

# Aspermont Elementary Campus Improvement Plan 2017-2018



L'Rae Watson- Principal

Aspermont Elementary Statement Mission:

The mission of Aspermont Elementary School, in partnership with families and the community, is to ensure that our students reach their highest potential in all areas by providing opportunities for them to achieve personal success while developing the whole child and producing positive thinkers, problem solvers, and productive citizens who are lifelong learners.

Aspermont Elementary Statement of Vision:

*"Learning Today for Success Tomorrow"*

Aspermont Elementary Campus Wide Theme:

S.W.A.R.M. – **S**ucceeding **W**ith **A**cademics, **R**espect and **M**orals.

Campus Improvement Committee Approved:

AISD School Board Reviewed:

## Comprehensive Needs Assessment Findings

Aspermont Elementary Staff conducted a Comprehensive Needs Assessment analyzing the areas of demographics, student achievement, school culture and climate, staff quality, recruitment, and retention, curriculum, instruction and assessment, family and community involvement and technology. The staff utilized many data sources including the Academic Excellence Indicator system, Texas Primary Reading Inventory, the 2016 School Report Card, STAAR Student Reports, parent surveys, interviews with principal, student lists, and technology director. The purpose of the needs assessment is to identify areas of strengths and weakness. The areas of weakness, which are identified, will be addresses in the 2017-2018 Campus Improvement Plan.

The areas to be addressed are stated in the Goal Statements for 2017-2018.



Aspermont Elementary has a free-reduced lunch rate that exceeds 40%. Therefore, State Compensatory Education (SCE) funds will be used to upgrade the entire school wide program.

SCE Funds \$                      FTE's \_\_\_\_\_

## Aspermont Elementary Goal Statements

- To become a quality staff that engages in the change process effectively to meet our ultimate goal of increasing the achievement of all students.
- To improve academic performance, social expectations, and an understanding of quality life functioning skills that include: being responsible students, employees, parents, and citizens.
- To create a nurturing environment that will foster quality academics and emotional and social learning through collaboration among all stakeholders.
- To improve trust, collaboration, communication, and support through the partnership of family, community, and school.

## Aspermont Elementary Goals 2017-2018

1. In 2017-2018, using the Texas Essential Knowledge and Skills as a learning standard, all student populations) will be taught an academically challenging curriculum. *(pages 4-22)*
2. In 2017-2018, all Aspermont Elementary Students will be provided instruction by a highly qualified and trained staff. *(page 23)*
3. By May 2018, the attendance rate at Aspermont Elementary will be at least 97%. *(page 24)*
4. In 2017-2018, all stakeholders of Aspermont Elementary will be provided a safe, structured, threat-free environment. *(page 25)*
5. In 2017-2018, Aspermont Elementary will encourage parents and community members to establish a partnership with Aspermont Elementary to become active, informed participants in the learning process. *(page 26)*
6. In 2017-2018, a technology rich environment will increase effectiveness for all students learning. *(page 27)*

Campus Goal # 1 – Using the Texas Essential Knowledge and Skills as a learning standard, all student populations will be taught an academically challenging curriculum.

Performance Objective 1 – In order to achieve continuous increased student performance and meet or exceed the state standard for met standard status on the STAAR test, all student populations will receive scientifically research-based core **reading** instruction.

Summative Evaluation – The School Report Card, benchmark assessment, and other documentation will be reviewed to ensure the performance objectives have been achieved.

Strategies/ Actions	Persons Responsible	Resource Funding	Dates	Formative Evaluation	Done
All staff will engage in STAAR disaggregation by all student populations to determine student needs.	Principal, All Staff	Local	Aug.	Sign-In Sheets, Agendas, Action plan, List of Student Needs	
All struggling students will receive Tier II and Tier III instruction in reading.	Principal, Teachers	Title 1, Local	Aug-May	Progress Monitoring, Schedules, STAAR Scores, TPRI, Star 360	
All K-5 struggling readers will be progressed monitored at least bi-weekly and receive additional instruction.	Principal RTI Teacher	Title 1, Local	Aug-May	Progress Monitoring Reports	
Students will utilize Computer Lab to help strengthen reading skills	Teachers Technology Director, Principal,	Title 1, Local, G5 Grant	Aug. - May	Student Progress Documentation	
Teaching assistants will be utilized to provide direct one on one instruction to struggling students.	Principal Teachers	Title I, Local	Aug. – May	Assistants schedules, Aims Web, Star 360 Progress Monitoring	
3 <sup>rd</sup> -5 <sup>th</sup> grade students who fail to meet the minimum requirement on STAAR will be provided Accelerated Instruction with a ratio of no more than 10 to 1.	Teacher, Principal,	Local	Aug-June	STAAR Scores, Progress Monitoring Reports, Star 360	
To raise student performance and encourage parental involvement, STAAR Conferences will be held for all 3 <sup>rd</sup> -5 <sup>th</sup> grade At- Risk student populations and their parents. Resources will be provided for students to work at home.	Principal, All Staff	Local	Nov.	Sign-In Sheets, Agendas	

Campus Goal # 1 – Using the Texas Essential Knowledge and Skills as a learning standard, all student populations will be taught an academically challenging curriculum.

