

Campus Improvement Plan
2018-2019



Submitted for Board Approval October 2018

Comprehensive Needs Assessment

Data Sources Reviewed

Spring 2018 Staar Results	DRA/TPRI/RTI Data
AEIS Report	PEIMS Data
Core Team Members, SBDMC, Team Leaders, Instructional Data Team	CFA & Summative Assessment Data
ERG Data	Staff, Student and Parent Survey
TELPAS Data	Discipline Data

Identified Strengths 2018

Demographics

Current enrollment for Smith Elementary is approximately 450 students.
Our student population of 446 students consists of: Hispanic 69%, African American 19% and White 10%.
86% of Smith Population are Economically Disadvantaged.
35% of Smith Population are English Language Learners.
10% of Smith Population are in the Special Education Program.
The Smith Elementary mobility rate has seen a decrease and is 22%.

Student Achievement

Percentages of students approaching grade level on the 2018 Reading Staar: 3rd grade 80% (17% increase from 2017), 4th grade 63% (2% increase from 2017) and 5 th grade 80% (3% increase from 2017)
Percentages of students approaching grade level on the 2018 Math: 3rd grade 82% (11% increase from 2017), 4th grade 72%, 5th grade 91% (5% increase from 2017).
54% of students approaching grade level on the 2018 Writing (1% increase from 2017).
79% of students approaching grade level on the 2018 Science (5% increase from 2017).
Academic Achievement – all targets in Math were met.
Academic Growth – all targets in ELA/Reading and Math were met.

English Language Proficiency Status – our students achieved a 71% out of a 42% target.

100% 3rd-5th Life Skills students passed STAAR ALT 2 (2018 and 2017).

71% of our ELs showed 1 year's growth overall in Telpas.

School Climate and Culture

Smith Elementary is a No Place for Hate Campus.

PBIS is used as a campus wide behavior management program.

Smith has a low suspension rate, 10 suspensions for the 2017-2018 school year.

Staff Quality, Recruitment, and Retention

100% of Smith teachers and paraprofessionals are highly qualified.

100% of Smith staff will be CKH trained during the 2018-2019 school year.

Smith has increased its staff retention rate (over 86%).

Curriculum, Instruction, and Assessment

Instructional Data Team meetings, which provides teachers opportunities to use data to make instructional decisions, have increased teacher effectiveness and student achievement.

Instructional Support "Core" Team collaborates and plans with classroom teachers.

Inclusion of ESL and SPED staff has helped teachers differentiate instruction for all students.

Teachers are encouraged to participate in quarterly learning walks to promote collaboration and teamwork.

Bi-weekly grade level IDT meetings with administrators and instructional support team are routine and serve to improve alignment of curriculum, instructional delivery, and desegregation of data.

Community and Student Engagement

Smith will continue with the implementation of Pastries with the Principal/Parent Forum. During this time parents are invited to ask questions, state concerns, give suggestions and build a positive rapport with campus administrators.

Smith will partner with Lunches of Love, St. John's UMC, Richmond and LCHS students (Principles of Educations, PALS, and athletes). LOL will assist in providing meals for students and families over the weekends, holidays and summer. LCHS will assist in providing mentors and study/reading buddies for students and assist teachers as needed. St. John's UMC will assist with providing in school tutorials for students in all content areas, as well as serve as student mentors and facilitators of Smith's Leadership Etiquette Class.

Events such as tutorials for parents and math and reading night allow parents to learn strategies to encourage and support academics at home.

Monthly calendars, newsletters and social media are utilized to keep parents informed of upcoming events.

Smith's partner schools are Williams, Huggins, McNeill and Jane Long.

School Organization

Self-contained classrooms will remain for grades K-1st and departmentalized classrooms will be implemented in grades 2-5; teachers in all grade levels will collaborate to facilitate a structured environment, consistency, communication, collaboration, IDT involvement, and increase positive student/teacher rapport.

The campus master schedule reflects a well-organized instructional day for all grades.

Teachers use district curriculum as well as designed road maps and pacing guides to create rigorous lessons and pre/post assessments. The data obtained drives instructional decisions.

Technology

Smith has many staff members who have attended the district's week long technology training, INTERACT.

