

Goose Creek Consolidated Independent School District

Ashbel Smith Elementary

2019-2020 Campus Improvement Plan

Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The comprehensive needs assessment process was completed in May 2019 through the campus teams and the campus instructional leadership team. The following was acknowledged and determined by the campus teams:

- Ashbel Smith Elementary is one of twenty-eight schools in Goose Creek CISD and is one of sixteen elementary schools.
- It is a neighborhood school and many students walk to and from school on a daily basis.
- Ashbel Smith Elementary serves grade levels from PPCD to Fifth Grade.
- We currently serve 720 students which is a decrease from the previous year of 750.
- Ashbel Smith Elementary serves a variety of students in different programs which include Life Skills, PPCD, SPED, GATE, and LEP.
- We are self-contained in the lower grades (PK-1st), and departmentalized in the grades 2nd-5th.
- Teachers in grades 2-5 are assigned various subjects to teach but are collaboratively responsible for all content.
- Additionally, teachers plan collaboratively each Tuesday and during PLC Meetings to ensure their lessons are aligned with the TEKS, relevant, and learner centered.
- Ashbel Smith Elementary is a Title I campus.

Demographics:

Total Enrollment	729
Hispanic	85.05%
Black	5.35%
White	8.09%
2 or more Races	1.23%
Asian	0.14%
Native American	0.14%
Economically Disadvantaged	87%
Male	%
Female	%
Mobility Rate	20.1%

Total Enrollment	729
Daily Attendance	96.3%
All Incidents/Office Referrals	286 (down from previous year)
GT	%
ELL	35.3%
504	%
Special Ed	9.8%
Tier I Instruction	%
Tier II Instruction	%
Tier III Instruction	%

Demographics Strengths

The data report indicate:

Ashbel Smith has a school counselor, Communities in School, Community Youth Services (CYS), and a Campus Student Success Specialist to help meet the needs of our Students and Families. A Student Success Team committee meets on Mondays to review Student Attendance, Behavior and Course Curriculum and plan courses of action. Ashbel Smith also has three Curriculum Instructional Specialists that are tasked with improving pedagogy and build teacher capacity.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our campus attendance rate has remained the same over the last four years at 96.0% **Root Cause:** Our families are not aware how attendance impacts school funding, student success, and creates academic gaps.

Student Academic Achievement

Student Academic Achievement Summary

The comprehensive needs assessment process was completed during May of 2019 through the campus teams and the campus instructional leadership team. The following was acknowledged and determined:

At Ashbel Smith Elementary, a great deal of effort is made to ensure all instruction is driven by data. Formative assessments are used to assure this process takes place. At the beginning of each year, Renaissance 360 is administered as a universal screener, thus establishing a baseline in both reading and math for each child on campus. This procedure is repeated for the middle and end of the year to evaluate for growth. Results of this assessment help the faculty to create Student Learning Objectives (SLOs) so targeted plans for instruction can be developed. Additionally, progress is monitored using running records, DRA scores, and Common Formative Assessments (CFAs) which are administered after each skill has been taught. The data from all these sources are then used for formative and diagnostic purposes. This year, the entire campus focused on four reading TEKS, we called “The Essentials”, that were selected by each grade-level committee. The most recent data reflects the following:

- Star Renaissance Learning reports indicate that approximately 65% of the students made at least one year of growth in reading. Students who did not make a one year's growth will be placed in a focused list and will receive targeted instruction.
- The STAAR data for 2019 reflects:
 - Third grade students in LEP program scored significantly lower in the “meets” category of the state assessment (STAAR). Their math was in line with the non-LEP students.
 - Fourth grade students in LEP scored significantly lower in the “approaches” category.
 - Fifth grade made great growth in reading but was more stagnate in math.
 - TELPAS – Students who progressed at least one-year proficiency level report shows that we must work more closely with our LEP population
 - First 55%
 - Second 36%
 - Third 45%
 - Fourth 23%
 - Fifth 52%
- The RTI interventions are not supported with teacher documentation. ASE uses a variety of instructional methods to help teachers with meeting the needs of students not meeting their full potential including PLC meetings, tutoring, Saturday camps, and ongoing support through instructional coaches and administration. The RTI process will need to be revisited and fidelity checks will need to be performed.

