

**Wylie Independent School District**  
**Smith Elementary School**  
**2018-2019 Campus Improvement Plan**



# Mission Statement

Our Smith School Family inspires and encourages one another to achieve personal and academic excellence.

## Vision

Family United for Excellence

# Comprehensive Needs Assessment

Revised/Approved: September 04, 2015

## Demographics

### Demographics Summary

Smith Elementary views demographic information on a regular basis. One of the main focuses is daily attendance, student data, and at-risk student data. We regularly communicate with parents and students on the importance of regular and punctual attendance.

### Demographics Strengths

- Highly Qualified Staff
- Attendance rates for students and staff
- parent involvement

# Student Achievement

## Student Achievement Summary

99% Pass STAAR Reading 41% Advanced (3rd grade)

97% Pass STAAR MATH 26% Advanced (3rd grade)

91% Pass STAAR Reading 40% Advanced (4th grade)

90% Pass STAAR Math 40% Advanced (4th grade)

86% Pass STAAR Writing 16% Advanced (4th grade)

Kinder - 2nd 92% met end of year BAS goals

## Student Achievement Strengths

The students of Smith Elementary are recipients of a well-balanced curriculum including TEKS based instruction and the Wylie Way core values. Strengths include:

- Analyzing Data results
- Progress Monitoring
- Co-Planning
- Special Education
- Dual Language Program
- Dyslexia

# School Culture and Climate

## School Culture and Climate Summary

Smith Elementary critically analyzes the school culture and climate to ensure that students are being provided with a safe and nurturing environment conducive to student learning. Administrators and teachers meet on a weekly basis to discuss matters related to providing positive school culture and climate. Parents are actively involved in volunteering opportunities that assist our student's education. All parents are strongly encouraged to get involved and assist with their child's education.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Smith Elementary uses a hiring committee composed of administrators and teachers to make hiring determinations. Novice teachers are provided a mentor so they have success in their profession.

## Staff Quality, Recruitment, and Retention Strengths

- Teachers involved in the hiring process
- Teacher retention
- Teacher survey results of moral
- Weekly PLC meetings
- Teacher-Student Ratio
- Weekly communication from admin to teachers
- Monthly staff development meetings

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Strengths

- 3rd grade STAAR Math had 97% passing and 26% advanced which was an overall increase
- 3rd grade STAAR Reading had 99% passing and 41% advanced which was an overall increase
- 4th grade STAAR Math had 90% passing with 40% advanced
- 4th grade STAAR Reading had 91% passing with 40% advanced
- 4th grade STAAR Writing had 86% passing with 16 % advanced
- K - 2 - 92% were at and above grade level BAS expectations
- Analyzing benchmarks and additional data
- Parent contacts
- Weekly PLC meetings to analyze IFDs, plan for instruction, and analyze data to plan for intervention

# Parent and Community Engagement

## Parent and Community Engagement Summary

Our campus used the following to analyze relevant Family and Community Involvement data to set annual goals

- Parent surveys
- Staff surveys
- Parent Volunteers
- Bi-weekly parent communication



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,

- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **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
- State certified and high quality staff data
- Teacher/Student Ratio
- 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
- T-TESS

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Budgets/entitlements and expenditures data
- Study of best practices

# Goals






Revised/Approved: September 13, 2018

## Goal 1: Instill community and ethical values in our students

**Performance Objective 1:** 100% of our students K-4 will participate in positive relationship building both vertically and horizontally through our House Families. We will focus our vertical relationships on an older student mentoring and supporting a younger bulldog while our horizontal focus will be on building stronger teacher:student relationships.

**Evaluation Data Source(s) 1:** House Agendas

### Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) All students will be inducted into their house family by the third week of school.	All staff	House rosters			
2) Students will participate in mini house meetings a minimum of 4 times during the school year to build relationships knowledge and skills.	Wylie Way Committee, Administrators	Meeting agendas			
3) Students will participate in campus-wide house meetings a minimum of 3 times during the school year to develop vertical relationships through the use of mentors and mentees.	Wylie Way Committee, Administrators	Meeting agendas			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

**Goal 1:** Instill community and ethical values in our students

**Performance Objective 2:** Implement the Wylie Way culture to teach, model, and promote the 8 core values of respect, responsibility, caring, giving, grit, preparation, gratitude, and celebration.

