

Goose Creek Consolidated Independent School District
Ashbel Smith Elementary
2024-2025 GCCISD School Board Review-September 2024



Mission Statement

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

Vision

At Ashbel Smith Elementary, we empower students to be lifelong learners through academic excellence, character development, and career readiness.

Value Statement

Every Child Matters; Every Day Counts

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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. Strategy's Expected Result/Impact: Increased student achievement through timely and specific interventions Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach	Formative		
	Nov	Feb	June
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. 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	Formative		
	Nov	Feb	June
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. Strategy's Expected Result/Impact: Increased student achievement in all core areas Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Implement the dual-language 2-way program in Kinder, 1st, 2nd, and 3rd grades. Strategy's Expected Result/Impact: prompt long-term academic and language achievement in two languages with EB and Non-EB students. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
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. 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	Formative		
	Nov	Feb	June
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. 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	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Provide student incentives, materials, activities and technology for assessment growth and improvement. Strategy's Expected Result/Impact: Increase in student achievement by 10% on assessments and universal screeners. Success in all core areas Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





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. Strategy's Expected Result/Impact: Increase in students reaching mastery level on STAAR Staff Responsible for Monitoring: Campus Administrators Title I: 2.5	Formative		
	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. Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: Campus Administrators	Formative		
	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. Strategy's Expected Result/Impact: Increase in students reaching Meets and Masters on STAAR 2024 Staff Responsible for Monitoring: Campus Administrators	Formative		
	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. 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	Formative		
	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. Strategy's Expected Result/Impact: Increase in scores on STAAR and reach higher reading levels. Staff Responsible for Monitoring: Teaching Learning Coaches Campus Administrators	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Utilize ELPS in all instructional settings to ensure successful English language acquisition and mastery. Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: Campus Administrators	Formative		
	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. 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	Formative		
	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. Strategy's Expected Result/Impact: Increase in masters STAAR Scores Staff Responsible for Monitoring: Campus Administrators Teaching and Learning Coach	Formative		
	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. Strategy's Expected Result/Impact: Increase TELPAS scores and number of exits. Staff Responsible for Monitoring: Campus Administrators	Formative		
	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
Strategy 11 Details	Formative Reviews		
Strategy 11: Building teacher capacity through classroom observations and feedback. Strategy's Expected Result/Impact: Increase instructional practices by helping teachers identify their strengths and areas of improvement, leading to enhanced teaching methods. Staff Responsible for Monitoring: Principal, AP, SSA , TLCs	Formative		
	Nov	Feb	June
Strategy 12 Details	Formative Reviews		
Strategy 12: To cultivate a campus-wide culture where writing is integral to learning and communication across all subjects and grade levels. Strategy's Expected Result/Impact: Improve student writing proficiency by 10% within one year. Integrate writing activities into 100% of content areas. Staff Responsible for Monitoring: Principal, AP, SSA, TLCs	Formative		
	Nov	Feb	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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. Strategy's Expected Result/Impact: Increase academic success of at-risk students in the primary grades Staff Responsible for Monitoring: Campus Administrators Title I: 2.6	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Utilize tutors to provide small group instruction to at-risk students. Strategy's Expected Result/Impact: Increase the academic success of at-risk students in the primary grades. 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	Formative		
	Nov	Feb	June
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. Strategy's Expected Result/Impact: Close achievement gaps and increase attendance with at-risk students Staff Responsible for Monitoring: Campus Administrators Counselor	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
Strategy 4: Provide teacher incentives for teachers with 96% percent attendance and above to increase the frequency of high qualities of learning. Strategy's Expected Result/Impact: Increase in overall academic success Staff Responsible for Monitoring: Teachers Counselor CSSS Campus Administrators PEIMS clerk	Formative		
	Nov	Feb	June
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). Strategy's Expected Result/Impact: Increase in student motivation Increase in student academic success Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: Create opportunities to explore occupations through career nights, instructional units, field trips, and school clubs. Strategy's Expected Result/Impact: Decrease dropout rate Staff Responsible for Monitoring: Campus Administrators CS3	Formative		
	Nov	Feb	June
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. Strategy's Expected Result/Impact: Increased attendance rates which leads to increased student achievement by 10% Staff Responsible for Monitoring: Campus Administrators CSSS Counselor	Formative		
	Nov	Feb	June
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. Strategy's Expected Result/Impact: Increased parent involvement which will lead to increase in student motivation and achievement Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June



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		
Strategy 1: Utilize the Student Support Team to assist with behavior, attendance, academics, and any other student needs. Strategy's Expected Result/Impact: Increase in Student Achievement by 10% overall. 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	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Analyze discipline data collected from Review 360 to proactively target discipline problems every three weeks. Strategy's Expected Result/Impact: Reduction of student discipline referrals Decrease in student removals from class Staff Responsible for Monitoring: Teachers Campus Administrators Counselor CSSS	Formative		
	Nov	Feb	June
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. Strategy's Expected Result/Impact: Reduce discipline referrals and student removals Staff Responsible for Monitoring: Teachers Counselor Campus Administrators	Formative		
	Nov	Feb	June





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. Strategy's Expected Result/Impact: Increase in student engagement Decrease in student classroom removals Staff Responsible for Monitoring: Campus Administrators	Formative		
	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). 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	Formative		
	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. Strategy's Expected Result/Impact: Decrease in the number of discipline incidents Staff Responsible for Monitoring: Campus Administrators	Formative		
	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. Strategy's Expected Result/Impact: Increase in students returning to class in a timely manner/ receiving positive referrals. Staff Responsible for Monitoring: Campus Administrators	Formative		
	Nov	Feb	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ 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.

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. 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	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Eliminate class-size waivers by implementing cluster guidelines and ensuring the class sizes are balanced. 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	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Assure all assignments and re-assignments are filled with highly effective staff. 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	Formative		
	Nov	Feb	June
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. 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	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: 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>  No Progress  Accomplished  Continue/Modify  Discontinue </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		
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. Strategy's Expected Result/Impact: Increase in student academic success Staff Responsible for Monitoring: Campus Administrators CSSS Title I: 4.1	Formative		
	Nov	Feb	June
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. 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	Formative		
	Nov	Feb	June

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. Strategy's Expected Result/Impact: Increase parental involvement and support Staff Responsible for Monitoring: Campus Administrators Teachers CSSS	Formative		
	Nov	Feb	June
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
<div>  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 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 by 10% . 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
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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