

Carrollton-Farmers Branch Independent School District

Newman Smith High School

2025-2026 Campus Improvement Plan



Mission Statement

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

Vision

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

Value Statement

CFBISD BELIEVES IN...

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

Motto

High Expectations for ALL

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	6
Student Learning	10
School Processes & Programs	13
Perceptions	16
Priority Problem Statements	18
Comprehensive Needs Assessment Data Documentation	19
Guiding Objectives	21
Guiding Objective 1: Optimize Engaging and Diverse Learning	21
Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs	31
Guiding Objective 3: Optimize Community Engagement	33
Guiding Objective 4: Optimize Social and Emotional Health of all students	37
Guiding Objective 5: Optimize All Available Resources	40
State Compensatory	45
Budget for Newman Smith High School	45
Title I	46
1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)	46
1.1: Description of CNA Process	46
1.2: Location for Evidence of Multiple Meetings Held	46
2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)	46
2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)	46
2.2: Stakeholders 1114(b)(2)	46
2.3: Description of Plan Availability, Format, and Language 1114(b)(4)	46
2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)	46
2.5: Statutorily Required Descriptions 1114(b)(7)(A)	46
3. Evaluation of Program Effectiveness ESSA Section 114(b)(3)	47
3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation	47
Title I Personnel	48
Campus Funding Summary	49
Policies, Procedures, and Requirements	50

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

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

Demographics:

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

Academic Scores:

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

Scholar Engagement:

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

Community Perceptions:

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

Strategies and Interventions:

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

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

Demographics

Demographics Summary

Established in 1975, we are a suburban school outside of Dallas, TX . At Newman Smith, every day we celebrate our school's pursuit of excellence. We provide News Day with Dr. J daily to disseminate campus information to all scholars, staff, and the community. We also have a social media presence for staff, parents, and the community. We continue to offer virtual coffee with the principal to serve our highly diverse population.

In regards to campus diversity, we are a campus with 62% Hispanic , 22% African American, 7% White, 5% Asian, and 4% American Indian, Pacific Islander, or Two or More Races scholars. 51% of Newman Smith scholars are male and 49% are female. 71% of Smith's scholars are Economically disadvantaged and 57% are Emergent Bilingual. 16% of scholars have been in U.S. schools three years or less. Our scholar to teacher ratio is 16.2 , and the number of scholars: 1,988. We are increasing our level of diverse teaching population in an increasingly diverse scholar population with high levels of economically disadvantaged and emergent bilingual scholars.

We are a campus that recognizes we serve an approximately 57% Emergent Bilingual (EB) population and has worked with the Seidlitz Corporation and Solution Tree to train our teachers in research based practices to help improve EB performance. The faculty seeks to help each scholar achieve their highest potential. Emerging Bilingual scholars face unique challenges specific to learning English, high poverty, and learning a completely foreign culture. Our faculty recognizes that improving the educational outcomes for Emergent Bilinguals is critical to our success.

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

According to MAP data, we are a campus with 48% of scholars reading below a high school reading level. We are committed to encouraging scholars and teachers to use the Science of Reading to improve reading performance. We provide opportunities for scholars to explore their literary interests and provide opportunities for exposure to a vast array of literary pieces and genres.

We are a campus committed to supporting all scholars to be college, career, or military-ready without remediation (just like our mission states). We use our advisory period to present grade-level appropriate information during the school year. Advisory is unique to each grade level. We

have a team of 6 counselors, one CCMR dean, and one administrator that works together to plan and develop strategies to assist our scholars in completing the tasks associated with college readiness: TSIA2 testing, Texas College Bridge, and FAFSA applications, and DCP steps. Our CCMR committee meets with various stakeholders monthly.

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

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

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

Demographics Strengths

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

We have a pocket of strength in our teaching population - many of our teachers are within the first five years of teaching or are adjunct teachers.

We serve 1,770 scholars in the CTE department: 5.67% Asian, 20.4% Black, Hispanic 62.38%, White 7.5 %, two or more 3.3%. Over 1,371 scholars received their IBC. This is continued huge growth for the IBC's on our campus.