**Evaluation Data Source(s) 2:** Campus survey, Wylie Way lessons, Wylie Way activities

**Summative Evaluation 2:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Teach and model the essentials of behavior through a weekly focus per essential.	All staff	Weekly announcement schedule			
2) Promote and participate in the monthly district focus days for each of the tenets. Each of these days will include a classroom lesson plan.	Administration	Calendar of Focus days and lesson plans			
3) Teach and model the Wylie Way core values through guidance lessons taught each nine weeks.	Counselor	Guidance calendar			
4) Each classroom will develop a social contract within the first 3 weeks of the school year reflecting student voice. This will be displayed in the classroom to be referred to throughout the school year.	Administration, counselor, teachers	Social Contracts			
					

**Goal 1:** Instill community and ethical values in our students

**Performance Objective 3:** Maintain policies, campus plans, and strategies to address bullying.

**Evaluation Data Source(s) 3:** Discipline records, bully complaint forms.

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Train all staff on the district policies and procedures regarding reporting and responding to bullying allegations.	Administrators and counselor	Training attendance and agenda, bully situations are reported and resolved according to the district policy			
2) Guidance lessons focuses on creating and building positive relationships and bully awareness.	Counselor	Counselor lesson plans and calendar			
3) Implement bully prevention day to teach how to be good friend and what to do if someone is being a bully. (October, 2019)	All staff	Wylie Way banner signatures, completion of assembly			
					

**Goal 1:** Instill community and ethical values in our students

**Performance Objective 4:** By the end of the 1st 9 weeks, adults and students will have a common definition and understanding regarding the core values of RESPECT and RESPONSIBILITY.

**Evaluation Data Source(s) 4:** Posted common definition throughout the building

**Summative Evaluation 4:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Plan Unity Day on October 17th	all staff	Lesson plans and Theme Day			
					

**Goal 1:** Instill community and ethical values in our students

**Performance Objective 5:** By the end of the 2nd 9 weeks, adults and students will have a common understanding regarding the core values of CARING/GIVING

**Evaluation Data Source(s) 5:** Student/Staff demonstrations of showing caring/giving

**Summative Evaluation 5:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Participate in district food drive	counselor	Smith Elementary will donate several boxes of cans to the donation center			
2) Plan campus Veteran's Day Celebration on November 12th	counselor, Wylie Way Committee, Music teacher	letters written to local Veterans, Veteran's Day performance agenda			
3) Implement "Relationship Day" on December 5th	Counselor, Administrators, staff	Lesson plans			
					

**Goal 1:** Instill community and ethical values in our students

**Performance Objective 6:** By the end of the 3rd 9 weeks, adults and students will have a common understanding regarding the core values of GRIT/PREPARATION

**Evaluation Data Source(s) 6:** Students will have participated in Wylie Way days focusing on grit and preparation in February.

**Summative Evaluation 6:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Implement all activities for "Mapping Your Future" on Feb. 6th	Counselor, Administrators	lesson plans			
2) Mapping Your Future Day follow up, Feb. 20, 2018	Counselor, Administrators	lesson plans			
3) Implement College Week March 4-8	Counselor	Lesson plans			




**Goal 1:** Instill community and ethical values in our students

**Performance Objective 7:** By the end of the 4th 9 weeks, adults and students will have a common understanding regarding the core values of GRATITUDE/CELEBRATION

**Evaluation Data Source(s) 7:** Students will have participated in Wylie Way days focusing on gratitude and celebration during the months of April and May.

**Summative Evaluation 7:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Implement Ripples of Hope Month in April	Counselor	Ripples of Hope notes			
2) Celebrate Teacher Appreciation Week April 29-May 3	Administrators	teacher participation			
3) Campus wide day of celebration	Counselor, Administrators	student and staff participation			
					

**Goal 1:** Instill community and ethical values in our students

**Performance Objective 8:** From the results of the campus character survey, we will teach the value of Happiness.

**Evaluation Data Source(s) 8:** Students will have participate in Wylie Way days focusing on Happiness during the months of September and October.

