

Goose Creek Consolidated Independent School District
Ashbel Smith Elementary
2021-2022 Campus Improvement Plan

Mission Statement

Ashbel Smith is committed to educate all students to the highest level through rigor, relevance, relationships, and personal responsibility.

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

ASE currently serves life skills students, PPCD through 5th grade students. We serve students in Special Education, Bilingual, and general education settings. The campus has a diverse student population serving 633 students as a Title 1 campus.

Demographics Strengths

Our campus has a counselor and CYS to help families in crisis. We also have a CYS and CS3 to help close the gap between families and campus. The SST committee meets every Monday to discuss family and student needs. We have three CIS to help teachers tailor instruction to meet the needs of our students. We also added staffing to communicate with parents regarding attendance. Our At Risk numbers increased 2% from last year.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our campus attendance rate has decreased to 95.9%. The district expectation is 97%. In 2019-2020, we increased attendance rate to 97.6% by using personnel to make parent calls and implement a reward system the 1st half of the year. **Root Cause:** Ashbel Smith has seen a decrease in attendance due to low on line participation, increased quarantines and parent/ community reactions to the pandemic.

Student Learning

Student Learning Summary

Data from the two previous years of STAAR (19-20 and 20-21) STAAR were unavailable at the time of this report. In lieu of that missing information, the campus utilizes several other methods of assessment to gather data on student progress. These include Universal Screeners, CBAs, CFAs, Benchmarks, and teacher-created assessments.

Ashbel Smith utilizes a 45-minute block of intervention time daily for students to work on content mastery, with no new content being taught. During this time, paraprofessionals are utilized to help create smaller groups of students in classrooms.

Student Learning Strengths

The campus has focused on early literacy with the implementation of Reading Academies. Our Kindergarten and 1st grade teachers have successfully completed the rigorous training in this program. Next year's focus will be 2nd and 3rd grade reading teachers. Additionally, we utilize consultant Gretchen Childs to help grow teachers in PK-2nd with literacy topics, modeled lessons, etc. By focusing on early literacy, we are growing stronger readers for the future.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 43% of our students are performing below expectations of STAAR Reading and need daily interventions. **Root Cause:** Tier 1 instruction is not being designed to meet the individual needs of students. Also, many students have not mastered basic reading skills and are in need of immediate intervention.

School Processes & Programs

School Processes & Programs Summary

Ashbel Smith has many programs and processes that positively impact the areas of curriculum and instruction. These include: Full-day Pre-K; Benchmark and Fountas and Pinnell curriculum K-5; Pre-K STEMscopes curriculum for science and the K-5 Greg Tang Math program. This year we also have several beneficial technology programs that were used, including the Education Galaxy programs for Math, Reading, and Science for 2-5; Waterford Math and Reading Pre K-2; and Imagine Learning Espanol. This year was a unique situation with virtual students. A variety of new processes and procedures were put in place and evolved over the course of the year. Teachers were forced to be creative on how to do the “norm” due to the challenges. The teachers embraced technology quickly with short training sessions.

School Processes & Programs Strengths

The strengths of our campus processes and programs include: a regular PLC process that strives to meet the needs of our students and teachers and focuses on planning rigorous and relevant instruction; RTI meetings that help provide necessary accommodations for students; the data from CBAs, CFAs, SFAs, and Benchmark is used consistently to track progress and drive instruction; and weekly faculty meetings that keep the staff informed.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: School wide need for consistency of collaboration between teachers about student progress and types of accelerations/enrichment. **Root Cause:** The root cause is teachers have a variety of skill sets and training on interventions/enrichment and have different views on "what is collaboration" about student progress.

Perceptions

Perceptions Summary

The perceptions of our campus from faculty, students, and parents are positive in the areas of community and school relationships, behavior, and support. Focus areas to include for 2021-2022 school year include increased safety measures, faculty and staff awareness of working with families in poverty, and continue to grow family engagement opportunities.

Perceptions Strengths

Ashbel Smith is showing great strength in communication, relationship building, school safety, and curriculum.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The perception of communication differs between campus personnel. **Root Cause:** Relaying timely and accurate information amongst campus personnel and the modes of communication being used.

Problem Statement 2: Parents and teachers have different perceptions of family involvement. **Root Cause:** Parents and campus personnel need focused workshops on how to help students reach academic and behavioral success.

