

Community Independent School District

NeSmith Elementary School

2019-2020 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in Science



Mission Statement

With the commitment that all students can learn, Community ISD will provide adequate opportunities and educational strategies to enable our students to be productive citizens in a challenging society. Our goal is to help each child develop mentally, physically, and aesthetically. Community Independent School District will provide instruction at the highest level of quality for all students. In a cooperative effort of home and community, our youth will be prepared to meet the challenge of the future.

Vision

NeSmith Elementary is committed to providing our students with the tools necessary to become purposeful and positive members of society.

Core Beliefs

1. Non-negotiable Success
2. Transparency and Accountability
3. Safe and Caring Environment
4. Trust and Honesty
5. Positive Relationships
6. Data-driven Decisions

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	5
School Culture and Climate	7
Staff Quality, Recruitment, and Retention	9
Curriculum, Instruction, and Assessment	10
Parent and Community Engagement	11
School Context and Organization	12
Technology	13
Priority Problem Statements	14
Comprehensive Needs Assessment Data Documentation	16
Goals	18
Goal 1: The campus will provide an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet or exceed all educational standards.	18
Goal 2: The campus shall recruit, hire, train, and retain a highly qualified staff.	24
Goal 3: The campus will maintain a safe and orderly environment.	27
Goal 4: The campus shall exhibit excellence in financial and facility planning, management and stewardship	28
Goal 5: Parents and members of the community will have meaningful opportunities to participate in the educational processes of NeSmith Elementary.	29
Goal 6: The campus shall establish systems and processes to evaluate organizational effectiveness and customer satisfaction.	31
State Compensatory	32
Budget for NeSmith Elementary School:	32
Campus Funding Summary	34

Comprehensive Needs Assessment

Demographics

Demographics Summary

NeSmith Elementary School serves students in grades Pre-K through fifth grade and is located in Lavon, TX within Community Independent School District. NES is composed of students that live in the communities of Lavon, Nevada, Josephine, and Copeville as well as rural, unincorporated regions of southeastern Collin County and a small portion of unincorporated Hunt County.

- Enrollment for the 2018 - 2019 school year was 580.
- NeSmith Elementary is a Prekindergarten-5th grade elementary campus.
- Ethnic Distribution: African American 13%, Hispanic 18%, White 62%, American Indian 0.52%, Pacific Islander 0.69% and Two or More Races 3%
- Campus Profile/Student Information: Economically Disadvantaged is 41.03%, English Language Learners 6.72% and Students receiving Special Education Services 13.45%

Demographics Strengths

The NeSmith community has a strong reputation for providing quality education. While becoming a more diverse school community, our stakeholders strongly support NeSmith Elementary.

Problem Statements Identifying Demographics Needs

Problem Statement 1: African American and Hispanic students are not performing at the same level as white students. **Root Cause:** The fast changing demographics with the growth of our community is bringing a diverse population with different educational needs.

Student Achievement

Student Achievement Summary

All schools in Texas must meet standards in four accountability areas. For the 2018-2019 school year, NeSmith Elementary School met these targets:

- Domain 1 74 out of 100
- Domain 2 79 out of 100
- Domain 3 77 out of 100

These scores result in NeSmith Elementary School receiving a 2019 Texas Accountability Met Standard rating and an A-F rating earned a B.

On the 2019 STAAR, the following scores for all grades show the percentage at Phase-In Satisfactory Standard or Above:

The STAAR Scores for the 2018 - 2019

5th Grade Reading - approaching 91% meets 56% masters 30%

5th Grade Math- approaching 90% meets 41% masters 22%

5th Grade Science- approaching 87% meets 59% masters 38%

4th Grade Writing- approaching 75% meets 35% masters 5%

4th Grade Reading- approaching 79% meets 48% masters 28%

4th Grade Math- approaching 81% meets 48% masters 27%

3rd Grade Reading approaching 91% meets 59% masters 38%

3rd Grade Math approaches 92% meets 67% masters 38%

Student Achievement Strengths

NeSmith earned one distinction through Science STAAR high achievement.