**Summative Evaluation 8:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Engage in activities from a "Day of Happiness" using happy emojis as a theme/motivation	Counselor	lesson plans			
2) A Day of Happiness follow up	all staff	lesson plans			
					

# Goal 2: Ensure academic achievement for every student through tight family partnerships, curriculum and programs.

**Performance Objective 1:** 92% of our kindergarten students will achieve instructional level D on BAS

**Evaluation Data Source(s) 1:** Review of end of year BAS levels.

**Summative Evaluation 1:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Use Guided Reading model and other research based reading strategies including MAP intervention tools, FCRR.org, and TX Treasures tier 2 interventions during small group instruction and intervention time	Kindergarten Teachers, Support Staff, Learning Specialist	End of year DRA data			
2) ELAR TEKS will be implemented via curriculum in a balanced literacy format	PLC Kinder team	Running records for each student			
3) Using pictures, books walks, and other materials, teachers will lead classroom discussions with students in order to target higher level thinking skills such as inferencing and summarization.	Kinder PLC Team, administrators	Lesson plans (seed questions) and walkthroughs			
					

**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum and programs.

**Performance Objective 2:** 90% of first graders will be reading at an independent level I by the end of the year BAS testing

**Evaluation Data Source(s) 2:** Review of end of year BAS levels.

**Summative Evaluation 2:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Balanced literacy will continue to be implemented in the classroom in conjunction with the ELAR IFDs. Guided Reading strategies will be discussed during PLCs with learning specialist as needed.	1st grade PLC team and learning specialist	Classroom walkthroughs and lesson plans			
2) Use research based reading strategies including MAP intervention tools, FCRR.org, and TX Treasures tier 2 interventions during small group instruction and intervention time.	1st grade teachers, support staff, and learning specialists	End of year DRA data			
3) ELAR TEKS will be implemented via curriculum DPAs in a balanced literacy format	1st grade PLC team and learning specialist	Running records for each student			
4) Teachers will model think alouds in order to model Figure 19 skills.	1st grade PLC team	EOY reading assessment			
					

**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum and programs.

**Performance Objective 3:** 92% of 2nd grade students will meet district BAS expectations (level M) by end of year.

**Evaluation Data Source(s) 3:** Review of end of year BAS results.

**Summative Evaluation 3:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Balanced literacy will continue to be implemented in the classroom in conjunction with the ELAR IFDs. Guided Reading strategies will be discussed during PLCs with learning specialist as needed.	2nd grade PLC team, administration and learning specialist	Classroom walkthroughs,, lesson plans, and PLC agendas			
2) Use research based reading strategies including Guided Reading intervention strategies, MAP intervention tools, FCRR.org, and TX Treasures tier 2 interventions during small group instruction and intervention time	2nd grade PLC team, support staff, and learning specialist	End of year DRA data			
3) Students reading on or below level will receive leveled book baggies with reading logs for at home reading support.	2nd grade PLC team, support staff	Student growth on DRA levels			
4) Students will use strategies for using text evidence to prove the meanings of words when making predictions and inferences.	2nd grade PLC team	Student growth on common unit assessments			
					

**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum and programs.

**Performance Objective 4:** 97% of our 3rd grade and 95% of our 4th grade students will meet expectations on STAAR reading.

**Evaluation Data Source(s) 4:** May 2019 STAAR results.

**Summative Evaluation 4:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Teachers will monitor growth and achievement through assessments and build skills-based groups based on assessment hot spots.	3rd and 4th grade teachers, support staff, and learning specialist	Student growth on common assessments and STAAR results			
2) Teachers will use assessment data in PLCs to plan instruction.	Teachers, support staff, and learning specialist	Instruction and PLC agendas will be data driven			
3) Balanced literacy will continue to be implemented in the classroom in conjunction with the ELAR IFDs. Balanced literacy strategies, including Guided Reading, will be discussed during PLCs with learning specialist.	Teachers, administration, support staff and learning specialist	Classroom walkthroughs and lesson plans			
					

