

Goose Creek Consolidated Independent School District

Ashbel Smith Elementary

Campus Improvement Plan

2020-2021

Board Approval Date: November 2, 2020
Public Presentation Date: November 2, 2020

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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	7
Perceptions	8
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Goals	14
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.	14
Goal 2: Ashbel Smith Elementary will provide a well-balanced and appropriate curriculum to all students.	15
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.	17
Goal 4: Ashbel Smith Elementary will provide and maintain a safe, positive learning environment.	19
Goal 5: Ashbel Smith Elementary will recruit, develop, and retain highly effective personnel.	21
Goal 6: Ashbel Smith Elementary will establish and maintain parental and community partnerships in education to enhance student achievement.	23
Goal 7: Ashbel Smith Elementary will provide the technology infrastructure and tools to maximize student achievement.	25
Campus Funding Summary	27

Comprehensive Needs Assessment

Demographics

Demographics Summary

ASE currently serves life skills students, PPCD through 5th grade students. We serve students in Special Education, Bilingual, and general education settings. The campus has a diverse student population serving 693 students as a Title 1 campus.

Demographics Strengths

Our campus has a counselor and a Depelchin counselor to help families in crisis. We also have a CYS and CS3 to help close the gap between families and campus. The SST committee meets every Monday to discuss family and student needs. We have three CIS to help teachers tailor instructions to meet the needs of our students. We also added staffing to communicate with parents regarding attendance. Our At Risk numbers dropped 5% from last year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our campus attendance rate has increased to 97.4%. The district expectation is 97.5%. We believe the increase was a result of communication with the parents using the added person. Our recommendation is to continue to have personnel to make those calls and having rewards for students. **Root Cause:** Lack of community understanding of the impact of attendance on students and campus funding.

Student Learning

Student Learning Summary

When Student Assessment Data (STAAR), from the Texas Academic Performance Reports (TAPR), is analyzed horizontally for the past three years (2017, 2018, and 2019), noticeable trends begin to emerge: 3rd Reading Scores in Approaches and Meets increased every year; 5th Grade Math scores in the Master performance category also increased over the same time period; 5th Grade Science scores in the Meets proficiency category increased every year. Other trends also emerged during the three-year period that indicate a need for further analysis: 4th Grade Math Scores in Approaches, Meets and Master categories decreased every year; 5th Grade Math Scores in Approaches decreased every year; 5th Grade Science Scores in Approaches decreased every year. However, when the same Students / Grade Levels (achievement) are tracked over the course of the three-year period (2017, 2018, and 2019), different conclusions can be drawn: Reading (Approaches): In 2017, the third Grade Students who took the Reading STAAR Test scored at the 60% Approaches level; In 2018, this same group of Students, as 4th graders, scored at the 64% approaches level. In 2019, these students, now as 5th graders, scored at the 81% Approaches Level. During the three year period, this same group of Students made gains in the approaches proficiency category. In 2017 our 4th Grade Students, who took the Reading STAAR Test, scored at the 62% Approaches level; In 2018 this same group of Students, now as 5th graders, scored at the 68% approaches level. No data was collected for these students, as 6th graders, in 2019, since they were no longer enrolled at Ashbel Smith. Math (Approaches): When student achievement, in Math (Approaches Proficiency Level), is tracked for two groups of students, we also see gains from year to year: 3rd graders in 2017 (68%), 4th graders in 2018 (69%), and 5th graders in 2019 (78%). 4th graders in 2017 (72%) and 5th graders in 2018 (84%). 2019 Closing the Gap Report (Academic Achievement and Academic Growth) To understand the performance of different student groups, the Student Academic Achievement committee also closely analyzed the 2019 Closing the Gap Report. When reading and math assessment data was reviewed, in the Academic Achievement component, the following findings were discovered: In Reading 4 out of 7 student groups met the accountability targets. In Math only 1 out of 7 groups met the target. For the Academic Growth Components the same patterns, as in the Student Academic Component, emerged: In Reading 6 out of 7 student groups met the accountability targets. In Math only 1 out of 7 groups met the target. To accelerate instruction for Students, Ashbel Smith has designated a block of time, 45 minutes, where no new content/concepts are thought. During the 45 minute block, the Teacher spirals / reviews skills and concepts that have not been mastered. Ashbel Smith follows the RTI model to try to meet the needs of all students.