Priority Problem Statements

Problem Statement 1: Our campus attendance rate has decreased to 95.9%. The district expectation is 97%. In 2019-2020, we increased attendance rate to 97.6% by using personnel to make parent calls and implement a reward system the 1st half of the year.

Root Cause 1: Ashbel Smith has seen a decrease in attendance due to low on line participation, increased quarantines and parent/ community reactions to the pandemic.

Problem Statement 1 Areas: Demographics

Problem Statement 2: 43% of our students are performing below expectations of STAAR Reading and need daily interventions.

Root Cause 2: Tier 1 instruction is not being designed to meet the individual needs of students. Also, many students have not mastered basic reading skills and are in need of immediate intervention.

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- 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) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- 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 progress
- 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 progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- 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, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (Rtl) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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





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 75 as measured by the state accountability system.

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Conduct PLC meetings to review assessments, monitor student progress, and make data-driven decisions that positively impact student achievement. Continue to use Professional Learning Communities for vertical planning, answer the 4 essential questions, and staff development to help all teachers become more successful.</p> <p>Strategy's Expected Result/Impact: Increased student achievement through timely and specific interventions</p> <p>Staff Responsible for Monitoring: Teachers Campus Instructional Specialists Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize the rigor, relevance, and depth of knowledge criteria in all subject areas as a means of increasing students' problem solving and critical thinking abilities.</p> <p>Strategy's Expected Result/Impact: Increased student achievement in all core areas</p> <p>Staff Responsible for Monitoring: Teachers Campus Instructional Specialists Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Develop formative assessments/skills checks for all taught objectives.</p> <p>Strategy's Expected Result/Impact: Ensure the PLC process is productive and effective with the use of the 4 PLC questions/charts to produce artifacts.</p> <p>Staff Responsible for Monitoring: Teachers Campus Instructional Specialists Campus Administrators</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide enrichment, and specific intervention instruction during small group instruction, Accelerated Instruction Time, before school tutorials, morning computer lab tutorials, and any other intervention programs to close the existing performance gaps between student scores and the state/federal targets. Provide early intervention in primary grades, assist teachers in implementing new TEKS.</p> <p>Strategy's Expected Result/Impact: Increase in number of students reaching higher levels on STAAR</p> <p>Staff Responsible for Monitoring: Teachers Campus Instructional Specialists Campus Administrators</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide student incentives, materials, activities and technology for assessment growth and improvement.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement by 10% on assessments and universal screeners. Success in all core areas</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialists</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide staff development relevant for state and district assessment requirements. These may include training by Tang, Kagan, Empowering Writers, and Gretchen Childs. Support teacher training for all district and campus initiatives. Provide training in Guided Reading strategies for all paraprofessionals.</p> <p>Strategy's Expected Result/Impact: Increase the number of students that obtain Meets and Masters on STAAR</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialist</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Utilize campus instructional specialists to help build capacity in all staff members through peer coaching to increase student academic success.</p> <p>Strategy's Expected Result/Impact: Close achievement gaps</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialists Teachers</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Funding Sources: Coaching support by Campus Instructional Specialists - Coordination of Local, State, and Federal Funds - Title I Part A - \$200,000</p>	Formative		
	Nov	Feb	June

Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Provide specific interventions to meet HB 4545 in providing 30 hours of tutoring per each STAAR Math/ Reading test failed.</p> <p>Strategy's Expected Result/Impact: Increase in numbers of student reaching higher levels on STAAR.</p> <p>Staff Responsible for Monitoring: Teachers, tutors, campus instructional specialists, campus administrators</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





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

Performance Objective 1: Ashbel Smith Elementary will plan and implement an instructional program that ensures academic success for each child by obtaining one year of growth.

Evaluation Data Sources: Common Formative Assessments, CBAs, Benchmarks, STAAR scores, Reading/Math Universal Screeners