Third grade made huge gains this year with one teacher meeting the 30-60-90 expectation.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students across campus are under performing in math. **Root Cause:** Reading has been more of a focus in Pre-K- 2 causing less of a solid mathematical foundation.

Problem Statement 2: Student Attendance is low. **Root Cause:** There is no urgency for students to be in school every day, especially in Kinder.

School Culture and Climate

School Culture and Climate Summary

The teachers at NeSmith Elementary are committed to the students they teach. NeSmith's staff is dedicated to providing quality instruction to all students. The teachers and staff are committed to serving the community from which the students come from. Visitors often say that they feel very welcomed when they come into the school.

Students and parents describe the school climate as family oriented. The community has a lot of respect for the administration, teachers and staff members at NeSmith. Discipline is a strength and student achievement is improving. Students and staff feel that NES is a safe place. The beliefs, vision and goals of NeSmith Elementary are based on the understanding that the school belongs to the community and educating the whole child is paramount to building a better society.

NeSmith is continuing to build a strong school culture and focusing on Positive Behavior Intervention Systems through assemblies, newsletters, parent education, mentoring programs and short lessons throughout the nine weeks, delivered by teachers, counselors and administration. The implementation of morning meetings campus wide will help build relationships and classroom communities where students feel comfortable to learn and take risks in their academic journey.

NeSmith will revive Tribe Time on Friday mornings in lieu of morning meetings. The tribe system, also known as a house system, is a positive behavior system in which students and faculty in the entire district are provided the opportunity to interact across grade levels and campuses. Each student collects points for their tribe by meeting behavior expectations. Students in tribes encourage one another and work together to exemplify the traits of a Brave as they learn about the traits from faculty and staff members in the process. In doing so, the school community will benefit from positive peer pressure, increased school spirit, and healthy competition.

School Culture and Climate Strengths

Parent Organizations:PTO

Student Organizations, Groups and Clubs

Annual Events & Activities: Boosterthon Fun Run, Math/Science Night, Science Fair, Gingerbread Night, fall Family Fun Night, Donuts with Dad or Special Friend, Muffins with Mom or Special Friend, Grandparents breakfast, Kinder Rodeo, Thanksgiving Lunch, Field Day and Classroom parties

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Our school has been stagnant in growing out students. **Root Cause:** The emphasis may not have been on growing all students.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

A number of staff members joined the NeSmith staff this year. Two of those are first year teachers, and 1 staff member transferred from McClendon. New to teaching and new to district teachers were inducted into the Brave Nation for three days before in-service. Each new to district teacher is assigned a mentor and will be participating in A New Teacher Academy. NeSmith Elementary will work to provide ongoing, targeted, job-embedded professional learning through PLCs, sharing articles and other readings and workshops in and out of district.

Staff Quality, Recruitment, and Retention Strengths

- Grade level PLCs strengthen instruction through exploration of data from common assessments.
- Team Leaders have attended PLC Training through Solution Tree over the summer to support and train additional staff
- The teachers at NeSmith Elementary have strong curriculum backgrounds.
- Our instructional leaders present at faculty meetings and professional development sessions. They are leaders among their CISD colleagues.
- We have built a climate where teachers feel comfortable to discuss and critique instructional practices and take risks.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Staff reviews student assessments in order to provide targeted instruction for improvement. PLC's meet weekly to discuss student and teacher needs for academic achievement. Data is used to inform curriculum, instruction and assessment decisions. During Professional Learning Communities, instructional activities are aligned with student learning needs and expected outcomes for achievement. Assessments are designed, developed and linked to measure the effect of curriculum and instruction. Response to Intervention teams are data driven, and focus on the best interventions to meet the needs of the students. The curriculum is vertically and horizontally aligned so that teaching and learning expectations are clear for each grade level and subject area.