Student Learning Strengths

Overall there are clear trends that can be identified for Ashbel Smith. Reading scores have been trending up across the different grade levels. However, in order to improve comprehension, vocabulary, fluency and instill a love for reading for all Students, Independent Reading times need to be set aside. These times can be set aside by the teacher or the different grade levels, especially during Guided Reading. With increasing math standards, Math scores in 1 or 2 grade levels / proficiency categories have been trending downward. There is a clear need for continued coaching of teachers, especially those with less than 3 year's experience. Furthermore, there is a need for more continued support in the areas of curriculum and scope/sequence.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Different Student Groups at Ashbel Smith are not meeting Federal Targets in Math. Furthermore, Math scores in 1 or 2 grade levels /

proficiency categories have been trending downward. Higher Standards from the state have made the Math curriculum increasingly more difficult. In addition, there is not an aligned approach (strategies) to teach the different Math skills / concepts across the different grade levels. Lack of Teacher experience in the upper grades (less than 3 years) also contributes to the problem. **Root Cause:** Higher Standards from the state have made the Math curriculum increasingly more difficult. In addition, there is not an aligned approach (strategies) to teach the different Math skills / concepts across the different grade levels. Lack of Teacher experience in the upper grades (less than 3 years) also contributes to the problem.

School Processes & Programs

School Processes & Programs Summary

At Ashbel Smith Elementary, we have a flexible, dedicated and knowledgeable staff that works diligently and consistently to provide an academically rigorous curriculum for our students. We use manipulatives, technology and effective data tracking to help students be successful. *We keep our parents informed about student progress and needs by having regular face to face meetings and/or phone conferences. *We use CBAs, CFAs, SFAs, Benchmarks and district required universal screeners such as TPRI, Tejas LEE, Imagine Learning and Renaissance assessments to guide our instruction and intervention. RTI in some grade levels was effective and now has an established process in place. *We have regular PLC meetings to discuss a variety of topics including data analysis, student progress, and WIN/tutorial groups. *Each grade level also holds regular team meetings to help grade level teachers stay informed about students in their classes and to stay informed about school procedures and events. At Ashbel Smith Elementary, we have areas of weakness: The curriculum can be difficult to implement completely. Many factors contribute to this, such as interruptions in schedules; changing of schedules to emphasize one subject over another; inadequate training for teachers and students for technology uses. *PLC meetings, while held regularly, can be rescheduled, sometimes on short notice. This causes frustration and stress for both classroom and Specials teachers and Paras that relieve the teachers. The meetings themselves may not always follow the defined PLC protocols. More teacher input and decision making ability would make the process better. *The Fine Arts and P.E. teachers do not have PLCs for their team/subject and this would be beneficial. *Lack of communication between administration and staff can lead to confusion and is stressful. This lack of communication can also be found with Paraprofessionals that are helping in class and are not included in planning meetings. *RTI meetings were not held consistently in all grade levels. *PTO meetings always rely on the Music department for programs.

