Goose Creek Consolidated Independent School District

Ashbel Smith Elementary

2023-2024 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

Our vision is to be identified as a top performing school in Texas by focusing on learning and closing the opportunity gap by preparing all students for college and career readiness, and teaching them skills to become successful, productive members of society.

Value Statement

Every Child Matters; Every Day Counts

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Ashbel Smith's demographics have remained similar the last few years. Our demographic breakup consists of the following: AA:40/0.6%, Hispanic:509/84.6%, White 42/7.0%, American Indian 3/0.5%, Asian 2/0.3%, PI:0, Two or more races 6/1.0%. Female:292/48.5% Male:310/51.5% Economically Disadvantaged:542/90%, Non-Economically Disadvantaged: 60/10%, Section 504:18/3.0%, EB students:243/40.4% Ashbel Smith ended the year with 602 students. Over the last few years, we notice that our enrollment numbers are decreasing. Some of our programs have been moved to other schools, also rezoning and other schools opening have had an effect on our campus. There are different supports in place for students who move frequently, such as a CYS worker who has a team across the district that can support transitions with supplies or other needs. Additionally, all campuses have a Campus Student Success Specialist, to assist families as well.

Ashbel Smith also has a diverse teacher population with different levels of certification. Our total staff includes 67.5% who are certified teachers. Of those, 11.9% are male, 88.1% are female. The degrees people hold on campus are bachelors 80.9%, Masters 19.1%. Our staff is made up of teachers and paraprofessionals. The campus staff is qualified as: Teachers:41.9/62.1% , Professional Support:7.0/10.4%, Education Aides:15.6/23.1%. We have a very diverse teacher population however the student demographics compared to teachers does reflect the highest percentage of the student demographics. The average class size is 18-25 students. Our teacher population reflects the following demographic data: AA:5.0/11.9% Hispanic:21.9/53.3% , White :12.0/28.6%, American Indian:0, Asian 1.0/2.4% Pacific Islander:1.0/2.4%, Two or More Races:1.0/2.4%

Our teachers range from beginning teachers to veteran teachers. The experience breakdown is as follows: Beginning Teachers:2/4.8%, 1.5 years:10/23.9, 6-10 years:8.0/19.1, 11-20 years: 14.9/35.6%, 21-30 years:6.0/14.3%, Over 30 years:1.0/2.4%. Overall the retention rate is pretty consistent over the years. We had more turnover this year which comes with new leadership and the average time for growth and change. New teachers have mentors. They also have the support of experienced teachers and Campus Teacher Learning Coaches, or TLCs. This year our district had a creative schedule for TLCs which included weekly meetings to plan curriculum. Next year that day will be given back to campuses for even more support for teachers.. In order to build capacity the campus provides incentives for teachers through Professional Development, Mentorship and Collaboration. The campus continues to provide teachers with resources to properly teach and engage students. Ashbel Smith has also focused on strengthening the culture and improving the climate of our school, which plays a large role in staff and student progress.

Demographics Strengths

The campus has a strong administrative team that finds ways to make sure parents are involved, discipline is taken care of and attendance is a high priority. A strength of our demographics is that teachers have found ways to differentiate instruction for all students of all races, disabilities and mobility rates. Additionally, we are able support a diverse teacher population and connect different levels of knowledge and skill base with appropriate learning opportunities.

Student Learning

Student Learning Summary

End of year assessments indicate that science achievement scores have gone down. Additionally, reading levels are not progressing as much as we would like. Our district implemented MAPS, CLI Circle, Fueling Brains, Amplify and Common Assessments this year, so there were many tests happening close together. Scores for the state assessment are not in, but projections show Ashbel Smith performing lower than the district average in all areas. Pockets of concerned areas were discussed and problem-solved through the Professional Learning Communities. Teachers tried to find different ways to adjust and deliver instruction to students with diverse needs. Projections show there are some students who will meet passing standards for tests, some will not. We also used MAPS to measure growth and most classes did meet projected growth based on their RIT scores. We plan to learn more about how to better utilize MAPS testing over summer and moving forward. NWEA was new this year. Data looks to have increased between BOY and MOY. When you take a closer look some groups that had improved numbers had lost 2 students and in other areas gained students. Discrepancy with Amplify was addressed. The students were only required to select a thumb up or down symbol yet the test was labeled Reading Comprehension. Spanish math was on track for Wave 2 with 92% labeled on track up from 64% on Wave 1. The majority of the failures are students that receive SPED, dyslexia and ESL, etc. services, however, the failures are aligned to student IEP goals. For example, we ensure that students are making progress to meet their goals, even if they are performing below grade level.

