

# **Goose Creek Consolidated Independent School District**

## **Ashbel Smith Elementary**

### **2016-2017 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.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

Ashbel Smith Elementary is one of 28 campuses in Goose Creek Consolidated Independent School District. Ashbel Smith Elementary serves predominantly economically disadvantaged Hispanic families. Ashbel Smith Elementary serves 804 students in grades PK to 5<sup>th</sup> grade. Five years ago, 675 students were served by the campus, which in an increase of 19%. The primary grades (K-2) are self-contained classrooms while the intermediate grades (3-5) are departmentalized.

The student population is 6.8% African-American, 10.9% Anglo, 80.7% Hispanic, 53% male, and 47% female with a low socioeconomic status of 85.2%. The staff population is 7.9% African-American, 52.7% Anglo, 35.5% Hispanic, 11.8% male, and 88.2% female with an average of 11.2 years of experience, and 100% of Highly Qualified teachers.

The overall mobility rate for the campus is approximately 19.0%. The average daily attendance rate for students is 96.5%. There is a total of discipline referrals during the 2014-2015 school year, which is an decrease of 28.7% from last year.

The site-based decision-making team looked at last year's program evaluations, survey results, and the following data: Benchmarks, STAAR, TELPAS, DRA, RTI, attendance, demographic reports, resource reports, volunteer logs, professional development listings, student inventories, and item inventories.

Committees were formed to look for areas of weaknesses and strengths.

# Demographics

## Demographics Summary

The enrollment numbers for Ashbel Smith Elementary mirror those of other schools in the district. The data indicates that 80% of Ashbel Smith students are identified as Hispanic. Ashbel Smith has a higher number of students identified as either Economically Disadvantaged or AT-Risk than the state.

## Demographics Strengths

- The disparity between demographic profiles of teachers and students at Ashbel Smith Elementary is lower than that of the state.
- Ashbel Smith's mobility rate is lower compared to that of the district and state.

## **Student Achievement**

### **Student Achievement Summary**

Based on student data, it is evident that student achievement has improved over the last three years. STAAR scores continue to increase every year.

### **Student Achievement Strengths**

- Campus Instructional Specialists and Professional Learning Communities positively impact student achievement.
- Co-teaching model at Ashbel Smith enhances student learning.
- Saturday and morning tutorials contribute to closing any learning gaps.

### **Student Achievement Needs**

- Saturday tutorials start towards the later part of the fall semester.
- Educational resources need to be at a higher rigor.

## **School Culture and Climate**

### **School Culture and Climate Summary**

Disciplinary incidents continue to decrease. The data reveals that most disciplinary incidents occur in the classroom. Behavior expectations in the classroom are different between grade levels.

### **School Culture and Climate Strengths**

- The school vision and mission continues to come into alignment.
- Ashbel Smith has programs and events, such as Junior Achievement, Career Week, and Professional Learning Communities, that positively contribute to the school culture and climate.

### **School Culture and Climate Needs**

- Same behavior expectations across grade levels.
- Dialogue across grade levels to ensure consistency in behavior expectations across grade levels.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Based on student performance, it is evident that teacher quality continues to improved. Professional developments, such as Kagan and CRISS, have contributed to students' and teachers' success.

### **Staff Quality, Recruitment, and Retention Strengths**

- Professional Developments available to 3rd through 5th grade teachers.
- Professional Learning Communities (PLCs) strengthens teacher quality.

### **Staff Quality, Recruitment, and Retention Needs**

- Kagan and CRISS trainings for Pre-Kinder to 2nd grade teachers.
- Vertical alignment meetings to increase collaboration across all grade levels.



## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Professional Learning Communities and the development of Common Formative Assessments contribute to the alignment of curriculum, instruction and assessments. In addition, grade level representatives from each grade level attend meetings to review Curriculum Based Assessments.

### **Curriculum, Instruction, and Assessment Strengths**

- Campus Instructional Specialists, Professional Learning Communities and Vertical Alignment meetings improve student achievement.
- Common Formative Assessments are effective in monitoring and improving student learning.