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

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Utilize student assessment data from a variety of sources to identify instructional need areas and develop and implement intervention plans to address these areas to increase student academic performance for at-risk students.</p> <p>Strategy's Expected Result/Impact: Increase in students reaching Meets and Masters on STAAR</p> <p>Staff Responsible for Monitoring: Teachers Campus Instructional Specialists Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Target increasing academic vocabulary using a variety of strategies, e.g., affix analysis, Marzano Academic Vocabulary etc.</p> <p>Strategy's Expected Result/Impact: Increase in scores on STAAR and reach higher reading levels.</p> <p>Staff Responsible for Monitoring: Teachers Campus Instructional Specialists Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Teachers will incorporate strategies to increase student achievement for GATE students and students who are meeting Meets standards and address these strategies during PLCs.</p> <p>Strategy's Expected Result/Impact: Increase in masters STAAR Scores</p> <p>Staff Responsible for Monitoring: Teachers Campus Instructional Specialists Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Bilingual teachers will host a parent night to educate parents on the Bilingual program and Early exit goals for students.</p> <p>Strategy's Expected Result/Impact: Increase TELPAS scores and number of exits.</p> <p>Staff Responsible for Monitoring: Campus Administrators CS3 Counselor Bilingual Teachers</p>	Formative		
	Nov	Feb	June

Strategy 9 Details	Formative Reviews		
<p>Strategy 9: Provide supplemental support by special program teachers to increase student success in all instructional areas including GT, Bilingual/ESL, and Special Education in order to provide a well rounded education to all students.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement-CBA, Benchmark, and STAAR Scores</p> <p>Staff Responsible for Monitoring: Campus Administrators Campus Instructional Specialists Teachers</p> <p>Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - \$300, Supplemental instructional materials - Coordination of Local and State Funds - Special Education Funds - \$400, Supplemental instructional materials - Coordination of Local and State Funds - Bilingual/ESL Funds - \$600</p>	Formative		
	Nov	Feb	June
Strategy 10 Details	Formative Reviews		
<p>Strategy 10: Focus on the implementation of Reading Academies for second and third grade reading teachers and continue implementing the strategies learned in the 2020- 2021 Reading Academies in Pre-K, Kindergarten, and First Grades.</p> <p>Strategy's Expected Result/Impact: Increase in reading levels by growing stronger readers.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Instructional Specialists, and Campus Administrators.</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: Ashbel Smith Elementary will provide an educational foundation that motivates students to focus on the importance of attendance and academics that will prepare them for secondary education and career/college readiness.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize certified teacher to provide small group instruction to at-risk students.</p> <p>Strategy's Expected Result/Impact: Increase academic success of at-risk students in the primary grades</p> <p>Staff Responsible for Monitoring: Teachers Campus Instructional Specialists Campus Administrators</p> <p>Funding Sources: Payroll costs for tutors working with at-risk students - Coordination of Local and State Funds - SCE Funds - \$12,000</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide mentors and role models for at-risk students by utilizing a variety of resources such as PALS, Baytown Chamber of Commerce's Partners in Education, and community volunteers.</p> <p>Strategy's Expected Result/Impact: Close achievement gaps with at-risk students</p> <p>Staff Responsible for Monitoring: Teachers Counselor Campus Administrators</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide incentives for students with perfect attendance (no tardies and/or early dismissals) each nine weeks. Make weekly announcements when classes have perfect attendance. Provide teacher incentives for teachers with perfect attendance to increase the frequency of high qualities of learning.</p> <p>Strategy's Expected Result/Impact: Increase in overall academic success</p> <p>Staff Responsible for Monitoring: Teachers Counselor CS3 Campus Administrators PEIMS clerk</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 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.</p> <p>Strategy's Expected Result/Impact: Increased attendance rates which leads to increased student achievement</p> <p>Staff Responsible for Monitoring: Teachers Counselor CS3 Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: 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).</p> <p>Strategy's Expected Result/Impact: Increase in student motivation Increase in student academic success</p> <p>Staff Responsible for Monitoring: Teachers Counselor CS3 Campus Administrators</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Create opportunities to explore occupations through career nights, instructional units, ASE Safety Patrol and school clubs. Schedule guest speakers throughout the year to address different career paths to students, use technology to explore different careers.</p> <p>Strategy's Expected Result/Impact: Decrease dropout rate</p> <p>Staff Responsible for Monitoring: Teachers Counselor CS3 Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Provide parent workshops that focus on student expectations (STAAR, Math/Reading/Science TEKS, early and discipline, and literacy). Provide incentives to parents for attending trainings.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement which will lead to increase in student motivation and</p>	Formative		
	Nov	Feb	June

achievement

Staff Responsible for Monitoring: Teachers

CS3

Campus Administrators



No Progress



Accomplished



Continue/Modify







Discontinue

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

Performance Objective 1: Ashbel Smith Elementary will implement a campus-wide PBIS framework to provide consistent, positive behavior expectations to ensure a safe and structured environment for all students and staff.