Through PLC discussions and "data talks" teachers are able to focus on growth as a grade level as well as individual growth. Follow up discussions following testing and in RTI meetings. Each SPED student has an individualized education plan with specific goals tailored to their needs and ability levels. Ashbel Smith utilizes intervention time (WIN) personnel to provide small group instruction (guided reading, LLI, Reading by Design, MClass) Analysis of MAP data shows overall improvement in student academic levels for most students.Intervention programs are recommended and researched by our Curriculum and Instruction department. We have two campus instructional specialists for Reading. We will be adding a math specialist next year to assist teachers with planning and providing targeted instruction. We have support for Amplify and Bilingual support for our 2nd language learners. We utilize the PLC protocol to review data and student progress weekly.

Additionally, we have processes and procedures in place to support struggling students who are not identified as SPED. During our first RTI meeting, we discussed students that were performing below grade level and determined which accommodations could be used in class to try and help the student succeed. At the second meeting, 6-9 weeks later, the teachers met again to review data and make a determination about whether those in class accommodations worked. If not, the committee could either decide to add/change accommodations and/or move the student to tier 3 and implement more intense instructional accommodations. Teachers always had the option to move students from tier 3 to tier 2, or to remain at 2, or to be removed completely if sufficient progress was made. Parents were notified of struggles, tiers, and accommodations. There is potential for RtI to be effective. One major setback to Ashbel this year was the large number of staff members who did not fully understand Response to Intervention. That realization resulted in a campus wide training in February. The true RtI process didn't start until then. Next year we will be able to start documenting earlier and move through the process more smoothly and with more fidelity. This year, in third-fifth grade, Ashbel Smith processed 3 referrals. One was a carry-over from last year, the other two (third grade students) were parent requests.

In the past few years, trends show a decline in daily attendance. Our school has seen an increase unexcused absence. Despite our best efforts including phone calls home, attendance contracts, parent meetings, home visits, and court referrals, our daily attendance is 93%, which is below our goal of 98%. Our 2022-23 Handbook and District Grading Guidelines provide the structure for absent procedures. Teachers have built in time for daily interventions. Teachers use WIN time to reteach through mini lessons. We also offered summer school as a way to gain knowledge and skills and make progress towards grade level performance.

Student Learning Strengths

After analyzing several different types of data (formative, summative and diagnostic) including STAAR results, 2023 NWEA data 1st-5th (English/Spanish), Texas Academic Performance Report (all grades), Texas Kindergarten Entry Assessment (Spanish/English) and Eduphoria data, we all concluded that the growth of our students is consistent. In many categories we met or exceeded state standards. Data is only valid when assessed and categorized in multiple ways. . Having Amplify instruction added to our campus and having many students unable to complete their STAAR Reading assessments will add even more dimensions to Ashbel Smith's data portfolio in the coming years. An area of concern for Ashbel Smith staff involves universal progress monitoring. Ashbel Smith Student Learning Strengths include Professional Learning Communities, "What I Need" Intervention Time (Teachers sharing students) scheduled into our daily minutes, Professional Development (Project Read, Gretchen Childs, district support), Trained Personnel, New Teacher Mentors, and Technology Support.

School Processes & Programs

School Processes & Programs Summary

Our campus follows our district curriculum. Analysis of state assessment data indicates that Ashbel Smith regularly performs below district average on state tests. The analysis of state assessment reporting categories reveal that the strengths are consistent academic growth for each cohort/class as well as a reflection of performance of ASE educators between math and reading state assessments 2021 and 2022.

Rigor is the target of campus and district professional development. During PLCs we compare student work by analyzing the difference between a low, medium, and high score and discuss how to scaffold or enrich each student. We have also organized our WIN groups across the grade level.

Struggling students (red & yellow) were grouped together with others that had similar academic needs. In the upper grades, we used the data from the NWEA Maps Diagnostic test to group our students based on their strengths and weaknesses during guided reading/math. Progress is tracked for students, staff and grade levels by maintaining a Guided reading level spreadsheet that is updated regularly. Sight word knowledge tracking in Amplify and Benchmarks also provide regular CUA's. In the upper grades, student levels are tracked from BOY to MOY to EOY with the NWEA Maps Diagnostic Test as well as end of unit assessments (CUA's) and informal assessments on a daily basis (success criteria/ exit tickets). Additionally, our district testing department maintains progress tracking reports and shares with principals regularly.

Having a CUO's/CUA's at the end of each unit is a good way to test the TEKS. We take the time to go over these tests with the students to clear up any misconceptions and help in closing the gaps.

We use data from the CUO's/CUA's to target the skills that need to be retaught, share ideas about how to teach a skill in a different way. We also include the areas of need into mini lessons, guided math/ reading, and spiral review warm ups. We have BOY, MOY, EOY for MAPs, mClass, Amplify, Benchmark, Guided reading levels, and CUO's/CUA's

The expectation when progress is not occurring is there will be reteaching either as a whole group or if necessary in small groups during WIN time. When progress is not consistently occurring, the RTI process begins.