### **Curriculum, Instruction, and Assessment Needs**

- Additional Professional Learning Communities meetings for Pre-Kinder are needed.
- Continue to refine the Common Formative Assessments process to ensure student success.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Ashbel Smith Elementary offers more than 25 school-family engagement events per year. In addition, different types of services, such as Backpack Buddy from the Houston Food Bank and a Community Youth Service workers, are available to support Ashbel Smith families and students.

### **Family and Community Involvement Strengths**

- Many opportunities exist for parents to get involved in school activities and events.
- Families have access to different resources, such as backpack Buddy from the Houston Food Bank and a Community Youth Service worker.

### **Family and Community Involvement Needs**

- More male volunteers are needed.
- More parent participation is needed during parent workshops.

## **School Context and Organization**

### **School Context and Organization Summary**

Formative assessments, such as Benchmarks, Istation, Reasoning Minds, provide teachers with data to monitor and evaluate student progress. Reading support to struggling students is provided by a group of retired teachers.

### **School Context and Organization Strengths**

- Professional Learning Communities and team meetings provide teachers and staff a voice in the decision making process.
- Accelerated Instructional Time (AIT) is time devoted to students who are under-performing.

### **School Context and Organization Needs**

- Training needed for teachers to strengthen small group instruction.
- Regular communication about future school events and functions.
- Math support in the primary grades.

# Technology

## Technology Summary

Students have access to technology devices, such as Promethean boards, iPads, and laptops. Teachers collaborate with Educational Technology Staff to integrate technology in the classrooms.

## Technology Strengths

- Throughout the year teachers collaborate with Educational Technology staff members to increase technology integration into lesson plans.
- Student usage of iPads continues to increase across all grade levels.
- Staff members are highly motivated to integrate technology usage during lessons.

## Technology Needs

- Promethean board and Google drive trainings for teachers across all grade levels during school hours.
- Additional iPad carts per grade level.

# 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

## Accountability Data

- Texas Academic Performance Report (TAPR) 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
- 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
- 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

## 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
- Career and Technical Education (CTE) data, including academic achievement, program growth, 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

#### **Employee Data**

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Communications 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.

**Summative Evaluation:** STAAR Data

| Strategy Description   | Title I | Staff Responsible for Monitoring                                  | Evidence that Demonstrates Success                               | Formative Reviews |     |      |
|--|---------|---|--|-------------------|-----|------|
|  |         |   |  | Nov               | Feb | June |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 2</p> <p>1) Conduct PLC meetings to review assessments, monitor student progress, and make data-driven decisions that positively impact student achievement. System Safeguard (SS)</p>  | 1       | Teachers, Campus Instructional Specialists, Campus Administrators | Meeting Agenda and Minutes                                       |                   |     |      |
| <p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b><br/>CSF 1</p> <p>2) Utilize the rigor, relevance, and depth of knowledge criteria in all subject areas as a means of increasing students' problem solving and critical thinking abilities. SS</p>   |         | Teachers, Campus Instructional Specialists, Campus Administrators | Classroom Observations   |                   |     |      |
| <p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b><br/>CSF 1 CSF 2</p> <p>3) Develop formative assessments/skills checks for all taught objectives. SS</p>   | 8       | Teachers, Campus Instructional Specialists, Campus Administrators | Formative Assessments  |                   |     |      |
| <p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b><br/>CSF 1 CSF 4</p> <p>4) Provide enrichment, maintenance, and intervention instruction during small group instruction, academic camps, Accelerated Instruction Time, before/after school tutorials, 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. SS</p> |         | Teachers, Campus Instructional Specialists, Campus Administrators | Student Lists<br>Coordination of local, state, and federal funds |                   |     |      |