Curriculum, Instruction, and Assessment Strengths

- Weekly PLC's to review instruction and data
- Dyslexia Program - Take Flight through Scottish Right Hospital
- Small group instruction based on student needs
- Structured intervention/enrichment time for all students on a daily basis.
- Students receiving effective interventions and making substantial progress.
- Response to Intervention team in place
- Increased Daily 5/Cafe resources, math manipulatives along with guided math training and writing resources.
- GT program Grades 1- 5 - cross curricular thematic based pull out program (2 hours a week)

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Students aren't reaching the meets and masters levels as they should. **Root Cause:** Teachers are not teaching to the depth and complexity of the TEKS.

Parent and Community Engagement

Parent and Community Engagement Summary

Parent involvement increased significantly during the 2018 - 2019 school year. Involvement in PTO has also increased. For 2019 - 2020, our goal is to increase parent involvement from our pre-kindergarten parents. In a joint effort with our PTO, we host numerous evening events to connect our parents and community members with what is happening at NeSmith.

Parent and Community Engagement Strengths

- High number of parent volunteers
- Parents feel welcome at NeSmith and have an open dialogue with the staff.
- Communication
- Robust social media presence provides up-to-date information for parents and the community.

School Context and Organization

School Context and Organization Summary

NeSmith Elementary has a staff that is focused on improving student academic achievement. There is a sense of urgency and strong commitment from the teachers at NeSmith. Teachers are actively involved in attending professional development over the summer and throughout the school year. Teachers commit extra time to ensuring that their students succeed. The master schedule was created for optimum student learning. We have incorporated an intervention block into each grade levels master schedule to address needs as well as progress monitor. Teacher teams are given 55 minutes daily for team planning, PLC's and conferencing with parents. Teachers collaborate together in weekly PLC's to ensure the academic achievement of each student at NeSmith.

School Context and Organization Strengths

- Standardized district grading procedures
- PLC's are organized, scheduled and lead by campus instructional coach, campus administrative team, and teachers
- SST teams are in place and data driven
- District goals are communicated through PLC's
- Fidelity to campus requirements for instructional minutes.
- 100% compliant with district safety drill requirements.
- Intervention and enrichment blocks

Technology

Technology Summary

We will implement the district technology plan for the 2019-2020 school year. 5 ipads per K-2 classroom and 1:1 devices for grades 3 - 5 have been issued. All classrooms have a class issued chromebook for PK - 5 as well. All students have access to computers in our lab and their classroom. We will continue to support technology with supplemental funds. We will have monthly meetings with our technology integration specialist to discuss the use of instructional technology and collaborate with each other to grow our knowledge.

Technology Strengths

- Teachers are well versed and integrate technology into their instruction as well as with their communication with parents.
- Students are becoming digital natives and are utilizing technology applications and resources in their learning needs.
- Many software programs have been purchased by our district to meet targeted student needs.
- We have had multiple teachers become Google Certified and have brought their knowledge to the campus through trainings.

Priority Problem Statements

Problem Statement 1: African American and Hispanic students are not performing at the same level as white students.

Root Cause 1: The fast changing demographics with the growth of our community is bringing a diverse population with different educational needs.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students across campus are under performing in math.

Root Cause 2: Reading has been more of a focus in Pre-K- 2 causing less of a solid mathematical foundation.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Our school has been stagnant is growing out students.

Root Cause 3: The emphasis may not have been on growing all students.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: Students aren't reaching the meets and masters levels as they should.

Root Cause 4: Teachers are not teaching to the depth and complexity of the TEKS.

Problem Statement 4 Areas: Curriculum, Instruction, and Assessment

Problem Statement 5: Student Attendance is low.

Root Cause 5: There is no urgency for students to be in school every day, especially in Kinder.

Problem Statement 5 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- 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 Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- 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

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: The campus will provide an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet or exceed all educational standards.

Performance Objective 1: We will earn an "A" rating as a campus with all 6 possible distinctions from TEA.