Student Academic Achievement Strengths

Strengths at Ashbel Smith Elementary exist with a great deal of effort being made to ensure all instruction is driven by data:

- Formative assessments are used to assure this process takes place.
- Student Learning Objectives (SLOs) are developed.
- Progress is monitored using running records, DRA scores, and Common Formative Assessments (CFAs) which are administered after each skill has been taught.
- The data is used for formative and diagnostic purposes.
- Campus focused on four reading TEKS, we called “The Essentials”, that were selected by each grade-level committee.
- Star Renaissance Learning reports indicate that approximately 65% of the students made at least one year of growth in reading.
- ASE uses a variety of instructional methods to help teachers meet the needs of students who are not reaching their full potential, including PLC meetings, tutoring, Saturday camps, and ongoing support through instructional coaches and administration.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: There is a need to increase collaboration between general education teachers and the bilingual department to ensure that teachers are getting the support they need to increase student achievement. There is a need to increase academic achievement for all students to meets/masters levels of performance on the STAAR while still helping those that struggle. The problem lies in staffing and getting that intervention done. **Root Cause:** Great effort goes into helping students pass the STAAR test. A greater focus must be made on moving students to the masters level of the STAAR test. Focus also needs to be directed toward our LEP and RTI students who continue to struggle.

School Processes & Programs

School Processes & Programs Summary

The comprehensive needs assessment process was completed in May 2019 through the campus teams and the campus instructional leadership team. The following was acknowledged and determined by the campus teams:

- RTI has been looked at more closely and the tracking of students and their progress.
- Intervention part of RTI needs to be refined.
- Reading Renaissance was well managed and we saw a large increase in students taking Accelerated Reading tests.
- Use of student data folders needs to be more consistent throughout the grade levels.
- Refine the PLC process for more teacher involvement.

School Processes & Programs Strengths

A strength at Ashbel Smith include:

- Data folders in grades PK-5th Grades.
- RTI meetings have been scheduled every three weeks to discuss student progress.
- All teachers in all grade levels have been tutoring students in grades 3rd-5th.
- Retired teachers have been working in the area of reading with Kinder-1st grade students.
- Extended Conferences for Planning

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Ashbel faculty lack a clear understanding of the RTI process and the interventions needed and available to students. **Root Cause:** RTI process, as a multi-tier approach, needs to differentiate instruction for all students. As part of the Tiered Intervention system, teachers will need to play a significant role in identifying student needs and devising individual action plans (goals, group size, frequency, duration of intervention, and staff responsible).

Perceptions

Perceptions Summary

The comprehensive needs assessment process was completed during May 2019 through the campus teams and the campus instructional leadership team. The following was acknowledged and determined:

- Positive relationships between students-teachers have been developed.
- The referral numbers have steadily declined over the last 4 years
- Teachers have requested additional behavior support in classroom management.

Perceptions Strengths

Strengths at Ashbel Smith:

- Opportunities for parent and family engagement.
- Active PTO that supports students and teachers.
- Counselor is visible and delivers lessons
- Number of referrals have declined over the last 4 years.

Priority Problem Statements

Problem Statement 1: Our campus attendance rate has remained the same over the last four years at 96.0%

Root Cause 1: Our families are not aware how attendance impacts school funding, student success, and creates academic gaps.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a need to increase collaboration between general education teachers and the bilingual department to ensure that teachers are getting the support they need to increase student achievement. There is a need to increase academic achievement for all students to meets/masters levels of performance on the STAAR while still helping those that struggle. The problem lies in staffing and getting that intervention done.

Root Cause 2: Great effort goes into helping students pass the STAAR test. A greater focus must be made on moving students to the masters level of the STAAR test. Focus also needs to be directed toward our LEP and RTI students who continue to struggle.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: Ashbel faculty lack a clear understanding of the RTI process and the interventions needed and available to students.

Root Cause 3: RTI process, as a multi-tier approach, needs to differentiate instruction for all students. As part of the Tiered Intervention system, teachers will need to play a significant role in identifying student needs and devising individual action plans (goals, group size, frequency, duration of intervention, and staff responsible).

Problem Statement 3 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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
- Texas English Language Proficiency Assessment System (TELPAS) 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
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender 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
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality 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
- TTESS data

- T-PESS data
- Equity data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Revised/Approved: October 07, 2019




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 Source(s) 1: STAAR Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
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.		Teachers Campus Instructional Specialists Campus Administrators	Increased student achievement through timely and specific interventions			
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.	2.4	Teachers Campus Instructional Specialists Campus Administrators	Increased student achievement in all core areas			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
3) Develop formative assessments/skills checks for all taught objectives.		Teachers Campus Instructional Specialists Campus Administrators	PLC process more productive and effective			
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.	2.4	Teachers Campus Instructional Specialists Campus Administrators	Increase in number of students reaching higher levels on STAAR			
5) Provide student incentives, materials, activities and technology for assessment growth and improvement.		Campus Administrators Campus Instructional Specialists	Increase in student academic by 10% Success in all core areas			
Funding Sources: Local Funds - 500.00						
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.	2.4	Campus Administrators Campus Instructional Specialist	Increase the number of students that obtain Level 2 and 3 on STAAR			
Funding Sources: Local Funds - 2000.00						
7) Utilize campus instructional specialists to help build capacity in all staff members through peer coaching to increase student academic success.	2.5	Campus Administrators Campus Instructional Specialists Teachers	Close achievement gaps			
Funding Sources: Coordination of Local, State, and Federal Funds - 200000.00						
 = Accomplished  = No Progress  = Discontinue						