**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum and programs.

**Performance Objective 5:** By May 2019, all kinder-2nd grade students will meet expectations on common assessments

**Evaluation Data Source(s) 5:** Common assessment data

**Summative Evaluation 5:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Math TEKS will be implemented via curriculum DPAs in a balanced numeracy format.	Teachers and learning specialist	MAP data will show student growth			
2) Teachers will incorporate various problem solving strategies to practice daily math problems.	Teachers and learning specialist	Increased student performance on common assessments.			
3) Teachers will provide spiral review math centers while pulling small groups to target specific student intervention needs.	Teachers	Increased student performance on common assessments and MAP data.			
4) 95% of kindergarten students will solve an addition work problem using manipulatives with number 10 or less	Teachers	EOY assessment			
5) 90% of 1st grade students will meet expectations on end of year common assessment	Teachers	EOY assessment data			
6) 90% of 2nd graders will pass end of year common assessment	Teachers	Common assessment data			
					

**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum and programs.

**Performance Objective 6:** 95% of our 3rd graders and 96% of our 4th grade students will meet expectations on STAAR math.

**Evaluation Data Source(s) 6:** May 2019 STAAR results.

**Summative Evaluation 6:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Teachers will monitor growth and achievement through assessments such as fast focus, unit assessments, and focused questions. Skilled-based groups based on assessment hot spots will be formed for small group intervention.	Teachers, support staff, and learning specialist	Student growth on common assessments and STAAR results			
2) Teachers will use assessment data in PLCs to plan instruction.	3rd and 4th grade PLC teams, learning specialist	Instruction and PLC agendas will be data driven			
3) Use of daily small group instruction to meet the varied needs of learners during lesson.	Teachers	Classroom walkthroughs, student progress on common assessments			
					




**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum and programs.

**Performance Objective 7:** 92% of our 4th grade students will meet expectations on STAAR writing. This will include 35% advanced.

**Evaluation Data Source(s) 7:** May 2019 STAAR results.

**Summative Evaluation 7:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Teachers and students will use common rubrics to increase awareness and mastery of the writing process.	Teachers	Improvement in writing samples			
2) Teachers will utilize a variety of resources including Empowering Writers to increase the quality of student writing.	Teachers	Increase student performance in writing samples			
3) Master schedule will reflect a focused time for editing and revising to provide daily mini lessons and practice on these skills.	Teachers	Increased student performance on common assessments			
					

**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum and programs.

**Performance Objective 8:** 95% of 3rd and 4th grade advanced students will score advanced on Math and Reading STAAR, and 90% of 4th grade advanced students will score advanced on Writing STAAR

**Evaluation Data Source(s) 8:** May 2019 STAAR results.

**Summative Evaluation 8:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Small group differentiated instructions will be implemented	Advanced academics teachers, district specialists, administration	Class rosters and training agendas			
					

**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum and programs.

**Performance Objective 9:** 100% of our Kinder - 3rd grade students will increase by 2 stages as measured by the district common writing continuum.

**Evaluation Data Source(s) 9:** End of year writing sample.

**Summative Evaluation 9:**






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Teachers will collect at least one writing sample per 9 weeks to be discussed and scored using the district writing continuum during PLC meetings.	Teachers, Learning specialist, support staff	EOY writing data			
2) Teachers will continue to use writer's workshop format daily to teach mini lessons and conference with students about their writing	Teachers, learning specialists, support staff	Walk through data, EOY writing data			
					

**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum and programs.

**Performance Objective 10:** 90% of LEP students will meet expectations on STAAR assessment in reading, math, and writing.

**Evaluation Data Source(s) 10:** May 2019 STAAR results.

**Summative Evaluation 10:**






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) All ELL students will submit 4 collections of writing samples scored and recorded using the TELPAS matrix to monitor progress.	ELL teachers	Scored writing samples will improve			
2) All ELL teachers will focus on the ELPS when designing lessons	ELL teachers	Lesson plans			
3) All ELL teachers will receive professional development focused on SIOP strategies to effectively meet the needs of the ELL students	Principal	Classroom walk throughs will document SIOP strategies			
4) ESL teacher will offer SIOP strategy reminders in at least one staff meeting.	Administrators, ESL teacher	Staff meeting agenda(s)			
5) Campus ELL teacher will hold daily guided reading groups focusing on vocabulary, writing, fluency, and comprehension.	administration, ELL teacher	Student by student progress on assessments			
<b>Funding Sources:</b> State ELL Allotment - 780.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum and programs.