Our most recent CCMR data shows a great increase in Industry Based Certifications were up from 10.6% (2021-2022) to 20.3% from TAPR (2023-2024). 66.4% of our scholars were CCMR an increase up from 55.1% of the annual graduates were CCMR. Out of that percentage, 46.6% were African American, 69.3% Hispanic, 74.4% White, 83.3% Asian.

Additionally Smith's CCMR data shows scholars with a completed IEP and Workforce Readiness was 1.0% on the 2023-2024 TAPR.

Smith's graduation rate for 2023 (the most recent data) is 90.3%, which is equal to the state percentage of 90.3%.

Our counselors work within a system that focuses on seniors and the graduation rate.

Scholar athletes come to us with athletic potential. Scholars are invested in the eligibility mindset and passing classes. We have the highest eligibility rate in the district. The overall culture has improved under the new head coach. The character expectation is transferred to the classroom. There has been a dramatic change in the behavior of our scholar-athletes. 49% of scholars are involved in athletics. 56% of our scholars are involved in fine arts. We need to increase the percentage of scholars in our athletics programs.

We have seen improvement due to our discipline program. We are committed to having a safe campus for scholars and teachers. We have seen a shift in our alternative placements from fighting to under the influence of drugs. We recognize that our building is not a grid which makes safety more difficult to put effective systems into place. Our numbers of violent incidents are on the decline and our security officers know our scholars by name and by need.

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

Newman Smith is in its fourth year of CTE programs of study. Certifications are on the rise. CTE is trending positively, gaining scholars and teachers. We serve 1,770 (94%) scholars in the CTE department: 5.67% Asian, 20.4% Black, Hispanic 62.38%, White 7.5 %, two or more 3.3%. Over 450 scholars received their Industry Based Certifications for a total of 1,371 over the last four years.

Attendance rate in 2023-2024 was 90.0% up from 87.1%, an increase of 2.9%.

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

Our most recent data from TAPR (2023-2024) showed that 49.9% of the annual graduates were college-ready.

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

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Problem Statement: Scholars at Newman Smith (majority-minority campus) are under-performing on the state assessments - End-of-Course Exams , National Assessments- MAP, and college entrance testing.

Root Cause: High number of Emergent Bilinguals including 16% of Emergent Bilinguals having been in US schools three years or less (10% of the total scholar population), high absenteeism, and low scholar engagement due to having to work to support families. Families do not understand laws about compulsory education. Lack of language acquisition; lack of cultural context.

Problem Statement 2 (Prioritized): Scholar engagement shows a lack of connection to the learning environment. Although there is a presence of scholar apathy, the solution is to address teacher-scholar relationship building and increase research-proven teaching strategies.

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

Student Learning

Student Learning Summary

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

EOC Data Preliminary Spring 2025 -Results

Spring Admin	Algebra 1 EOC (Accountability Subset)					
	% Approaches +		% Meets +		% Masters	
	2024	2025	2024	2025	2024	2025
District	82%	74%	47%	46%	27%	27%
Smith	76%	69%	31%	34%	13%	14%
Spring Admin	Biology EOC (Accountability Subset)					
	% Approaches +		% Meets +		% Masters	
	2024	2025	2024	2025	2024	2025
District	91%	90%	58%	59%	19%	18%
Smith	85%	82%	43%	48%	11%	13%
Spring Admin	English I EOC (Accountability Subset)					
	% Approaches +		% Meets +		% Masters	
	2024	2025	2024	2025	2024	2025
District	67%	60%	52%	44%	16%	12%

Spring Admin	Algebra 1 EOC (Accountability Subset)					
	% Approaches +		% Meets +		% Masters	
Smith	56%	52%	40%	36%	9%	10%
Spring Admin	English II EOC (Accountability Subset)					
	% Approaches +		% Meets +		% Masters	
	2024	2025	2024	2025	2024	2025
District	71%	66%	59%	51%	8%	7%
Smith	60%	54%	46%	39%	5%	1%
Spring Admin	Algebra 1 EOC (Accountability Subset)					
	% Approaches +		% Meets +		% Masters	
	2024	2025	2024	2025	2024	2025
District	96%	93%	68%	65%	34%	34%
Smith	96%	88%	63%	52%	27%	24%

Student Learning Strengths

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

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

1, 1,770 scholars are enrolled in CTE courses (94%). We believe our NAF Academy of Innovation is a hidden gem in CFB.