The district chosen materials are approved through the State of Texas procedures. The district provides curriculum guides that are tightly aligned with the TEKS for each subject area. There are also materials and resources for differentiated and accelerated instruction provided. Each subject area is provided with essential questions and through the district technology department, trainings and modeling is provided to demonstrate how to best integrate technology. Information from the professional development and training sessions are given to team leaders, and they share with the grade level. New teachers attend trainings and campus TLC works with teachers to provide support for new content. Administration looks for implementation of strategies during walkthroughs and give feedback to teachers. Strategies are modeled during faculty meetings with the expectation that they are shown in daily lessons. Additionally, Teacher Learning Coaches give feedback and guide teachers on how to integrate high yield strategies into instruction.

COs and LOs are embedded into the LIs and SCs. Teachers of EB students should determine I/L Accommodations on a prescriptive level. They assign as needed to support each individual student and create a systematic way to track student progress to determine if the accommodations are effective.

The campus is very focused on improving student academic performance and also helping to recognize the importance of reaching the whole child. Some of the programs that are in place are Character Kid Celebrations with Community recognition,(yard signs).   CHAMPS cash and the CHAMPS store plus the Gold Card Parties help recognize exemplary student behavior. Attendance is emphasized and good attendance rewarded with weekly incentives. There are also after school clubs and content tutoring programs for students as well as UIL competitions and a College field trip. There are Parent and Family night programs and recognition weeks, such as Red Ribbon Week, and College and Career Week. An internal district audit revealed that the sense of urgency at ASE is lower compared to other campuses in the district. Ashbel Smith also utilizes technology as as way to deliver instruction. Teachers (and staff) are expected to design and integrate technology into their lessons that promote, engage, anchor, and enhance the students' learning needs and interests of all students; with the additional purpose of seizing the

unexpected opportunity to create a more equitable educational systems for all learners.

The Promethean smart panels (equipped with Apple TVs) and ipads are used by teachers and students to present lessons, do assignments and share the work with the classroom. Additionally, teachers and students use a wide array of apps and programs on the iPads most popular ones are Google Classroom (Seesaw for lower grades), Peardeck, Progress Learning, Notes, Zearn, Summit K-12, Monster math, Epic Books and Brain Pop. Professional development digital training like Apple Certification, Pear deck, Google Classroom and Seesaw (and others) are available online. Additionally, district technology integration specialists are on campus and available weekly for specialized technology training, demonstrations, and guidance. Traditionally these specialists will schedule appointment times with teachers to show the teacher one on one a program but can range to showing/teaching the whole classroom how to use the program. Teachers are given a link and can sign up for any

Every classroom has received the full setup of technology which includes the new Promethean Smart Panels (with wireless keyboard & mouse), Apple TVs, HoverFlex 11 Document Camera, Dell Teacher Desktops, iPad Cube with 5 iPads, and a staff iPad issued directly to the teacher. The Computer labs now are equipped with 30 new Dell touch screen desktops and a mobile Promethean boards in each lab. The future plans include each classroom receiving a portability power bank with multiple specialized cords that will allow students to charge iPads at their desk. TMS has also announced in the future printers will be replaced.

One of the barriers in the classroom is students often forget to charge or bring the iPads' to school each day resulting and each classroom only has 5 cube iPads. The cube iPads also have to be used for students that do not have an iPad issued to them (for various reason) resulting in not having enough iPads. Another barrier is students in the lower grade levels do not remember/know their logins information and the teacher needs to manually log students in on the cube iPads (and initially on student issued). Additionally, overall students do not know how to type and assignments with any writing components taking up extra long periods of instructional time resulting in the a major reduction and limitations in technological use.

This year, Ashbel Smith had 5 students coded as L98. In elementary school, students don't necessarily dropout, but if they are taken out of school without enrolling at another school they are considered L98. Every year our campus participates gets the list of L98s across the district and make home visits to get them to come back. We also support career nights to help educate the community about job opportunities.. We do a senior walk at the end of the year to celebrate students who have completed high school. We offer small group support in the classroom to help students grow and learn skills to increase success. The attendance rate at Ashbel Smith is 95.7 % We offer the students incentives for small chunks of time and large chunks of time. For example, Ashbel Smith hosts a weekly attendance challenge, where the grade level with the highest attendance for the week receives a treat like a snack or extra recess. For larger time periods we have incentives like party/dance to celebrate attendance for grading periods and we partner with a local company who donates a few bikes for perfect attendance for the year. Our campus data shows no dropout for this level of students.

