

Wylie Independent School District



Smith Elementary School

Accountability Rating: A

2025-2026 Campus Improvement Plan

Mission Statement

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

Vision

Where Miss Rita's kids love to learn and learn to love.

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Comprehensive Needs Assessment

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.

Smith Elementary is a K-4 campus with approximately 500 students. Class size varies with the average class being approximately 20 students. No classroom is currently exceeding the 22:1 limit set by the state.

White -44%

Hispanic - 15%

African American - 14%

Asian - 21%

Two or More - 5%

American Indian/Alaskan Native -0.34%

While Special Education numbers are average for the campus, the students qualified for services are more highly represented by Speech Only students.

Thus the number of students receiving services outside the classroom and of the speech program is minimal but growing.

Speech Impairment - 115

Special Education - 20% (Autism - 20%, LD - 17%, ED - 5%, OHI - 9%)

Dyslexic - 6%

504 - 5%

EB - 26%

At risk - 34%

EcoDis - 26%

Students qualify for services through 504 for a variety of needs. A full-time dyslexia teacher and a 2nd part time dyslexia therapist serves our students with dyslexia.

Students on free and reduced lunch currently represent approximately 26% of the campus population.

We serve a busy suburban neighborhood. Our PTA is very active on campus and provides support in multiple areas on campus.

Strengths

Student enrollment has remained steady.

Ethnic groups have seen a slight increase.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Increase parent involvement in order to help better parents understand how to support their child at home and to create a more cohesive parent community.	Staff requires an understanding of working with diverse families.

 = Priority

Student Learning

Summary

3rd Grade Reading	89% Approaches	81% Meets	50% Masters
3rd Grade Math	89% Approaches	77% Meets	52% Masters
4th Grade Reading	94% Approaches	82% Meets	52% Masters
4th Grade Math	94% Approaches	82% Meets	60% Masters

Strengths

- 3rd grade math increased their masters STAAR score by 20%.
- Both 3rd and 4th grade scored above the state average in all categories for math and reading.
- Smith earned 4 distinctions for the past two school years.
- 4th grade math grew their students from 32% mastery on their 3rd grade math STAAR to 62% masters.
- 4th grade reading grew their students from 75% meets on their 3rd grade reading STAAR to 83% masters.
- 4th grade reading STAAR was above the district averages in all categories.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 2021 STAAR and BAS Data: 93% Pass STAAR Reading 35% Advanced (3rd grade) 95% Pass STAAR Math 41% Advanced (3rd grade) 92% Pass STAAR Reading 28% Advanced (4th grade) 88% Pass STAAR Math 54% Advanced (4th grade) 80% Pass STAAR Writing 18% Advanced (4th grade) Kinder - 2nd 92% met end of year BAS goals	Teachers will continue to monitor student data and target instruction to meet the needs of students while closing gaps.

 = Priority

School Processes & Programs

Summary

Our Smith teachers work collaboratively with each other and with district learning specialists to align best instructional practices with our district adopted curriculum. Campus administrators, the guiding coalition, and team leaders work together to support all staff members throughout the school year during classroom walkthroughs and frequent feedback. Teachers work collaboratively during PLCs.

Strengths

Smith meets consistently in our weekly PLC meetings to share best practices and to plan lessons based on data analysis. Teachers work collaboratively with our interventionists as well.

Perceptions

Summary

Smith teachers, students, and parents work collaboratively to ensure high levels of learning for our students. We believe that all students are capable of experiencing success throughout the school year.

Strengths

Smith provides multiple avenues for parent communication throughout the school year to meet the needs of all students. Together with parents, we plan and hold family engagement events throughout the school year.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 Smith Elementary critically analyzes the 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.	

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ HB3 Reading and math goals for PreK-3
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data
- ☒ State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ STAAR released test questions

- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Student failure and/or retention rates
- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data
- ☒ Running Records results
- ☒ Observation Survey results
- ☒ Prekindergarten Self-Assessment Tool
- ☒ Texas approved PreK - 2nd grade assessment data
- ☒ Other PreK - 2nd grade assessment data
- ☒ Grades that measure student performance based on the TEKS

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- ☒ Completion rates and/or graduation rates data
- ☒ Attendance data
- ☒ Discipline records
- ☒ Student surveys and/or other feedback

- ☒ Class size averages by grade and subject
- ☒ School safety data
- ☒ Enrollment trends

Employee Data

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

Parent/Community Data

- ☒ Parent surveys and/or other feedback

Support Systems and Other Data

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



Goals

Goal 1 Foster a strong sense of community and ethical values in our students.

Performance Objective 1

100% of our students K-4 will participate in positive relationship building through our House and "mini house" families. Our mini houses will be small groups led by all adults on campus to add an additional adult relationship with all students and be an additional opportunity to teach/model our relational practices.

Evaluation Data Source: House Agendas

Summative Evaluation: Exceeded Performance Objective

Strategy 1

All students will be inducted into their house family by the third week of school.