Evaluation Data Source(s) 1: Spring 2020 STAAR performance

Summative Evaluation 1:

High Priority

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) PLCs will use systematic data during weekly meetings to increase rigorous lessons and differentiated instruction in all classrooms.	Campus Administration, Instructional Coach	Increased student achievement, increased teacher performance				
2) All classroom teachers will meet bi-monthly to collaborate with MES.	Classroom Teachers, Campus Administration, Instructional Coach	Increased student achievement, increased teacher performance				
3) Campus Leadership team will intentionally plan walk throughs in the classroom to focus on intervention time, Daily 5, Guided Math and writing blocks.	Campus Administrative team, Instructional Coach	Increased student achievement, increased teacher performance				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
4) All classroom teachers will set academic and behavioral goals which will be re-evaluated after each district assessment.	Campus Administrative Team, Instructional Coach, and Team Leads	Intentional and increased student achievement, intentional and increased teacher performance				
5) All classroom teachers will implement Lead4ward strategies in each classroom. Challenges and workshops will be offered throughout the year.	Campus Administrative Team, Instructional Coach, and Team Leads.	Increased student achievement, increased teacher performance				
6) Implementation of instructional staff meetings through break out sessions once a month based on the needs of the teachers.	Principal, Asst. Principal, Instructional Coach	Increased student achievement, increased teacher performance				



100% = Accomplished
➔ = Continue/Modify
0% = No Progress
✗ = Discontinue


Goal 1: The campus will provide an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet or exceed all educational standards.

Performance Objective 2: Performance gaps between sub groups will be no more than 5% in all tested areas on STAAR and STAAR A.


Evaluation Data Source(s) 2: Spring 2020 STAAR performance

Summative Evaluation 2:

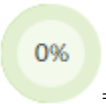
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Monthly assessment measures will be used to identify strengths and intervention opportunities.	Campus Administration, Instructional Coach	Increased student achievement, increased teacher performance				
2) Daily targeted intervention time at each grade level	Campus administration and Instructional Coach	Increased student achievement, increased teacher performance				
3) Will hold four Saturday Academies sessions	Campus administration and Instructional Coach	Increased student achievement, increased teacher performance				
4) Individualized Academic Goal Setting with every student in grades 3-5	Campus administration and Instructional Coach	Increased student achievement, increased teacher performance				




= Accomplished



= Continue/Modify



= No Progress




= Discontinue

Goal 1: The campus will provide an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet or exceed all educational standards.

Performance Objective 3: All students and subgroups will demonstrate an increase in the three reporting categories.

Evaluation Data Source(s) 3: Spring 2020 STAAR, District quizzes and assessments and EOY MAP testing, EOY Scoring of Writing Samples, Spring 2020 4th grade Writing STAAR performance

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Full implementation of CISD Classroom Expectations (including DL Lite Strategies).	Campus Administration, Instructional Coach, Curriculum Specialist	Increased student achievement, increased teacher performance				
2) District assessment data will be utilized to design instruction.	Classroom Teachers, Team Leaders, Campus Administration, Instructional Coach	Increased student achievement, increased teacher performance				
3) Plan and provide reading incentives and opportunities throughout the year to involve families with their child's reading goals.	Classroom Teachers, Campus Administration	Increased student achievement, increased teacher performance				
4) Implementation of Lead4ward strategies in each classroom to be monitored through challenges and workshops throughout the school year.	Classroom Teachers, Campus Administration, Team Leaders	Increased student achievement, increased teacher performance				
5) Teachers will utilize PBIS to help facilitate positive relationships with their students.	Campus Administration Team	Increased student achievement, increased teacher performance				
						


Goal 1: The campus will provide an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet or exceed all educational standards.

Performance Objective 4: Increase attendance rate for campus to 98%.


Evaluation Data Source(s) 4: End of Year attendance data along with weekly monitoring of reports

Summative Evaluation 4:

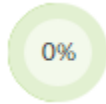
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide student incentives for highest attendance rates (by grade level).	Campus Administration	High attendance rates by students				
2) Attendance Committee will progress monitor attendance needs as needed. They will then schedule parent conferences to discuss student attendance concerns as a trend forms	Assistant Principal and Attendance Committee	High attendance rates by students				
3) Implementation of HERO (Here, Every Day, Ready, and On Time) program to reward classes for perfect attendance and positive reinforcement for campus wide attendance goal of 98%	Administrative team and office personnel	High attendance rates by students and staff.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 1: The campus will provide an aligned, rigorous curriculum, with instructional and technology programs preparing students to meet or exceed all educational standards.