Part of that population includes a large group,74.3%, of students who are at risk. Our campus utilizes the Student Support Team, or SST, where the attendance clerk, counselor, CYS, nurse and administrator put families and students in touch with resources. Sometimes that looks like giving clothing or food. Sometimes it looks like setting up McKinney Vento status for families who are suffering hardship, sometimes it looks like directing families to medical services. The SST meetings result in attendance contracts with parents and attendance celebrations to encourage good attendance. Ashbel Smith also currently has 91 students coded as Special Education, which is 15.1% of our student population. The program needs enough staff to help with the growing student population with special education needs. Co-teaching with inclusion or para support should include science and social studies. STAAR data for all grade levels is 47% approaches 31% Meets 13% Mastery. One issue that our campus faces is the fact that we lave a large amount of students who are so far below grade level, they are currently set to receive the maximum amount of pullout and inclusion minutes. This presents an issue because sometimes it is inappropriate to pull all of one grade level students out at the same time because they aren't performing at the same level. This strains our small group of special education teachers and paraprofessionals. 243, or 40.4%, are Students with EL or Bilingual Istation is a program that has worked in the past for this population of students. We currently use Summitt K-12 as an intervention support system for Emergent Bilinguals. Teachers have also voiced a need for a monitoring system that we can use to screen students more than twice a year. Data results: all subjects approaches 72% Meets:41% Master 17%. Our campus has only a few migrant students. The migrant program is set up to make sure those students who move as a result of following migrant work have access to a stable curriculum, supplies and food here at school.

Teachers are offered professional development opportunities throughout the year that help grow teachers so they can grow students. Teachers can sign up and access eduphoria. We have walk-throughs and get feedback in order to progress as teachers. A few things teachers are interested in receiving include: more one on

one or two plus two feedback to analyze areas of improvement in the classroom, more modeled expectations of what administrators are striving for, guided reading training, testing resources for ELA, Greg-Tang for Math, Behavior plan access and consistency and access to Discovery Education. The strengths of the most effective teachers are shared during faculty meetings. We also receive powerpoints and do internal rounds to support sharing knowledge. Implementation is shown by instructional rounds and walkthroughs. Both provide a range of suggestions and feedback. Professional development, Mentorship, and TLC help to increase teacher knowledge and understanding.

School Processes & Programs Strengths

PLC meetings are effective because the district CUO and CUA data is analyzed and this information is used to help make decisions about how to make WIN groups. There are many programs and activities that are available help to meet the needs of the whole child. From the summary findings, indicate the specific campus strengths that have been identified:

The strengths of the campus extend from consistent processes that are in place that help keep everyone focused on student success. Our PLC and planning meetings are the time and place for many relevant and important discussions that lead to decisions for helping students grow. We stay focused in the meetings by always having an agenda and having materials ready. There are multiple sources of data especially for K-2.

Perceptions

Perceptions Summary

According to staff surveys, Staff perception of campus life indicates that teachers feel everyone is respectful and mindful of boundaries. There is respect between teachers, and the administrative team is supportive. Surveys indicate that we could improve in working collaboratively. Staff would like a more cohesive behavior plan throughout the school would give clarity to all stakeholders. There is respect amongst teachers within teams, other grade levels, and specials. We could improve communication by maybe a monthly or weekly calendar for families and staff. Parents are very responsive to contact with teachers. Communication needs improved with regard to attendance concerns. Surveys show we could get better at our approach to discipline by creating a matrix or progression together with teachers, so everyone is clear about next steps and consequences.

According to a recent survey of 252 3rd through 5th graders, there are varying responses to student perceptions of campus climate and culture. In grades 3-5, 23% of students do not feel a sense of belonging or respect amongst each other. Some students do feel respected and supported. To ensure strong relationships and respect, all teachers implement district mandated Character strong lessons daily. Teachers are the foundation for teaching students what respect is and how to be respectful towards others and create and foster positive relationships. The students are still young and learning social and emotional skills, but they can distinguish when that isn't happening. Teachers notice cases in which there was a lack of visible support for behavioral issues. Teachers indicate a select few students within each grade level negatively change the climate. The most used system for behavior is PBIS and other verbal positive reinforcements. The counselor is an excellent resource for students. We can improve on educating students to ensure students understand what bullying means. They consider it bullying when they are not getting along or have a disagreement. Some teachers feel students' level of respect towards teachers/staff isn't the best because they talk over each other, and directions/instructions have to be repeated several times. Some students take each other's belongings without permission and have difficulty keeping their hands to themselves. Students need more guidance to understand relationships and how they work. Some students are not taught at home to respect each other or things that do not belong to them. Some support systems are in place, but some students need to know who to contact for specific needs. A full-time counselor who is available most of the time would be helpful.