School Processes & Programs Strengths

The quality of the staff at Ashbel Smith Elementary is a major strength for our school. At every level and in every area, the staff is working hard to always do what is best for our students. We work to modify and extend the curriculum. We analyze data and monitor student progress. We keep our parents informed and help them help their children be successful. We always look for ways to keep students engaged and have a supportive administration that is open to new ideas. One area of focus for Ashbel Smith Elementary is a lack of communication and the inconsistency in maintaining daily schedules. There are often unscheduled changes during the day, due to meeting changes or a program or celebrations. This leads to interruption in teaching and lesson presentation. This can also lead to teachers not feeling part of the process.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There are too many events coming from many different areas that often conflict and cause the interruptions. Possible solutions: Having a "Morning Message" for teachers as an email that tells about any changes to the day's schedule or what events are happening that day. Having a guideline that no changes to the calendar events can be changed without notice of 2 days. Having a way for committees to work to plan events and also be consulted before scheduled events are changed. **Root Cause:** The amount of testing can also be a major disruption and cause students to have undo stress and teachers to not be able to have consistent lessons with all students. Lack of teacher involvement in planning activities, events, and non-district testing leads to teacher disengagement

Perceptions

Perceptions Summary

Ashbel Smith Elementary has seen enormous growth in the student, parent, and faculty's perceptions of respect, relationships, behavior, and support. This year's surveys proved to be very encouraging while still leaving us to realize we still have a bit of work in some of the areas. While we hoped for a larger number of people to participate in the surveys, we feel there is enough for a good snapshot across the entire campus. Students With 11 students (2nd - 5th grades) responding, the overall responses indicate students like school and feel it is a good and safe place to be. There was an expressed concern over a perceived lack of respect sometimes shown between students and from students to teachers. Parents There was a dramatic increase in parent survey participation this year (from 6 to 43 participants). The campus received high marks in communication, safety, and curriculum. There were a couple of single entry concerns regarding teacher appearance and car rider procedures. Additionally, there was a single entry concern on the timeliness of notification for upcoming campus events. Staff Growth was noted by staff members in the areas of accountable and consistent programs, feeling respected, communication, and recognition. Concern is still present in the areas of "feeling their opinion matters", helping students not to "fall through the cracks", and being able to attend professional development sessions. Another concern was noted about cultural awareness within the curriculum and classroom instruction. Finally, it was mentioned that there is still room for growth in the area of communication between staff (esp in regards to calendar/events).

Perceptions Strengths

Ashbel Smith is showing great strength in communication, relationship building, school safety, curriculum, and an overall feeling of positive recognition of effort.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students feel there is often a lack of respect between students and from student to teacher. **Root Cause:** Students continue to need lessons and reminders of appropriate behavior, especially in less structured settings (recess and cafeteria).

Problem Statement 2: Staff feels there is still a struggle in supporting students that struggle so they don't "fall through the cracks". **Root Cause:** There is not enough time / staff to properly address student needs for intervention. (additional reading intervention desperately needed)

Problem Statement 3: Staff finds it difficult to attend professional development sessions due to lack of substitutes and date/time of the sessions. **Root Cause:** There is a huge shortage of substitutes available.

Problem Statement 4: Staff finds we need to continue to grow in cultural awareness in curriculum and classroom lessons. **Root Cause:** While we had a great start with our diversity training, there are fewer opportunities given to presenting more culturally aware programming / story characters / role models and people in history.

Problem Statement 5 (Prioritized): Staff feels there is still growth needed in making their opinions matter. **Root Cause:** A clear way of expressing one's opinion or making a suggestion has not been established (suggestion box or CAC).

Problem Statement 6: Staff feels they do not get discipline data in a consistent and timely manner. **Root Cause:** PBIS data is not being reported back to their respective teams after their meetings.

Problem Statement 7: The committee provided feedback that teachers are not getting the school supplies they need in the classroom. **Root Cause:** Parents are not providing supplies and teachers often do not know where to get them on campus, causing them to purchase out of pocket.

Priority Problem Statements

Problem Statement 1: Our campus attendance rate has increased to 97.4%. The district expectation is 97.5%. We believe the increase was a result of communication with the parents using the added person. Our recommendation is to continue to have personnel to make those calls and having rewards for students.