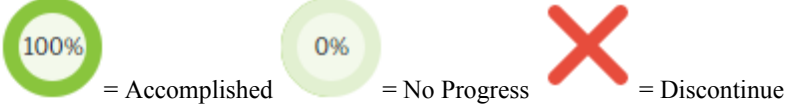
Goal 2: Ashbel Smith Elementary will provide a well-balanced and appropriate curriculum to all students.

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Conduct content area and vertical alignment meetings a minimum of four times per year to ensure cohesive instruction across grade levels.		Teachers Campus Instructional Specialists Campus Administrators	Increase in students reaching mastery level on STAAR			
2) Utilize ELPS in all instructional settings to ensure successful English language acquisition and mastery.		Teachers Campus Instructional Specialists Campus Administrators	Increase in student achievement			
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.		Teachers Campus Instructional Specialists Campus Administrators	Increase in academic success			
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).		Teachers Campus Instructional Specialists Campus Administrators	Increase in student achievement			
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.		Teachers Campus Instructional Specialists Campus Administrators	Increase in students reaching Levels 2 and 3 on STAAR			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
6) Utilize certified teacher to provide small group instruction to at-risk students.		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 - 15000.00					
7) Target increasing academic vocabulary using a variety of strategies, e.g., affix analysis, Marzano Academic Vocabulary etc.		Teachers Campus Instructional Specialists Campus Administrators	Increase in scores on writing STAAR			
	Funding Sources: Coordination of Local and State Funds - 200.00					
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.		Teachers Campus Instructional Specialists Campus Administrators	Increase in Level III Scores			
	Funding Sources: Coordination of Local and State Funds - 200.00					
9) Bilingual teachers will host a parent night to educate parents on the Bilingual program and Early exit goals for students.		Campus Administrators CS3 Counselor Bilingual Teachers	Increase TELPAS scores			
	Funding Sources: Coordination of Local and State Funds - 200.00					
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.		Campus Administrators Campus Instructional Specialists Teachers	Increase in student achievement-CBA, Benchmark, and STAAR Scores			
	Funding Sources: Coordination of Local and State Funds - 200.00					
						

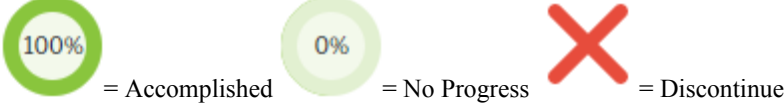
Goal 3: Ashbel Smith Elementary, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

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 Source(s) 1: Students' goal setting data binders and attendance goals.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	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.	2.6	Teachers Counselor Campus Administrators	Close achievement gaps with at-risk students			
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.		Teachers Counselor CS3 Campus Administrators	Increase in overall academic success			
Funding Sources: Local Funds - 300.00						
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.	2.5	Teachers Counselor CS3 Campus Administrators	Increase in student motivation Increase in student academic success			
4) Create opportunities to explore occupations through career nights, instructional units, ASE Safety Patrol and school clubs.		Teachers Counselor CS3 Campus Administrators	Decrease dropout rate			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
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.		Teachers Counselor CS3 Campus Administrators	Increased attendance rates which leads to increased student achievement			
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.		Teachers CS3 Campus Administrators	Increased parent involvement which will lead to increase in student motivation and achievement			
Funding Sources: Local Funds - 200.00						
7) Utilize the Student Support Team to assist with behavior, attendance, academics, and any other student needs.		Student Support Team Principal	Increase in Student Achievement by 10%			
						




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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Utilize a variety of positive behavior supports, rewards, and recognitions for sustained and/or improved behavior (awards assemblies, behavior lanyards, incentive store, and good life celebrations).		Teachers Counselor CS3 Campus Administrators	Decrease in number of referrals that will result in the removal of students from class			
Funding Sources: Local Funds - 1800.00						
2) Provide 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.		Teachers Counselor Campus Administrators	Decrease in the number of discipline incidents			
3) Provide immediate parent/guardian contact when students are not meeting campus behavior expectations.		Teachers CS3 Counselor Campus Administrators	Increase in students returning to class in a timely manner			
4) 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.		Teachers Counselor Campus Administrators	Increase in student engagement Decrease in student classroom removals			
5) Continue the daily implementation of the Keystone Curriculum to promote character education. Ensure that classroom, grade level, campus, and district behavior management systems are aligned, effective, and enacted.		Teachers Counselor Campus Administrators	Reduce discipline referrals and student removals			
6) Analyze discipline data collected from Review 360 to proactively target discipline problems.		Teachers Campus Administrators	Reduction of student discipline referrals Decrease in student removals from class			

