

Goose Creek Consolidated Independent School District

Ashbel Smith Elementary

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

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 Achievement	5
School Culture and Climate	6
Staff Quality, Recruitment, and Retention	7
Curriculum, Instruction, and Assessment	8
Family and Community Involvement	9
School Context and Organization	10
Technology	11
Comprehensive Needs Assessment Data Documentation	12
Goals	15
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.	17
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.	19
Goal 4: Ashbel Smith Elementary will provide and maintain a safe, positive learning environment.	21
Goal 5: Ashbel Smith Elementary will recruit, develop, and retain highly effective personnel.	22
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.	26
System Safeguard Strategies	27
2017-18 Site Based Decision Making Team	29
2017-2018 Professional Learning Committee (PLC)	30
Campus Leadership Team	31
PBIS Committee	32
Campus Funding Summary	33
Addendums	34

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 2016-17 school year we had 743 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.

Student Achievement

Student 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.

Student Achievement Strengths

Our campus data does not show drops in our achievement. In most areas, our students are scoring at or close to the district and state levels.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Our campus continues to have gaps with our ELL and Special education population. **Root Cause:** We must monitor our special education program and ELL students more closely through the PLC process.

School Culture and Climate

School Culture and Climate Summary

Ashbel Smith Elementary is a well established school. It sits in the middle of a neighborhood that values what our school attempts to accomplish every day. Our staff is committed to teaching the whole child, both academically and socially. Our goal is to help build responsible, caring individuals for the future.

School Culture and Climate Strengths

Our school is comprised of experienced teachers and staff that strives for learning excellence every day. We have implemented CHAMPS as our behavior strategy. Every classroom is set up with CHAMPS expectations. Our school collaborates with our PBMAS team monthly to keep our students safe and secure at all times.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The Ashbel Smith faculty is comprised of highly qualified and certified staff members. We endeavor to provide quality staff development opportunities to help increase the teaching skills of every faculty member, thus leading to retention of our staff.

Staff Quality, Recruitment, and Retention Strengths

We have been successful in recruiting highly qualified staff members when a vacancy occurs.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Our campus constantly is monitoring and adjusting our instructional program to better meet the needs of our students. Our PLC process has been revised to better concentrate the specific needs of students at all grades and in all sub groups.

Curriculum, Instruction, and Assessment Strengths

We have three curriculum specialists on our campus. Each CIS concentrates on providing instructional coaching and modeling. The PLC program has been fine tuned to monitor instructional success through the use of specific interventions based on our CFA work.

Family and Community Involvement

Family and Community Involvement Summary

Our campus is constantly striving to grow our parent participation. Our goal is to improve and develop a more effective PTO. Our plans are to continue with parent trainings, family nights and to implement a WATCH DOG program.

Family and Community Involvement Strengths

Our campus is staffed with a full time CS3. Families are contacted each grading period through a newsletter. School Messenger is used to contact parents for any important information. After school activities are implemented as well as a volunteer program. Our SST team meets weekly to support any family needs and home visits are used to better contact parents, if needed.

School Context and Organization

School Context and Organization Summary

- Ashbel Smith uses CHAMPS as our behavioral model. All classrooms have CHAMPS expectations for all instructional settings. We also have CHAMPS expectations for all non-instructional areas.
- Accelerated Instructional Time (AIT) is provide for small group focused interventions for all grade levels every day. Three retired teachers are employed as tutors to help during AIT daily.
- PLC process monitors all instructional data from the class, district and state assessments.

School Context and Organization Strengths

- Student celebrations are used to foster a climate that is conducive to safety, security and high academic standards.
- Time is built in our master schedule to help meet the needs of our most needy students.
- PLC process is becoming a much more refined process that will aid in the success of all students and lead to students reaching mastery level on STAAR.

Technology

Technology Summary

- Every classroom at Ashbel Smith is equipped with a Promethian Board, two student computers and a teacher computer. Our Pre-kindergarten and fourth grade students have IPADS and our fifth grade students have lap tops. Our other grades have computer lab access. Our Special Education students have access to Cog Med and Fast Forward daily.
- Ashbel Smith has a Computer Technology Specialist.
- We utilize training through the district educational technology department.

Technology Strengths

- We have consistent technology training that is on going on our campus.
- We have implemented our PLC process to be completely technology based this year.