Root Cause 1: Lack of community understanding of the impact of attendance on students and campus funding.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Different Student Groups at Ashbel Smith are not meeting Federal Targets in Math. Furthermore, Math scores in 1 or 2 grade levels / proficiency categories have been trending downward. Higher Standards from the state have made the Math curriculum increasingly more difficult. In addition, there is not an aligned approach (strategies) to teach the different Math skills / concepts across the different grade levels. Lack of Teacher experience in the upper grades (less than 3 years) also contributes to the problem.

Root Cause 2: Higher Standards from the state have made the Math curriculum increasingly more difficult. In addition, there is not an aligned approach (strategies) to teach the different Math skills / concepts across the different grade levels. Lack of Teacher experience in the upper grades (less than 3 years) also contributes to the problem.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Staff feels there is still growth needed in making their opinions matter.

Root Cause 3: A clear way of expressing one's opinion or making a suggestion has not been established (suggestion box or CAC).

Problem Statement 3 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- 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
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data
- Annual Measurable Achievement Objectives (AMAO) data
- Local Accountability Systems (LAS) 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) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- 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: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data

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
- Race and ethnicity 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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Migrant population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

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

- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified 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
- T-PESS data
- PDAS and/or T-TESS

Parent/Community Data

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

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: Ashbel Smith will increase overall student achievement for all grades and subjects and will achieve an index score of at least 80 as measured by the state accountability system.

Evaluation Data Sources: STAAR Data

Summative Evaluation: None

<p>Strategy 1: Conduct PLC meetings to review assessments, monitor student progress, and make data-driven decisions that positively impact student achievement. Continue to use Professional Learning Communities for vertical planning, answer the 4 essential questions, and staff development to help all teachers become more successful.</p> <p>Strategy's Expected Result/Impact: Increased student achievement through timely and specific interventions</p> <p>Staff Responsible for Monitoring: Teachers Campus Instructional Specialists Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Increased student achievement in all core areas</p> <p>Staff Responsible for Monitoring: Teachers Campus Instructional Specialists Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 3: Develop formative assessments/skills checks for all taught objectives.</p> <p>Strategy's Expected Result/Impact: PLC process more productive and effective</p> <p>Staff Responsible for Monitoring: Teachers Campus Instructional Specialists Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June

<p>Strategy 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> <p>Strategy's Expected Result/Impact: Increase in number of students reaching higher levels on STAAR</p> <p>Staff Responsible for Monitoring: Teachers Campus Instructional Specialists Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 5: Provide student incentives, materials, activities and technology for assessment growth and improvement.</p> <p>Strategy's Expected Result/Impact: Increase in student academic by 10% Success in all core areas</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialists</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Increase the number of students that obtain Level 2 and 3 on STAAR</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialist</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 7: Utilize campus instructional specialists to help build capacity in all staff members through peer coaching to increase student academic success.</p> <p>Strategy's Expected Result/Impact: Close achievement gaps</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialists Teachers</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Funding Sources: Coaching support by Campus Instructional Specialists - Coordination of Local, State, and Federal Funds - Title I Part A - \$200,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





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 Sources: Common Formative Assessments, CBAs, Benchmarks, STAAR scores, ISIP, Math Universal Screeners

Summative Evaluation: None

<p>Strategy 1: Conduct content area and vertical alignment meetings a minimum of four times per year to ensure cohesive instruction across grade levels.</p> <p>Strategy's Expected Result/Impact: Increase in students reaching mastery level on STAAR</p> <p>Staff Responsible for Monitoring: Teachers Campus Instructional Specialists Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: Utilize ELPS in all instructional settings to ensure successful English language acquisition and mastery.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Teachers Campus Instructional Specialists Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Increase in academic success</p> <p>Staff Responsible for Monitoring: Teachers Campus Instructional Specialists Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 4: Utilize Campus Instructional Specialists 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> <p>Strategy's Expected Result/Impact: Increase in student achievement</p> <p>Staff Responsible for Monitoring: Teachers Campus Instructional Specialists Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 5: Utilize student assessment data from a variety of sources to identify instructional need areas and develop and implement intervention plans to address these areas to increase student academic performance for at-risk students.</p> <p>Strategy's Expected Result/Impact: Increase in students reaching Levels 2 and 3 on STAAR</p> <p>Staff Responsible for Monitoring: Teachers Campus Instructional Specialists Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June