Strategy's Expected Result/Impact: House rosters

Staff Responsible for Monitoring: All staff

Formative Reviews



Accomplished

December



Accomplished

March



Accomplished

June

Strategy 2

Students will participate in mini house meetings every third week during the school year to build relationships knowledge and skills.

Strategy's Expected Result/Impact: Meeting agendas

Staff Responsible for Monitoring: Wylie Way Committee, Administrators

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Strategy 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.

Strategy's Expected Result/Impact: Meeting agendas

Staff Responsible for Monitoring: Wylie Way Committee, Administrators

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

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: Campus survey, Wylie Way lessons, Wylie Way activities

Summative Evaluation: Exceeded Performance Objective

Strategy 1

Teach and model the essentials of behavior through a weekly focus per essential.

Strategy's Expected Result/Impact: Weekly announcement schedule

Staff Responsible for Monitoring: All staff

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Strategy 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.

Strategy's Expected Result/Impact: Calendar of Focus days and lesson plans

Staff Responsible for Monitoring: Administration

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Strategy 3

Teach and model the Wylie Way core values through guidance lessons taught each nine weeks.

Strategy's Expected Result/Impact: Guidance calendar

Staff Responsible for Monitoring: Counselor

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Strategy 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.

Strategy's Expected Result/Impact: Social Contracts

Staff Responsible for Monitoring: Administration, counselor, teachers

Formative Reviews



Accomplished

December



Accomplished

March



Accomplished

June

Performance Objective 3

Maintain policies, campus plans, and strategies to address bullying.

Evaluation Data Source: Discipline records, bully complaint forms, bully committee agendas.

Summative Evaluation: Exceeded Performance Objective

Strategy 1

Train all staff on the district policies and procedures regarding reporting and responding to bullying allegations.

Strategy's Expected Result/Impact: Training attendance and agenda, bully situations are reported and resolved according to the district policy

Staff Responsible for Monitoring: Administrators and counselor

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Strategy 2

Guidance lessons focuses on creating and building positive relationships and bully awareness.

Strategy's Expected Result/Impact: Counselor lesson plans and calendar

Staff Responsible for Monitoring: Counselor

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Strategy 3

Implement bully prevention day to teach how to be a good friend and what to do if someone is being a bully. (October 2024)

Strategy's Expected Result/Impact: Wylie Way Unity Day, completion of assembly

Staff Responsible for Monitoring: All staff

Formative Reviews



Accomplished

December



Accomplished

March



Accomplished

June

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: Posted common definition throughout the building, Smith Essentials reviewed daily on announcements.

Summative Evaluation: Exceeded Performance Objective

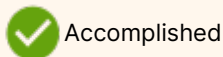
Strategy 1

Plan Unity Day on September 16th

Strategy's Expected Result/Impact: Lesson plans and Theme Day

Staff Responsible for Monitoring: all staff

Formative Reviews



Accomplished

December



Accomplished

March



Accomplished

June

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: Student/Staff demonstrations of showing caring/giving, Smith Essentials reviewed daily on announcements, relational practices and house lessons for the months focused on these core values. Campus will participate in caring/giving drives including food drive and Wylie Way Christmas.

Summative Evaluation: Exceeded Performance Objective

Strategy 1

Participate in district food drive

Strategy's Expected Result/Impact: Smith Elementary will donate several boxes of cans to the donation center

Staff Responsible for Monitoring: counselor

Formative Reviews



Accomplished

December



Accomplished

March



Accomplished

June

Strategy 2

Plan campus Veteran's Day Celebration on November 14th.

Strategy's Expected Result/Impact: letters written to local Veterans, Veteran's Day performance agenda

Staff Responsible for Monitoring: counselor, Wylie Way Committee, Music teacher

Formative Reviews



Accomplished

December



Accomplished

March



Accomplished

June

Strategy 3

Implement "Relationship Day" on December 4th

Strategy's Expected Result/Impact: Lesson plans

Staff Responsible for Monitoring: Counselor, Administrators, staff

Formative Reviews



Accomplished

December



Accomplished

March



Accomplished

June

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: Students will participate in Wylie Way days focusing on grit and preparation in February, Smith Essentials reviewed daily on announcements, relational practices and house lessons for the month focused on these core values.

Summative Evaluation: Exceeded Performance Objective

Strategy 1

Implement all activities for "Mapping Your Future" on Feb. 5th, 2025

Strategy's Expected Result/Impact: lesson plans

Staff Responsible for Monitoring: Counselor, Administrators

Formative Reviews



Accomplished

December



Accomplished

March



Accomplished

June

Strategy 2

Mapping Your Future Day follow up, March 12, 2025

Strategy's Expected Result/Impact: lesson plans

Staff Responsible for Monitoring: Counselor, Administrators

Formative Reviews

No Progress

December

Moderate Progress

March



Accomplished

June

Strategy 3

Implement College Week March 10-March 14

Strategy's Expected Result/Impact: Lesson plans

Staff Responsible for Monitoring: Counselor

Formative Reviews

No Progress
December

Some Progress
March

 Accomplished
June

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: Students will participate in Wylie Way days focusing on gratitude and celebration during the months of April and May, Smith Essentials reviewed daily on announcements, relational practices and house lessons for the month were focused on this core value.