Problem Statements Identifying Student Learning Needs

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Problem Statement 2 (Prioritized): Scholar engagement shows a lack of connection to the learning environment. Although there is a presence of scholar apathy, the solution is to address teacher-scholar relationship building and increase research-proven teaching strategies.

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

School Processes & Programs

School Processes & Programs Summary

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

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

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

School Processes & Programs Strengths

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

1. Well-established Programs: All our programs are firmly established, ensuring a solid foundation for delivering quality education across various disciplines.
2. Competent Teacher Leaders: Our TIL (Texas Instructional Leadership) team consists of highly competent and experienced teacher leaders. They

- play a pivotal role in guiding and supporting their colleagues in implementing effective instructional practices.
3. **Abundance of Curricular Choices and Material Goods:** We take pride in offering a wide range of curricular choices and ample material goods that support the delivery of our curriculum. This ensures that our teachers have access to the resources necessary to create engaging and comprehensive learning experiences.
 4. **Access to Curricular Resources:** Most departments in our school have access to a variety of curricular resources, enabling them to develop and implement well-rounded instructional plans. While there may be some gaps in access, such as in Career and Technical Education (CTE) and Languages Other Than English (LOTE), we are actively working to address and improve these areas.
 5. **Instructional Expertise Shared Among Administrative Staff:** Our command structure emphasizes the importance of instructional expertise, which is shared among our administrative staff. This collaborative approach ensures that instructional decisions and guidance come from individuals who possess a deep understanding of effective teaching practices.
 6. The implementation of various communication processes, including daily YouTube announcements (Newsday with Dr. J.), teacher huddles, advisory classes, and school newsletters, has significantly enhanced campus culture and increased participation in various activities.

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The existing instructional practices and curricula fail to demonstrate satisfactory results on standardized testing and do not effectively engage scholars.

Root Cause: The root cause of this problem statement could be attributed to the ineffective design and implementation of instructional practices for our changing demographics, which leads to unsatisfactory performance on standardized testing and a lack of scholar engagement.

Problem Statement 2 (Prioritized): Problem Statement: Scholars at Newman Smith (majority-minority campus) are under-performing on the state assessments - End-of-Course Exams, National Assessments- MAP, and college entrance testing.

Root Cause: High number of Emergent Bilinguals including 16% of Emergent Bilinguals having been in US schools three years or less (10% of the total scholar population), high absenteeism, and low scholar engagement due to having to work to support families. Families do not understand laws about compulsory education. Lack of language acquisition; lack of cultural context.

Problem Statement 3 (Prioritized): Scholar engagement shows a lack of connection to the learning environment. Although there is a presence of scholar apathy, the solution is to address teacher-scholar relationship building and increase research-proven teaching strategies.

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

Perceptions

Perceptions Summary

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

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

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

Perceptions Strengths

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

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

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

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

Our daily PLC led by our TIL (Trojan Instructional Leadership) team trains campus content teams daily to shift the focus from teaching to learning. 61% of teachers say they play an active role in shaping school policies. 98% of teachers understand their role in achieving the vision and mission of Newman Smith High School.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The perception problem at our school is that low achieving scores are erroneously associated with having bad scholars, ineffective teachers, and a lack of safety. This perception undermines the school's reputation and fails to provide an accurate representation of the school's overall performance and the efforts of its stakeholders. Addressing this problem is essential to ensure a fair assessment.

Root Cause: The root cause of the perception problem at the school, where low achieving scores are mistakenly linked to bad scholars, ineffective teachers, and low safety, can be attributed to several factors: Misinterpretation of data: The reliance on low achieving scores as the sole metric for assessing the school's performance can lead to a narrow understanding of academic capabilities. Focusing solely on

Problem Statement 2 (Prioritized): Problem Statement: Scholars at Newman Smith (majority-minority campus) are under-performing on the state assessments - End-of-Course Exams , National Assessments- MAP, and college entrance testing.

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

Priority Problem Statements

Problem Statement 1: Problem Statement: Scholars at Newman Smith (majority-minority campus) are under-performing on the state assessments - End-of-Course Exams , National Assessments- MAP, and college entrance testing.