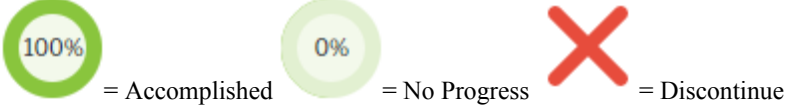
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

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 Source(s) 1: Classroom rosters and teacher documentation

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) 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.		Principal Campus Administration	Academic success for all students by increasing the number of individuals taking certification tests.			
2) Eliminate class-size waivers by implementing cluster guidelines.		Principal	Maintaining the appropriate student teacher ratio will lead to high levels of achievement by all students			
3) Assure all assignments and re-assignments are filled with highly effective staff.		Principal	Highly effective staff will help ensure that students are taught at high levels which will help increase academic success			
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.		Principal ILT	Filling all vacancies with highly certified teachers will lead to increased achievement for all students			
5) Conduct New Teacher meetings every six weeks to ensure new teachers retention and student success.		Principal Mentors New Teachers	Increase student achievement and retention of new teachers.			
6) Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers.		Principal	100% Teacher Retention			
7) Balance class sections as necessary.		Principal	Maintain the appropriate student teacher ratio			
8) Ensure low-income students and minority students are not taught at higher rates than other student groups by inexperienced teachers.		Principal	Requirements met for all student classroom assignments			
						

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: Sign in sheets and agendas of parent sessions and parent/teacher conferences

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
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.	3.1	Campus Administrators CS3	Increase in student academic success			
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.	3.2	Campus Administrators CS3	Increase parental support and involvement			
Funding Sources: Coordination of Local, State, and Federal Funds - 4750.00						
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 four times throughout the year.		Campus Administrators Teachers CS3	Increase parental involvement and support			
4) Provide teachers with parent involvement communication training as well as training on how to establish workshops for parents.		Campus Administrators	Increased collaboration between home and school will lead to high academic success for all students			
5) Conduct C.A.R. meetings conferences for all students PK-5 the first 10 weeks of school.		Teachers Campus Administrators	Increase in student academic success			

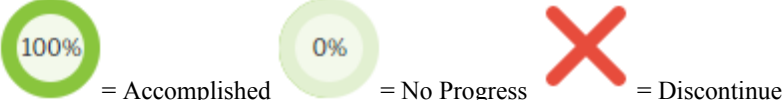
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
6) Grow our Parent-Teacher Organization and continue to plan events that promote success for students and a positive image to the community.		Campus Administrators	Increase parent support and involvement			
7) Conduct monthly Coffee with Principal Meetings to inform and train parents of activities and campus programs.		Principal CS3 Administrative Team	Increase in Family and Parent Engagement awareness and participation.			
Funding Sources: Local Funds - 200.00						

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

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
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.		Teachers Campus Instructional Specialists Campus Administrators	Close academic gaps for ELL students			
2) Provide support to utilize Promethean boards, white boards, laptop carts, clickers, and associated technology for classrooms.		Campus Administrators	High yield academic strategies that will lead to academic success for all students			
3) Utilize Waterford, Imagine Learning, Fast Forward, and Cog Med to provide instructional support.		Campus Administrators	Increase in student academic success			
4) Provide specific training opportunities for Promethean boards, CPS clickers, laptop carts, mimios, and document cameras.		Technology Integration Specialist Campus Administrators	Increase in academic success on STAAR and campus/district assessments			
						

Campus Funding Summary

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	incentives	Local Funds	\$500.00
1	1	6	training	Local funds	\$2,000.00
3	1	2	incentives	Local Funds	\$300.00
3	1	6	incentives for parent attendance	Local Funds	\$200.00
4	1	1	Champ Store incentives	Local Funds	\$1,800.00
6	1	7		Campus Funds	\$200.00
Sub-Total					\$5,000.00
Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Payroll costs for supplemental campus instructional specialists	Title I Part A	\$200,000.00
6	1	2	Materials and supplies for parent academic trainings	Title I Part A	\$750.00
6	1	2	Campus Student Success Specialist costs to support parent academic training sessions	Title I Part A	\$4,000.00
Sub-Total					\$204,750.00
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	\$15,000.00
2	1	8	Supplemental instructional materials	GT Funds	\$200.00
Sub-Total					\$15,200.00
Grand Total					\$224,950.00