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

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- 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
- Accountability Distinction Designations
- 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
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) 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: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- 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
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, 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
- Homeless data
- Gifted and talented 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
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

- 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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 1) Conduct PLC meetings to review assessments, monitor student progress, and make data-driven decisions that positively impact student achievement. System Safeguard (SS)	2, 4, 8, 9, 10	Teachers, Campus Instructional Specialists, Campus Administrators	Improved instruction Increased student achievement through timely and specific interventions			
System Safeguard Strategy Critical Success Factors CSF 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, 2, 3, 4, 8, 9, 10	Teachers, Campus Instructional Specialists, Campus Administrators	Increased student achievement in all core areas. Increased students reaching STAAR Mastery level			
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 3) Develop formative assessments/skills checks for all taught objectives.	1, 2, 3, 8, 9, 10	Teachers, Campus Instructional Specialists, Campus Administrators	PLC process more productive and effective. Specific interventions based on CFA data will cause instruction to be more targeted thus leading to higher achievement.			

System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 4) Provide enrichment, and specific intervention instruction during small group instruction, academic camps, Accelerated Instruction Time, before school tutorials,morning computer lab tutorials, before school library and Saturday Academy 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, 2, 3, 4, 6, 8, 9, 10	Teachers, Campus Instructional Specialists, Campus Administrators	Increase in number of students reaching higher levels on STAAR. Closing gaps for special education students. Closing gaps for ELLS. Closing gaps in all sub-populations			
	Problem Statements: Student Achievement 1 Funding Sources: Coordination of Local and State Funds - 1400.00					
PBMAS Critical Success Factors CSF 1 5) Provide student incentives for assessment growth and improvement.	1, 6, 9, 10	Teachers, Campus Instructional Specialists, Campus Administrators	Increased motivation of students Improvement in academics in all core areas			
	Funding Sources: Local Funds - 500.00					
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 6) Provide staff development relevant for state and district assessment requirements. These include training by Kilgo,CHAMPS , Kagan, ABYDOS, Abydos Pro and Empowering Writers, Support teacher training for all district and campus initiatives. Provide training in Guided Reading strategies for all paraprofessionals.	1, 2, 3, 4, 5, 7, 8, 9, 10	Teachers, Campus Instructional Specialists, Campus Administrators, Paraprofessionals, Librarian	Provide teachers with a variety of instructional strategies that will increase student achievement in all core areas. Increase the number of students that obtain Level 2 and 3 on STAAR. Maintain highly qualified teachers Training of paraprofessionals will add support to the classroom for at-risk students thus helping to close achievement gaps for all sub populations			
	Funding Sources: Local Funds - 4000.00					
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 7) Teachers will incorporate Kagan strategies to increase student engagement.	1, 2, 3, 4, 7, 8, 9, 10	Teachers, Campus Instructional Specialist, Campus Administrators	Increased engagement will increase student performance and increase achievement and lead to academic success Close achievement gaps in all sub-populations Increase achievement levels in special education and ELL students			
<div><div> = Accomplished</div><div> = Considerable</div><div> = Some Progress</div><div> = No Progress</div><div> = Discontinue</div></div>						

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Our campus continues to have gaps with our ELL and Special education population. Root Cause 1: We must monitor our special education program and ELL students more closely through the PLC process.






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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 1) Conduct content area and vertical alignment meetings a minimum of four times per year to ensure cohesive instruction across grade levels.	1, 2, 3, 4, 8, 9, 10	Teachers, Campus Instructional Specialists, Campus Administrators	Increase collaboration for all content teachers and special programs Close gaps for special education students and ELLS Ensure that prerequisites for each content are identified and mastered prior to end of school year Increase student achievement and increase number of students reaching mastery level on STAAR			
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 2) Utilize ELPS in all instructional settings to ensure successful English language acquisition and mastery. SS	1, 2, 3, 4, 7, 8, 9, 10	Teachers, Campus Instructional Specialists, Campus Administrators	On-going training in Sheltered Instruction will strengthen all teacher's instructional practices and lead to increased student achievement			
System Safeguard Strategy Critical Success Factors CSF 1 3) Provide explicit and systemic phonological awareness, phonemic awareness, and phonics, and word study instruction to students including Abydos Pro and Empowering Writers.	1, 2, 3, 4, 7, 8, 9, 10	Teachers, Campus Instructional Specialists, Campus Administrators	On-going training, modeling observing by CISs. will provide teachers with the tools to teach at high levels to raise achievement.			
System Safeguard Strategy PBMAS Critical Success Factors CSF 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). SS	1, 2, 3, 4, 7, 8, 9, 10	Teachers, Campus Instructional Specialists, Campus Administrators	Modeling and observations/conferences will strengthen the instructional; practices of all staff leading to increased achievement in students including special education and ELL.			