Smith effectively utilizes a variety of technology equipment in every classroom for use in whole group instruction, small group rotations as well as tutorials. (Promethean Boards, Document Cameras, I Pads, Activotes, I Pods, Laptops, Computers, Listening Stations).

Identified Needs

Priorities Based off Identified Needs

Demographics

Smith has a high ELL population	Incorporate content and language objectives and sentence stems to increase accountable talk. Sheltered instruction strategies will be utilized to increase academic performance (Nancy Motley).
Smith has 4 programs, 3 containing special needs students.	Quality instruction will be provided to all special needs students resulting in increased student achievement.
Smith will continue hiring and retaining highly qualified staff.	Diligently seek and retain highly qualified candidates when filling vacant positions.

STAAR & TELPAS Assessments

4 th Grade Reading	63% of students approached grade level on the 2018 Writing (2% increase from 2017).
4 th grade Writing	54% of students approached grade level on the 2018 Writing (1% increase from 2017).
Special Education Students - 3rd - 5th; all subjects (math, reading, science and writing)	SpEd staff will receive LLI, Blast Foundations and Moving Math training to effectively provide inclusion and resource support, which will increase academic achievement.
African American Students – 4th all subjects (math, reading, and writing)	Effectively utilize Instructional Support Team to assist with analyzing Math, Reading, Writing and Science data throughout the grade levels after district and campus assessments.
Writing - Hispanic, African American, White, Economically Disadvantaged, Special Education and English Language Learners.	Vertically align Writing Instruction K-5 (Randi Whitney). ELL students will be tracked and monitored in Writing at each 4 ½ and 9 weeks grading period. Coaching for teachers and student support will be provided. Ongoing

	staff development with Stephanie Harvey. Campus BOY, MOY and EOY Writing prompts.
29% of our ELs did not meet one year's growth overall in TELPAS.	Incorporate content and language objectives and sentence stems to increase accountable talk. Sheltered instruction strategies will be utilized to increase academic performance (Nancy Motley).

Academic Achievement Status

ELA/Reading	42%, out of a target of 44%, of all students met grade level or above for ELA/Reading on the 2018 STAAR Assessments; 38%, out of a target of 46%, of Continuously Enrolled students met grade level or above for ELA/Reading on the 2018 STAAR Assessments.
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Growth (Academic Growth)

ELA/Reading Math	Smith Elementary met all identified targets
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Student Success Status – Students Achievement Domain Score: STAAR Component Only

STAAR Component Score	46%, out of a target of 47%, of all students met the STAAR Component Score; 44%, out of a target of 48%, of all Continuously Enrolled students met the STAAR Component Score.
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School Culture and Climate

Improve school culture and climate amongst staff, students and community.	Continue effective implementation of campus wide PBIS and classroom management to reduce discipline referrals, improve instruction and increase student achievement.
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	Affirm and celebrate staff, students and community when necessary.
Administrators will attend Leadership trainings, conferences, and Principal/AP meetings to enhance leadership skills.	TEPSA, Raise Your Hand Texas, LCISD monthly Principal and Bi-monthly AP, Region IV, LCISD Collaborative Team & Blue Track meetings, Stephanie Harvey, LCISD/Holdsworth Leadership Pipeline Collaborative Cohort, Campus Cohorts and Holdsworth's Focus Group.
Seek ways to celebrate student achievement, campus accomplishments and diversity.	Monthly staff celebrations will be provided. Students will participate in quarterly Success parades and receive awards and coupons for their accomplishments. Diversity will be celebrated during Hispanic Heritage Month, Black History Month, and a week-long multicultural event in May.

Identified Needs	Priorities Based off Identified Needs
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Staff Quality, Recruitment, and Retention

Continue to hire and retain highly qualified teachers and paraprofessionals.	Attend LCISD’s annual job fair.
Continue to provide staff development to maintain quality staff instructional practices.	All staff will receive data and professional development designed to bring awareness to Smith’s current state, increase instruction and student achievement prior to the first day of school.
Provide effective mentors for newly hired teachers.	Contact with new teachers will provide ongoing support throughout the school year.