Evaluation Data Sources: Documentation of discipline incidents in Review 360

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Utilize the Student Support Team to assist with behavior, attendance, academics, and any other student needs.</p> <p>Strategy's Expected Result/Impact: Increase in Student Achievement by 10%</p> <p>Staff Responsible for Monitoring: Student Support Team Principal</p> <p>Funding Sources: Student Success Specialist to support student success components - Coordination of Local, State, and Federal Funds - Title I, Part A - \$65,000</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Analyze discipline data collected from Review 360 to proactively target discipline problems every three weeks.</p> <p>Strategy's Expected Result/Impact: Reduction of student discipline referrals Decrease in student removals from class</p> <p>Staff Responsible for Monitoring: Teachers Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Continue the daily implementation of the Character Strong Curriculum to promote character education. Ensure that classroom, grade level, campus, and district behavior management systems are aligned, effective, and enacted.</p> <p>Strategy's Expected Result/Impact: Reduce discipline referrals and student removals</p> <p>Staff Responsible for Monitoring: Teachers Counselor Campus Administrators</p>	Formative		
	Nov	Feb	June





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Utilize the PBIS committee monthly meetings as a way to provide feedback and communication on the effectiveness of the schools current PBIS plans and practices.</p> <p>Strategy's Expected Result/Impact: Increase in student engagement Decrease in student classroom removals</p> <p>Staff Responsible for Monitoring: Teachers Counselor Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Utilize a variety of positive behavior supports, rewards, and recognitions for sustained and/or improved behavior (awards assemblies, incentive cash/store, and good life celebrations).</p> <p>Strategy's Expected Result/Impact: Decrease in number of referrals that will result in the removal of students from class</p> <p>Staff Responsible for Monitoring: Teachers Counselor CS3 Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide training opportunities for all staff members focused on student management techniques to increase student engagement (complete take charge/conduct cards) and ensure there are effective procedures in the classrooms and on campus.</p> <p>Strategy's Expected Result/Impact: Decrease in the number of discipline incidents</p> <p>Staff Responsible for Monitoring: Teachers Counselor Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Provide immediate parent/guardian contact when students are not meeting/meeting campus behavior expectations.</p> <p>Strategy's Expected Result/Impact: Increase in students returning to class in a timely manner/ receiving positive referrals.</p> <p>Staff Responsible for Monitoring: Teachers CS3 Counselor Campus Administrators</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> 0% No Progress</div> <div style="text-align: center;"> 100% Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</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 Sources: Classroom rosters and teacher documentation

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: To ensure staff are highly effective in their instructional domain. Utilize information regarding certifications (i.e. GT, ESL, Bilingual) to coordinate and place campus personnel.</p> <p>Strategy's Expected Result/Impact: Academic success for all students by increasing the number of individuals taking certification tests.</p> <p>Staff Responsible for Monitoring: Principal Campus Administration</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Eliminate class-size waivers by implementing cluster guidelines and ensuring the class sizes are balanced.</p> <p>Strategy's Expected Result/Impact: Maintaining the appropriate student teacher ratio will lead to high levels of achievement by all students</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Assure all assignments and re-assignments are filled with highly effective staff.</p> <p>Strategy's Expected Result/Impact: Highly effective staff will help ensure that students are taught at high levels which will help increase academic success</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Recruit actively to fill vacant positions with highly effective teachers by attending job fairs and recruiting early from pool of highly effective teachers in core academic subject areas.</p> <p>Strategy's Expected Result/Impact: Filling all vacancies with highly certified teachers will lead to increased achievement for all students</p> <p>Staff Responsible for Monitoring: Principal ILT</p>	Formative		
	Nov	Feb	June





Strategy 5 Details	Formative Reviews		
Strategy 5: Conduct New Teacher meetings every month to ensure new teachers retention and student success. Strategy's Expected Result/Impact: Increase student achievement and retention of new teachers. Staff Responsible for Monitoring: Principal Mentors New Teachers	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Evaluate campus Teacher Induction Program/Mentorship initiatives and make changes to improve the program efforts to retain teachers. Strategy's Expected Result/Impact: 100% Teacher Retention Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Balance class sections as necessary. Strategy's Expected Result/Impact: Maintain the appropriate student teacher ratio Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
Strategy 8: Ensure low-income students and minority students are not taught at higher rates than other student groups by inexperienced teachers. Strategy's Expected Result/Impact: Requirements met for all student classroom assignments Staff Responsible for Monitoring: Principal	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