Root Cause 1: High number of Emergent Bilinguals including 16% of Emergent Bilinguals having been in US schools three years or less (10% of the total scholar population), high absenteeism, and low scholar engagement due to having to work to support families. Families do not understand laws about compulsory education. Lack of language acquisition; lack of cultural context.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 2:

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

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

Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

- gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Guiding Objectives

Revised/Approved: July 14, 2025

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: Newman Smith will increase the percentage of scholars from 36% to 50% meeting growth measures from Beginning of Year to End of Year assessments on the Reading MAP.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: Map Data

EOC Data

SAT Data

Evidence:

Dyslexia

Special Ed

GT

By Ethnicity

By Cohort

By Grade

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a school-wide reading comprehension focus: Develop or adopt a research-based reading program that provides a structured approach to reading instruction for scholars (focusing on EB). The program should incorporate strategies for phonics, explicit vocabulary instruction and development, comprehension skills, and fluency. Incorporate Seidlitz and AVID strategies. We will add book talks to our daily announcements as well as incentivize class reading competitions.</p> <p>Strategy's Expected Result/Impact: A 5% gain in scholars reading at or above grade level according to MAP and EOC.</p> <p>Staff Responsible for Monitoring: Administration and the TIL TEAM</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide targeted interventions: Offer targeted interventions for scholars who are reading below grade level. These interventions may include small group instruction (TIE TIME), one-on-one tutoring, sheltered instruction, aggressive monitoring, or specialized reading programs tailored to individual scholar needs.</p> <p>Strategy's Expected Result/Impact: 5% gain in scholar achievement across all contents.</p> <p>Staff Responsible for Monitoring: Administration and TIL team</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue to utilize proven research-based strategies such as Seidlitz Strategies, AVID Strategies, and Solution Tree PLC to improve scholar engagement across all contents. Continue to utilize proven strategies such as Seidlitz Strategies, AVID Strategies, and Solution Tree PLC to improve scholar engagement across all contents. In addition, provide campus teachers with resources and professional development to support the implementation of reading comprehension strategies on a weekly basis.</p> <p>Strategy's Expected Result/Impact: 5% gain in scholar achievement across all contents.</p> <p>Staff Responsible for Monitoring: Administration and TIL team.</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide supplemental programs and services including: state assessment remediation, EOC interventions, Core-Subject Small Group Instruction, Emergent Bilingual Support, Credit Recovery Labs, and the use of AVID strategies.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement on state and local assessments</p> <p>Staff Responsible for Monitoring: Administration, TIL Team, and Instructional Staff</p> <p>Funding Sources: Supplemental intervention and resources to support at-risk students - 199-SCE State Comp Ed (SCE) - \$416,000, Title I Instructional Staff - 211 Title I - 211-13-6119-00-002-30-000 - \$86,104, Parent and Family Engagement Resources/Materials - 211 Title I - 211-61-6399-00-002-30-000 - \$1,680, Tutorials - Extra Duty - 211 Title I - 211-11-6117-00-002-30-000 - \$2,637</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By the end of the 25-26 academic year, Newman Smith will increase our College and Career Readiness (CCMR) percentages from 97.8% to 99% through a comprehensive program that emphasizes student attainment of industry-based certifications and meeting college-ready criteria.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: Evidence:

- Associate Degree
- College Ready based on HB3 criteria
- TSI met based on HB3 criteria
- Career Ready on HB3 criteria (Level 1 or II Career and Technical Education certificate or Industry Based Certification)

- TAPR
- Texas College Bridge Completion
- TSIA 2.0
- Industry Based Certification
- AP participation and achievement
- SAT/PSAT

Strategy 1 Details	Reviews			
<p>Strategy 1: Scholars will complete Stage 1 and Stage 2 of the Texas College Bridge programs in their Senior level Math and English courses.</p> <p>Strategy's Expected Result/Impact: A 5% increase in our CCMR rating.</p> <p>Staff Responsible for Monitoring: Administration, ELA and Math teachers.</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: By 2026, students will increase in the percentage of emergent bilingual students advancing at least one TELPAS proficiency level

High Priority

Evaluation Data Sources: Credits earned in PLATO, EOC scores, Number of scholars able to graduate during summer

This goal should also help increase the percentage of scholars reading at or above grade level by 5%, across all grade levels.

This goal aims to enhance students' reading abilities and ensure that they are performing at or above their grade level expectations. It sets a specific target to measure progress and provides a clear outcome to strive for.