Summative Evaluation: Exceeded Performance Objective

Strategy 1

Implement Ripples of Hope Month in April

Strategy's Expected Result/Impact: Ripples of Hope notes

Staff Responsible for Monitoring: Counseleor

Formative Reviews

No Progress
December

No Progress
March

 Accomplished
June

Strategy 2

Celebrate Teacher Appreciation Week

Strategy's Expected Result/Impact: teacher participation

Staff Responsible for Monitoring: Administrators

Formative Reviews

No Progress

December

No Progress

March



Accomplished

June

Strategy 3

Campus wide day of celebration

Strategy's Expected Result/Impact: student and staff participation

Staff Responsible for Monitoring: Counselor, Administrators

Formative Reviews

No Progress

December

No Progress

March



Accomplished

June

Performance Objective 8

From the results of the campus character survey, we will teach the value of Happiness.

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

Summative Evaluation: Exceeded Performance Objective

Strategy 1

Engage in activities from a "Day of Happiness"

Strategy's Expected Result/Impact: lesson plans

Staff Responsible for Monitoring: Counselor

Formative Reviews



Accomplished

December



Accomplished

March



Accomplished

June

Strategy 2

A Day of Happiness follow up

Strategy's Expected Result/Impact: lesson plans

Staff Responsible for Monitoring: all staff

Formative Reviews



Accomplished

December

Considerable Progress

March



Accomplished

June

Performance Objective 9

Maintain 95% or better for student attendance.

Evaluation Data Source: Skyward attendance reports, student attendance awards and recognitions

Summative Evaluation: Exceeded Performance Objective

Strategy 1

Maintain positive relationships with families and partner with them to encourage students to come to school.

Strategy's Expected Result/Impact: Higher attendance rates

Staff Responsible for Monitoring: All campus staff

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Goal 2

Maximize academic achievement for every student by cultivating collaborations among families, curriculums and educational programs.

Performance Objective 1

80% of our kindergarten students will achieve independent level C on BAS with new decodable texts.

Evaluation Data Source: Review of end of year BAS levels.

Summative Evaluation: Exceeded Performance Objective

Strategy 1

Use Guided Reading model and other research-based reading strategies including MAP intervention tools, MAP Skills, ESGI, Tx-KEA, and LLI during small group instruction and intervention time

Strategy's Expected Result/Impact: End of year BAS data

Staff Responsible for Monitoring: Kindergarten Teachers, Support Staff, Learning Specialist

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Strategy 2

ELAR TEKS will be implemented via curriculum in a balanced literacy format

Strategy's Expected Result/Impact: Running records for each student

Staff Responsible for Monitoring: PLC Kinder team

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Strategy 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 summarizing.

Strategy's Expected Result/Impact: Lesson plans (seed questions) and walkthroughs

Staff Responsible for Monitoring: Kinder PLC Team, administrators

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Performance Objective 2

85% of first graders will be reading at an independent level I by the end of the year BAS testing

Evaluation Data Source: Review of end of year BAS levels.

Summative Evaluation: Exceeded Performance Objective

Strategy 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.

Strategy's Expected Result/Impact: Classroom walkthroughs and lesson plans

Staff Responsible for Monitoring: 1st grade PLC team and learning specialist

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Strategy 2

Use Guided Reading model and other research-based reading strategies including MAP intervention tools, MAP Skills, and LLI during small group instruction and intervention time.

Strategy's Expected Result/Impact: End of year DRA data

Staff Responsible for Monitoring: 1st grade teachers, support staff, and learning specialists

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Strategy 3

ELAR TEKS will be implemented via curriculum DPAs in a balanced literacy format

Strategy's Expected Result/Impact: Running records for each student

Staff Responsible for Monitoring: 1st grade PLC team and learning specialist

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Strategy 4

Teachers will model think alouds in order to model Figure 19 skills.

Strategy's Expected Result/Impact: EOY reading assessment

Staff Responsible for Monitoring: 1st grade PLC team

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Performance Objective 3

85% of 2nd grade students will meet district BAS expectations (level L) by end of year.

Evaluation Data Source: Review of end of year BAS results.

Summative Evaluation: Exceeded Performance Objective

Strategy 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.

Strategy's Expected Result/Impact: Classroom walkthroughs,, lesson plans, and PLC agendas

Staff Responsible for Monitoring: 2nd grade PLC team, administration and learning specialist

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Strategy 2

Use Guided Reading model and other research based reading strategies including MAP intervention tools, MAP Skills, and LLI during small group instruction and intervention time.

Strategy's Expected Result/Impact: End of year DRA data

Staff Responsible for Monitoring: 2nd grade PLC team, support staff, and learning specialist

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Strategy 3

Students reading on or below level will receive leveled take-home book with reading logs for at-home reading support.

