

Goose Creek Consolidated Independent School District

Ashbel Smith Elementary

2018-2019 Campus Improvement Plan

Mission Statement

The mission of Ashbel Smith Elementary is to be successful academically, behaviorally, and socially in order to become productive, life-long learners in our changing world.

Vision

All staff will provide a safe, supportive, and consistent positive environment in which authentic and relevant learning takes place.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Ashbel Smith Elementary services students from PPCD through fifth grade. We have a life skills program, also. We service students in the general education setting as well as bilingual classes. At the end of the 2017-18 school year we had 792 students enrolled. Our demographics include 84.6 % Hispanic, 5.6 %, 8.1% White. We are a Title I campus. Due to our diverse population, closing learning gaps between our sub-populations is a concern. Many of our students enter school with limited English and due to our high poverty status many of our students have few learning opportunities prior to school.

Demographics Strengths

We have a CS3 position that services our population and our families. The SST meets each Tuesday. Discussions are held concerning attendance, academics, and family needs. Currently we have three CIS positions focusing on math and reading. We have a full time counselor to work with our families in crisis.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance is stagnant at Ashbel Smith over the past 3 years. The attendance rate has stayed around 96%, this includes tardiness and early releases. **Root Cause:** Parents are not aware of how absences significantly impact academic and school funding.

Student Academic Achievement

Student Academic Achievement Summary

Our goal is to ensure that every student has rigorous learning opportunities that leads to high academic success. Our goal is also to close all learning gaps within our sub-populations. This sub-populations include our Special Education students and our ELL students. School wide focus on Reading. Need vertical alignment meetings as well on discussions on individual students; strengths and weaknesses. Special education 2018 STAAR indicates areas of weakness in Reading and Math. Special Education reading comprehension decoding, and overall reading levels are areas of concern.

Student Academic Achievement Strengths

STAAR Science data demonstrates a strength in the area of Science due to a distinction.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Our campus continues to have academic gaps with our EL students as well as our Special Education students. **Root Cause:** Students leave second grade not reading on grade level

School Processes & Programs

School Processes & Programs Summary

Our curriculum gives us the freedom and flexibility to meet the needs of our students.

Our curriculum delivery is inconsistent as indicated with the assessments that are given.

The curriculum taught does not appear to align to district assessments.

There is an inconsistency in scores, especially with 3rd through 5th grade scores.

There needs to be a focus on the instruction of reading across the grade levels.

School Processes & Programs Strengths

Small group focused tutorials with Mrs. Griffin and Mrs. Myrak has shown some growth with at risk students.

CIS staff improve teacher quality through focused curriculum implementation planning, assessment data reviews, and academic planning for student improvement.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Reading and math scores for 2nd-5th grade are inconsistent between CBAs and Benchmarks. **Root Cause:** Ineffective alignment of the classroom implemented scope and sequence and campus PLCs.

Perceptions

Perceptions Summary

Positive relationships between students-teachers, and teacher-parents are low and have caused an increased in discipline issues in the area of respect.

Perceptions Strengths

Opportunities for parent and family engagement.

Active PTO

Counselor is visible and delivers lessons

Problem Statements Identifying Perceptions Needs

Problem Statement 1: A genuine level of respect between students and staff as well as teachers and parents is needed. **Root Cause:** Positive relationships between students, parents, and staff has not been effectively sustained.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Performance Index Framework Data: Index 1 - Student Achievement
- Domain 2 - Student Progress
- Performance Index Framework Data: Index 2 - Student Progress
- Domain 3 - Closing the Gaps
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) 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
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- Local benchmark or common assessments data

- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals






Goal 1: Ashbel Smith Elementary will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.

Performance Objective 1: All students will meet or exceed expectations on grade level assessments and STAAR.