<p>Strategy 6: Utilize certified teacher to provide small group instruction to at-risk students.</p> <p>Strategy's Expected Result/Impact: Increase academic success of at-risk students in the primary grades</p> <p>Staff Responsible for Monitoring: Teachers Campus Instructional Specialists Campus Administrators</p> <p>Funding Sources: Payroll costs for tutors working with at-risk students - Coordination of Local and State Funds - SCE Funds - \$12,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 7: Target increasing academic vocabulary using a variety of strategies, e.g., affix analysis, Marzano Academic Vocabulary etc.</p> <p>Strategy's Expected Result/Impact: Increase in scores on writing STAAR</p> <p>Staff Responsible for Monitoring: Teachers Campus Instructional Specialists Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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>Strategy's Expected Result/Impact: Increase in Level III Scores</p> <p>Staff Responsible for Monitoring: Teachers Campus Instructional Specialists Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 9: Bilingual teachers will host a parent night to educate parents on the Bilingual program and Early exit goals for students.</p> <p>Strategy's Expected Result/Impact: Increase TELPAS scores</p> <p>Staff Responsible for Monitoring: Campus Administrators CS3 Counselor Bilingual Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 10: Provide supplemental support to increase student success in all instructional areas including GT, Bilingual/ESL, and Special Education in order to provide a well rounded education to all students.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement-CBA, Benchmark, and STAAR Scores</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialists Teachers</p> <p>Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - \$300, Supplemental instructional materials - Coordination of Local and State Funds - Special Education Funds - \$400, Supplemental instructional materials - Coordination of Local and State Funds - Bilingual/ESL Funds - \$600</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





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 focus on the importance of attendance and prepare for secondary education and career/college readiness.

Evaluation Data Sources: Students' goal setting data binders and attendance goals.

Summative Evaluation: None

<p>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> <p>Strategy's Expected Result/Impact: Close achievement gaps with at-risk students</p> <p>Staff Responsible for Monitoring: Teachers Counselor Campus Administrators</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Increase in overall academic success</p> <p>Staff Responsible for Monitoring: Teachers Counselor CS3 Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 3: Plan, prepare, and implement college awareness activities for students and parents (Monthly college shirt day, College Awareness Month, fine arts programs, UIL, spelling bee, and University Tail gate). Schedule guest speakers throughout the year to address different career paths to students, use technology to explore different careers.</p> <p>Strategy's Expected Result/Impact: Increase in student motivation Increase in student academic success</p> <p>Staff Responsible for Monitoring: Teachers Counselor CS3 Campus Administrators</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June

Strategy 4: Create opportunities to explore occupations through career nights, instructional units, ASE Safety Patrol and school clubs. Strategy's Expected Result/Impact: Decrease dropout rate Staff Responsible for Monitoring: Teachers Counselor CS3 Campus Administrators	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 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, Monthly Coffee with Principal, monthly parent calendar and SST meetings. Strategy's Expected Result/Impact: Increased attendance rates which leads to increased student achievement Staff Responsible for Monitoring: Teachers Counselor CS3 Campus Administrators	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 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. Strategy's Expected Result/Impact: Increased parent involvement which will lead to increase in student motivation and achievement Staff Responsible for Monitoring: Teachers CS3 Campus Administrators	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 7: Utilize the Student Support Team to assist with behavior, attendance, academics, and any other student needs. Strategy's Expected Result/Impact: Increase in Student Achievement by 10% Staff Responsible for Monitoring: Student Support Team Principal	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





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 to ensure a safe and structured environment for all students and staff.