Strategy's Expected Result/Impact: Student growth on DRA levels

Staff Responsible for Monitoring: 2nd grade PLC team, support staff

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Strategy 4

Students will use strategies for using text evidence to prove the meanings of words when making predictions and inferences.

Strategy's Expected Result/Impact: Student growth on common unit assessments

Staff Responsible for Monitoring: 2nd grade PLC team

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

Considerable Progress

March

 Accomplished

June

Performance Objective 4

95% of our 3rd grade and 98% of our 4th grade students will meet expectations on STAAR reading.

Evaluation Data Source: 2026 STAAR results.

Summative Evaluation: Met Performance Objective

Strategy 1

Teachers will monitor growth and achievement through assessments and build skills-based groups based on assessment hot spots.

Strategy's Expected Result/Impact: Student growth on common assessments and STAAR results

Staff Responsible for Monitoring: 3rd and 4th grade teachers, support staff, and learning specialist

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

Considerable Progress

March

 Accomplished

June

Strategy 2

Teachers will use assessment data in PLCs to plan instruction.

Strategy's Expected Result/Impact: Instruction and PLC agendas will be data driven

Staff Responsible for Monitoring: Teachers, support staff, and learning specialist

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

Considerable Progress

March

 Accomplished

June

Strategy 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.

Strategy's Expected Result/Impact: Classroom walkthroughs and lesson plans

Staff Responsible for Monitoring: Teachers, administration, support staff and learning specialist

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Performance Objective 5

By May 2025, all kinder-2nd grade students will meet expectations on common assessments

Evaluation Data Source: Common assessment data

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Math TEKS will be implemented via curriculum DPAs in a balanced numeracy format.

Strategy's Expected Result/Impact: MAP data will show student growth

Staff Responsible for Monitoring: Teachers and learning specialist

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Strategy 2

Teachers will incorporate various problem solving strategies to practice daily math problems.

Strategy's Expected Result/Impact: Increased student performance on common assessments.

Staff Responsible for Monitoring: Teachers and learning specialist

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Strategy 3

Teachers will provide spiral review math centers while pulling small groups to target specific student intervention needs.

Strategy's Expected Result/Impact: Increased student performance on common assessments and MAP data.

Staff Responsible for Monitoring: Teachers

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Strategy 4

95% of kindergarten students will solve an addition work problem using manipulatives with number 10 or less

Strategy's Expected Result/Impact: EOY assessment

Staff Responsible for Monitoring: Teachers

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Strategy 5

90% of 1st grade students will meet expectations on end of year common assessment

Strategy's Expected Result/Impact: EOY assessment data

Staff Responsible for Monitoring: Teachers

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Strategy 6

90% of 2nd graders will pass end of year common assessment

Strategy's Expected Result/Impact: Common assessment data

Staff Responsible for Monitoring: Teachers

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Performance Objective 6

95% of our 3rd graders and 98% of our 4th grade students will meet expectations on STAAR math.

Evaluation Data Source: 2026 STAAR results.

Summative Evaluation: Met Performance Objective

Strategy 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.

Strategy's Expected Result/Impact: Student growth on common assessments and STAAR results

Staff Responsible for Monitoring: Teachers, support staff, and learning specialist

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Strategy 2

Teachers will use assessment data in PLCs to plan instruction.

Strategy's Expected Result/Impact: Instruction and PLC agendas will be data driven

Staff Responsible for Monitoring: 3rd and 4th grade PLC teams, learning specialist

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Strategy 3

Use of daily small group instruction to meet the varied needs of learners during lesson.

Strategy's Expected Result/Impact: Classroom walkthroughs, student progress on common assessments

Staff Responsible for Monitoring: Teachers

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Performance Objective 7

50% of 3rd and 55% of 4th grade advanced students will score advanced on Math and Reading STAAR.

Evaluation Data Source: 2026 STAAR results.

Summative Evaluation: Met Performance Objective

Strategy 1

Small group differentiated instructions will be implemented

Strategy's Expected Result/Impact: Class rosters and training agendas

Staff Responsible for Monitoring: Advanced academics teachers, district specialists, administration

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Performance Objective 8

90% of LEP students will meet expectations on STAAR assessment in reading and math.

Evaluation Data Source: 2026 STAAR results.

Summative Evaluation: Met Performance Objective

Strategy 1

All ELL students will submit 4 collections of writing samples scored and recorded using the TELPAS matrix to monitor progress.

Strategy's Expected Result/Impact: Scored writing samples will improve

Staff Responsible for Monitoring: EB teachers

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Strategy 2

All ELL teachers will focus on the ELPS when designing lessons

Strategy's Expected Result/Impact: Lesson plans

Staff Responsible for Monitoring: EB teachers

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Strategy 3

All ELL teachers will receive professional development focused on SIOP strategies to effectively

meet the needs of the ELL students

Strategy's Expected Result/Impact: Classroom walk throughs will document SIOP strategies

Staff Responsible for Monitoring: Administrators

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Strategy 4

ESL teacher will offer SIOP strategy reminders in at least one staff meeting.