Evaluation Data Source(s) 1: STAAR Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>1) Conduct PLC meetings to review assessments, monitor student progress, and make data-driven decisions that positively impact student achievement.</p>		Teachers Campus Instructional Specialists Campus Administrators	Increased student achievement through timely and specific interventions			
<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>2) Utilize the rigor, relevance, and depth of knowledge criteria in all subject areas as a means of increasing students' problem solving and critical thinking abilities.</p>	2.4	Teachers Campus Instructional Specialists Campus Administrators	Increased student achievement in all core areas			
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>3) Develop formative assessments/skills checks for all taught objectives.</p>		Teachers Campus Instructional Specialists Campus Administrators	PLC process more productive and effective			

<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>4) Provide enrichment, and specific intervention instruction during small group instruction, Accelerated Instruction Time, before school tutorials, morning computer lab tutorials, and any other intervention programs to close the existing performance gaps between student scores and the state/federal targets. Provide early intervention in primary grades, assist teachers in implementing new TEKS.</p>	2.4	Teachers Campus Instructional Specialists Campus Administrators	Increase in number of students reaching higher levels on STAAR			
Funding Sources: Coordination of Local and State Funds - 400.00						
<p align="center">Critical Success Factors CSF 1</p> <p>5) Provide student incentives for assessment growth and improvement.</p>		Campus Administrators	Increase in student academic success in all core areas			
Funding Sources: Local Funds - 500.00						
<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>6) Provide staff development relevant for state and district assessment requirements. These may include training by Kilgo, CHAMPS, Kagan, ABYDOS, Abydos Pro, Empowering Writers, and Gretchen Childs. Support teacher training for all district and campus initiatives. Provide training in Guided Reading strategies for all paraprofessionals.</p>	2.4	Campus Administrators	Increase the number of students that obtain Level 2 and 3 on STAAR			
Funding Sources: Local Funds - 4000.00						
<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>7) Teachers will incorporate Kagan strategies to increase student engagement.</p>	2.5	Campus Administrators	Close achievement gaps			
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						






Goal 2: Ashbel Smith Elementary will provide a well-balanced and appropriate curriculum to all students.

Performance Objective 1: Ashbel Smith Elementary will plan and implement an instructional program that ensures academic success for each child.

Evaluation Data Source(s) 1: Common Formative Assessments, CBAs, Benchmarks, STAAR scores, ISIP, Math Universal Screeners

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>1) Conduct content area and vertical alignment meetings a minimum of four times per year to ensure cohesive instruction across grade levels.</p>		Teachers Campus Instructional Specialists Campus Administrators	Increase in students reaching mastery level on STAAR			
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>2) Utilize ELPS in all instructional settings to ensure successful English language acquisition and mastery.</p>		Teachers Campus Instructional Specialists Campus Administrators	Increase in student achievement			
Problem Statements: Student Academic Achievement 1						
<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>3) Provide explicit and systemic phonological awareness, phonemic awareness, and phonics, and word study instruction to students including F&P Guided Reading and word study, Abydos Pro, and Empowering Writers.</p>		Teachers Campus Instructional Specialists Campus Administrators	Increase in academic success			
Problem Statements: Student Academic Achievement 1						
<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>4) Utilize CIS to model strategies, assist with planning, and provide coaching in reading, writing, math, and science in order to increase instructional capacity. Use them to help teachers implement engagement strategies (Kagan).</p>		Teachers Campus Instructional Specialists Campus Administrators	Increase in student achievement			