System Safeguard Strategy Critical Success Factors CSF 1 5) Embed oral and written conventions of grammar in writing. SS	1, 2, 3, 4, 8, 9, 10	Teachers, Campus Instructional Specialists, Campus Administrators	Increase in writing scores on STAAR Increase in students reaching Levels 2 and 3 on STAAR			
System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 6) Utilize certified teacher to provide small group instruction to at-risk students.	1, 2, 3, 7, 8, 9, 10	Teachers, Campus Instructional Specialists, Campus Administrators	Increase academic success of at-risk students in the primary grades			
Funding Sources: Coordination of Local and State Funds - 22000.00						
System Safeguard Strategy Critical Success Factors CSF 1 7) Target increasing academic vocabulary using a variety of strategies, e.g., affix analysis, Marzano Academic Vocabulary etc.	1, 2, 3, 7, 9, 10	Teachers, Campus Instructional Specialists, Campus Administrators	Increased student vocabulary Increase student's academic vocabulary Increased scores on writing STAAR Increase number of students reaching Levels 2 and 3 on all STAR tests			
System Safeguard Strategy Critical Success Factors CSF 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.	1, 2, 3, 4, 8, 9, 10	Teachers, Campus Instructional Specialists, Campus Administrators	Increase in Level III Scores			
Funding Sources: Coordination of Local and State Funds - 200.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = 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 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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
System Safeguard Strategy PBMAS 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.	1, 2, 6, 7	Teachers, Counselor, Campus Administrators	Increase student attendance Increasing motivation of at-risk students which will lead to increase in student achievement Assist in closing the achievement gaps with special populations			
System Safeguard Strategy PBMAS Critical Success Factors CSF 5 2) 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 HOPE meetings.	1, 2, 6, 7, 10	Teachers, Counselor, CS3, Campus Administrators	Increase parent involvement Increased attendance rates which leads to increased student achievement			
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 3) Provide incentives for students with perfect attendance (no tardies and/or early dismissals) each six weeks. Make weekly announcements when classes have perfect attendance.	1, 2, 6, 7, 10	Teachers, Counselor, CS3, Campus Administrators	Increase motivation for students to come to school every day which will lead to increase in overall academic success			
	Funding Sources: Local Funds - 300.00					






System Safeguard Strategy PBMAS 4) 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.	1, 2, 3, 6, 7, 10	Teachers, CS3, Campus Administrators	Increased parent involvement which will lead to increase in student motivation and achievement			
	Funding Sources: Local Funds - 200.00					
PBMAS Critical Success Factors CSF 1 5) 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.	1, 2, 6, 7, 10	Teachers, Counselor, CS3, Campus Administrators	Increase student motivation for staying in school and prevent drop outs. Increase motivation of students Increase attendance percentages			
PBMAS 6) Create opportunities to explore occupations through career nights, instructional units, student council, etc.	1, 2, 3, 6, 7, 10	Teachers, Counselor, CS3, Campus Administrators	Decrease drop out rate Provide motivation to stay in school to achieve personal goals Increase attendance			
PBMAS 7) Establish a Watch Dog program	1, 2, 6	Principal	Provide appropriate role models for student which leads to good decision making skills Provide a safe and secure school environment Increase parental involvement			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = 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.