To reduce the threat of bullying, our campus implemented an anti-bullying committee, which also involves parents. The new system for reporting makes it easier for students to inform the admin about bullying instances. QR codes throughout the school are helpful for students and parents who want to address bullying. Parents and students have both used it. They scan a QR code and fill in the questions or can access a link on our school website. Once reports are made, administrators are noticed and investigations begin. Investigations are promptly handled and have helped students and parents understand the difference between bullying and a one-time action. Students can report bullying to teachers and parents. The Ashbel Smith webpage also has a section where you can report bullying. Unfortunately, some reports don't actually constitute bullying, which takes time and attention away from true bullying instances. Each day at Ashbel Smith, we reinforce that all students feel loved and welcomed in the learning environment by reciting our anti bullying pledge on the announcements. This also means consistently enforcing classroom and campus expectations and using social-emotional skills.

There are also many procedures in place to promote safety, including cameras inside and outside of the building, locked doors initiative, looking out for ID badges, and reporting anyone who does not have one or looks suspicious. Office procedures are also in place that ensure only those allowed may enter. The playground is also completely fenced for safety. According to a recent survey, students do feel safe. Students constantly see an officer walk the hallways and are calm during monthly drills. While practicing drills, students are taught safety procedures and expectations. The students consistently say they love school and don't want to leave. Some staff indicate that we could improve communication when there is a safety issue—more walkie-talkies to easily communicate with staff or have a safety station up and downstairs.

Teachers report that they have seen the most positive effect on behavior from all incentives and procedures tied to PBIS. Students are rewarded for good behavior and positive actions with CHAMPS cash. They can redeem the cash and a "store" periodically. Teachers in lower grade levels indicate their students need more frequent rewarding. Than what the system is set up for (periodic CHAMPS store). Another part of PBIS is conduct cards. However, teachers indicate that there were differing levels of implementation across grades. Ashbel Smith can spend more time aligning vertically for that. Part of the issue was that PBIS started late this year, another residual effect of three new administrators to the campus. Teachers also indicate they need more training on our behavior reporting platform, review 360. The

procedure is that teachers make referrals in review 360 and administrators respond. However, teachers are not clear on the discipline progression and sometimes do not understand discipline best practices. Teams have also shared they would like to look at behavior data to help diagnose issues and stop them before they get bad.

This year, there has been an increase in parent involvement at family nights. Parents feel welcomed when attending events at school. After interviewing a parent, they said they feel respected by teachers but not by administrators, and it does not feel as welcoming. Another parent feels that Ashbel is a welcoming and safe place for their child. Our survey data indicates that 67% of parents feel welcomed at Ashbel Smith. Some parents have expressed the desire to be more involved with campus events and individual classes(parties, field trips, room parents). Some parents felt shut out at the beginning of the school year when they weren't allowed to come on campus. There is a language barrier for some parents who feel uncomfortable when things are only presented in English. Our parents want to be involved but may not check social media, so possibly don't know how or when to get involved. Our PTO president garnered over 30 interested parents via the PTO drive held this year. Parents are involved in the anti-bullying committee; they are also invited to parent nights and have the opportunity to learn and engage in educational activities. The parents who are actively involved are present and willing to participate in community events and activities if given the opportunity. Parents have been invited to several after-school and classroom activities and are frequently seen during lunch with their child/children. Parents can join the PTO.

Ashbel Smith is currently partnered with Beacon Federal Credit Union for our community partnership. Beacon has donated bags for teachers and also supported extracurricular activities with t-shirts and snacks. The partnerships are assigned by the district.

Perceptions Strengths

Overall, the majority of teachers felt that there is respect amongst teacher relationships and parents indicate a strong partnership with the school. Specific campus strengths include, respect amongst teachers, parent involvement with campus wide activities. We also have put in place a better system for reporting bullying which has helped our overall campus culture. There has been an increase in safety measures and protocols which we feel is a major strength. Implementation of new bullying reporting system and anti-bullying committee has also improved the campus climate and culture. The implementation of our PBIS system has also led to improved student behavior and creating a culture of celebrating when students make good choices. We have also increased parental involvement and participation in campus activities.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Prekindergarten Self-Assessment Tool
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments

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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- 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
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications 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 81 as measured by the state accountability system.