<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>5) Embed oral and written conventions of grammar in writing.</p>		<p>Teachers Campus Instructional Specialists Campus Administrators</p>	<p>Increase in students reaching Levels 2 and 3 on STAAR</p>			
<p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 4</p> <p>6) Utilize certified teacher to provide small group instruction to at-risk students.</p>	<p>Funding Sources: Coordination of Local and State Funds - 22000.00</p>	<p>Teachers Campus Instructional Specialists Campus Administrators</p>	<p>Increase academic success of at-risk students in the primary grades</p>			
<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>7) Target increasing academic vocabulary using a variety of strategies, e.g., affix analysis, Marzano Academic Vocabulary etc.</p>		<p>Teachers Campus Instructional Specialists Campus Administrators</p>	<p>Increase in scores on writing STAAR</p>			
<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>8) Teachers will incorporate strategies to increase student achievement for GATE students and students who are meeting Level II standards and address these strategies during PLCs.</p>	<p>Funding Sources: Coordination of Local and State Funds - 200.00</p>	<p>Teachers Campus Instructional Specialists Campus Administrators</p>	<p>Increase in Level III Scores</p>			
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>9) Bilingual teachers will host a parent night to educate parents on the Bilingual program and Early exit goals for students.</p>		<p>Campus Administrators CS3 Counselor Bilingual Teachers</p>	<p>Increase TELPAS scores</p>			
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Our campus continues to have academic gaps with our EL students as well as our Special Education students. Root Cause 1: Students leave second grade not reading on grade level






Goal 3: Ashbel Smith Elementary, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

Performance Objective 1: Ashbel Smith Elementary will provide an educational foundation that motivates students to be at school and prepare for secondary education and career/college readiness.

Evaluation Data Source(s) 1: Student's participation with mentors and written goals.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>Comprehensive Support Strategy 1) Provide mentors for at-risk students by utilizing a variety of resources such as PALS, Junior Achievement, Baytown Chamber of Commerce's Partners in Education, and community volunteers.</p>	2.6	Teachers Counselor Campus Administrators	Close achievement gaps with at-risk students			
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 2) Provide incentives for students with perfect attendance (no tardies and/or early dismissals) each six weeks. Make weekly announcements when classes have perfect attendance. Provide teacher incentives for teachers with perfect attendance to increase the frequency of high qualities of learning.</p>		Teachers Counselor CS3 Campus Administrators	Increase in overall academic success			
Funding Sources: Local Funds - 300.00						
<p>Critical Success Factors CSF 1 3) Plan, prepare, and implement college awareness activities for students and parents (College Shirt Wednesdays, College Awareness Month, fine arts programs, UIL, spelling bee). Schedule guest speakers throughout the year to address different career paths to students, use technology to explore different careers.</p>	2.5	Teachers Counselor CS3 Campus Administrators	Increase in student motivation Increase in student academic success			
4) Create opportunities to explore occupations through career nights, instructional units, ASE Safety Patrol etc.		Teachers Counselor CS3 Campus Administrators	Decrease dropout rate			






<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 5</p> <p>5) Educate parents about attendance and the need for students to be at school. We will review state compulsory attendance laws with parents at orientation and maintain frequent contact with them about attendance through parent/teacher conferences, IRIS calls, report card messages, campus newsletters, and SST meetings.</p>		<p>Teachers Counselor CS3 Campus Administrators</p>	<p>Increased attendance rates which leads to increased student achievement</p>			
<p>Comprehensive Support Strategy</p> <p>6) Provide parent workshops that focus on student expectations (STAAR, Math/Reading/Science TEKS, early and discipline, and literacy). Provide incentives to parents for attending trainings.</p>		<p>Teachers CS3 Campus Administrators</p>	<p>Increased parent involvement which will lead to increase in student motivation and achievement</p>			
<p>Funding Sources: Local Funds - 200.00</p>						
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 4: Ashbel Smith Elementary will provide and maintain a safe, positive learning environment.

Performance Objective 1: Ashbel Smith Elementary will implement a campus-wide PBAS framework to provide consistent, positive behavior expectations.