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

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
PBMAS 1) Utilize a variety of positive behavior supports, rewards, and recognitions for sustained and/or improved behavior (awards assemblies, toys/rewards for behavior tickets, Champ Store).	1, 2, 3, 4, 7, 10	Teachers, Counselor, CS3, Campus Administrators	Increased motivation of students Decrease in number of referrals that will result in the removal of students from class			
Funding Sources: Local Funds - 1800.00						
PBMAS 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.	1, 2, 3, 4, 7, 10	Teachers, Counselor, Campus Administrators	Preventative training will decrease the number of bullying incidents thus decreasing referrals that will result in removal from class			
PBMAS 3) Provide immediate parent/guardian contact when students are not meeting campus behavior expectations.	1, 2, 6, 7	Teachers, CS3, Counselor, Campus Administrators	Contacting parents will build parental involvement and support as well as enabling student to return to class in a timely manner			
PBMAS 4) Plan and provide for campus-based, as well as off-site, professional development opportunities that support teacher effectiveness with student behavior challenges (Capturing Kid's Hearts, Keystone, CHAMPS) especially training to address students with emotional/psychological concerns.	1, 2, 4, 5, 6, 10	Teachers, Counselor, Campus Administrators	Providing teachers with effective strategies in classroom management will assist in keeping student engaged in the lesson and prevent student removals and decrease student referrals			
PBMAS 5) Continue the daily implementation of the Keystone Curriculum to promote character education.	1, 2, 3	Teachers, Counselor, Campus Administrators	Provide reinforcement to teachers by providing a positive alternative for classroom management Provide student motivation to make good behavioral choices Reduce discipline referrals and student removals			
PBMAS 6) Analyze discipline data collected from Review 360 to proactively target discipline problems.	1, 2	Teachers, Campus Administrators	Reduction of student discipline referrals and decrease 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	Title I	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.	1, 5, 10	Principal ILT	Hire and maintain highly effective teachers will lead to academic success for all students			
PBMAS 2) Eliminate class-size waivers by implementing cluster guidelines.	5	Principal	Maintaining the appropriate student teacher ratio will lead to high levels of achievement by all students			
System Safeguard Strategy 3) Assure all assignments and re-assignments are filled with highly effective staff.	1, 3, 5, 10	Principal	Highly effective staff will help ensure that students are taught at high levels which will help increase academic success			
System Safeguard Strategy 4) Recruit actively to fill vacant positions with highly effective teachers.	1, 3, 5, 10	Principal ILT	Filling all vacancies with highly certified teachers will lead to increased achievement for all students			
System Safeguard Strategy PBMAS 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.	1, 2, 3, 4, 5, 7, 8, 9, 10	Campus Administrators	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			
System Safeguard Strategy 6) Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers.	5	Principal	Retaining teachers helps maintain a consistency in a campus instructional program that will lead to higher academic achievement			
System Safeguard Strategy 7) Balance class sections as necessary.	1, 5	Principal	Maintaining the appropriate student teacher ratio will lead to retaining highly effective teachers and lead to increasing academic success.			
System Safeguard Strategy PBMAS 8) Ensure low-income students and minority students are not taught at higher rates than other student groups by inexperienced teachers.	1, 2, 3, 4, 5, 7, 8, 9, 10	Principal	Closely monitoring the placing of students in a classroom will increase the likelihood that student's needs are met and learning will increase.			



= 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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
System Safeguard Strategy PBMAS Critical Success Factors CSF 5 1) Conduct face-to-face parent/teacher conferences for all students PK-5.	1, 2, 6	Teachers, Campus Administrators	Increase parental support Increase student motivation Increase student academic success			
System Safeguard Strategy PBMAS Critical Success Factors CSF 5 2) 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., Donuts for Dads, and Muffins for Moms.	1, 2	Campus Administrators	Increase parental involvement and support Increase student motivation Decrease absences and the impact of attendance on academics			
Critical Success Factors CSF 5 3) Host at least two school-wide academic-based family nights (one each semester) in addition to monthly parent nights.	1, 2, 6	Campus Administrators	Increase parental support and involvement Increase student motivation Increase student achievement by teaching parents about STAAR and Homework Reduce the percentages of students being absent by educating the parent			
Funding Sources: Coordination of Local, State, and Federal Funds - 1000.00						






PBMAS Critical Success Factors CSF 5 4) Grow our Parent-Teacher Organization and continue to plan events that promote success for students and a positive image to the community.	1, 2, 6	Campus Administrators	Increase parent support and involvement			
PBMAS Critical Success Factors CSF 5 5) Host at least two plays or musical performances for family viewing.	1, 2, 6, 7	Teachers, Campus Administrators	Increase parent support and involvement Increase student motivation			
			Funding Sources: Local Funds - 200.00			
System Safeguard Strategy PBMAS Critical Success Factors CSF 5 6) Provide teachers with parent involvement communication training as well as training on how to establish workshops for parents.	1, 2, 6	Campus Administrators	Increase parental involvement and support Reduce absenteeism Increase collaboration between home and school which will lead to high academic success for all students			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = 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 Source(s) 1: Usage reports for computer programs, sign in sheets from training, data reports for walk throughs