Strategy's Expected Result/Impact: Staff meeting agenda(s)

Staff Responsible for Monitoring: Administrators, EB teacher

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Strategy 5

Campus ELL teacher will hold daily guided reading groups focusing on vocabulary, writing, fluency, and comprehension.

Strategy's Expected Result/Impact: Student by student progress on assessments

Staff Responsible for Monitoring: administration, ELL teacher

Funding Sources: \$920

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Performance Objective 9

90% of economically disadvantaged students will meet expectations on STAAR assessments

Evaluation Data Source: 2026 STAAR data

Strategy 1

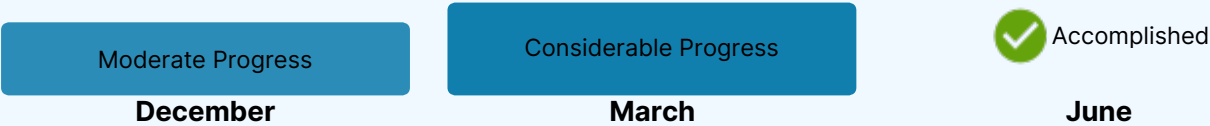
Small group guided reading strategies to differentiate based on student needs

Strategy's Expected Result/Impact: lesson plans, guided reading templates

Staff Responsible for Monitoring: teachers

TEA Priorities: Build a foundation of reading and math

Formative Reviews



Strategy 2

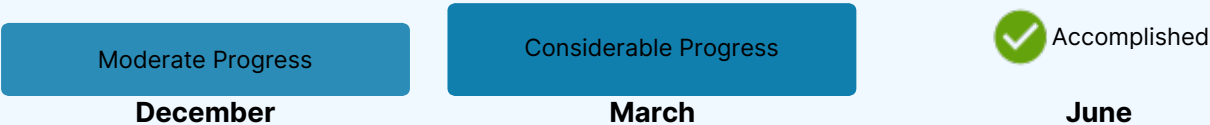
SLOP strategies will be used in classrooms to meet the needs of all learners

Strategy's Expected Result/Impact: walkthrough data, lesson plans

Staff Responsible for Monitoring: administrators, teachers

TEA Priorities: Build a foundation of reading and math

Formative Reviews



Strategy 3

Intervention provided by outside interventionist specifically for our at risk students.

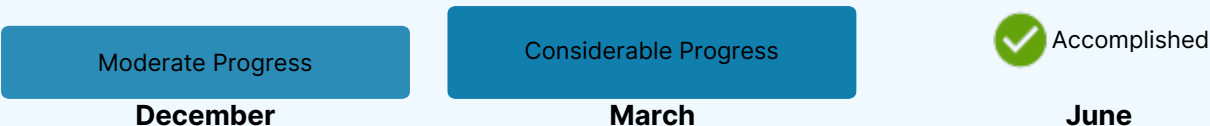
Strategy's Expected Result/Impact: small group rosters with skills addressed

Staff Responsible for Monitoring: administration, teachers

Funding Sources: State Comp Ed, \$2,280

TEA Priorities: Build a foundation of reading and math

Formative Reviews



Strategy 4

Alpha Phonics program implemented with fidelity to serve dyslexic students

Strategy's Expected Result/Impact: lesson plans

Staff Responsible for Monitoring: administration, Alpha Phonics teacher

Funding Sources: Comp Ed - Dyslexia Salary \$67,730.84

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Performance Objective 10

At least 70% of students receiving special education services will meet expectations on STAAR.

Evaluation Data Source: 2026 STAAR data

Summative Evaluation: Met Performance Objective

Strategy 1

Special Education teachers will join grade level PLC meetings to discuss curriculum hot spots.

Strategy's Expected Result/Impact: PLC agendas

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Strategy 2

Balanced literacy, including Guided Reading groups, will continue to be implemented in the classroom in conjunction with the RLA IFDs.

Strategy's Expected Result/Impact: lesson plans, templates

Staff Responsible for Monitoring: teachers

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Strategy 3

Teachers will monitor growth and achievement using data in order to determine skills based groups.

Strategy's Expected Result/Impact: data, small groups

Staff Responsible for Monitoring: administration, teachers

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Performance Objective 11

Partner with PTA and special events to conduct one event per month inviting parents and families to the school.

Evaluation Data Source: PTA-sponsored events and grade-level programs will bring parents into the school promoting involvement and engagement.

Summative Evaluation: Met Performance Objective

Strategy 1

During the monthly PTA meetings, plan school activities.

Strategy's Expected Result/Impact: A positive school culture

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Performance Objective 12

Identify and serve students throughout the school year who will benefit from dyslexia services.

Evaluation Data Source: Spring screening for first grade. Response to Intervention identifying and monitoring student gaps. Use funds to purchase testing and program materials.