Performance Objective 5: All STAAR tested subjects will have a minimum of 90-60-30 percentages on the 2020 STAAR assessments.

Evaluation Data Source(s) 5: Spring 2020 STAAR and District assessments and quizzes.

Summative Evaluation 5:

High Priority

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All math teachers will utilize the CISD problem solving model in their classroom.	Campus Administration, Instructional Coach, Curriculum Specialist	Increased student achievement, increased teacher performance				
2) All math teachers will implement with fidelity the guided math structure in their classroom.	Campus Administration, Instructional Coach, Curriculum Specialist	Increased student achievement, increased teacher performance				
3) All math teachers will utilize the ETA math manipulatives and lessons to make real world connections.	Campus Administration, Instructional Coach and Curriculum Specialist	Increased student achievement, increased teacher performance				



100% = Accomplished
 → = Continue/Modify
 0% = No Progress
 ✗ = Discontinue





Goal 2: The campus shall recruit, hire, train, and retain a highly qualified staff.

Performance Objective 1: At least 10% of the NeSmith teaching staff will become Blue Certified Teachers

Evaluation Data Source(s) 1: Teacher evaluations by campus admin & central office admin

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Intentional mentoring for those that are nearing the qualifications based on walk through data	Principal, Asst. Principal	Increased teacher retention and quality				
2) Learning Walks for teachers to be able to observe master teachers for direction and reflection.	Assistant Principal, Principal	Increased teacher retention and campus morale				

 = Accomplished	 = Continue/Modify	 = No Progress	 = Discontinue
--	---	---	---


Goal 2: The campus shall recruit, hire, train, and retain a highly qualified staff.

Performance Objective 2: NES will increase teacher retention rates to 90%

Evaluation Data Source(s) 2: End of year retention rate.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) New staff members will be assigned a mentor that will communicate campus expectations and offer continuous encouragement.	Mentor teachers, Campus Administration	Increased teacher retention, increased staff morale				
2) Campus Leadership will survey staff quarterly to assess needs of individual staff members as well as teams. Results will be used to drive campus PD, PLC work and support form leadership team.	Campus Teacher leaders, Campus Administration	Increased teacher retention, increased staff morale				
3) The Make it FUN committee will provide treats and positive encouragement throughout the year.	Teacher Leaders	Increased teacher retention.				



100% = Accomplished
 → = Continue/Modify
 0% = No Progress
 ✗ = Discontinue


Goal 2: The campus shall recruit, hire, train, and retain a highly qualified staff.

Performance Objective 3: NES will build leadership capacity in all staff members.


Evaluation Data Source(s) 3: EOY staff survey

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teacher leaders will lead committees and events on campus	Campus Leadership	Capacity building for staff members				
2) All teachers will be encouraged and supported to reach the Gold Level through professional development.	Administrative Team and Instructional Coach	Capacity building for staff members.				
3) Team leaders will work in pairs to give feedback to one another on PLC leading, team culture and other areas.	Administrative Team, Instructional Coach, Team Leaders	Capacity building for staff members.				
4) A Google Form will be sent out to all staff members each month, and we will recognize our peer nominated Teacher of the Month.	Asst. Principal	Increase teacher retention and increase campus morale.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 3: The campus will maintain a safe and orderly environment.

Performance Objective 1: NES establish procedures to ensure a safe and orderly environment.