Curriculum, Instruction, and Assessment

K-5 teachers will work towards creating aligned, rigorous, challenging and engaging lessons for students to prepare for the rigor of STAAR and the next grade level.	Teachers will continue the use of roadmaps, unwrapping of TEKS, and creating pre/post common formative assessments for Math, Reading, Writing and Science.
Continue to use IDT meetings to meet the instructional goals of the curriculum and to monitor student progress.	Collected and analyzed data will guide instruction and identify students in need of tutorials.
Increase the alignment of academic vocabulary.	Increase the number of students passing STAAR in all subject areas through rigorous instruction, aligned academic vocabulary and accountable talk.

Community and Student Engagement

Increase parent and community involvement.	Continue providing school activities such as; Meet the Teacher, Open House, Parent Forum, Veteran’s Day Program, Math and Reading Night, Fall Festival, Sing-A-Long and Pastries with the Principal that will assist with enhancing parent and community involvement.
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Increase positive communication between parent and school staff.	Weekly notifications, monthly calendars, campus call outs and social media will be utilized to communicate with parents.
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School Organization

Effectively implement professional learning communities and instructional data teams.	Continue using PLC and IDT time to discuss student achievement and make informed instructional decisions.
Increase teacher involvement in campus decision making.	Identify grade level team leaders, SBDMC, and other campus committees and members.
Increase student and teacher relationships and promote positive reinforcements (PBIS).	A positive reward system will continue to be used to motivate positive behavior and relationships.

Technology

Increase student engagement, rigorous lessons and the amount of technology available to students and teachers.	Provide technology learning opportunities to all students and teachers in keeping up to date with research based best practices.
Increase positive communication while advertising and promoting the campus via Facebook and Twitter.	Utilize technology when communicating with parents, advertising and promoting Smith Elementary.

Please Note: Activities funded through federal programs or State Compensatory Education must be identified in the priorities section above.

Improvement Plan Goals

Goal 1: Student achievement will increase by 10% based on an analysis of Spring 2019 Math, Reading, Science and Writing STAAR, *DRA* and *TPRI* data.

Goal 2: Improve school culture and climate amongst staff, students and community.

Goal 1

Goal Statement: <i>Achievement will increase by 10% for all students based on an analysis of Spring 2019 Math, Reading, Science and Writing STAAR, DRA and TPRI data.</i>	CNA Area of Need: <i>Increase all academic performance by 10% in Math, Reading, Science and Writing for all students in K, 1st, 2nd 3rd, 4th and 5th grade.</i>				
	Supporting Data				
2018 STAAR Student Performance addresses by Goal (All Students)	<u>Reading</u> 3 rd - 80% 4 th - 63% 5 th - 80%	<u>Math</u> 3 rd - 82% 4 th - 72% 5 th - 91%	<u>Writing</u> 4 th - 54%	<u>Science</u> 5 th - 79%	
2018 Missed Targets addressed by Goal: Academic Achievement Status...Continuously Enrolled	STAAR ELAR 38%	STAAR Target 46%			DRA Target K - 90% 1 st - 90% 2 nd -90%
2018 Missed Targets addressed by Goal: Academic Achievement Status...ELA/Reading All Students:	STAAR ELAR 42%	STAAR Target 44%			
2018 Missed Targets addressed by Goal: Student Success Status – Students Achievement Domain Score: STAAR Component Only...All Students	STAAR Math 36%	STAAR Reading 45%			
2018 Missed Targets addressed by Goal: Student Success Status – Students Achievement Domain Score: STAAR Component Only...Continuously Enrolled	STAAR Component Score Target 44%	STAAR Component Score Target 48%			
2017 Title I Components Addressed by Goal:	T1 SW 1, 2,	T1 SW 3, 4,	T1 SW 5, 6	T1 SW 7, 8	T1 SW 9, 10

Performance Objective: *Achievement for African American students will increase by at least 10% as measured by their performance on Spring 2019 Math, Reading, Science and Writing STAAR.*