|  |                         |  |  |  |  |  |
|--|-------------------------|--|--|--|--|--|
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1</p> <p>5) Provide student incentives for assessment growth and improvement.</p>  |                         | <p>Teachers, Campus Instructional Specialists, Campus Administrators</p> | <p>Purchase Orders, Student Lists</p>  |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1</p> <p>6) Provide staff development relevant for state and district assessment requirements. These include training by Kilgo ,CHAMPS, CRISS, Joshua Horton, Kagan, ABYDOS, Abydos Pro, and Developmental Assets. Support teacher training for all district and campus initiatives.</p> | <p align="center">3</p> | <p>Teachers, Campus Instructional Specialists, Campus Administrators</p> | <p>Training Sign-in Sheets<br/>Coordination of local, state, and federal funds</p> |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1</p> <p>7) Teachers will incorporate CRISS and Kagan strategies to increase student engagement.</p>   | <p align="center">2</p> | <p>Teachers, Campus Instructional Specialist, campus Administrators</p>  | <p>Walk throughs<br/>Observations</p>  |  |  |  |

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue



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

**Performance Objective 1:** Ashbel Smith Elementary will use the GCCISD Framework of Non-Negotiables to plan and implement an instructional program that ensures academic success for each child.

**Summative Evaluation:** Common Formative Assessments, CBAs, Benchmarks, STAAR scores, ISIP, Math Universal Screeners

| Strategy Description  | Title I | Staff Responsible for Monitoring                                  | Evidence that Demonstrates Success   | Formative Reviews |     |      |
|---|---------|---|--|-------------------|-----|------|
|   |         |   |  | Nov               | Feb | June |
| <p><b>Critical Success Factors</b><br/>CSF 1 CSF 2</p> <p>1) Conduct content area and vertical alignment meetings a minimum of four times per year to ensure cohesive instruction across grade levels.</p>  |         | Teachers, Campus Instructional Specialists, Campus Administrators | Vertical Alignment Meeting Sign-in Sheets                                      |                   |     |      |
| <p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b><br/>CSF 1 CSF 2</p> <p>2) Utilize ELPS in all instructional settings to ensure successful English language acquisition and mastery. SS</p>   |         | Teachers, Campus Instructional Specialists, Campus Administrators | Classroom Observation Forms  |                   |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 1</p> <p>3) Provide explicit and systemic phonological awareness, phonemic awareness, and phonics, and word study instruction to students including Abydos Pro.</p>  |         | Teachers, Campus Instructional Specialists, Campus Administrators | Classroom Observation Forms  |                   |     |      |
| <p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b><br/>CSF 1</p> <p>4) Utilize CIS to model strategies, assist with planning, and provide coaching in reading, writing, math, and science in order to increase instructional capacity. Use them to help teachers implement engagement strategies (CRISS/Kagan/Horton). SS</p> | 4       | Teachers, Campus Instructional Specialists, Campus Administrators | Classroom Observation Forms<br>Coordination of local, state, and federal funds |                   |     |      |
| <p><b>State System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b><br/>CSF 1</p> <p>5) Embed oral and written conventions of grammar in writing. SS</p>   |         | Teachers, Campus Instructional Specialists, Campus Administrators | Lesson Plans, Classroom Observations, Writing Portfolios                       |                   |     |      |

|   |  |  |   |  |  |  |
|---|--|--|---|--|--|--|
| <p align="center"><b>State System Safeguard Strategy</b><br/><b>Federal System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b><br/>CSF 1 CSF 4</p> <p>6) Utilize certified teacher to provide small group instruction to at-risk students.</p> |  | <p>Teachers, Campus Instructional Specialists, Campus Administrators</p> | <p>Classroom Observation Forms</p> <p>Coordination of local, state, and federal funds</p> |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1</p> <p>7) Target increasing academic vocabulary using a variety of strategies, e.g., affix analysis, Marzano Academic Vocabulary etc.</p>   |  | <p>Teachers, Campus Instructional Specialists, Campus Administrators</p> | <p>Vocabulary Word Walls, Assessments</p>   |  |  |  |
| <p align="center"><b>Critical Success Factors</b><br/>CSF 1</p> <p>8) Teachers will incorporate strategies to increase student achievement for GATE students and students who are meeting Level II standards and address these strategies during PLCs.</p>                  |  | <p>Teachers, Campus Instructional Specialists, Campus Administrators</p> | <p>Increase in Level III Scores</p>   |  |  |  |






 = 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.