Strategy 1 Details	Reviews			
<p>Strategy 1: Hire a Title I Paraprofessional to assist in EOC courses with Newcomer scholars. Memo: I am requesting approval to utilize federal funds to hire a paraprofessional aide to support the growing number of newcomer scholars at Newman Smith High School. As our newcomer population continues to increase, it is essential to ensure that these scholars receive the appropriate support to succeed academically and socially in their new environment.</p> <p>Over the past two years, our high school has seen a significant rise in the number of newcomer scholars, many of whom are English Language Learners (ELLs) with varying levels of proficiency in English. These scholars often face unique challenges, including language barriers, cultural adjustments, and academic gaps. Without adequate support, these challenges can hinder their ability to thrive in the classroom and beyond.</p> <p>A paraprofessional aide dedicated to supporting our newcomer scholars would provide the following benefits:</p> <p>Individualized Assistance: The aide would offer targeted support to scholars who need help with language acquisition, comprehension, and other academic needs.</p> <p>Cultural Transition Support: The aide can assist in helping scholars acclimate to the new school culture, providing them with a smoother transition into the academic environment.</p> <p>Teacher Support: The aide would also support classroom teachers by providing additional resources to address the diverse needs of newcomer scholars, allowing teachers to focus on delivering quality instruction to all scholars.</p> <p>I propose that Newman Smith High School allocates \$21, 120.00 (our campus Title 1 Budget) from our federal funds to cover the salary and benefits of a full-time paraprofessional aide for the remainder of the 2024-2025 school year. This investment is crucial to ensuring that our newcomer scholars are given the necessary tools and support to succeed.</p> <p>The addition of a paraprofessional aide is a strategic and necessary step to support our expanding newcomer population. I believe this investment will significantly enhance our ability to meet the needs of these scholars and contribute positively to their educational experience. I respectfully request your approval for the use of federal funds to hire this position.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Title I Paraprofessional EOC Newcomer Support Staff - 211 Title I - 211-11-6129-00-002-30-000 - \$42,579</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 4: Newman Smith will increase the percentage of students from 34% to 44% meeting growth measures on Algebra 1 from Beginning of Year to End of Year

Evaluation Data Sources: Evidence:

- Dyslexia
- Special Ed
- GT
- By Ethnicity
- By Cohort
- By Grade

Strategy 1 Details	Reviews			
<p>Strategy 1: Work with our district coach - Madison Bottoms - on the following moves:</p> <p>1. Accountability talk to understand where students are by name and need again with hoppers and droppers. Really taking a look at the bubble kids</p> <p>2. Continued focus with TIE time on approaches to meets kids. Even using other teachers this year to widen net of capturing.</p> <p>3. Data dives after each test to double check accountability ranking and prediction. I will be sending that data after each unit test.</p> <p>4. PLC protocol for looking at and comparing student work with lead4ward field guides</p> <p>5. Lead4ward field guides used to forward plan on common misconceptions and use of manipulatives to combat student confusion.</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 5: By the end of the 2025-2026 school year, Newman Smith will increase the four-year graduation rate from estimated 92.7% from 2023-2024 to 96%.

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

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 6: By the end of the 2025-2026 school year, Newman Smith will increase in high school student enrollment in advanced academic courses that are aligned to the Texas Course Curriculum from a total of 33% to 40%.

Evaluation Data Sources: Evidence:

Students enrolled in one or more Advanced Placement courses aligned to the Texas Core Curriculum

Students enrolled in one or more Dual Credit courses to the Texas Core curriculum

Students enrolled in one or more On-Ramps courses to the Texas Core Curriculum

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 7: By the end of the 2025-2026 school year, Newman Smith will increase in high school student enrollment in advanced academic courses that are aligned to the Texas Course Curriculum from a total of 42% to 50%.

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

Goal 1: By the end of the academic school year, we will increase the percentage of scholars who report feeling safe at school from 75%, to 85% based on the data collected from the Panorama survey.