Evaluation Data Sources: STAAR Data

Strategy 1 Details	Formative Reviews		
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.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased student achievement through timely and specific interventions			
Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach			

Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize Teaching Learning Coaches to help build capacity in all staff members through peer coaching to increase student academic success.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Close achievement gaps			
Staff Responsible for Monitoring: Campus Administrators			
Funding Sources: Coaching support by Teaching and Learning Coaches - Coordination of Local, State, and Federal Funds - Title I Part A - $200,000			

Strategy 3 Details	Formative Reviews		
Strategy 3: 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.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased student achievement in all core areas			
Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach			

Strategy 4 Details	Formative Reviews		
Strategy 4: Implement the dual-language 2-way program in Kinder, 1st, 2nd, and 3rd grades.	**Formative**		
Strategy's Expected Result/Impact: prompt long-term academic and language achievement in two languages with EB and Non-EB students.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators			

Strategy 5 Details	Formative Reviews		
Strategy 5: Provide staff development relevant for state and district assessment requirements. Support teacher training for all district and campus initiatives. Provide training in Guided Reading strategies for all paraprofessionals.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase the number of students that obtain Meets and Masters on STAAR **Staff Responsible for Monitoring:** Campus Administrators Teaching Learning Coaches			

Strategy 6 Details	Formative Reviews		
Strategy 6: Provide enrichment, and specific intervention instruction during small group instruction, Accelerated Instruction Time, 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.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase number of students reaching higher levels on STAAR **Staff Responsible for Monitoring:** Campus Administrators, Teacher Learning Coaches **Title I:** 2.4, 2.6			

Strategy 7 Details	Formative Reviews		
Strategy 7: Provide student incentives, materials, activities and technology for assessment growth and improvement.	**Formative**		
Strategy's Expected Result/Impact: Increase in student achievement by 10% on assessments and universal screeners. Success in all core areas	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

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

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Conduct content area and vertical alignment meetings a minimum of four times per year to ensure cohesive instruction across grade levels.	**Formative**		
Strategy's Expected Result/Impact: Increase in students reaching mastery level on STAAR **Staff Responsible for Monitoring:** Campus Administrators **Title I:** 2.5	**Nov**	**Feb**	**June**

Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize Teaching Learning Coaches to model cooperative learning strategies including Kagan, assist with planning, and provide coaching in reading, social studies, math, and science in order to increase instructional capacity.	**Formative**		
Strategy's Expected Result/Impact: Increase in student achievement **Staff Responsible for Monitoring:** Campus Administrators	**Nov**	**Feb**	**June**

Strategy 3 Details	Formative Reviews		
Strategy 3: 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.	**Formative**		
Strategy's Expected Result/Impact: Increase in students reaching Meets and Masters on STAAR 2024 **Staff Responsible for Monitoring:** Campus Administrators	**Nov**	**Feb**	**June**

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide explicit and systemic phonological awareness, phonemic awareness, phonics, and word study instruction to students including Guided Reading and word study.	**Formative**		
Strategy's Expected Result/Impact: Increase in academic success and students reading at or above grade level. **Staff Responsible for Monitoring:** Teaching Learning Coaches Campus Administrators	**Nov**	**Feb**	**June**

Strategy 5 Details	Formative Reviews		
Strategy 5: Target increasing academic vocabulary using a variety of strategies, e.g., affix analysis, Marzano Academic Vocabulary etc.	**Formative**		
Strategy's Expected Result/Impact: Increase in scores on STAAR and reach higher reading levels. **Staff Responsible for Monitoring:** Teaching Learning Coaches Campus Administrators	**Nov**	**Feb**	**June**

Strategy 6 Details	Formative Reviews		
Strategy 6: Utilize ELPS in all instructional settings to ensure successful English language acquisition and mastery.	**Formative**		
Strategy's Expected Result/Impact: Increase in student achievement **Staff Responsible for Monitoring:** Campus Administrators	**Nov**	**Feb**	**June**

Strategy 7 Details	Formative Reviews		
Strategy 7: Provide supplemental support by special program teachers to increase student success in all instructional areas including GT, Bilingual/ESL/Dual, and Special Education in order to provide a well-rounded education to all students.	**Formative**		
Strategy's Expected Result/Impact: Increase in student achievement- Benchmark, and STAAR Scores **Staff Responsible for Monitoring:** Campus Administrators Campus Instructional Specialists Teachers **Funding Sources:** 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, Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - $300	**Nov**	**Feb**	**June**

Strategy 8 Details	Formative Reviews		
Strategy 8: Teachers will incorporate strategies to increase student achievement for GATE students and students who are meeting Meets standards and address these strategies during PLCs.	**Formative**		
Strategy's Expected Result/Impact: Increase in masters STAAR Scores **Staff Responsible for Monitoring:** Campus Administrators Teaching and Learning Coach	**Nov**	**Feb**	**June**

Strategy 9 Details	Formative Reviews		
Strategy 9: Dual Language and Bilingual teachers will host a parent night to educate parents on the Bilingual program, Dual Language, and ESL programs.	**Formative**		
Strategy's Expected Result/Impact: Increase TELPAS scores and number of exits. **Staff Responsible for Monitoring:** Campus Administrators	**Nov**	**Feb**	**June**