Summative Evaluation: Met Performance Objective

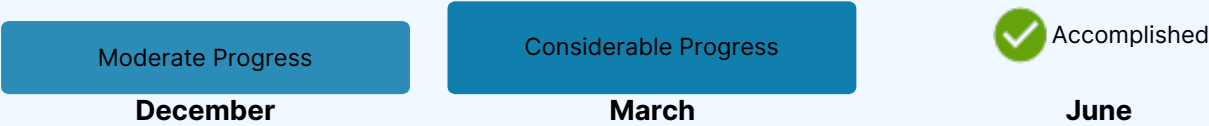
Strategy 1

Monitor data monthly using BAS data and running records.

Strategy's Expected Result/Impact: Identify possible students sooner

Staff Responsible for Monitoring: Teachers, administration

Formative Reviews



Performance Objective 13 ☒ High Priority ☒ HB3 Goal

The campus will ensure compliance with the Local Wellness Policy through the implementation of the District Wellness Plan in the areas of Nutrition Promotion, Nutrition Education, Physical Activity, and School-Based Activities.

Evaluation Data Source: Campus Wellness Team, FitnessGram, Participation in School Community Wellness Events, Participation at Wellness Events.

Summative Evaluation: Met Performance Objective

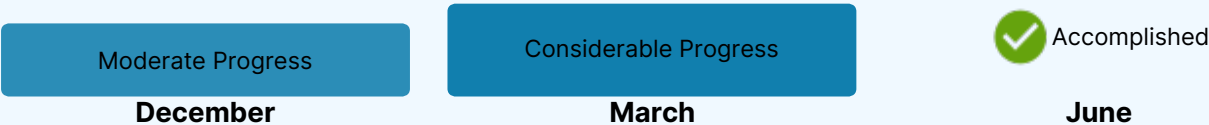
Strategy 1

The Campus/District 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.

Strategy's Expected Result/Impact: Promote healthy nutrition

Staff Responsible for Monitoring: Campus

Formative Reviews



Strategy 2

The Campus/District shall deliver nutrition education that fosters a lifestyle of healthy eating

behaviors through the integration of nutrition education into appropriate curriculum areas and provision of professional development to staff responsible for nutrition education.

Strategy's Expected Result/Impact: Promote healthy eating behaviors

Staff Responsible for Monitoring: Campus

Formative Reviews

Moderate Progress

December

Considerable Progress

March

 Accomplished

June

Strategy 3

The Campus/District 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. The employees in order to promote enjoyable, life-long physical activity for District employees and students.

Strategy's Expected Result/Impact: Promote physical activity and fitness behaviors

Staff Responsible for Monitoring: Campus

Formative Reviews

Moderate Progress

December

Considerable Progress

March

 Accomplished

June

Strategy 4

The District shall encourage students, parents, staff, and community members to use the District's recreational facilities, such as tracks, playgrounds, and the like, that are available for use outside of the school day in accordance with district policy.

Strategy's Expected Result/Impact: Promote recreational facilities

Staff Responsible for Monitoring: Campus

Formative Reviews

Moderate Progress

December

Considerable Progress

March

 Accomplished

June

Goal 3

Encourage involvement in extracurricular activities to enhance character development and academic success.

Performance Objective 1

Continue the advanced academic program for grades 3-4

Evaluation Data Source: Enrollment numbers

Summative Evaluation: Exceeded Performance Objective

Strategy 1

Advanced academics rubric will be used to identify students who meet the criteria for this program in grades 2-4.

Strategy's Expected Result/Impact: Completed rubrics, class rosters

Staff Responsible for Monitoring: Principal

Formative Reviews

Some Progress

December

Some Progress

March



Accomplished

June

Strategy 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.

Strategy's Expected Result/Impact: Training rosters and agenda

Staff Responsible for Monitoring: Advanced academics staff

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Strategy 3

Advanced academics teachers will follow the expectations put forth by the district for advance academics classrooms and students.

Strategy's Expected Result/Impact: Lesson Plans

Staff Responsible for Monitoring: Principal

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Performance Objective 2

Support student participation in extracurricular activities by presenting the opportunities for students to get involved outside of the classroom.

Evaluation Data Source: Participation attendance rosters, Growth tracking, Competition scores/awards

Summative Evaluation: Met Performance Objective

Strategy 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.

Strategy's Expected Result/Impact: High student participation, fitness level increase, student attendance, student focus increased

Staff Responsible for Monitoring: PE Coaches, Teachers

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Strategy 2

Students in 3rd and 4th grades participate in the school choir.

Strategy's Expected Result/Impact: Number of students participating will maintain throughout the year, student grades maintained while participating in choir, high scoring May competition results

Staff Responsible for Monitoring: Music teacher, teachers

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Strategy 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

Strategy's Expected Result/Impact: Number of students who try outs, student success at competition, and growth throughout the the six weeks of practice

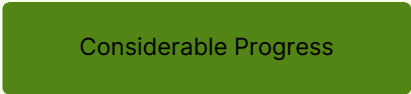
Staff Responsible for Monitoring: Teachers, administration

Formative Reviews



Accomplished

December



March



Accomplished

June

Goal 4 Attract, retain, develop, 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: Feedback from new employees.