Evaluation Data Sources: Documentation of discipline incidents in Review 360

Summative Evaluation: None

<p>Strategy 1: Utilize a variety of positive behavior supports, rewards, and recognitions for sustained and/or improved behavior (awards assemblies, apache cash, incentive store, and good life celebrations).</p> <p>Strategy's Expected Result/Impact: Decrease in number of referrals that will result in the removal of students from class</p> <p>Staff Responsible for Monitoring: Teachers Counselor CS3 Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: Provide training opportunities for all staff members focused on student management techniques to increase student engagement and ensure there are effective procedures in the classrooms and on campus.</p> <p>Strategy's Expected Result/Impact: Decrease in the number of discipline incidents</p> <p>Staff Responsible for Monitoring: Teachers Counselor Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 3: Provide immediate parent/guardian contact when students are not meeting campus behavior expectations.</p> <p>Strategy's Expected Result/Impact: Increase in students returning to class in a timely manner</p> <p>Staff Responsible for Monitoring: Teachers CS3 Counselor Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 4: Utilize the discipline committee monthly meetings as a way to provide feedback and communication on the effectiveness of the schools current discipline plans and practices.</p> <p>Strategy's Expected Result/Impact: Increase in student engagement Decrease in student classroom removals</p> <p>Staff Responsible for Monitoring: Teachers Counselor Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June

Strategy 5: Continue the daily implementation of the Keystone Curriculum to promote character education. Ensure that classroom, grade level, campus, and district behavior management systems are aligned, effective, and enacted. Strategy's Expected Result/Impact: Reduce discipline referrals and student removals Staff Responsible for Monitoring: Teachers Counselor Campus Administrators	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 6: Analyze discipline data collected from Review 360 to proactively target discipline problems. Strategy's Expected Result/Impact: Reduction of student discipline referrals Decrease in student removals from class Staff Responsible for Monitoring: Teachers Campus Administrators	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				





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

Performance Objective 1: Recruit and retain highly effective personnel and encourage and solicit teachers to add subject area certifications.

Evaluation Data Sources: Classroom rosters and teacher documentation

Summative Evaluation: None

<p>Strategy 1: To ensure staff are highly effective in their instructional domain. Utilize information regarding certifications (i.e. GT, ESL, Bilingual) to coordinate and place campus personnel.</p> <p>Strategy's Expected Result/Impact: Academic success for all students by increasing the number of individuals taking certification tests.</p> <p>Staff Responsible for Monitoring: Principal Campus Administration</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: Eliminate class-size waivers by implementing cluster guidelines.</p> <p>Strategy's Expected Result/Impact: Maintaining the appropriate student teacher ratio will lead to high levels of achievement by all students</p> <p>Staff Responsible for Monitoring: Principal</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 3: Assure all assignments and re-assignments are filled with highly effective staff.</p> <p>Strategy's Expected Result/Impact: Highly effective staff will help ensure that students are taught at high levels which will help increase academic success</p> <p>Staff Responsible for Monitoring: Principal</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 4: Recruit actively to fill vacant positions with highly effective teachers by attending job fairs and recruiting early from pool of highly effective teachers in core academic subject areas.</p> <p>Strategy's Expected Result/Impact: Filling all vacancies with highly certified teachers will lead to increased achievement for all students</p> <p>Staff Responsible for Monitoring: Principal ILT</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 5: Conduct New Teacher meetings every six weeks to ensure new teachers retention and student success.</p> <p>Strategy's Expected Result/Impact: Increase student achievement and retention of new teachers.</p> <p>Staff Responsible for Monitoring: Principal Mentors New Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 6: Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers.</p> <p>Strategy's Expected Result/Impact: 100% Teacher Retention</p> <p>Staff Responsible for Monitoring: Principal</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June