High Priority

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: We will identify "hotspots" in the building that need to be secured and monitored. We will clearly and strategically place faculty and staff around the building to prevent and address hallway behaviors and any school entry issues. We will continue to use SmartPass as a mechanism to monitor scholar movement throughout the building during the school day.</p> <p>Strategy's Expected Result/Impact: To improve scholar safety and the sense of being safe at school.</p> <p>Staff Responsible for Monitoring: Administration, faculty, and security</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We will use RAPTOR to monitor scholars during drills and in the event of an emergency.</p> <p>Strategy's Expected Result/Impact: To improve scholar safety and the sense of being safe at school.</p> <p>Staff Responsible for Monitoring: Administration, faculty, and campus/district security</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: We will continue the use of Troy Time Training slides and GAP slides to train scholars on the importance of safety protocols with teachers and scholars regularly. This training will emphasize the policing of cell phones on the campus during instructional time.</p> <p>Strategy's Expected Result/Impact: To improve scholar safety and the sense of being safe at school.</p> <p>Staff Responsible for Monitoring: All faculty and staff.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: We will use restorative practices to discover the root cause of repeat offenders within the clean slate system.</p> <p>Strategy's Expected Result/Impact: To decrease the percentage of scholars who reach tier 3+ in the clean slate system.</p> <p>Staff Responsible for Monitoring: Administration and Restorative Coordinator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Guiding Objective 3: Optimize Community Engagement

Goal 1: We will enhance the parent/community member participation rate on the NSHS Parent/Caregiver Experience Survey by 5% by the conclusion of the academic year.

Evaluation Data Sources: NSHS Parent/Caregiver Experience Survey
NAF Advisory Board Meetings

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

Strategy 3 Details	Reviews			
<p>Strategy 3: To increase engagement and accessibility, we will boost the utilization of visuals, including the Guidebook, QR codes and info graphics, through various social media platforms, campus events, and high-traffic locations. We will continue to increase perks for faculty, staff and scholars who join PTSA.</p> <p>Strategy's Expected Result/Impact: Improved participation rate of the NSHS Parent/Caregiver Experience Survey</p> <p>Staff Responsible for Monitoring: Leadership</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>- Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: We will encourage and engage scholars and professors involvement in extracurricular groups (possible club fair day) to promote belonging and accountability to a group on campus.</p> <p>Strategy's Expected Result/Impact: Higher Attendance Rate</p> <p>Staff Responsible for Monitoring: Professional Staff</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Guiding Objective 3: Optimize Community Engagement

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

Evaluation Data Sources: Analytics from all social platforms

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

Guiding Objective 3: Optimize Community Engagement

Goal 3: Spring Fling Parent Community Day - to expand the reach of the campus community in an event partnering with PTSA to engage our K-12 Newman Smith Community.

HB3 Guiding Objective

Evaluation Data Sources: Attendance

Strategy 1 Details	Reviews			
<p>Strategy 1: Pay teachers to participate in this Spring Fling Saturday event.</p> <p>Strategy's Expected Result/Impact: Higher Attendance</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Funding Sources: Extra Duty Pay for PFE Activity Support - 211 Title I - 211-61-6117-00-002-30-000 - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Goal 1: By the end of the academic year, we will increase the attendance rate in advisory periods by 5% and increase our campus attendance rate by 2%. We will adjust advisory groups to reflect scholars' needs. We will use restorative conferences and restorative circles inside the classroom to strengthen teacher-scholar relationships. We will have attendance competitions by cohort and by advisory class.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: We will adjust advisory groups to reflect scholars' needs. We will also use SmartPass as a mechanism to monitor scholar movement throughout the building during the advisory period.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Encourage students to attend advisory by introducing monthly competitions and making attendance a mandatory requirement for participating in extracurricular activities. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Evaluation Data Sources: Panorama Survey data

Strategy 1 Details	Reviews			
<p>Strategy 1: We will continue the use of Troy training slides to help form lasting relationships between scholars and teachers.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We will use restorative practices to mitigate issues within the classroom and to help strengthen teacher-scholar relationships. We will incorporate restorative circles inside the classroom.</p> <p>Staff Responsible for Monitoring: Discipline coordinator.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue to use proven research-based strategies such as Seidlitz Strategies to improve scholar engagement across all contents.</p> <p>Strategy's Expected Result/Impact: By the end of the academic year, scholars will report a 5% increase in scholar-teacher relationships, based on Panorama Survey data.</p> <p>Staff Responsible for Monitoring: Principal and Administrative team</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Develop a scholar leadership advisory board (campus-wide) to meet once a month. Develop scholar leadership skills and create a cohesive vision for our campus through scholar leadership.	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Guiding Objective 5: Optimize All Available Resources

Goal 1: By May of 2025, leverage the master schedule for the highest scholar achievement results. We will improve all EOC scores by 5% at the approaches and meets levels. Improve by 1% for the master's level.