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
1. Teams will plan collaboratively to develop a spiraling math curriculum, including hands on math, problem solving, math wall, and common math vocabulary will be implemented as a framework which will include small group instruction with supplies and resources for teachers to use.	Principals, Curriculum & Instructional Specialist, Teachers	Weekly	Local \$2000 Title I	Summative- STAAR, District Assessments, and Walkthroughs, CFA's, and Review Lesson Plans
2. K-5 students are actively involved in developing higher order thinking skills. Depth and Complexity, Dual Coded questions, Deep Practice, and materials will be used to facilitate these higher order skills in all content areas.	Principals, Curriculum & Instructional Specialist, Teachers	Weekly	Local	Summative- Instructional Specialist will assist with monitoring implementation
3. Increase rigor and relevance of the curriculum using resources and supplies so that all students are able to successfully master the campus, district and state assessments in Math, Reading, Science and Writing.	Principals, Curriculum & Instructional Specialist, Teachers	Daily	Local \$2000 Title I	Summative- Walkthroughs and Review Lesson Plans
4. Morning Math interventions, additional supplies, and resources will be provided to meet the diverse needs of our student population; included but not limited to leveled readers, standardized testing materials,	Principals, Curriculum & Instructional Specialist, Teachers	Daily	Local State Comp. Ed. \$6,000 Title I	Summative- STAAR, District Assessments, and Walkthroughs, and CFA's

manipulatives, appropriate snacks and transportation.				
5. Utilize Instructional Support Team to analyze Math, Reading, Science and Writing Data throughout grade levels after district assessments, CFA's, SSSB, TPRI and Universal Screeners.	Principals, Curriculum & Instructional Specialist, Teachers	Daily	Local State Comp. Ed. Title I	Summative- STAAR, District Assessments, and Walkthroughs, and CFA's
6. Facilitators are assigned to monitor, train and coach instruction across content and grade levels. They will tutor students in small groups to assist with improving academic achievement and instruction in all content areas.	Principals, Curriculum & Instructional Specialist, Teachers	Daily	Local State Comp. Ed. \$22,454.92; FTE .25 Title I	Summative- STAAR, District Assessments, and Walkthroughs, and CFA's
7. Vertically align standards and expectations in Math, Reading, Science and Writing.	Principals, Curriculum & Instructional Specialist, Teachers	Monthly	Local State Comp. Ed. Title I	Summative- STAAR, District Assessments, and Walkthroughs, and CFA's
8. All teachers in K-5 will receive continuous contact and training from LCISD's Math, Reading Science and ALP facilitators, but not limited to 5E, deep practice and strategies to increase their knowledge of instructional tools across their grade level curriculum.	Principals	Monthly	Local State Comp Ed. Title III Bilingual/ESL	Summative- Review Lesson Plans, Walkthroughs, STAAR

Performance Objective: *Achievement for Special Education students will increase by at least 10% as measured by their performance on Spring 2019 Math, Reading, Science and Writing STAAR.*

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
1. IEP's and student progress are reviewed and updated every 4 1/2 to 9 weeks.	Curriculum & Instructional Specialist, Principals, Teachers, SpEd Instructional Facilitator	Quarterly	Title I SpEd	Summative- District Assessments, Student sign-in sheets, DRA, TPRI/Tejas Lee, Running Records, Reading Rubrics

2. Provide still developing SpEd students with before/during/after school tutorials in math, reading, science and writing.	Curriculum & Instructional Specialist, Principals, Teachers, SpEd Instructional Facilitator	Quarterly	\$4,000.00 Title I SpEd	Summative- District Assessments, Student sign-in sheets, DRA, TPRI/Tejas Lee, Running Records, Reading Rubrics
3. Provide inclusion support for students based on their needs.	Curriculum & Instructional Specialist, Principals, Teachers, SpEd Instructional Facilitator	Quarterly	Title I SpEd	Summative- District Assessments, Student sign-in sheets, DRA, TPRI/Tejas Lee, Running Records, Reading Rubrics
4. Interventions, additional supplies, and resources will be provided to meet the diverse needs of our student population; included but not limited to leveled readers, standardized testing material, manipulatives, educational field trips, appropriate snacks and transportation.	Curriculum & Instructional Specialists, Principals, Teachers	Daily	\$3,000 Title I Local	Summative- TELPAS Writing Samples, teacher Observations
5. SpEd staff will receive LLI, Blast Foundations and Moving with Math training to effectively provide inclusion and resource support, which will increase student's academic performance.	Principals, Teachers	Annually	Local \$1,725.00 State Comp. Ed	Summative, District Assessments, CFA's, DRA, TPRI/Tejas Lee, Running Records, and Reading Rubrics
6. Utilize certified teachers and tutors to tutor at-risk and SpEd students in science, writing, math and reading.	Principals, Teachers	Daily	Local \$2,000.00 State Comp. Ed	Summative, District Assessments, CFA's, DRA, TPRI/Tejas Lee, Running Records, and Reading Rubrics

