

Magnolia Independent School District

Smith Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: A

Distinction Designation

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Mission Statement

The mission of Cedric C. Smith Elementary School is for all students to learn at high levels in a safe and supportive environment.

Vision

Smith Elementary is dedicated to be a collaborative culture of learning that ensures all students and staff learn at high levels and thrive in a safe, supportive, and inclusive environment.

Value Statement

- We will collaborate with our teams to create lessons that challenge all learners.
- We will use data to guide our instruction and meet all students where they are.
- We will provide a physically and emotionally safe environment for everyone in the building.
- We will partner with families so they are equipped to support learning at home.
- We will embrace growth mindsets and always be looking for ways to continue learning and improving ourselves.

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Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Professional development needs assessment data
- Teacher recruitment/retention rates and other data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: November 20, 2025

Goal 1: Magnolia ISD will develop and enhance a culture that values outstanding instruction and high achievement for all students.

Performance Objective 1: In the 2025-2026 school year, all students will make a minimum of a full year's "average growth" within the Oral Reading Fluency subtest using the DIBELS screener.

High Priority

Evaluation Data Sources: "Growth Outcomes" section within the mClass platform.

Strategy 1 Details	Reviews		
Strategy 1: Teachers will create small group plans for each reading group and keep notes to monitor and adjust as needed. Strategy's Expected Result/Impact: Teachers will be intentional in their small group lessons and be able to move students along faster or use different strategies to reach struggling students. Staff Responsible for Monitoring: Classroom teachers, instructional specialists, interventionists, Academic Coordinator TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy Funding Sources: Interventionists and Tutors to increase small group instruction; decodable readers; phonics kits - 211 - Title I, Part A	Formative		Summative
	Nov	Feb	May
	 Moderate Progress		
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: Magnolia ISD will develop and enhance a culture that values outstanding instruction and high achievement for all students.

Performance Objective 2: The subpopulations of Special Education, Emergent Bilingual, Hispanic, African American, and Economically Disadvantaged will increase their performance levels by at least 10% in Approaches, Meets, and Masters level at the end of the 2025-2026 school year.

High Priority

Evaluation Data Sources: STAAR Reading and Math for grades 3 and 4. District common assessments for Kindergarten through second grade.

Strategy 1 Details		Reviews		
Strategy 1: The students in the subpopulations will be tracked by teachers and the SIT committee at least every 6 weeks to monitor interventions and adjust as needed. Strategy's Expected Result/Impact: More individualized tracking will ensure that each student is getting personalized attention and intervention. Staff Responsible for Monitoring: Classroom teachers, special education teachers, interventionists, Academic Coordinator, instructional specialists, administrators, counselor. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy		Formative		Summative
		Nov	Feb	May
		 Considerable		
No Progress Accomplished Continue/Modify Discontinue				

Goal 1: Magnolia ISD will develop and enhance a culture that values outstanding instruction and high achievement for all students.

Performance Objective 3: In the 2025-2026 school year, Grade 3 and 4 students will increase Meets and Mastery proficiency levels by at least 10 percent in Reading and Math.

High Priority

Evaluation Data Sources: STAAR Reading and Math for Grades 3 and 4.

Strategy 1 Details		Reviews		
Strategy 1: Students in Grades 3 and 4 will be monitored by the Student Intervention Team with a check-in of at least every six weeks. Teachers will gain a deep understanding of each standard in order to push the rigor, problem-solving, and critical thinking skills of each student. In addition, students will set their own academic growth goals and monitor them regularly. Finally, tier 3 students will be progress monitored every two weeks. Strategy's Expected Result/Impact: Students in Grades 3 and 4 will increase proficiency levels on summative exams, district common assessments, and state tests. Staff Responsible for Monitoring: Administrators, academic coordinator, instructional coach, classroom teachers, interventionists TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy		Formative		Summative
		Nov	Feb	May
		 Some Progress		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Magnolia ISD will develop and enhance a culture that values outstanding instruction and high achievement for all students.

Performance Objective 4: Students will solve word problems in K-1 and multistep word problems in 2-4 using the appropriate grade-level operations.