**Summative Evaluation:** Student's participation with mentors and written goals.


| Strategy Description   | Title I | Staff Responsible for Monitoring   | Evidence that Demonstrates Success   | Formative Reviews |     |      |
|--|---------|--|--|-------------------|-----|------|
|  |         |  |  | Nov               | Feb | June |
| 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.   |         | Teachers, Counselor, Campus Administrators                                 | Mentor Sign-in Sheets<br>Coordination of local, state, and federal funds   |                   |     |      |
| <b>Critical Success Factors</b><br>CSF 5<br>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. |         | Teachers, Family Involvement Coordinator, Counselor, Campus Administrators | Parent Sign-in Sheets, IRIS Reports, HOPE Meeting Minutes, Campus Newsletters<br>Coordination of local, state, and federal funds |                   |     |      |
| <b>Critical Success Factors</b><br>CSF 1<br>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.  |         | Teachers, Family Involvement Coordinator, Counselor, Campus Administrators | Purchase Orders, Student Lists   |                   |     |      |
| 4) Provide parent workshops that focus on student expectations (STAAR, Math/Reading/Science TEKS, early literacy).   | 6, 7    | Teachers, Family Involvement Coordinator, Campus Administrators            | Workshop Sign-in Sheets  |                   |     |      |
| <b>Critical Success Factors</b><br>CSF 1<br>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.        |         | Teachers, Counselor, Family Involvement Coordinator, Campus Administrators | Parent Sign-in Sheets  |                   |     |      |

|   |  |  |                                     |  |  |  |
|---|--|--|-------------------------------------|--|--|--|
| 6) Create opportunities to explore occupations through career nights, instructional units, student council, etc.  |  | Teachers, Counselor,<br>Family Involvement<br>Coordinator,<br>Campus<br>Administrators | Activity Participation              |  |  |  |
| <b>Critical Success Factors</b><br>CSF 1  |  | Teachers<br>Campus<br>Administrators   | Sign in Sheets for training/meeting |  |  |  |
|  = 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.


**Summative Evaluation:** Documentation of discipline incidents in Review 360

| Strategy Description  | Title I | Staff Responsible for Monitoring  | Evidence that Demonstrates Success   | Formative Reviews |     |      |
|---|---------|---|--|-------------------|-----|------|
|   |         |   |  | Nov               | Feb | June |
| 1) Utilize a variety of positive behavior supports, rewards, and recognitions for sustained and/or improved behavior (awards assemblies, toys/rewards for behavior tickets).  |         | Teachers, Counselor, Family Involvement Coordinator,; Campus Administrators | Purchase Orders, Student Lists   |                   |     |      |
| 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.  | 10      | Teachers, Counselor, Campus Administrators                                  | Training Sign-in Sheets  |                   |     |      |
| 3) Provide immediate parent/guardian contact when students are not meeting campus behavior expectations.  |         | Teachers, Family Involvement Coordinator, Counselor, Campus Administrators  | Parent Contact Logs  |                   |     |      |
| 4) Plan and provide for campus-based, as well as off-site, professional development opportunities that support teacher effectiveness with student behavior challenges (Developmental Assets, Keystone, CHAMPS) especially training to address students with emotional/psychological concerns. | 4       | Teachers, Counselor, Campus Administrators                                  | Professional Development Sign-in Sheets<br>Coordination of local, state, and federal funds |                   |     |      |
| 5) Continue the daily implementation of the Keystone Curriculum to promote character education.   |         | Teachers, Counselor, Campus Administrators                                  | Classroom Observations   |                   |     |      |
| 6) Analyze discipline data collected from Review 360 to proactively target discipline problems.   |         | Teachers, Campus Administrators   | Discipline Referrals and In-class Incidents  |                   |     |      |
|   |         |   |  |                   |     |      |

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

**Performance Objective 1:** All students will be taught by a teacher who has met the requirement as Highly Qualified (HQ) or state certified if NCLB rules do not apply.