Performance Objective: *Achievement for English Language Learners will increase by at least 10% as measured by their performance on Spring 2019 Writing STAAR, ELL's will make a minimum of one year's growth as measured by their performance on Spring 2019 TELPAS.*

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
1. Use Title I and State Comp Ed funds to employ; a certified Reading Facilitator, Math/Science Facilitator,	Principals, Curriculum & Instructional Specialist, Teachers	Annually	\$98,000 Title I-FTEs	Summative- STAAR, District Assessments, and

Academic Facilitator and Tutor to increase student performance in all subjects for Economically Disadvantaged, African American, Sped, ELL and Hispanic subpopulations. Student performance will increase in Writing in all sub-populations through small group instruction to increase student achievement. (SWP 2.4, 2.5, 2.6)			\$76,000 State Comp. Ed-Tutor and FTE	Walkthroughs, CFA's, and Review Lesson Plans
2. Grade level teachers meet weekly to focus on student data, interventions, common vocabulary, and development of common assessments which target critical thinking skills. Use Eduphoria data, from 9 weeks Curriculum Checkpoints, Pre/post assessments, Superstar Stamina Builders and District Benchmarks in 3rd-5th grade, to identify student strengths and weaknesses and develop a plan that will ensure academic success for all students and improve instruction. . (SWP 2.4)	Acc. Lang. Program director, AP, Curriculum & Instructional Specialists, Teachers, Principals	Weekly	Local	Summative- STAAR, District Assessments, and Walkthroughs
3. A writing plan will be implemented in grades K-5 to improve overall writing skills and in turn improve STAAR writing scores. Researched based materials and supplies will be used. 100% of K-5 ELAR teachers will be trained to effectively implement aligned research-based writing strategies including but not limited to Stephanie Harvey, Randi Whitney, Nancy Motley and Empowering Writers. (SWP 2.4)	Principals	Daily	Title III Bilingual/ESL \$11,400 \$ 3,450	Summative- Student writing samples, Review Lesson Plans, Walkthroughs, and STAAR
4. All teachers in K-5 will receive continue contact trainings in Close Reading, deep practice, math, science, reading and writing strategies	Principals	Fall 2016	Local State Comp Ed. Bilingual/ESL	Summative- Review Lesson Plans, Walkthroughs, STAAR

to increase their knowledge of instructional tools across their grade level curriculum.				
5. All Bilingual/ESL teachers will receive continuous support from LCISD's ALP facilitators and Smith's Bil/ESL Lead. ELPS and TELPAS training will be provided. Teachers will be given the opportunity to utilize the resources and supplies for planning quality lessons and meeting student needs so that they can become advanced high, not only in writing but also in the areas of listening, speaking, and reading.	Curriculum and Instructional Specialist, Principals, Teachers	Monthly	\$1000.00 Bilingual/ESL State Comp Ed.	Summative- TELPAS results, STAAR, Writing samples, Teacher Observation, Lesson Plans, Walkthroughs
6. Vertically align writing standard and expectations (Randi Whitney). Incorporate content and language objectives and sentence stems to increase accountable talk. Sheltered instruction will be utilized to increase academic performance (Nancy Motley).	Curriculum and Instructional Specialist, Principals, Teachers	Monthly	Bilingual/ESL \$2262.00 State Comp Ed	Summative- TELPAS results, STAAR, Writing samples, Teacher Observation, Lesson Plans, Walkthroughs
7. Writing collections will be utilized to bring awareness of ELL's and all 4 th grade students writing strengths and areas of improvement.	Principal, Assistant Principal and Bil/ESL Lead	Fall	Bilingual/ESL Local Title I	PLD's, TELPAS

Performance Objective: *90% of all K-2 students will obtain a DRA level of On or Above in Reading, a score of 80% or higher on the EOY Math universal screener and a score of 3 on the District's EOY Writing Prompt per LCISD Narrative and Expository Writing Rubrics.*