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

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





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus Parent and Family Engagement Policy and the School Compact will be jointly developed and updated periodically with parents in order to meet the changing needs of parents and the school. These documents will be distributed to parents and family members as well as made available to the local community in an understandable and uniform format.</p> <p>Strategy's Expected Result/Impact: Increase in student academic success</p> <p>Staff Responsible for Monitoring: Campus Administrators CS3</p> <p>Title I Schoolwide Elements: 3.1</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The campus will convene an annual Title I meeting as well as engage parents in meaningful ways to support student academic progress through parent-teacher conferences, family nights, and other parent-related services. The campus will schedule these opportunities at times that will optimize participation by parents and family members.</p> <p>Strategy's Expected Result/Impact: Increase parental support and involvement</p> <p>Staff Responsible for Monitoring: Campus Administrators CS3</p> <p>Title I Schoolwide Elements: 3.2</p> <p>Funding Sources: Materials and supplies for parent academic trainings - Coordination of Local, State, and Federal Funds - Title I Part A - \$500, Campus Student Success Specialist costs to support parent academic training sessions - Coordination of Local, State, and Federal Funds - Title I Part A - \$4,000</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Develop and distribute an Ashbel Smith newsletter each month that will familiarize all parents and students with school expectations and procedures and provide a calendar of events. Provide family Nights seven times throughout the year.</p> <p>Strategy's Expected Result/Impact: Increase parental involvement and support</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers CS3</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide teachers with parent involvement communication training as well as training on how to establish workshops for parents. Strategy's Expected Result/Impact: Increased collaboration between home and school will lead to high academic success for all students Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Conduct C.A.R. meetings conferences for all students ECSE-5 the first 10 weeks of school. Strategy's Expected Result/Impact: Increase in student academic success Staff Responsible for Monitoring: Teachers Campus Administrators	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Grow our Parent-Teacher Organization and continue to plan events that promote success for students and a positive image to the community. Strategy's Expected Result/Impact: Increase parent support and involvement Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Conduct monthly Coffee with Principal Meetings to inform and train parents of activities and campus programs. Strategy's Expected Result/Impact: Increase in Family and Parent Engagement awareness and participation. Staff Responsible for Monitoring: Principal CS3 Administrative Team	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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 Schedule guest speakers throughout the year to address different career paths to students, use technology to explore different careers.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue to utilize Imagine Learning for students at the K-2 grade levels that have beginner or intermediate TELPAS ratings in reading or writing and summit to increase all listening and speaking scores.</p> <p>Strategy's Expected Result/Impact: Close academic gaps for ELL students</p> <p>Staff Responsible for Monitoring: Teachers Campus Instructional Specialists Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide support to utilize smart boards, IPADs, laptop carts, and associated technology for classrooms.</p> <p>Strategy's Expected Result/Impact: High yield academic strategies that will lead to academic success for all students</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize Waterford, Imagine Learning, Summit, Education Galaxy Math and Galaxy Reading, EduSmart, Seesaw, STEMScopes, Google Classroom, and Reading Renaissance to provide instructional support.</p> <p>Strategy's Expected Result/Impact: Increase in student academic success</p> <p>Staff Responsible for Monitoring: Campus Administrators</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide specific training opportunities for Smart boards, IPADs, laptop carts, and document cameras.</p> <p>Strategy's Expected Result/Impact: Increase in academic success on STAAR and campus/district assessments</p> <p>Staff Responsible for Monitoring: Technology Integration Specialist Campus Administrators</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Campus Funding Summary

Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Coaching support by Campus Instructional Specialists	Title I Part A	\$200,000.00
4	1	1	Student Success Specialist to support student success components	Title I, Part A	\$65,000.00
6	1	2	Materials and supplies for parent academic trainings	Title I Part A	\$500.00
6	1	2	Campus Student Success Specialist costs to support parent academic training sessions	Title I Part A	\$4,000.00
Sub-Total					\$269,500.00
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	9	Supplemental instructional materials	GT Funds	\$300.00
2	1	9	Supplemental instructional materials	Special Education Funds	\$400.00
2	1	9	Supplemental instructional materials	Bilingual/ESL Funds	\$600.00
3	1	1	Payroll costs for tutors working with at-risk students	SCE Funds	\$12,000.00
Sub-Total					\$13,300.00
Grand Total					\$282,800.00