Strategy 10 Details	Formative Reviews		
Strategy 10: Focus on the implementation of Reading Academies for K-5th grade reading teachers and continue implementing the strategies learned in K-3rd grade 2022-2023. **Strategy's Expected Result/Impact:** Increase in reading levels by growing stronger readers. **Staff Responsible for Monitoring:** Teachers, Teaching Learning Coaches and Campus Administrators.	Formative		
	Nov	**Feb**	**June**

0% No Progress   100% 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		
Strategy 1: Utilize certified teacher to provide small group instruction to at-risk students.	**Formative**		
Strategy's Expected Result/Impact: Increase academic success of at-risk students in the primary grades	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators			
Title I: 2.6			

Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize tutors to provide small group instruction to at-risk students.	**Formative**		
Strategy's Expected Result/Impact: Increase the academic success of at-risk students in the primary grades.	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators			
Title I: 2.6 **Funding Sources:** Costs for accelerated instruction/tutorials - Coordination of Local and State Funds - SCE Funds - $10,000			

Strategy 3 Details	Formative Reviews		
Strategy 3: Provide mentors and role models for at-risk students by utilizing a variety of resources and after school special interest groups.	**Formative**		
Strategy's Expected Result/Impact: Close achievement gaps and increase attendance with at-risk students	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrators Counselor			

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide incentives for students with perfect attendance (no tardies and/or early dismissals) each nine weeks. Make weekly announcements for grade levels/classes with highest attendance. Provide teacher incentives for teachers with perfect attendance to increase the frequency of high qualities of learning.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in overall academic success **Staff Responsible for Monitoring:** Teachers Counselor CSSS Campus Administrators PEIMS clerk			

Strategy 5 Details	Formative Reviews		
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).	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in student motivation Increase in student academic success **Staff Responsible for Monitoring:** Campus Administrators			

Strategy 6 Details	Formative Reviews		
Strategy 6: Create opportunities to explore occupations through career nights, instructional units, field trips, and school clubs.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Decrease dropout rate **Staff Responsible for Monitoring:** Campus Administrators CS3			

Strategy 7 Details	Formative Reviews		
Strategy 7: 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, call-outs, report card messages, campus website, campus social media accounts and SST meetings.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased attendance rates which leads to increased student achievement **Staff Responsible for Monitoring:** Campus Administrators CSSS Counselor			

Strategy 8 Details	Formative Reviews		
Strategy 8: 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.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increased parent involvement which will lead to increase in student motivation and achievement			

Staff Responsible for Monitoring: Campus Administrators

| | 0% No Progress | 100% 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		
Strategy 1: Utilize the Student Support Team to assist with behavior, attendance, academics, and any other student needs.	**Formative**		
Strategy's Expected Result/Impact: Increase in Student Achievement by 10%	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Principal			
Funding Sources: Student Success Specialist to support student success components - Coordination of Local, State, and Federal Funds - Title I, Part A - $65,000			

Strategy 2 Details	Formative Reviews		
Strategy 2: Analyze discipline data collected from Review 360 to proactively target discipline problems every three weeks.	**Formative**		
Strategy's Expected Result/Impact: Reduction of student discipline referrals Decrease in student removals from class	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Teachers Campus Administrators Counselor CSSS			

Strategy 3 Details	Formative Reviews		
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.	**Formative**		
Strategy's Expected Result/Impact: Reduce discipline referrals and student removals	**Nov**	**Feb**	**June**
Staff Responsible for Monitoring: Teachers Counselor Campus Administrators			

Strategy 4 Details	Formative Reviews
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.	Formative

Strategy's Expected Result/Impact: Increase in student engagement Decrease in student classroom removals **Staff Responsible for Monitoring:** Campus Administrators	Nov	Feb	June

Strategy 5 Details	Formative Reviews
Strategy 5: Utilize a variety of positive behavior supports, rewards, and recognition for sustained and/or improved behavior (awards assemblies, incentive cash/store, and good choices celebrations).	Formative

Strategy's Expected Result/Impact: Decrease in number of referrals that will result in the removal of students from class **Staff Responsible for Monitoring:** Campus Administrators	Nov	Feb	June

Strategy 6 Details	Formative Reviews
Strategy 6: Provide training opportunities for all staff members focused on student management techniques to increase student engagement (complete conduct cards) and ensure there are effective procedures in the classrooms and on campus.	Formative

Strategy's Expected Result/Impact: Decrease in the number of discipline incidents **Staff Responsible for Monitoring:** Campus Administrators	Nov	Feb	June

Strategy 7 Details	Formative Reviews
Strategy 7: Provide immediate parent/guardian contact when students are not meeting and meeting campus behavior expectations.	Formative

Strategy's Expected Result/Impact: Increase in students returning to class in a timely manner/ receiving positive referrals. **Staff Responsible for Monitoring:** Campus Administrators	Nov	Feb	June

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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

Performance Objective 1: Recruit and retain highly effective personnel.