Summative Evaluation: Met Performance Objective

Strategy 1

Continue to evaluate, modify and adjust current induction programs and hiring of all employees.

Strategy's Expected Result/Impact: Feedback from new employees.

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Performance Objective 2

Enhance communication with staff through the use of weekly newsletters, campus calendar, and PLC agendas.

Evaluation Data Source: Newsletters, calendar, and PLC agendas. Survey results

Summative Evaluation: Met Performance Objective

Strategy 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.

Strategy's Expected Result/Impact: Weekly newsletters

Staff Responsible for Monitoring: Administration

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Strategy 2

Update outlook calendars with all necessary campus information to inform all staff of important dates and campus events.

Strategy's Expected Result/Impact: Calendar

Staff Responsible for Monitoring: Principal

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Strategy 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.

Strategy's Expected Result/Impact: PLC agendas

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Strategy 4

All staff will participate in monthly staff meetings that will focus on campus business, vertical planning, and required district trainings/communication.

Strategy's Expected Result/Impact: Staff meeting agendas

Staff Responsible for Monitoring: Administrators

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Performance Objective 3

Recognize and celebrate staff through recognitions including weekly staff to staff notes, teacher of the month, and random acts of kindness.

Evaluation Data Source: Teacher awards, survey

Summative Evaluation: Met Performance Objective

Strategy 1

Provide opportunities throughout the year for staff to leave a note of encouragement to colleagues.

Strategy's Expected Result/Impact: agendas

Staff Responsible for Monitoring: All staff

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Some Progress

December

Considerable Progress

March



Accomplished

June

Strategy 2

Recognize a teacher per each nine week grading period voted by their peers as the LEGACY recipient.

Strategy's Expected Result/Impact: Awards presented

Staff Responsible for Monitoring: Principal

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Strategy 3

Provide multiple opportunities to celebrate staff by the use of random acts of kindness (ex: treats in boxes) and spirit days (superhero day)

Strategy's Expected Result/Impact: Staff survey

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Strategy 4

Create and maintain a "Shout Out" board to recognize acts of kindness and/or show gratitude.

Strategy's Expected Result/Impact: "Shout Outs" on display throughout school year

Staff Responsible for Monitoring: Administration

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Performance Objective 4

Offer and promote professional development opportunities monthly to staff members through a Staff meeting, PLC, and district learn and earns.

Evaluation Data Source: Teacher attendance, increased student achievement on formative assessments

Summative Evaluation: Met Performance Objective

Strategy 1

Recognize teachers who attend an after school learn and earn by giving them a shout out or a note of thanks.

Strategy's Expected Result/Impact: Acknowledge teachers for growing professionally

Staff Responsible for Monitoring: Administration

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Strategy 2

Use feedback from the guiding coalition to provide relevant professional development during staff meetings.

Strategy's Expected Result/Impact: Meaningful professional development to all staff members

Staff Responsible for Monitoring: Guiding coalition and administration

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Performance Objective 5

By the end of the 25-26 school year, all language arts teachers who teach EB students will have their ESL Supplemental Certification.

Evaluation Data Source: Teacher certifications

Summative Evaluation: Met Performance Objective

Strategy 1

The campus administration team will audit their ELA teachers to determine who is in need of the ESL certification.

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Strategy 2

Work in collaboration with Special Services for non-ESL-certified teachers to obtain their ESL certification by covering the costs associated with the assessment.

Strategy's Expected Result/Impact: more teachers getting certified

Staff Responsible for Monitoring: Administration

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Goal 5

Manage growth in a way that provides functional equity, financial responsibility, and assurance for all student needs.

Performance Objective 1

Teachers will have access to equitable resources and technology across the classrooms.

Evaluation Data Source: Classroom technology inventory

Summative Evaluation: Met Performance Objective

Strategy 1

District budget will be utilized to provide equitable resources and technology across the classrooms.

Strategy's Expected Result/Impact: itemized purchases

Staff Responsible for Monitoring: Principal

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Performance Objective 2

Students will have equitable access to resources and technology across the classrooms.

Evaluation Data Source: technology inventory

Summative Evaluation: Met Performance Objective

Strategy 1

District budget will be utilized to provide equitable resources and technology across the classrooms.

Strategy's Expected Result/Impact: itemized purchases

Staff Responsible for Monitoring: Principal

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Performance Objective 3

Class sizes will be maintained at a reasonable size that ensures effective instruction and monitoring.

Evaluation Data Source: Class rosters

Summative Evaluation: Met Performance Objective

Strategy 1

Campus staff will work together to create and maintain reasonable class sizes to ensure effective instruction.

Strategy's Expected Result/Impact: rosters

Staff Responsible for Monitoring: All professional staff

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Goal 6

Prepare students for a successful life beyond high school through experiences that prepare them for the future workforce.

Performance Objective 1

Develop a plan for educating students about different careers.

Evaluation Data Source: Activities including power points, presentations, videos, Mapping Your Future days.