Evaluation Data Source(s) 1: Documentation of discipline incidents in Review 360

Summative Evaluation 1:






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Utilize a variety of positive behavior supports, rewards, and recognitions for sustained and/or improved behavior (awards assemblies, toys/rewards for Champs cash, Champ Store).		Teachers Counselor CS3 Campus Administrators	Decrease in number of referrals that will result in the removal of students from class			
	Funding Sources: Local Funds - 1800.00					
2) Provide anti-bullying training to ensure teachers are aware of the characteristics of bullies and help them implement the OLWEUS and Keystone curriculum for prevention and intervention.		Teachers Counselor Campus Administrators	Decrease in the number of bullying incidents			
3) Provide immediate parent/guardian contact when students are not meeting campus behavior expectations.		Teachers CS3 Counselor Campus Administrators	Increase in students returning to class in a timely manner			
4) Plan and provide for campus-based, as well as off-site, professional development opportunities that support teacher effectiveness with student behavior challenges (possible training: Capturing Kid's Hearts, Keystone, CHAMPS) especially training to address students with emotional/psychological concerns.		Teachers Counselor Campus Administrators	Increase in student engagement Decrease in student classroom removals			
5) Continue the daily implementation of the Keystone Curriculum to promote character education.		Teachers Counselor Campus Administrators	Reduce discipline referrals and student removals			
6) Analyze discipline data collected from Review 360 to proactively target discipline problems.		Teachers Campus Administrators	Reduction of student discipline referrals Decrease in student removals from class			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: Ashbel Smith Elementary will recruit, develop, and retain highly effective personnel.

Performance Objective 1: All students will be taught by a teacher who has met the requirement as highly effective or state certified.

Evaluation Data Source(s) 1: Classroom rosters and teacher documentation

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Attend job fairs and recruit early from pool of highly effective teachers in core academic subject areas.		Principal ILT	Academic success for all students			
2) Eliminate class-size waivers by implementing cluster guidelines.		Principal	Maintaining the appropriate student teacher ratio will lead to high levels of achievement by all students			
Comprehensive Support Strategy 3) Assure all assignments and re-assignments are filled with highly effective staff.		Principal	Highly effective staff will help ensure that students are taught at high levels which will help increase academic success			
Comprehensive Support Strategy 4) Recruit actively to fill vacant positions with highly effective teachers.		Principal ILT	Filling all vacancies with highly certified teachers will lead to increased achievement for all students			
Comprehensive Support Strategy 5) Monitor student achievement. All campuses covered by the waiver will show annual gains in performance for all students and for each student group on each assessment administered.		Principal	Close monitoring of all student achievement will lead to the closing of all academic gaps for all sub groups and lead to higher achievement for all			
Comprehensive Support Strategy 6) Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers.		Principal	100% Teacher Retention			
Comprehensive Support Strategy 7) Balance class sections as necessary.		Principal	Maintain the appropriate student teacher ratio			
Comprehensive Support Strategy 8) Ensure low-income students and minority students are not taught at higher rates than other student groups by inexperienced teachers.		Principal	Requirements met for all student classroom assignments			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						






Goal 6: Ashbel Smith Elementary will establish and maintain parental and community partnerships in education to enhance student achievement.

Performance Objective 1: Ashbel Smith Elementary will create a partnership between home, school, and community by providing on-going communication and opportunities for involvement that educates and informs students, teachers, and parents.

Evaluation Data Source(s) 1: Reports for parent sessions, volunteers, and parent/teacher conferences

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 5</p> <p>1) The campus Parent and Family Engagement Policy and the School Compact will be jointly developed and updated periodically with parents in order to meet the changing needs of parents and the school. These documents will be distributed to parents and family members as well as made available to the local community in an understandable and uniform format.</p>	3.1	Campus Administrators CSSS	Increase in student academic success			
<p>Critical Success Factors CSF 5</p> <p>2) The campus will convene an annual Title I meeting as well as engage parents in meaningful ways to support student academic progress through parent-teacher conferences, family nights, and other parent-related services. The campus will schedule these opportunities at times that will optimize participation by parents and family members.</p>	3.2	Campus Administrators CSSS	Increase parental support and involvement			
<p>Funding Sources: Coordination of Local, State, and Federal Funds - 750.00</p>						