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
Critical Success Factors CSF 1 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. SS	1, 2, 3, 8, 9, 10	Teachers, Campus Instructional Specialists, Campus Administrators	Close academic gaps for ELL students			
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 2) Provide support to utilize Promethean boards, white boards, laptop carts, clickers, and associated technology for classrooms.	1, 2, 3, 4, 5, 7, 8, 9, 10	Teachers, Technology Integration Specialist, Campus Instructional Specialists, Campus Administrators	District support in training teachers to use technology in the classroom will increase student motivation and provide teachers with additional high yield academic strategies that will lead to academic success for all students			
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 3) Utilize Waterford, Imagine Learning, Fast Forward, and Cog Med to provide instructional support. SS	1, 2, 3, 4, 7, 8, 9, 10	Teachers, Campus Administrators	Training in each of these areas will provide instructional high yield strategies for teachers that will lead to academic success. Technology is motivating to students and will lead to increased academic success			
System Safeguard Strategy PBMAS 4) Provide specific training opportunities for Promethean boards, CPS clickers, laptop carts, mimios, and document cameras.	1, 2, 3, 4, 5, 8, 9, 10	Technology Integration Specialist, Campus Administrators	Developing teacher's skills in technology will provide a variety of instructional techniques for teachers thus motivating them to provide lessons for students that will increase academic success on STAAR and campus/district assessments			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

System Safeguard 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. System Safeguard (SS)
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, academic camps, Accelerated Instruction Time, before school tutorials, morning computer lab tutorials, before school library and Saturday Academy 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 include training by Kilgo, CHAMPS, Kagan, ABYDOS, Abydos Pro and Empowering Writers, 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. SS
2	1	3	Provide explicit and systemic phonological awareness, phonemic awareness, and phonics, and word study instruction to students including 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). SS
2	1	5	Embed oral and written conventions of grammar in writing. SS
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.
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	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 HOPE meetings.
3	1	3	Provide incentives for students with perfect attendance (no tardies and/or early dismissals) each six weeks. Make weekly announcements when classes have perfect attendance.
3	1	4	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	Conduct face-to-face parent/teacher conferences for all students PK-5.
6	1	2	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., Donuts for Dads, and Muffins for Moms.
6	1	6	Provide teachers with parent involvement communication training as well as training on how to establish workshops for parents.
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. SS
7	1	4	Provide specific training opportunities for Promethean boards, CPS clickers, laptop carts, mimios, and document cameras.

2017-18 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Suzanne Keith	Interim
Administrator	Luis Munoz	AP
Administrator	Martessa Humphries	principal
Classroom Teacher	Shelby White	teacher
Classroom Teacher	Anissa Culp	Teacher
Classroom Teacher	Jeanette Kelley	Teacher
Classroom Teacher	Maria Cienfuegos	Teacher
Classroom Teacher	Laura Garcia	Teacher
Classroom Teacher	Guillermo Najera	Teacher
Classroom Teacher	Heidi Morgan	Teacher
Classroom Teacher	Cynthia Martinez	Teacher
Classroom Teacher	Leslie Stevenson Henson	Teacher
Classroom Teacher	Brenda Contreras	CIS
Classroom Teacher	Kathleen Fleck	CIS
Classroom Teacher	Ann Seawright	CIS

2017-2018 Professional Learning Committee (PLC)

Committee Role	Name	Position
Administrator	Suzanne Keith	interim
Administrator	Luis Munoz	AP
Administrator	Martessa Humphries	Principal
Classroom Teacher	Brenda Contreras	CIS
Classroom Teacher	Kathleen Fleck	CIS
Classroom Teacher	Ann Seawright	CIS

Campus Leadership Team

Committee Role	Name	Position
Classroom Teacher	Shelby White	Teacher
Classroom Teacher	Anissa Culp	Teacher
Classroom Teacher	Jeanette Kelley	Teacher
Classroom Teacher	Maria Cienfuegos	Teacher
Classroom Teacher	Laura Garcia	Teacher
Classroom Teacher	Guillermo Najera	Teacher
Classroom Teacher	Heidi Morgan	Teacher
Classroom Teacher	Cynthia Martinez	Teacher
Classroom Teacher	Leslie Stevenson Henson	Teacher
Administrator	Martessa Humphries	Principal
Administrator	Suzanne Keith	Interim Principal
Administrator	Luis Munoz	Assistant Principal

PBIS Committee

Committee Role	Name	Position
Administrator	Martessa Humphries	Principal
Administrator	Suzanne Keith	Interim Principal
Administrator	Luis Munoz	Assistant Principal
Classroom Teacher	Shelby White	Teacher
Classroom Teacher	Sally Delgado	Teacher
Classroom Teacher	Cynthia Rubio	Teacher
Classroom Teacher	Sunsirae Arriaga	Teacher
Classroom Teacher	Laura Garcia	Teacher
Classroom Teacher	Eliana Kloecker	Teacher
Classroom Teacher	Heidi Morgan	Teacher
Classroom Teacher	Ann Seawright	CIS
Business Representative	Erika Leal	Counselor