Evaluation Data Sources: STAAR EOC Scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Review all departmental budgets with the department managers to ensure that needs are met and all funds expended.</p> <p>Strategy's Expected Result/Impact: Increased scholar opportunity for learning through careful expenditures of budget.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Require students needing the State-required Accelerated Instruction to participate in class rotations for HB1416.</p> <p>Strategy's Expected Result/Impact: By May of 2025, leverage the master schedule for the highest scholar achievement results. We will improve all EOC scores by 5% at the approaches and meets. Improve by 1% for the master's level.</p> <p>Staff Responsible for Monitoring: Principal and Associate Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue using TIE Time to focus on moving scholars to show growth in performance level increases on state and local assessments.</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Guiding Objective 5: Optimize All Available Resources

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

High Priority

HB3 Guiding Objective

Evaluation Data Sources: Campus Survey Data on the effectiveness of the staff development
 - Feedback from Teacher Leaders on the effectiveness of PD
 -\$7500

Strategy 1 Details	Reviews			
<p>Strategy 1: Strategy's Expected Result/Impact: Use MTSS strategies to improve our RTI Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Improvement in student achievement as well as providing high-quality professional development. TEA priorities: Build a foundation of reading and math Staff Responsible for Monitoring: administration and department leaders</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Guiding Objective 5: Optimize All Available Resources

Goal 3: Proposal: Allocating Title I Funds for Newcomer Support Paraprofessional

Background

Newman Smith High School has experienced a significant increase in the number of students new to the country. These newcomer scholars face unique challenges in adapting to the American education system and often require additional support to succeed academically and socially.

High Priority

HB3 Guiding Objective

Evaluation Data Sources: We propose allocating all available Title I funds to hire a dedicated paraprofessional specifically trained to work with newcomer students. This strategic use of resources will directly address the needs of our growing immigrant population and align with Title I's goal of improving educational outcomes for disadvantaged students

Strategy 1 Details	Reviews			
<p>Strategy 1: Rationale</p> <ol style="list-style-type: none"> 1. Targeted support: A specialized paraprofessional can provide individualized assistance to newcomer students, helping them navigate language barriers, cultural differences, and academic challenges. 2. Improved academic outcomes: With dedicated support, newcomer students are more likely to achieve academic success and close achievement gaps more quickly. 3. Enhanced integration: The paraprofessional can facilitate smoother integration into the school community, promoting a more inclusive learning environment for all students. 4. Resource optimization: By focusing our Title I funds on this critical need, we can maximize the impact of our limited resources and address a pressing issue in our school community. <p>Implementation</p> <ul style="list-style-type: none"> * Conduct a needs assessment to identify specific areas where newcomer students require the most support. * Develop a job description and qualifications for the paraprofessional position, emphasizing experience with English Language Learners and cultural competency. * Recruit and hire a qualified candidate with the necessary skills and background to effectively support newcomer students. * Provide ongoing professional development to ensure the paraprofessional stays current with best practices in supporting immigrant students. <p>Strategy's Expected Result/Impact: Expected Outcomes</p> <ul style="list-style-type: none"> * Improved academic performance and English language proficiency among newcomer students * Higher graduation rates and college readiness for immigrant scholars * Increased parent and family engagement from newcomer communities * Enhanced overall school climate and cultural awareness <p>Conclusion</p> <p>By allocating our Title I funds to hire a dedicated paraprofessional for newcomer support, we can create a more equitable and supportive learning environment for all students. This targeted approach will help our school meet the unique needs of our diverse student population and ultimately contribute to improved educational outcomes for our most vulnerable learners.</p> <p>Staff Responsible for Monitoring: Administrative Leadership</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Budget for Newman Smith High School

Total SCE Funds: \$416,000.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

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

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

Newman Smith High School conducted a detailed CNA using diverse data sources, including STAAR, MAP, TELPAS, SAT/ACT, Panorama surveys, discipline records, and stakeholder input. The CNA addressed key areas—student achievement, engagement, school programs, perceptions, and demographic factors—particularly focused on supporting Emergent Bilinguals, at-risk scholars, and attendance challenges. The CNA was **approved on July 24, 2025**.