Evaluation Data Sources: Summative assessments, district common assessments, STAAR

Strategy 1 Details	Reviews		
Strategy 1: Vertically align problem solving strategies as well as intentional, data-driven small group instruction. In addition, tier 3 intervention groups. Strategy's Expected Result/Impact: 85% of students will "Meet Expectations" on the grade-level problem solving standards. Staff Responsible for Monitoring: Classroom teachers, Academic Coordinator, interventionists, instructional specialist, administrators TEA Priorities: Build a foundation of reading and math	Formative		Summative
	Nov	Feb	May
	Some Progress		
No Progress Accomplished Continue/Modify Discontinue			

Goal 1: Magnolia ISD will develop and enhance a culture that values outstanding instruction and high achievement for all students.

Performance Objective 5: Teachers will continuously reflect on their practices within the professional learning community with an increased focus on learning, collaboration, and results to ensure high levels of learning for all students.

Evaluation Data Sources: Formative PLC team reviews, BOY, EOY, and MOY comparative data, mClass levels, Pre- and Post-test data, reading and math STAAR

Strategy 1 Details	Reviews		
Strategy 1: Increase the efficacy of all teachers in the implementation of every aspect of the PLC process. Strategy's Expected Result/Impact: More high-functioning teams that are able to meet the needs of all students in all standards. Staff Responsible for Monitoring: Team facilitators, administrators, instructional leadership team	Formative		Summative
	Nov	Feb	May
	 Considerable		
Strategy 2 Details	Reviews		
Strategy 2: Increase student efficacy in their learning process through teaching growth mindset, giving student choice, setting goals and have them track them, giving them feedback, and having them reflect on their own learning. Strategy's Expected Result/Impact: Students will take ownership of their learning, be more aware of their own strengths and growth areas, and be more motivated to learn. Staff Responsible for Monitoring: Teachers, Administrators, Counselor	Formative		Summative
	Nov	Feb	May
	 Some Progress		
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Magnolia ISD will continue to promote administrative efficiency and maximize resources.

Performance Objective 1: Families will be taught the necessary skills and strategies and be given tools to help support academic growth at home.

High Priority

Evaluation Data Sources: Academic Parent Teacher Team attendance
Raising Readers attendance
Parent Teacher conferences
Student growth in math and reading

Strategy 1 Details		Reviews		
Strategy 1: Teachers will communicate to parents at least once a month to discuss academics and instructional strategies. Strategy's Expected Result/Impact: Parents will learn instructional strategies to support learning at home. Staff Responsible for Monitoring: Classroom teachers, school administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy		Formative		Summative
		Nov	Feb	May
		Some Progress		
No Progress Accomplished Continue/Modify Discontinue				

Goal 2: Magnolia ISD will continue to promote administrative efficiency and maximize resources.

Performance Objective 2: Through various committees and structures, staff members will build self-efficacy and be empowered to solve problems and make decisions.

Evaluation Data Sources: Organizational Health Inventory
Formative Climate Surveys

Strategy 1 Details	Reviews		
Strategy 1: Through use of the communication Hubs, surveys and meeting with two-way communication, and resiliency training, staff will have the tools to problem solve issues as they arise on their teams. Strategy's Expected Result/Impact: Teachers and staff will have more of a voice in problem solving. Staff Responsible for Monitoring: Teachers and staff, Administrators, District Leaders TEA Priorities: Recruit, support, retain teachers and principals	Formative		Summative
	Nov	Feb	May
	Some Progress		
No Progress Accomplished Continue/Modify Discontinue			

Goal 2: Magnolia ISD will continue to promote administrative efficiency and maximize resources.

Performance Objective 3: Increased job satisfaction for all staff, leading to a better campus culture.

High Priority

Evaluation Data Sources: Six week climate surveys
Organizational Health Inventory

Strategy 1 Details	Reviews		
Strategy 1: Prioritizing team planning time on professional development days and increases staff recognitions and celebrations.	Formative		Summative
	Nov	Feb	May
	Some Progress		
No Progress Accomplished Continue/Modify Discontinue			

Goal 3: Magnolia ISD will continue to provide a safe and secure environment for learning for all students.