Strategy 7: Balance class sections as necessary. Strategy's Expected Result/Impact: Maintain the appropriate student teacher ratio Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 8: Ensure low-income students and minority students are not taught at higher rates than other student groups by inexperienced teachers. Strategy's Expected Result/Impact: Requirements met for all student classroom assignments Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  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 Sources: Sign in sheets and agendas of parent sessions and parent/teacher conferences

Summative Evaluation: None

<p>Strategy 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> <p>Strategy's Expected Result/Impact: Increase in student academic success</p> <p>Staff Responsible for Monitoring: Campus Administrators CS3</p> <p>Title I Schoolwide Elements: 3.1</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Increase parental support and involvement</p> <p>Staff Responsible for Monitoring: Campus Administrators CS3</p> <p>Title I Schoolwide Elements: 3.2</p> <p>Funding Sources: Materials and supplies for parent academic trainings - Coordination of Local, State, and Federal Funds - Title I Part A - \$500, Campus Student Success Specialist costs to support parent academic training sessions - Coordination of Local, State, and Federal Funds - Title I Part A - \$4,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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 Nights seven times throughout the year.</p> <p>Strategy's Expected Result/Impact: Increase parental involvement and support</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers CS3</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 4: Provide teachers with parent involvement communication training as well as training on how to establish workshops for parents.</p> <p>Strategy's Expected Result/Impact: Increased collaboration between home and school will lead to high academic success for all students</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June





Strategy 5: Conduct C.A.R. meetings conferences for all students PPCD-5 the first 10 weeks of school. Strategy's Expected Result/Impact: Increase in student academic success Staff Responsible for Monitoring: Teachers Campus Administrators	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 6: Grow our Parent-Teacher Organization and continue to plan events that promote success for students and a positive image to the community. Strategy's Expected Result/Impact: Increase parent support and involvement Staff Responsible for Monitoring: Campus Administrators	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 7: Conduct monthly Coffee with Principal Meetings to inform and train parents of activities and campus programs. Strategy's Expected Result/Impact: Increase in Family and Parent Engagement awareness and participation. Staff Responsible for Monitoring: Principal CS3 Administrative Team	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 Sources: Usage reports for computer programs, sign in sheets from training, data reports for walk throughs

Summative Evaluation: None

<p>Strategy 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> <p>Strategy's Expected Result/Impact: Close academic gaps for ELL students</p> <p>Staff Responsible for Monitoring: Teachers Campus Instructional Specialists Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: Provide support to utilize Promethean boards, white boards, laptop carts, clickers, and associated technology for classrooms.</p> <p>Strategy's Expected Result/Impact: High yield academic strategies that will lead to academic success for all students</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 3: Utilize Waterford, Imagine Learning, Education Galaxy Math and Galaxy Reading, EduSmart, Seasaw, Google Classroom, and Reading Renaissance to provide instructional support.</p> <p>Strategy's Expected Result/Impact: Increase in student academic success</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 4: Provide specific training opportunities for Promethean boards, CPS clickers, laptop carts, mimios, and document cameras.</p> <p>Strategy's Expected Result/Impact: Increase in academic success on STAAR and campus/district assessments</p> <p>Staff Responsible for Monitoring: Technology Integration Specialist Campus Administrators</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Campus Funding Summary

Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Coaching support by Campus Instructional Specialists	Title I Part A	\$200,000.00
6	1	2	Materials and supplies for parent academic trainings	Title I Part A	\$500.00
6	1	2	Campus Student Success Specialist costs to support parent academic training sessions	Title I Part A	\$4,000.00
Sub-Total					\$204,500.00
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	6	Payroll costs for tutors working with at-risk students	SCE Funds	\$12,000.00
2	1	10	Supplemental instructional materials	GT Funds	\$300.00
2	1	10	Supplemental instructional materials	Special Education Funds	\$400.00
2	1	10	Supplemental instructional materials	Bilingual/ESL Funds	\$600.00
Sub-Total					\$13,300.00
Grand Total					\$217,800.00