**Summative Evaluation:** Classroom rosters and teacher documentation

| Strategy Description  | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success                                       | Formative Reviews |     |      |
|---|---------|----------------------------------|--|-------------------|-----|------|
|   |         |                                  |  | Nov               | Feb | June |
| 1) Attend job fairs and recruit early from pool of highly qualified teachers in core academic subject areas.  | 5       | Principal<br>District Personnel  | Attendance documentation from job fairs.                                 |                   |     |      |
| 2) Eliminate class-size waivers by implementing cluster guidelines.   |         | Principal<br>District personnel  | Certified teacher in each classroom documentation.                       |                   |     |      |
| 3) Assure all assignments and re-assignments are filled with highly qualified staff.  |         | Principal                        | Documentation of certified teachers.                                     |                   |     |      |
| 4) Recruit actively to fill vacant positions with highly qualified teachers.  |         | Principal                        | Documentation of highly qualified applicants                             |                   |     |      |
| 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. |         | Campus<br>Administrators         | CBA, Benchmarks, STAAR data  |                   |     |      |
| 6) Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers.   |         | Principal                        | Retention rate   |                   |     |      |
| 7) Balance class sections daily.  |         | Principal                        | Classroom rosters  |                   |     |      |
| 8) Ensure low-income students and minority students are not taught at higher rates than other student groups by inexperienced teachers.   |         | Principal                        | Classroom rosters<br><br>Coordination of local, state, and federal funds |                   |     |      |
|   |         |                                  |  |                   |     |      |

**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.

**Summative Evaluation:** Increased number of parents attending parent sessions, increase in volunteers, and parent/teacher conferences

| Strategy Description   | Title I | Staff Responsible for Monitoring  | Evidence that Demonstrates Success   | Formative Reviews |     |      |
|--|---------|---|--|-------------------|-----|------|
|  |         |   |  | Nov               | Feb | June |
| <p><b>Critical Success Factors</b><br/>CSF 5</p> <p>1) Conduct face-to-face parent/teacher conferences for all students PK-5.</p>  |         | Teachers, Family Involvement Coordinator, Campus Administrators                                   | Parent Contact Logs  |                   |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 5</p> <p>2) Develop a "Welcome to Ashbel Smith" brochure and newsletters that will familiarize all parents and students with school expectations and procedures. Provide family social activities, e.g., Donuts for Dads, Muffins for Moms, Dads on Guard volunteer program</p> |         | Family Involvement Coordinator, Campus Administrators Teachers                                    | Campus Brochure and Newsletter   |                   |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 5</p> <p>3) Host at least two school-wide academic-based family nights (one each semester) in addition to monthly parent nights.</p>  | 6       | Teachers, Family Involvement Coordinator, Campus Instructional Specialists, Campus Administrators | Family Sign-in Sheets<br><br>Coordination of local, state, and federal funds |                   |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 5</p> <p>4) Grow our Parent-Teacher Organization and continue to plan events that promote success for students and a positive image to the community.</p>   |         | Teachers, Family Involvement Coordinator, Campus Administrators                                   | PTO Meeting Minutes, Family Night Sign-in Sheets                             |                   |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 5</p> <p>5) Host at least two plays or musical performances for family viewing. Provide family social activities, e.g., Donuts for Dads, Muffins for Moms, and Dads on Guard volunteer program.</p>   |         | Teachers, Family Involvement Coordinator, Campus Administrators                                   | Family Sign-in Sheets  |                   |     |      |

|  |   |   |  |  |  |  |
|--|---|---|--|--|--|--|
| <p align="center"><b>Critical Success Factors</b><br/>CSF 5</p> <p>6) Provide teachers with parent involvement communication training as well as training on how to establish workshops for parents.</p> | 6 | Family Involvement<br>Coordinator<br>Teachers<br>Campus<br>Administrators | Teacher training log<br>Sessions presented to parents<br><br>Coordination of local, state, and federal funds |  |  |  |
|--|---|---|--|--|--|--|