<p>Comprehensive Support Strategy Critical Success Factors CSF 5</p> <p>3) Develop and distribute an Ashbel Smith newsletter each six weeks that will familiarize all parents and students with school expectations and procedures and provide a calendar of events. Provide family activities, e.g., All grade level participates in Meet and Treat, Veterans Day program, Christmas Program, Valentines Sweetheart dance, and Talent Show.</p>		Campus Administrators	Increase parental involvement and support			
<p>Comprehensive Support Strategy Critical Success Factors CSF 5</p> <p>4) Provide teachers with parent involvement communication training as well as training on how to establish workshops for parents.</p>		Campus Administrators	Increased collaboration between home and school will lead to high academic success for all students			
<p>Comprehensive Support Strategy Critical Success Factors CSF 5</p> <p>5) Conduct face-to-face parent/teacher conferences for all students PK-5.</p>		Teachers Campus Administrators	Increase in student academic success			
<p>Critical Success Factors CSF 5</p> <p>6) Grow our Parent-Teacher Organization and continue to plan events that promote success for students and a positive image to the community.</p>		Campus Administrators	Increase parent support and involvement			
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 7: Ashbel Smith Elementary will provide the technology infrastructure and tools to maximize student achievement.

Performance Objective 1: We will utilize and integrate available technology, software, and websites into developmentally appropriate lessons to introduce, practice, and/or reinforce TEKS.

Evaluation Data Source(s) 1: Usage reports for computer programs, sign in sheets from training, data reports for walk throughs

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<p>Critical Success Factors CSF 1</p> <p>1) Continue to utilize Imagine Learning for students at the K-2 grade levels that have beginner or intermediate TELPAS ratings in reading or writing.</p>		Teachers Campus Instructional Specialists Campus Administrators	Close academic gaps for ELL students			
<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>2) Provide support to utilize Promethean boards, white boards, laptop carts, clickers, and associated technology for classrooms.</p>		Campus Administrators	High yield academic strategies that will lead to academic success for all students			
<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>3) Utilize Waterford, Imagine Learning, Fast Forward, and Cog Med to provide instructional support.</p>		Campus Administrators	Increase in student academic success			
<p>Comprehensive Support Strategy</p> <p>4) Provide specific training opportunities for Promethean boards, CPS clickers, laptop carts, mimios, and document cameras.</p>		Technology Integration Specialist Campus Administrators	Increase in academic success on STAAR and campus/district assessments			
						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Conduct PLC meetings to review assessments, monitor student progress, and make data-driven decisions that positively impact student achievement.
1	1	2	Utilize the rigor, relevance, and depth of knowledge criteria in all subject areas as a means of increasing students' problem solving and critical thinking abilities.
1	1	3	Develop formative assessments/skills checks for all taught objectives.
1	1	4	Provide enrichment, and specific intervention instruction during small group instruction, Accelerated Instruction Time, before school tutorials, morning computer lab tutorials, and any other intervention programs to close the existing performance gaps between student scores and the state/federal targets. Provide early intervention in primary grades, assist teachers in implementing new TEKS.
1	1	6	Provide staff development relevant for state and district assessment requirements. These may include training by Kilgo, CHAMPS, Kagan, ABYDOS, Abydos Pro, Empowering Writers, and Gretchen Childs. Support teacher training for all district and campus initiatives. Provide training in Guided Reading strategies for all paraprofessionals.
1	1	7	Teachers will incorporate Kagan strategies to increase student engagement.
2	1	1	Conduct content area and vertical alignment meetings a minimum of four times per year to ensure cohesive instruction across grade levels.
2	1	2	Utilize ELPS in all instructional settings to ensure successful English language acquisition and mastery.
2	1	3	Provide explicit and systemic phonological awareness, phonemic awareness, and phonics, and word study instruction to students including F&P Guided Reading and word study, Abydos Pro, and Empowering Writers.
2	1	4	Utilize CIS to model strategies, assist with planning, and provide coaching in reading, writing, math, and science in order to increase instructional capacity. Use them to help teachers implement engagement strategies (Kagan).
2	1	5	Embed oral and written conventions of grammar in writing.
2	1	6	Utilize certified teacher to provide small group instruction to at-risk students.
2	1	7	Target increasing academic vocabulary using a variety of strategies, e.g., affix analysis, Marzano Academic Vocabulary etc.
2	1	8	Teachers will incorporate strategies to increase student achievement for GATE students and students who are meeting Level II standards and address these strategies during PLCs.
2	1	9	Bilingual teachers will host a parent night to educate parents on the Bilingual program and Early exit goals for students.
3	1	1	Provide mentors for at-risk students by utilizing a variety of resources such as PALS, Junior Achievement, Baytown Chamber of Commerce's Partners in Education, and community volunteers.