**Performance Objective 11:** Provide a safe, secure, and well-maintained environment.

**Evaluation Data Source(s) 11:** Crisis drill log.

**Summative Evaluation 11:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Continue campus wide positive behavior classroom management system	All campus staff	Discipline records			
2) Provide monthly practice of emergency procedures/drills on campus	Campus administration	Crisis drill log			
3) Maintain facilities	Campus administration and district maintenance department	Well maintained campus and grounds			
4) Maintain the district crisis plan and provide annual training to all campus staff members	Campus administration	Training log			
5) Continue the use of the Raptor system	Office staff	Sign in/Sign out logs			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum and programs.

**Performance Objective 12:** 90% of economically disadvantaged students will meet expectations on STAAR assessments

**Evaluation Data Source(s) 12:** MAY 2019 STAAR data

**Summative Evaluation 12:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Small group guided reading strategies to differentiate based on student needs	teachers	lesson plans, guided reading templates			
2) SIOP strategies will be used in classrooms to meet the needs of all learners	administrators, teachers	walkthrough data, lesson plans			
3) Intervention provided by outside interventionist specifically for our at risk students.	administration, teachers	small group rosters with skills addressed			
	<b>Funding Sources:</b> State Comp Ed - 2280.00				
4) Alpha Phonics program implemented with fidelity to serve dyslexic students	administration, Alpha Phonics teacher	lesson plans			
					

**Goal 2:** Ensure academic achievement for every student through tight family partnerships, curriculum and programs.

**Performance Objective 13:** At least 70% of students receiving special education services will meet expectations on STAAR.

**Evaluation Data Source(s) 13:** May 2019 STAAR data

**Summative Evaluation 13:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Special Education teachers will join grade level PLC meetings to discuss curriculum hot spots.	Administration	PLC agendas			
2) Balanced literacy, including Guided Reading groups, will continue to be implemented in the classroom in conjunction with the ELAR IFDs.	teachers	lesson plans, templates			
3) Teachers will monitor growth and achievement using data in order to determine skills based groups.	administration, teachers	data, small groups			
					

# Goal 3: Attract, retain, and value a quality staff.

**Performance Objective 1:** Evaluate current hiring and induction practices to best meet the needs of new employees.

**Evaluation Data Source(s) 1:** Feedback from new employees.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Continue to evaluate, modify and adjust current induction programs and hiring of all employees.	Administration	Feedback from new employees.			
					








**Goal 3:** Attract, retain, and value a quality staff.

**Performance Objective 2:** Enhance communication with staff through the use of weekly newsletters, campus calendar, and PLC agendas.

**Evaluation Data Source(s) 2:** Newsletters, calendar, and PLC agendas. Survey results

**Summative Evaluation 2:**

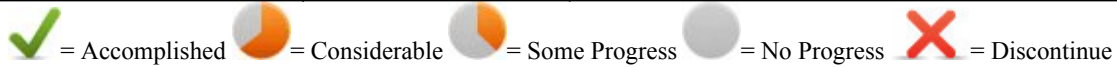
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Provide a weekly newsletter to all staff with updates from the campus leadership team and include upcoming calendar items, essential focus for the week, birthdays, and other important information.	Principal	Weekly newsletters			
2) Update outlook calendars with all necessary campus information to inform all staff of important dates and campus events.	Principal	Calendar			
3) Encourage teacher-developed PLC agendas using Google docs in order to provide access to agendas to all teachers so they are aware of topics of discussion, items to bring, etc.	Principal	PLC agendas			
4) All staff will participate in monthly staff meetings that will focus on campus business, vertical planning, and required district trainings/communication.	Administrators	Staff meeting agendas			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

**Goal 3:** Attract, retain, and value a quality staff.

**Performance Objective 3:** Recognize and celebrate staff through recognitions including weekly staff to staff notes, Crystal Apple, random acts of kindness, and spirit days.