Campus Funding Summary

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	incentives		\$500.00
1	1	6	training		\$4,000.00
3	1	3	incentives		\$300.00
3	1	4	incentives for parent attendance		\$200.00
4	1	1	Champ Store incentives		\$1,800.00
6	1	5	supplies for programs		\$200.00
Sub-Total					\$7,000.00
Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	3	Materials and supplies for Parent Academic trainings		\$1,000.00
Sub-Total					\$1,000.00
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Saturday Intervention payroll costs for tutors	SCE Funds	\$1,000.00
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					\$23,600.00
Grand Total					\$31,600.00

Addendums

2016-2017 ASHBEL SMITH APACHE NATION FACULTY MTG. 4/19/17

PK & K (C) 12:00-12:55	Room	Extension	Content
White, Shelby	113	Jan.	
Cantu, Iliana	113		
Delgado, Sally	112	8120	
Gonzalez, Angely	112		
Perez, Arlin (BIL)	114	Arline Perez	
Gallegos, Anna	114		
Ramos, Kristal	115	Kristal Ramos	
Martin, Araceli	115		
Culp, Anissa	106	ASD	
Guerra, Nora (BIL, GATE)	108	haz	
Lopez, Maria (BIL)	109		
Izzarelli, Danielle	117	Danielle Izzarelli	
Cole, Jill (GATE)	116	Jill Cole	
Ochoa, Vanessa			
1st (C) 1:00-1:55	Room	Extension	Content
Kelley, Janette (GATE)	103		
Narvaez, Adriana (BIL)	101	Adriana Narvaez	
Rubio, Cynthia (BIL)	102	Cynthia Rubio	
Jones, Tymbrée	118	Tymbrée Jones	
Ritch, Amy	120	Amy Ritch	
2nd (C) 2:00-2:55	Room	Extension	Content
Morales, Belinda (BIL)	136	Belinda Morales	
Martindale, Adriana (BIL)	135	Adriana Martindale	
Pina, Braun (GATE)	128	Braun Pina	
Canon, Dyana	129	Dyana Canon	
Riley, Lisa	121	Lisa Riley	
Cienfuegos, Maria	133	Maria Cienfuegos	
3rd (C) 8:25-9:20	Room	Extension	Content
Arriaga, Sunsirae	206	Sunsirae Arriaga	
Moreno, Joann	210	Joann Moreno	
Thompson, Jana (GATE)	207	Jana Thompson	
Garcia, Laura	211	Laura Garcia	
Rodriguez, Selene (BIL)	209	Selene Rodriguez	
Ramos, Miriam (BIL)	208	Miriam Ramos	
4th (C) 9:25-10:20	Room	Extension	Grade Level
Moore, Teresa (GATE)	215	Teresa Moore	
Oliver, Mitzi	224	Mitzi Oliver	
Gracia, Luis (Bil)	202		
Najera, Guillermo (BIL)	201	Guillermo Najera 4th	
Rincon, Joann	216		
Story, Kristen	225		

5th (C) 10:25-11:20	Room	Extension	Content
Findlay, Monica	218	Monica Findlay	
Gardner, Kelli (GATE)	220	Kelli Gardner	
Reid, James	219		
Perez, Lisa	222		
Morgan, Heidi	221	Heidi Morgan	
Specials/Rotation	Room	Extension	Content
Martinez, Cynthia	126		
Tatman, Danies	126		
Ruiz, Jessica	126		
Crowhurst, Joshua	139		
Chance, Shannon	137	Shannon Chance	
Instructional Support	Room	Extension	Content
Frost, Natashaia	3209		N Frost
Sloan, Susan	124		
Garcia, Laura	204		
Doyle, Dee	214	Dee Doyle	
Seawright, Ann	140	Ann Seawright	
Fleck, Kathi	127	Kathi Fleck	
AI / Inst. Aides	Room	Extension	Content
Campos, Cassandra			
Murphy, Kim			
Lott, Erika			
Castro, Yesenia			
Special Education	Room	Extension	Content
Gonzalez, Dora	111		Dora Gonzalez
Colunga, Angela	111		
Mendieta, Patricia	111		
Henson, Leslie	203		Leslie Henson
Dawson, Paul	226		Paul Dawson
Ponce, Natalie			
Special Programs	Room	Extension	Content
Clayton, Michael	125		
Castro, Ana		Library	
Jordan, Cassandra	119		
Cobb, Katheryn	119		

Office & Support Staff
Principal
Humphries, Martessa
Secretary
Ornelas, Melissa
Asst. Principal
Munoz, Luis
Nurse
Carla Vaughn
FIC
Fierro, Maria
Attendance
Valenzuela, Erica
Receptionist
Villegas, Crystal
ISS Aide/Clerk
Hernandez, Diana
Cafeteria Manager
Florez, Anna
Lead Custodian
Gonzalez, Andrea



