				
Students with Autism	*	*	9.7%	15.5%				
Students with Behavioral Disabilities	6	10.0%	13.5%	18.8%				
Students with Non-Categorical Early Childhood	*	*	1.9%	1.6%				
Mobility (2021-22):								
Total Mobile Students	64	18.7%	15.0%	16.8%				
By Ethnicity: African American	0	0.0%	0.1%	3.3%				
Hispanic	62	18.1%	14.5%	8.7%				
White	1	0.3%	0.4%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.3%	0.1%	0.6%				
Count and Percent of Special Ed Students who are Mobile	8	15.4%	14.4%	18.6%				
Count and Percent of EB Students/EL who are Mobile	9	23.7%	20.8%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	57	17.4%	15.1%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	44	12.2%	10.9%	18.1%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	10.2%	8.1%	1.5%	0.0%	0.0%	4.5%
Grade 1	10.9%	9.8%	2.5%	16.7%	5.9%	3.6%
Grade 2	7.3%	4.2%	1.6%	10.0%	3.7%	2.0%
Grade 3	8.2%	5.6%	0.8%	0.0%	0.0%	0.9%
Grade 4	0.0%	1.0%	0.5%	10.0%	4.5%	0.5%
Grade 5	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 6	-	0.8%	0.3%	-	0.0%	0.4%
Grade 7	-	0.9%	0.4%	-	0.0%	0.5%
Grade 8	-	0.0%	0.4%	-	0.0%	0.5%
Grade 9	-	9.5%	8.7%	-	13.8%	12.6%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	22.5	20.8	18.7
Grade 1	16.8	18.1	19.1
Grade 2	21.1	21.1	19.1
Grade 3	22.0	20.0	19.3
Grade 4	12.4	18.0	19.4
Grade 5	16.0	16.2	20.8
Grade 6	-	23.2	19.2
Secondary:			
English/Language Arts	-	11.3	16.2
Foreign Languages	-	15.9	18.8
Mathematics	-	9.0	17.5
Science	-	9.8	18.5
Social Studies	-	9.9	18.9

	--------- Campus ---------			
Staff Information	Count/Average	Percent	District	State
Total Staff	48.3	100.0%	100.0%	100.0%
Professional Staff:	32.8	67.9%	53.8%	64.1%
Teachers	27.0	55.9%	42.3%	48.7%
Professional Support	3.8	7.9%	7.2%	10.9%
Campus Administration (School Leadership)	2.0	4.1%	2.9%	3.3%
Educational Aides:	15.5	32.1%	15.4%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	2.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	1.0	n/a	6.0	13,815.0
Part-time Counselors	1.0	n/a	4.0	1,240.0
Total Minority Staff:	46.3	95.8%	91.8%	53.2%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.0%	11.8%
Hispanic	25.0	92.6%	87.7%	29.6%
White	2.0	7.4%	12.3%	54.9%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.2%
Teachers by Sex:				
Males	5.0	18.5%	33.7%	24.4%
Females	22.0	81.5%	66.3%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.4%	2.0%
Bachelors	24.0	88.9%	84.0%	72.2%
Masters	3.0	11.1%	14.6%	25.0%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.0	3.7%	6.8%	9.7%
1-5 Years Experience	8.0	29.6%	21.2%	26.3%
6-10 Years Experience	5.0	18.5%	17.3%	20.5%
11-20 Years Experience	8.0	29.6%	26.7%	27.2%
21-30 Years Experience	4.0	14.8%	20.5%	13.3%
Over 30 Years Experience	1.0	3.7%	7.5%	2.9%

Staff Information	--------- Campus ---------		District	State
	Count/Average	Percent	District	State
Number of Students per Teacher	16.7	n/a	13.8	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	10.0	6.1
Average Years Experience of Principals with District	2.0	7.3	5.3
Average Years Experience of Assistant Principals	2.0	8.4	5.2
Average Years Experience of Assistant Principals with District	2.0	4.8	4.4
Average Years Experience of Teachers:	11.9	13.7	11.0
Average Years Experience of Teachers with District:	8.6	10.1	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$50,400	$48,640	$53,300
1-5 Years Experience	$51,388	$55,503	$56,516
6-10 Years Experience	$53,388	$53,008	$59,732
11-20 Years Experience	$56,422	$56,256	$63,389
21-30 Years Experience	$62,658	$62,448	$67,876
Over 30 Years Experience	$66,140	$68,450	$72,560
Average Actual Salaries (regular duties only):			
Teachers	$55,429	$57,195	$60,717
Professional Support	$53,926	$68,147	$72,022
Campus Administration (School Leadership)	$77,107	$85,023	$85,167
Instructional Staff Percent:	n/a	61.0%	65.1%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

Program Information	----- Campus -----		District	State
	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	8.8	32.8%	11.7%	5.9%
Career and Technical Education	0.0	0.0%	5.8%	5.4%
Compensatory Education	0.0	0.0%	0.0%	3.2%
Gifted and Talented Education	0.0	0.0%	3.4%	1.7%
Regular Education	16.0	59.4%	67.4%	70.6%
Special Education	2.1	7.9%	11.6%	9.7%
Other	0.0	0.0%	0.0%	3.5%

- Indicates there is no data for the item.

* Indicates results are masked due to small numbers.

** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.

n/a Indicates data reporting is not applicable for this group.

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2021-22 Financial Actual Report
   (To open link in a new window, press the "Ctrl" key and click on the link.)