1.2: Location for Evidence of Multiple Meetings Held

CIC, campus leadership, guiding coalition, discipline committee, and CCMR stakeholder meetings provided ongoing documentation of CNA and CIP development.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

CIP development followed the CNA approval on **July 24, 2025**, with implementation and quarterly reviews in place. Summative evaluations are conducted annually in May.

2.2: Stakeholders 1114(b)(2)

CIC includes staff, administrators, parents, and community partners. Stakeholders contributed through surveys, focus groups, and committee discussions.

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

The CIP is posted on the campus website and shared via social media, Trojan Tribune, and events. Translations are available, and communication is tailored for accessibility.

2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

Title I services are coordinated with SPED, EB, SCE, AVID, CTE, and SEL supports. The master schedule is leveraged for WIN time, advisory, PLATO credit recovery, and HB1416 compliance.

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

The CIP includes:

- Academic interventions (reading programs, EOC support, AVID, Forbrain devices)
- Increased learning time (WIN Time, tutoring, advisory, PLATO labs)
- Support for EB, SPED, newcomer, and at-risk scholars (dedicated paraprofessional funded via Title I)
- Family engagement strategies (PTSA events, Spring Fling, call campaigns)
- Professional development (Solution Tree, Seidlitz, TIL team training)
- Behavior supports and SEL (restorative practices, Troy training, Panorama)

3. Evaluation of Program Effectiveness ESSA Section 114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

The plan is reviewed quarterly and evaluated annually using STAAR, MAP, TELPAS, attendance, discipline, CCMR, and Panorama survey data. Outcomes guide revisions and are documented in the Title I and Goal Review sections.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
John Esquibel	Title I EOC Classroom Assistant	Title I	
Madison Bottoms	Title I Math Specialist	Title I	.5

Campus Funding Summary

199-SCE State Comp Ed (SCE)					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	4	Supplemental intervention and resources to support at-risk students		\$416,000.00
Sub-Total					\$416,000.00
Budgeted Fund Source Amount					\$416,000.00
+/- Difference					\$0.00
211 Title I					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	4	Title I Instructional Staff	211-13-6119-00-002-30-000	\$86,104.00
1	1	4	Parent and Family Engagement Resources/Materials	211-61-6399-00-002-30-000	\$1,680.00
1	1	4	Tutorials - Extra Duty	211-11-6117-00-002-30-000	\$2,637.00
1	3	1	Title I Paraprofessional EOC Newcomer Support Staff	211-11-6129-00-002-30-000	\$42,579.00
3	3	1	Extra Duty Pay for PFE Activity Support	211-61-6117-00-002-30-000	\$2,000.00
Sub-Total					\$135,000.00
Budgeted Fund Source Amount					\$135,000.00
+/- Difference					\$0.00
Grand Total Budgeted					\$551,000.00
Grand Total Spent					\$551,000.00
+/- Difference					\$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Services	8/26/2025	Tracey Battle	8/26/2025
Child Abuse and Neglect	Executive Director of Counseling Services	8/11/2025	Victoria Cisneros	8/11/2025
Coordinated Health Program	Director of Athletics		Jonathan Wilk	8/11/2025
Disciplinary Alternative Education Program (DAEP)	Assistant Superintendent of Student Services	8/28/2025	Tracey Battle	8/28/2025
Dropout Prevention	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Dyslexia Treatment Program	Director of Special Services	8/11/2025	Sara Roland	8/12/2025
Pregnancy Related Services	Director of Special Services	8/11/2025	Sara Roland	8/12/2025
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Texas Behavior Support Initiative (TBSI)	Assistant Superintendent of Support Services	8/11/2025	Sara Roland	8/12/2025
Technology Integration	Chief Technology Officer		Robin Stout	8/11/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Executive Director of Safety & Security		Rachael Freeman	8/15/2025
Title I Parent Involvement Policy	Director of Federal Programs	8/11/2025	Lori Traynham	8/11/2025
ESSA Program Descriptions	Director of Federal Programs	8/11/2025	Lori Traynham	8/11/2025