Goal	Objective	Strategy	Description
3	1	2	Provide incentives for students with perfect attendance (no tardies and/or early dismissals) each six weeks. Make weekly announcements when classes have perfect attendance. Provide teacher incentives for teachers with perfect attendance to increase the frequency of high qualities of learning.
3	1	5	Educate parents about attendance and the need for students to be at school. We will review state compulsory attendance laws with parents at orientation and maintain frequent contact with them about attendance through parent/teacher conferences, IRIS calls, report card messages, campus newsletters, and SST meetings.
3	1	6	Provide parent workshops that focus on student expectations (STAAR, Math/Reading/Science TEKS, early and discipline, and literacy). Provide incentives to parents for attending trainings.
5	1	3	Assure all assignments and re-assignments are filled with highly effective staff.
5	1	4	Recruit actively to fill vacant positions with highly effective teachers.
5	1	5	Monitor student achievement. All campuses covered by the waiver will show annual gains in performance for all students and for each student group on each assessment administered.
5	1	6	Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers.
5	1	7	Balance class sections as necessary.
5	1	8	Ensure low-income students and minority students are not taught at higher rates than other student groups by inexperienced teachers.
6	1	1	The campus Parent and Family Engagement Policy and the School Compact will be jointly developed and updated periodically with parents in order to meet the changing needs of parents and the school. These documents will be distributed to parents and family members as well as made available to the local community in an understandable and uniform format.
6	1	3	Develop and distribute an Ashbel Smith newsletter each six weeks that will familiarize all parents and students with school expectations and procedures and provide a calendar of events. Provide family activities, e.g., All grade level participates in Meet and Treat, Veterans Day program, Christmas Program, Valentines Sweetheart dance, and Talent Show.
6	1	4	Provide teachers with parent involvement communication training as well as training on how to establish workshops for parents.
6	1	5	Conduct face-to-face parent/teacher conferences for all students PK-5.
7	1	2	Provide support to utilize Promethean boards, white boards, laptop carts, clickers, and associated technology for classrooms.
7	1	3	Utilize Waterford, Imagine Learning, Fast Forward, and Cog Med to provide instructional support.
7	1	4	Provide specific training opportunities for Promethean boards, CPS clickers, laptop carts, mimios, and document cameras.

Campus Funding Summary

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	incentives	Local Funds	\$500.00
1	1	6	training	Local funds	\$4,000.00
3	1	2	incentives	Local Funds	\$300.00
3	1	6	incentives for parent attendance	Local Funds	\$200.00
4	1	1	Champ Store incentives	Local Funds	\$1,800.00
Sub-Total					\$6,800.00
Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	2	Materials and supplies for parent academic trainings	Title I Funds	\$750.00
Sub-Total					\$750.00
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Supplemental instructional materials	Bilingual/ESL Funds	\$200.00
1	1	4	Supplemental instructional materials	Special Education Funds	\$200.00
2	1	6	Payroll costs for tutors working with at-risk students	SCE Funds	\$22,000.00
2	1	8	Supplemental instructional materials	GT Funds	\$200.00
Sub-Total					\$22,600.00
Grand Total					\$30,150.00