Where Every Child Matters

... And Every Moment Counts

04.12.17

Family Day

Home

at 22 / 22 / 22

Good

People

CIP / CNA Committee

* Summary

* 2/12

* 2/12 * 2/12 * 2/12

2/12

2/12

04.19.17

Faculty Mtg

Good news ✓

5th grade SSI / Senior / Mentors ✓

School Times ✓

Profile Sheets ✓

CIP / CNA Committee ✓

* Summaries

✓ * LPAC

✓ * Staff Manual to Faculty Mtg Wed 4/26
4/27

✓ Matrix

2016-2017 ASHBEL SMITH APACHE NATION FACULTY MTG. 5/3/17

PK & K (C) 12:00-12:55	Room	Extension	Content
White, Shelby	113	<i>John</i>	
Cantu, Iliana	113		
Delgado, Sally	112	<i>SD</i>	
Gonzalez, Angely	112		
Perez, Arlin (BIL)	114	<i>Arlin</i>	
Gallegos, Anna	114		
Ramos, Kristal	115		
Martin, Araceli	115		
Culp, Anissa	106	<i>ACulp</i>	
Guerra, Nora (BIL, GATE)	108	<i>nd</i>	
Lopez, Maria (BIL)	109	<i>Maria Lopez</i>	
Izzarelli, Danielle	117	<i>5</i>	
Cole, Jill (GATE)	116		
Ochoa, Vanessa			
1st (C) 1:00-1:55	Room	Extension	Content
Kelley, Janette (GATE)	103	<i>Janette Kelley</i>	
Narvaez, Adriana (BIL)	101	<i>Adriana Narvaez</i>	
Rubio, Cynthia (BIL)	102	<i>Cynthia Rubio</i>	
Jones, Tymbree	118	<i>Tymbree Jones</i>	
Ritch, Amy	120		
2nd (C) 2:00-2:55	Room	Extension	Content
Morales, Belinda (BIL)	136	<i>Belinda Morales</i>	
Martindale, Adriana (BIL)	135	<i>Adriana Martindale</i>	
Pina, Braun (GATE)	128		
Canon, Dyana	129	<i>Dyana Canon</i>	
Riley, Lisa	121	<i>Lisa Riley</i>	
Cienfuegos, Maria	133	<i>Maria Cienfuegos</i>	
3rd (C) 8:25-9:20	Room	Extension	Content
Arriaga, Sunsirae	206	<i>Sunsirae Arriaga</i>	
Moreno, Joann	210	<i>Joann Moreno</i>	
Thompson, Jana (GATE)	207	<i>Jana Thompson</i>	
Garcia, Laura	211	<i>Laura Garcia</i>	
Rodriguez, Selene (BIL)	209	<i>Selene Rodriguez</i>	
Ramos, Miriam (BIL)	208	<i>Miriam Ramos</i>	
4th (C) 9:25-10:20	Room	Extension	Grade Level
Moore, Teresa (GATE)	215	<i>Teresa Moore</i>	
Oliver, Mitzi	224	<i>Mitzi Oliver</i>	
Gracia, Luis (Bil)	202	<i>Luis Gracia</i>	
Najera, Guillermo (BIL)	201	<i>Guillermo Najera</i>	
Rincon, Joann	216	<i>Joann Rincon</i>	
Story, Kristen	225	<i>Kristen Story</i>	

5th (C) 10:25-11:20	Room	Extension	Content
Findlay, Monica	218	<i>Monica Findlay</i>	
Gardner, Kelli (GATE)	220	<i>Kelli Gardner</i>	
Reid, James	219		
Perez, Lisa	222	<i>Lisa Perez</i>	
Morgan, Heidi	221	<i>Heidi Morgan</i>	
Specials/Rotation	Room	Extension	Content
Martinez, Cynthia	126	<i>Cynthia Martinez</i>	
Tatman, Danies	126	<i>Danies Tatman</i>	
Ruiz, Jessica	126		
Crowhurst, Joshua	139	<i>Joshua Crowhurst</i>	
Chance, Shannon	137	<i>Shannon Chance</i>	
Instructional Support	Room	Extension	Content
Frost, Natashaia	3209	<i>Natashaia Frost</i>	
Sloan, Susan	124		
Garcia, Laura	204		
Doyle, Dee	214	<i>Dee Doyle</i>	
Seawright, Ann	140	<i>Ann Seawright</i>	
Fleck, Kathi	127	<i>Kathi Fleck</i>	
AI / Inst. Aides	Room	Extension	Content
Campos, Cassandra			
Murphy, Kim			
Lott, Erika			
Castro, Yesenia			
Special Education	Room	Extension	Content
Gonzalez, Dora	111	<i>Dora Gonzalez</i>	
Colunga, Angela	111		
Mendieta, Patricia	111		
Henson, Leslie	203	<i>Leslie Henson</i>	
Dawson, Paul	226	<i>Paul Dawson</i>	
Ponce, Natalie			
Special Programs	Room	Extension	Content
Clayton, Michael	125		
Castro, Ana		Library	
Jordan, Cassandra	119		
Cobb, Katheryn	119		