    Evaluation Data Sources: Classroom rosters and teacher documentation

Strategy 1 Details	Formative Reviews		
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.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Academic success for all students by increasing the number of individuals taking certification tests. **Staff Responsible for Monitoring:** Principal Campus Administration			

Strategy 2 Details	Formative Reviews		
Strategy 2: Eliminate class-size waivers by implementing cluster guidelines and ensuring the class sizes are balanced.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Maintaining the appropriate student teacher ratio will lead to high levels of achievement by all students **Staff Responsible for Monitoring:** Principal			

Strategy 3 Details	Formative Reviews		
Strategy 3: Assure all assignments and re-assignments are filled with highly effective staff.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Highly effective staff will help ensure that students are taught at high levels which will help increase academic success **Staff Responsible for Monitoring:** Principal			

Strategy 4 Details	Formative Reviews		
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.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Filling all vacancies with highly certified teachers will lead to increased achievement for all students **Staff Responsible for Monitoring:** Principal ILT			

Strategy 5 Details	Formative Reviews

Strategy 5: Conduct New Teacher meetings every month to ensure new teachers retention and student success.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Increase student achievement and retention of new teachers. **Staff Responsible for Monitoring:** Principal Mentors New Teachers			

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.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: 100% Teacher Retention **Staff Responsible for Monitoring:** Principal			

Strategy 7 Details	Formative Reviews

Strategy 7: Ensure low-income students and minority students are not taught at higher rates than other student groups by inexperienced teachers.	Formative		
	Nov	Feb	June
Strategy's Expected Result/Impact: Requirements met for all student classroom assignments **Staff Responsible for Monitoring:** Principal			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

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

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

Strategy 1 Details	Formative Reviews		
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.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Increase in student academic success
    Staff Responsible for Monitoring: Campus Administrators
CSSS
 	
    Title I:
4.1			

Strategy 2 Details	Formative Reviews		
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.	**Formative**		
	Nov	**Feb**	**June**

Strategy's Expected Result/Impact: Increase parental support and involvement
    Staff Responsible for Monitoring: Campus Administrators
CS3
 	
    Title I:
4.2
    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			

Strategy 3 Details	Formative Reviews		
Strategy 3: Host family nights or other daytime opportunities for families to be on campus at least once per month throughout the year.	**Formative**		
	Nov	**Feb**	**June**
Strategy's Expected Result/Impact: Increase parental involvement and support **Staff Responsible for Monitoring:** Campus Administrators Teachers CSSS			

Strategy 4 Details	Formative Reviews		

Strategy 4: 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**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

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

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

Strategy 1 Details	Formative Reviews		

Strategy 1: Continue to utilize Summit for students at the 2nd-5th grade levels that have beginner or intermediate TELPAS ratings in reading or writing and summit to increase all listening and speaking scores.
   Strategy's Expected Result/Impact: Close academic gaps for ELL students
   Staff Responsible for Monitoring: Campus Administrators
	Formative		

	Nov	Feb	June

Strategy 2 Details	Formative Reviews		

Strategy 2: Provide support to utilize smart boards, IPADs, laptop carts, and associated technology for classrooms.
   Strategy's Expected Result/Impact: High yield academic strategies that will lead to academic success for all students
   Staff Responsible for Monitoring: Campus Administrators
	Formative		

	Nov	Feb	June

Strategy 3 Details	Formative Reviews		

Strategy 3: Utilize effective, researched based programs to provide instructional support.
   Strategy's Expected Result/Impact: Increase in student academic success
   Staff Responsible for Monitoring: Campus Administrators
	Formative		

	Nov	Feb	June

Strategy 4 Details	Formative Reviews		

Strategy 4: Provide specific training opportunities for Smart boards, IPADs, laptop carts, and document cameras.
   Strategy's Expected Result/Impact: Increase in academic success on STAAR and campus/district assessments
   Staff Responsible for Monitoring: Technology Integration Specialist
Campus Administrators
	Formative		

	Nov	Feb	June

0% No Progress		100% Accomplished	→ Continue/Modify	✕ Discontinue	

Campus Funding Summary

			Coordination of Local, State, and Federal Funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Coaching support by Teaching and Learning Coaches	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	7	Supplemental instructional materials	GT Funds	$300.00
2	1	7	Supplemental instructional materials	Special Education Funds	$400.00
2	1	7	Supplemental instructional materials	Bilingual/ESL Funds	$600.00
3	1	2	Costs for accelerated instruction/tutorials	SCE Funds	$10,000.00
				Sub-Total	$11,300.00