**Evaluation Data Source(s) 3:** Teacher awards, survey

**Summative Evaluation 3:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Provide opportunities throughout the year for staff to leave a note of encouragement to colleagues.	All staff	agendas			
2) Recognize a teacher per each nine week grading period voted by their peers as the Crystal Apple recipient.	Principal	Awards presented			
3) Provide multiple opportunities to celebrate staff by the use of random acts of kindness (ex: treats in boxes) and spirit days (superhero day)	Administration	Staff survey			
4) Create and maintain a "Shout Out" board to recognize acts of kindness and/or show gratitude.	Administration	"Shout Outs" on display throughout school year			
					

# Goal 4: Manage growth in a way that ensures functional equity

**Performance Objective 1:** Teachers will have access to equitable resources and technology across the classrooms.

**Evaluation Data Source(s) 1:** Classroom technology inventory

**Summative Evaluation 1:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) District budget will be utilized to provide equitable resources and technology across the classrooms.	Principal	Itemized purchases			
					

**Goal 4:** Manage growth in a way that ensures functional equity

**Performance Objective 2:** Students will have equitable access to resources and technology across the classrooms.

**Evaluation Data Source(s) 2:** technology inventory

**Summative Evaluation 2:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) District budget will be utilized to provide equitable resources and technology across the classrooms.	Principal	itemized purchases			
					

**Goal 4:** Manage growth in a way that ensures functional equity

**Performance Objective 3:** Class sizes will be maintained at a reasonable size that ensures effective instruction and monitoring.

**Evaluation Data Source(s) 3:** Class rosters

**Summative Evaluation 3:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Campus staff will work together to create and maintain reasonable class sizes to ensure effective instruction.	All professional staff	rosters			
					

# Goal 5: Prepare students for a successful life beyond high school

**Performance Objective 1:** Continue the advanced academic program for grades 2-4

**Evaluation Data Source(s) 1:** Enrollment numbers

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Advanced academics rubric will be used to identify students who meet the criteria for this program in grades 2-4.	Principal	Completed rubrics, class rosters			
2) Advanced academics teachers will attend professional development opportunities in the summer and will receive ongoing support during the school year to learn best practices for advanced academics.	Advanced academics staff	Training rosters and agenda			
3) Advanced academics teachers will follow the expectations put forth by the district for advance academics classrooms and students.	Principal	Lesson Plans			
					

**Goal 5:** Prepare students for a successful life beyond high school

**Performance Objective 2:** Develop a plan for educating students about the top 10 current careers.

**Evaluation Data Source(s) 2:** Activities including power points, presentations, videos, Mapping Your Future Mondays

**Summative Evaluation 2:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Implement "Mapping Your Future" Mondays. Students will watch career video then write and reflect.	Counselor, teachers	students' writing pieces			

**Goal 5:** Prepare students for a successful life beyond high school

**Performance Objective 3:** Increase awareness of college and career opportunities to all students.

**Evaluation Data Source(s) 3:** Activities including career day and weekly highlights.

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) We will highlight a college of the week through the use of power point and announcements.	Teachers and Administration	announcements agendas			
2) All students will participate in college week to research top universities and careers they support.	All staff.	student products			
					




**Goal 5:** Prepare students for a successful life beyond high school

**Performance Objective 4:** Provide transitional support for families and students transitioning from pre-K to K and from 4th to 5th grade.

**Evaluation Data Source(s) 4:** Plan and facilitate support.

**Summative Evaluation 4:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Campus tour opportunities for students transitioning from pre-k to k.	administration, counselor	campus visit dates			
2) Facilitate Kindergarten Roundup and an informational parent night.	administration, teachers	enrollment, informational handouts, powerpoint			
3) 4th graders will visit the 5th grade campus he/she will attend and will tour the campus.	administration, counselor	campus visit			
					

# Goal 6: Celebrate our Excellence

**Performance Objective 1:** Recognize and celebrate student success during our Bulldog Boogie assemblies by presenting awards including Wylie Way, Top Dog, student recognitions, academic achievements, and house points.

**Evaluation Data Source(s) 1:** Top dog and award recipient lists.

**Summative Evaluation 1:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Campus will have Friday morning celebrations 2 of each 3 week period to celebrate student success.	All staff.	Assembly agenda			
					

**Goal 6:** Celebrate our Excellence

**Performance Objective 2:** Promote areas of excellence throughout the building through the use of our campus Facebook/Twitter page.