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
1. All K-2nd students who do not master grade level CFAs and District	Curriculum & Instructional	Quarterly	\$12,000 Title I	Summative- Student sign-in sheets, DRA, TPRI/Tejas Lee,

Assessments will attend before/during/after school tutorials and Smith's Summer Enrichment Academy with effective and timely additional assistance and supplies. Classroom teachers will be included in the decisions regarding assessments and placements. (SWP 2.4, 2.5)	Specialist, Principals, Teachers			Running Records, Reading Rubrics
2. Teachers in grades K-2 will focus on word work, fluency and comprehension when in flexible reading groups and will use appropriate materials and supplies, including additional materials in classroom libraries to support guided reading at all grade levels.	Principals, Teachers	Daily	Local	Summative- Student sign-in sheets, DRA, TPRI/Tejas Lee, Running Records, Reading Rubrics
3. An instructional focus on the components of balanced literacy with an emphasis on guided reading, reading workshop, and phonics.	Curriculum & Instructional Specialist, Principals, Teachers	Daily	Local \$2000.00 Title I	Summative- Student sign-in sheets, DRA, TPRI/Tejas Lee, Running Records, Reading Rubrics
4. The Reading Recovery/Interventionist will support developing general education students. Reading Interventionist will be a Tier II and Tier III intervention for developing K-5th graders.	Principals, Teachers, Reading Recovery Specialist	Daily	Local	Summative- Reading Recovery Data and Evaluations
5. All students in K-5 will receive instruction in vocabulary development and use.	Principals, Teachers Daily	Daily	Title 1	Summative- Lesson Plans and Unit Assessments from Vocabulary Workshops
6. Students will complete a daily warm up review covering spiraled concepts, deep practice and dual coding. 2nd - 4th grade students - math and reading. 5th grade students - math.	Curriculum & Instructional Specialists, Principals, Teachers	Daily	Local \$2000.00 Title I	Summative- District Assessments, STAAR, Walkthroughs, CFA's, Review Lesson Plans
7. Designated K-2 students will have a license to the Waterford Reading/Math/Science program to provide individualized instruction in phonics, fluency, vocabulary and comprehension.	Facilitators, Teachers, Principals	September 2017 – May 2018	\$6000.00 Title I	Summative – Weekly reports will be run for close observation of student success and progress.

8. Teachers in Kinder and 1st grade will receive training on how to use and plan for instruction in phonemic awareness. (SWP 2.4)	Reading Facilitator, Reading Interventionist, Reading Recovery Teachers	September 2017 – May 2018	\$2,000.00 Title I	Walkthroughs and student TPRI data will account for the teacher training and transferring of the information in instruction.
9. A comprehensive needs assessment of the entire school that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards will be completed to analyze strengths, weaknesses and make plans for interventions.	Assistant Principal, Principal	Spring 2018 Summer 2018	\$0.00	Summative – Campus areas of need will be identified. A plan of action will be put into place for improvement.
10. Implement a transition plan for incoming Kindergarten students. Local Early Child Care Centers and schools will be contacted to assist with transitioning. Parents will receive an invitation to Kindergarten Roundup, Smith's annual kindergarten orientation and Meet the Teacher activities.	Principals	Spring 2018 Summer 2018	\$0.00	Summative – Calendar, fliers and email blasts will be made available for incoming kindergarten students/parents.

Goal 2

Goal Statement: <i>Smith Elementary will continue improving school culture and climate amongst staff, students and community.</i>	CNA Area of Need: Continue effective implementation of campus wide PBIS and classroom management to reduce discipline referrals, improve instruction and increase student achievement. Affirm and celebrate staff, students and community when necessary.		
	Supporting PBIS Data		
2018 Student Performance addressed by the Goal:	OR 47	ISS 2	OSS 10