Evaluation Data Source(s) 1: Staff and Parent Middle & End of Year Surveys

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Campus will complete monthly safety drills including fire, tornado and lock down	Campus Administration and SRO	Safe environment, prepared in event of emergency				
2) Counselor will conduct small group sessions on student topics centered around safety, conflict resolution and behavior.	Counselor, Campus Administration	Decreased office referrals. safe and orderly environment				
3) Students will be presented with Drug Prevention materials and content during Red Ribbon Week	Campus Administration and Counselor	Decreased number of office referrals, safe and orderly environment				
4) All visitors will sign in using the Raptor Program in the front office.	Campus office staff, Campus Administration	Increased safety for campus				
5) Campus will utilize Tribe time for students to participate in the character building program. Each student will be placed in a tribe and will earn points for behavior.	Campus Office staff, campus administration, NES campus staff, instructional coach, NES school counselor	Decreased office referrals. safe and orderly environment				
6) All staff members will be trained prior to the first day of school by the Community ISD Police Department of Safety and Security Measures.						




100% = Accomplished



= Continue/Modify



0% = No Progress



= Discontinue


Goal 4: The campus shall exhibit excellence in financial and facility planning, management and stewardship

Performance Objective 1: NES will utilize financial resources allotted to maximize student success


Evaluation Data Source(s) 1: EOY assessment results

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All campus budgeted instructional monies shall be used to positively impact student achievement.	Campus Administration, CFO	Appropriate use of budget funds				
2) 60% of allotted budget spent by January 2019	Campus Administration, CFO	Use of budget funds				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 5: Parents and members of the community will have meaningful opportunities to participate in the educational processes of NeSmith Elementary.

Performance Objective 1: Host a variety of events throughout the school year to allow parents and families opportunities to be involved.


Evaluation Data Source(s) 1: Attendance reports for events

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Parents will be invited to participate in cafeteria sponsored events to highlight mother, father and grandparent figures.	Campus Administration, Campus Cafeteria Manager, District Food Services Director	High involvement and participation by families				
2) Campus Administration will work in conjunction with PTO to host two family events - one in Fall and one in Spring	Campus Administration and PTO Board of Directors	High involvement and participation by families				
3) Male role models to participate with students in need on a monthly basis.	Campus Administration	Increased student management, introduction of positive male role models				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 5: Parents and members of the community will have meaningful opportunities to participate in the educational processes of NeSmith Elementary.

Performance Objective 2: 100% of parents/families will participate in at least two conferences a year.

Evaluation Data Source(s) 2: Parent Communication Logs

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Two conference days will be held (one in fall and one in spring)	Classroom Teachers, Campus Administration	Participation in conferences				
Funding Sources: Title I - 500.00						





Goal 6: The campus shall establish systems and processes to evaluate organizational effectiveness and customer satisfaction.

Performance Objective 1: NES will achieve a satisfaction rate of at least 90%.

Evaluation Data Source(s) 1: End of year parent survey results

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) NES office staff will attend a customer service training	Campus Administration	A positive experience for all parents when visiting the office.				
2) Utilize Team Leaders to develop a parent survey to assess organizational effectiveness and customer satisfaction.	Team Leaders, Campus Administration	A positive experience for all parents when visiting the office.				

	= Accomplished		= Continue/Modify		= No Progress		= Discontinue
---	----------------	---	-------------------	---	---------------	---	---------------

State Compensatory

Budget for NeSmith Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199.11.6119.00.103.6.30.0.00	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$51,692.50
199.11.6141.00.103.6.30.0.00	6141 Social Security/Medicare	\$831.06
199.11.6142.00.103.6.30.0.00	6142 Group Health and Life Insurance	\$2,236.51
199.11.6143.00.103.6.30.0.00	6143 Workers' Compensation	\$356.49
199.11.6144.00.103.6.30.0.00	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$3,486.39
199.11.6146.00.103.6.30.0.00	6146 Teacher Retirement/TRS Care	\$1,388.79
199.11.6149.00.103.6.30.0.00	6149 Employee Benefits	\$60.00
6100 Subtotal:		\$60,051.74
6300 Supplies and Services		
199.11.6399.00.103.6.24.0.00	6399 General Supplies	\$750.00
199.31.6399.00.103.6.24.0.00	6399 General Supplies	\$900.00
199.31.6399.82.103.6.24.0.00	6399 General Supplies	\$250.00
6300 Subtotal:		\$1,900.00

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	Funding needed for food and child care during events	211	\$500.00
Sub-Total					\$500.00
Grand Total					\$500.00