 = 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 utilize and integrate available technology, software, and websites into developmentally appropriate lessons to introduce, practice, and/or reinforce TEKS.

**Summative Evaluation:** Increase use of computer programs, sign in sheets from training, walk throughs

| Strategy Description   | Title I | Staff Responsible for Monitoring   | Evidence that Demonstrates Success  | Formative Reviews |     |      |
|--|---------|--|---|-------------------|-----|------|
|  |         |  |   | Nov               | Feb | June |
| <p><b>Critical Success Factors</b><br/>CSF 1</p> <p>1) Continue to utilize Imagine Learning for students at the 3rd-5th grade levels that have beginner or intermediate TELPAS ratings in reading or writing. SS</p>   |         | Teachers, Campus Instructional Specialists, Campus Administrators                                    | Imagine Learning Reports  |                   |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 1</p> <p>2) Provide support to utilize Promethean boards, white boards, laptop carts, clickers, and associated technology for classrooms.</p>   |         | Teachers, Technology Integration Specialist, Campus Instructional Specialists, Campus Administrators | Classroom Observations  |                   |     |      |
| <p><b>Critical Success Factors</b><br/>CSF 1</p> <p>3) Utilize IStation, Think through Math, Reasoning Minds, Fast Forward, and Cog Med to provide instructional support. SS</p>   | 9       | Teachers, Campus Administrators  | Student Rosters, Program Reports<br><br>Coordination of local, state, and federal funds |                   |     |      |
| <p>4) Provide specific training opportunities for Promethean boards, CPS clickers, laptop carts, mimios, and document cameras.</p>   |         | Technology Integration Specialist, Campus Administrators   | Training Sign-in Sheets   |                   |     |      |
| <p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p> |         |  |   |                   |     |      |

## State System Safeguard Strategies

| Goal | Objective | Strategy | Description   |
|------|-----------|----------|---|
| 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. SS   |
| 1    | 1         | 3        | Develop formative assessments/skills checks for all taught objectives. SS   |
| 1    | 1         | 4        | Provide enrichment, maintenance, and intervention instruction during small group instruction, academic camps, Accelerated Instruction Time, before/after school tutorials, 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. SS |
| 2    | 1         | 2        | Utilize ELPS in all instructional settings to ensure successful English language acquisition and mastery. SS  |
| 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 (CRISS/Kagan/Horton). 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.   |

## Federal System Safeguard Strategies

| Goal | Objective | Strategy | Description   |
|------|-----------|----------|---|
| 2    | 1         | 6        | Utilize certified teacher to provide small group instruction to at-risk students. |

## 2016-2017 Campus Instructional Leadership Team

| <b>Committee Role</b> | <b>Name</b>        | <b>Position</b>          |
|-----------------------|--------------------|--------------------------|
| Administrator         | Martessa Humphries | Principal                |
| Classroom Teacher     | Sinsare Arriaga    | 3rd Grade Representative |
| Classroom Teacher     | Shannon Chance     | Specials/Title Rep       |
| Classroom Teacher     | Alissa Culp        | Kindergarten Rep         |
| Classroom Teacher     | Paul Dawson        | Special Ed. Rep          |
| Classroom Teacher     | Monica Findlay     | Fifth Grade Findlay      |
| Classroom Teacher     | Jenette Kelley     | First Grade Rep          |
| Classroom Teacher     | Teresa Moore       | Fourth Grade Rep         |
| Classroom Teacher     | Belinda Morales    | 2nd Grade Rep            |