Summative Evaluation: Met Performance Objective

Strategy 1

Implement "Mapping Your Future" days. Students will watch career video then write and reflect.

Strategy's Expected Result/Impact: students' writing pieces

Staff Responsible for Monitoring: Counselor, teachers

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Performance Objective 2

Increase awareness of college and career opportunities to all students.

Evaluation Data Source: Activities including career day and weekly highlights.

Summative Evaluation: Met Performance Objective

Strategy 1

We will highlight a college of the week through the use of powerpoint and announcements during college week.

Strategy's Expected Result/Impact: announcements agendas

Staff Responsible for Monitoring: Teachers and Administration

Formative Reviews

No Progress

December

No Progress

March



Accomplished

June

Strategy 2

All students will participate in college week to research top universities and careers they support.

Strategy's Expected Result/Impact: student products

Staff Responsible for Monitoring: All staff.

Formative Reviews

No Progress

December

No Progress

March



Accomplished

June

Performance Objective 3

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

Evaluation Data Source: Plan and facilitate support.

Summative Evaluation: Met Performance Objective

Strategy 1

Campus tour opportunities for students transitioning from pre-k to k.

Strategy's Expected Result/Impact: campus visit dates

Staff Responsible for Monitoring: administration, counselor

Formative Reviews

Moderate Progress

December

Moderate Progress

March



Accomplished

June

Strategy 2

Facilitate Kindergarten Roundup and an informational parent night.

Strategy's Expected Result/Impact: enrollment, informational handouts, powerpoint

Staff Responsible for Monitoring: administration, teachers

Formative Reviews

No Progress
December

Some Progress
March

 Accomplished
June

Strategy 3

4th graders will visit the 5th grade campus he/she will attend and will tour the campus.

Strategy's Expected Result/Impact: campus visit

Staff Responsible for Monitoring: administration, counselor

Formative Reviews

No Progress
December

No Progress
March

 Accomplished
June

Goal 7

Continuously improve and prioritize safety measures to ensure the well-being and security of students and staff.

Performance Objective 1

Provide a safe, secure, and well-maintained environment.

Evaluation Data Source: Crisis drill log.

Summative Evaluation: Exceeded Performance Objective

Strategy 1

Continue campus wide positive behavior classroom management system

Strategy's Expected Result/Impact: Discipline records

Staff Responsible for Monitoring: All campus staff

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Strategy 2

Provide monthly practice of emergency procedures/drills on campus

Strategy's Expected Result/Impact: Crisis drill log

Staff Responsible for Monitoring: Campus administration

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Strategy 3

Maintain facilities

Strategy's Expected Result/Impact: Well maintained campus and grounds

Staff Responsible for Monitoring: Campus administration and district maintenance department

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Strategy 4

Maintain the district crisis plan and provide annual training to all campus staff members

Strategy's Expected Result/Impact: Training log

Staff Responsible for Monitoring: Campus administration

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Strategy 5

Continue the use of the Raptor system to track sign in/out of visitors.

Strategy's Expected Result/Impact: Sign in/Sign out logs

Staff Responsible for Monitoring: Office staff

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Performance Objective 2

During the 2025-26 School Year, an armed security guard or School Resource Officer (SRO) will be on campus daily.

Summative Evaluation: Met Performance Objective

Strategy 1

The security guard will conduct daily door checks and monitor hallways regularly.

Strategy's Expected Result/Impact: A safe environment

Staff Responsible for Monitoring: Security guard

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Goal 8 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: Top dog and award recipient lists.

Summative Evaluation: Exceeded Performance Objective

Strategy 1

Campus will have Friday morning celebrations 2 of each 3 week period to celebrate student success.

Strategy's Expected Result/Impact: Assembly agenda

Staff Responsible for Monitoring: All staff.

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Performance Objective 2

Promote areas of excellence throughout the building through the use of our campus Facebook page.

Evaluation Data Source: Facebook wall.

Summative Evaluation: Met Performance Objective

Strategy 1

Smith Facebook page will be utilized a minimum of once per week to highlight student successes throughout the building.

Strategy's Expected Result/Impact: Facebook Wall

Staff Responsible for Monitoring: administrators and teacher leaders

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June

Performance Objective 3

Recognize daily student celebrations through use of electronic marquee and daily announcements.

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

Summative Evaluation: Met Performance Objective

Strategy 1

Marquee will be updated weekly and announcements will be updated daily with celebratory student information

Strategy's Expected Result/Impact: Marquee history, daily announcement agendas

Staff Responsible for Monitoring: Principal, Administrative Team

Formative Reviews

Moderate Progress

December

Considerable Progress

March



Accomplished

June



State Compensatory Education

State Compensatory

Budget for Smith Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

Personnel for Smith Elementary School

Name	Position	FTE
Michele Horack	Teacher	1



Funding Summary

Funding Summary

State Comp Ed

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	9	3		--	\$2,280.00
Sub-Total					\$2,280.00
Budgeted Fund Source Amount					\$3,000.00
+/- Difference					\$720.00