**Evaluation Data Source(s) 2:** Twitter/Facebook wall.

**Summative Evaluation 2:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Smith Facebook/Twitter page will be utilized a minimum of once per week to highlight student successes throughout the building.	administrators and teacher leaders	Facebook/Twitter Wall			
					

**Goal 6:** Celebrate our Excellence

**Performance Objective 3:** Recognize daily student celebrations through use of electronic marquee and daily announcements.

**Evaluation Data Source(s) 3:** Marquee announcement items, Jimmy John's Student of the Week recipient list

**Summative Evaluation 3:**






Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Marquee will be updated weekly and announcements will be updated daily with celebratory student information	Principal, Administrative Team	Marquee history, daily announcement agendas			
					

# Goal 7: Promote a healthy choices

**Performance Objective 1:** The campus shall consistently promote healthy nutrition messages, including food and beverage advertisements accessible to students during the school day, and share educational information to promote healthy nutrition choices and positively influence the health of students.

**Evaluation Data Source(s) 1:** Cafeteria Manager, Administration

## Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Display breakfast and lunch menu in a central location	cafeteria manager, principal	daily menus available			
2) Posters promoting healthy food choices will be displayed in cafeteria for students to view	cafeteria manager, principal	posters hung in central location			
3) By May of each school year, score at least at the Bronze Level on the Smarter Lunchroom scorecard (www.smarterlunchrooms.org/resource/lunchroom-self-assessment-score-card)	cafeteria staff, cafeteria manager	Bronze level or higher score			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

**Goal 7:** Promote a healthy choices

**Performance Objective 2:** The campus shall provide an environment that fosters a lifestyle of physical activity and fitness behaviors through integration into appropriate curriculum areas and provision of professional development to staff responsible for physical activity.

**Evaluation Data Source(s) 2:** Fitness Gram data, PE coaches

**Summative Evaluation 2:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Offer a run/walk program such as marathon kids to promote exercise	PE coach	roster for program			
2) Encourage 20 minutes of recess daily for all students	administration	master schedule			
					

**Goal 7:** Promote a healthy choices

**Performance Objective 3:** Campus will encourage employee wellness by promoting and offering preventative health services at the convenience of the staff during the school year.

**Evaluation Data Source(s) 3:** Emails and informative posters from campus nurse and/or district coordinator.

**Summative Evaluation 3:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Inform staff of wellness checks being offered on campus at their convenience	Nurse	Teachers will have opportunity to inquire on personal health annually			
					

# Goal 8: Support Student participation in extracurricular activities to promote character and academic achievement

**Performance Objective 1:** Support student participation in extracurricular activities by presenting the opportunities for students to get involved outside of the classroom.

**Evaluation Data Source(s) 1:** Participation attendance rosters, Growth tracking, Competition scores/awards

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Host Marathon Kids after school running club in an effort to promote physical fitness, goal achievement, and personal challenge for third and fourth graders.	PE Coaches, Teachers	High student participation, fitness level increase, student attendance, student focus increased			
2) Students in 3rd and 4th grades participate in the school choir.	Music teacher, teachers	Number of students participating will maintain throughout the year, student grades maintained while participating in choir, high scoring May competition results			
3) Support student participation in extracurricular activities by presenting the opportunity for students to try out and participate in UIL competition in as many competitive areas as possible	Teachers, administration	Number of students who try outs, student success at competition, and growth throughout the the six weeks of practice			
					



# State Compensatory

## Budget for Smith Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
199E11611200108024000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$200.00
199 E 11 6117 00 108 024 000	6115 Career Ladder - Locally Defined	\$1,017.74
199E11611600108024000	6116 Extra Duty Stipend - Locally Defined	\$2,440.00
199E11611800108024000	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$54,206.54
<b>6100 Subtotal:</b>		<b>\$57,864.28</b>
<b>6300 Supplies and Services</b>		
199E11633900108024033	6339 Testing Materials	\$400.00
199E11639800108024033	6398 Computer Supplies/Software - Locally Defined	\$601.00
<b>6300 Subtotal:</b>		<b>\$1,001.00</b>
<b>6400 Other Operating Costs</b>		
199E13641100108024033	6411 Employee Travel	\$150.00
<b>6400 Subtotal:</b>		<b>\$150.00</b>

**Personnel for Smith Elementary School:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Michele Horack	Teacher	Alpha Phonics	1