Performance Objective 1: Throughout the 2025-2026 school year, students will maintain an attendance rate at or above 96%.

High Priority

Evaluation Data Sources: Attendance data monitored weekly

Strategy 1 Details	Reviews		
Strategy 1: Parents will receive a phone call and email any time a student is absent. Staff members will do weekly attendance checks and call parents to educate them on the importance and effects of good attendance. They will also be educated on Texas truancy laws. Strategy's Expected Result/Impact: Parents will understand the importance of attendance and only keep their kids home when they are sick. Staff Responsible for Monitoring: Classroom teachers, attendance clerk, receptionist, administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy	Formative		Summative
	Nov	Feb	May
	 Some Progress		
Strategy 2 Details	Reviews		
Strategy 2: Students will have weekly attendance competitions while communication with the parents of truant students will increase. Strategy's Expected Result/Impact: A decrease in tardies and leave earlies and an increase in our daily attendance percentage. Staff Responsible for Monitoring: Classroom teachers, attendance clerk, administration	Formative		Summative
	Nov	Feb	May
	 Some Progress		
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Magnolia ISD will continue to provide a safe and secure environment for learning for all students.

Performance Objective 2: Students will learn and apply social-emotional skills such as empathy and patience using the campus SEL program. Students will also learn, internalize, and model our guiding principles of BARK. This should lead to a 10% drop in discipline referrals.

Evaluation Data Sources: Discipline Records, Student Surveys, Counseling Group notes

Strategy 1 Details	Reviews		
Strategy 1: On a weekly basis, the counseling team and Specials teachers will teach students the Character Education program, a research based social-emotional curriculum. Strategy's Expected Result/Impact: Students will have tools to navigate problems and conflicts with others in a healthy and productive manner. Staff Responsible for Monitoring: Counselors, Specials team (art, music, PE), classroom teachers, administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy - Additional Targeted Support Strategy	Formative		Summative
	Nov	Feb	May
	 Some Progress		
Strategy 2 Details	Reviews		
Strategy 2: Increased counseling with problem solving skills over discipline procedures. In addition, the counselor will meet with students requiring extra support. Strategy's Expected Result/Impact: Students will learn appropriate problem-solving and social skills, which will lead to a decrease in disruptive behavior.	Formative		Summative
	Nov	Feb	May
	 Some Progress		
 No Progress  Accomplished  Continue/Modify  Discontinue			

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ana O'Donohue	Instructional Aide/Bil. Family Liaison	Reading and Math Intervention	
Beatriz Ambrosi	Tutor	Reading and Math Intervention	
Carolina Duke	Academic Coordinator	Intervention and Curriculum	
Claudia Santoyo Ochoa	Instructional Aide	English and Spanish Reading Intervention	
Dalila Alvizures	Bilingual nterventionist/Dyslexia	Reading and Math Intervention	
Jennylin Story	Interventionist	Reading and Math Intervention	
Paige Billingsley	Dyslexia Teacher	Reading Intervention	
Ramona Moore	Tutor	Reading and Math Intervention	

Campus Education Improvement Committee

Committee Role	Name	Position
Paraprofessional	Lupita Meza	Instructional Aide
Classroom Teacher	Kristi Williams	3rd Grade RLA Teacher
Classroom Teacher	Cheyenne Overmyer	Kindergarten Teacher
Business Owner	Michael Liberto	Business Owner
Parent	Katherine Houtaling	Parent
Parent	Jessica Irwin	Parent
Classroom Teacher	Julia Cole	Special Education Teacher
Community Representative	Stephine Tyler	Community Member
Paraprofessional	Yolanda Rodriguez	Special Education Aide
Classroom Teacher	Amarilis Marte	4th Grade RLA Teacher
Classroom Teacher	Tori Willis	2nd Grade Math Teacher
Classroom Teacher	Amanda Vargas	1st Grade RLA Teacher
Classroom Teacher	Shannon Chapin	Pre-K Teacher
District-level Professional	Angela Soper	Special Education Instructional Specialist
Administrator	Dion Rivera	Principal

Campus Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Interventionists and Tutors to increase small group instruction; decodable readers; phonics kits		\$0.00
Sub-Total					\$0.00