Performance Objective: To address issues that enhance school climate thereby creating strong, safe, drug-free disciplined schools.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
1. Implement PBIS campus wide, both in classrooms and common areas. Positive behavior strategies will be taught and reinforced. (SWP 2.6)	Assistant Principal(s), Principals, Teachers	Daily	Local Funds State Comp. Ed. \$3,000.00 Title I	Summative - Discipline referrals, Lesson Plans
2. Conduct Kids and Cops lessons in 5th Grade. Collaborate with Sheriff's Department to evaluate progress towards reducing drugs and violence in the community.	Counselor(s), Principals, Teachers	Weekly	Local Funds	Summative - Drug surveys, Discipline referrals, Lesson Plans
3. Ron Clark Academy strategies will be implemented with fidelity to assist with increasing student engagement and achievement. Students will be provided with lessons and activities targeting positive social skills and character development.	Counselor(s), Teachers	Every 3 weeks	Local Funds	Summative - Discipline referrals, Lesson Plan

4. Provide 5th Grade students with the opportunity to visit and tour a University Campus to promote high school completion, college readiness and prevent drop-out. (SWP 2.5)	Counselor(s), Principals, Teachers	Annually	\$2,000.00 Title I Local State Comp. Ed.	Summative - Permission slip/attendance records for the university trip.
5. Programs such as Teams (Aquila, Draco, Hydra, L-Mi and Vulpecula), Pine Cove, Basketball Club, Choir Club, Girls on the Run (GOTR), Homework Club, Audio-Visual, Robotics and Field Trips will be provided for students to assist them in establishing a sense of belonging and purpose within the school. Many opportunities will be offered to help develop connections with students, address psycho-social needs, and to help maintain academic and behavior standards in order to increase academic achievement and performance on campus, district and state assessments. (SWP 2.5)	Assistant Principal(s), Athletic Director, Director of Fine Arts, Principals, Social Workers, Teacher	Weekly	Local \$13,431.72 Title I	Summative - Student attendance in club activities, Behavior referrals
6. New teachers will be trained in Fred Jones, PBIS, CKH and RCA classroom management techniques. All teachers will be trained in the use of positive, fair and consistent discipline procedures. (SWP 2.6)	Assistant Principal(s), Curriculum & Instructional Specialists, Principals	Annually	Local \$6,904.02 Title I	Summative - Discipline referrals, School safety survey
7. 100% of Smith's staff will receive PBIS training and effectively implement PBIS (Positive Behavior Interventions and Support), review and revise, as necessary, strategies to effectively assist and promote positive behavior. (SWP 2.6)	Counselor(s), Principals, Teachers	August 2017- June 2018	\$1,000.00 Title I State Comp. Ed.	Summative - RTI and student behavior management plans will indicate the process of meeting individual student needs with research-based strategies.
8. Multiple opportunities will be offered throughout the year to develop genuine and positive relationships. Students, staff, and families will be invited to attend Math, Science and	Assistant Principal, Principal, Instructional Support Team	Yearly	\$1,000.00 Title I State Comp. Ed.	Summative: Parent Survey

Reading Night, Reading Night, Parent Forum, Parent Workshops-Children's Museum of Houston, Fall Festival, Seasons of Sharing, STAAR Parent Information Night and Pine Cove for Parents.				
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Financial Summary








Funding Source	Total Amount
Title 1	\$98,110.74
Bilingual/ESL	\$4,560.00
State Compensatory (Supplies, Materials, Extra Duty and Pay Personnel)	\$5,112.00

SBDMC Members

Name	Position / Role
Carla Thomas	Principal
Maria Marrero	Assistant Principal
Yvette Perez	Kindergarten
Edwin Cruz	1 st Grade Teacher
Monica Suarez	2 nd Grade Teacher
Mandi Cuevas	3 rd Grade Teacher
Samantha Schuetze	4 th Grade Teacher
Marisa Martinez	5 th Grade Teacher
Dolores Perez	Specials Teacher
Kelli Oliveira	SpEd Teacher
Melissa Mendiola	Parent
John Hoelscher	Business / Community Member

The contents of this plan support the Texas Education Agency Strategic Priorities and Enablers

Every child, prepared for success in college, a career or the military.

Strategic priorities	 Recruit, support, and retain teachers and principals	 Build a foundation of reading and math	 Connect high school to career and college	 Improve low-performing schools
	 Increase transparency, fairness and rigor in district and campus academic and financial performance			
	 Ensure compliance, effectively implement legislation and inform policymakers			
	 Strengthen organizational foundations (resource efficiency, culture, capabilities, partnerships)			