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Villegas, Crystal
ISS Aide/Clerk
Hernandez, Diana
Cafeteria Manager
Florez, Anna
Lead Custodian
Gonzalez, Andrea



Where Every Child Matters

... And Every Moment Counts

James M. W.

Wood Thomas
- J. L. C. Hyatt
- George

Robert

George L.

Robert

Robert M. W.
- Robert M. W.
- C. P.

Faculty Mtg

- Good News
- PLC Hybrid ✓
- Dayle ✓
- Testing ✓
- Supply List ✓
- Lethbridge
- Awards / Retirees / Field Day ✓
- Matrix ✓
- CIP

Campus Program Evaluation for Gifted and Talented-Program Intent "21"

<p>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</p>	<p>Teachers used high yield instructional strategies to promote higher level thinking in all GATE classes e.g. Kagan Strategies, Criss, and Abydos Kilgo</p>
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<p>Increase number of GATE students meeting STAAR mastery level 3</p>
<p>Indicate the Root Cause for each identified need:</p>	<p>Designate AIT time for enrichment and increase enrichment time before and after school e.g. STEM club, Maker Space</p>

Campus Program Evaluation for Parent Involvement Opportunities

<p>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</p>	<p>Full time Family Involvement Coordinator</p> <p>Weekly HOPE team meetings</p>
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<p>Increase parent involvement in campus PTO</p> <p>Increase Parent trainings</p>
<p>Indicate the Root Cause for each identified need:</p>	<p>Need more information for parents on the benefits of PTO membership</p> <p>Needs Assessment for parents is needed</p>

Campus Program Evaluation for State Compensatory Education-Program Intent "24, 26, 28, and 30"

Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year	Provided tutoring during the school day (AIT)
Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year	Provide before school and after school tutorials in reading, math, and writing
Indicate the Root Cause for each identified need:	At Risk students need additional small group time to help close the gaps

Campus Program Evaluation for Bilingual/ESL-Program Intent "25"

<p>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</p>	<p>PLC process was used to identify and plan for the needs of the bilingual students on a weekly basis</p>
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<p>Provide additional support through training for all bilingual teachers to ensure the closing of the gaps</p>
<p>Indicate the Root Cause for each identified need:</p>	<p>Need to increase teacher training in Sheltered Instruction and vocabulary development</p>

Campus Program Evaluation for NCLB-Title 1, Part A-Improving Basic Programs

Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year	Ashbel Smith has three Campus Instructional Specialist. These specialists support ELA, Math and Science. The CTS supports the school by modeling lessons for teachers, mentoring new teachers, facilitating PLC and planning with teams.
Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year	The Instructional Specialist will be working more directly with new teachers. There are 9 new teachers on the campus for the 2017-2018 school year. The CTS will be in classrooms daily and will plan with them weekly.
Indicate the Root Cause for each identified need:	This year there is a larger than usual number of new teachers to the campus.

Campus Program Evaluation for

Pre-Kindergarten-Program Intents "32-35"[✓]

<p>Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year</p>	<p>We have seen a growth in the number of students leaving the full day Pre-Kindergarten program knowing all their letters and sounds, thus better preparing the students for entering kindergarten.</p>
<p>Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year</p>	<p>Due to the need for assessment data from varied sources, teachers are need of a more efficient way of managing the assessment data. An example would be the merging of Circle data and the GCCISD Pre-K report card.</p>
<p>Indicate the Root Cause for each identified need:</p>	<p>There is a need for clearly designated assessment requirements, so that assessments are not duplicated and instructional time is not lost.</p>

Campus Program Evaluation for NCLB-Title 1, Part C-Migrant Education Program

Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year	Strong communication and partnership with GCCISD Migrant Program has been established to ensure the needs of all migrant students are met.
Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year	N/A
Indicate the Root Cause for each identified need:	N/A