Performance Objective 2 – In order to achieve continuous increased student performance and meet or exceed the state standard for met standard status on the STAAR test, all student populations will receive scientifically research-based core **writing** instruction.

Summative Evaluation – The School Report Card, benchmark assessment, and other documentation will be reviewed to ensure the performance objectives have been achieved.

Strategies/ Actions	Persons Responsible	Resource Funding	Dates	Formative Evaluation	Done
In order to improve writing instruction for all student populations, teachers will incorporate effective writing instruction.	Principal	Local, Title I	Aug-May	Lesson Plans, STAAR Scores, Report Cards, Work Samples	
The computers will be utilized each six weeks for Pre-K – 5 <sup>th</sup> students to integrate technology for improved writing.	Principal, Teachers, Tech. Coord.,	G5 Grant, Local	Aug-May	Work Samples, Report Cards, Lesson Plans	
Extra writing instruction will be provided for all fourth grade students who are not on track for meeting the minimum standard of the STAAR	Principal, Teachers	Local	Aug-May	Report Cards, Benchmarks, STAAR Scores	
To ensure that quality writing instruction and student achievement for all student populations is being addressed at each grade level, samples of all students' compositions, using focus, coherence, organization, development of ideas, voice and conventions, appropriate to each grade level, will be displayed throughout the building during the year. At least one product will be computer generated.	Principal, Teachers	Local	Aug-May	Lesson Plans, Student Work Samples, Report Cards, Administrative Walkthroughs	

Campus Goal # 1 – Using the Texas Essential Knowledge and Skills as a learning standard, all student populations will be taught an academically challenging curriculum.

Performance Objective 3 – In order to achieve continuous increased student performance and meet or exceed the state standard for met standard status on the STAAR test, all student populations will receive scientifically research-based core **math** instruction.

Summative Evaluation – The School Report Card, benchmark assessment, and other documentation will be reviewed to ensure the performance objectives have been achieved.

Strategies/ Actions	Persons Responsible	Resource Funding	Dates	Formative Evaluation	Done
4 <sup>th</sup> - 5 <sup>th</sup> grade math students who fail to meet the minimum requirements of STAAR will be provided accelerated instruction with no more than a 10 to 1 ratio.	Principal, Teachers,	Local	Aug-June	Sign-In Sheets, Classroom Visits, Agendas	
All staff will engage in STAAR disaggregation by all student populations to determine student needs.	Principal, All Staff	Local,	Aug.	Sign-In Sheets, Agendas, Action plan, List of Student Needs	
All struggling students will receive Tier II and Tier III instruction in math.	Principal, Teachers,	Title I, Local	Aug-May	Progress Monitoring, Schedules, STAAR Scores, Star 360	
All math teachers will receive math instruction incorporating the six strands of math.	Principal,	Local	Aug-May	Sign-In Sheets, Classroom Visits, Agendas	
To raise student performance and encourage parental involvement, STAAR Conferences will be held for all 3 <sup>rd</sup> -5 <sup>th</sup> grade At-Risk student populations and their parents. Resources will be provided for students to work at home.	Teachers, Principal	Local, Title I	Nov.	Sign-In Sheets, Agendas	
All K-5 struggling math students will be progressed monitored at least every three weeks and they will receive additional instruction.	Teachers, Principal, RTI Teacher	Title I, Local	Aug-May	Progress Monitoring Reports, Star 360	
Teaching assistants will be utilized to provide direct one on one instruction to struggling students.	Principal Teachers	Title I, Local	Aug. – May	Assistants schedules, Aims Web Progress Monitoring	

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Performance Objective 4 – In order to achieve continuous increased student performance and meet or exceed the state standard of 65% for met standard status on the STAAR test, all student populations will receive scientifically research-based core **science** instruction.

Summative Evaluation – The School Report Card, benchmark assessment, and other documentation will be reviewed to ensure the performance objectives have been achieved.

Strategies/ Actions	Persons Responsible	Resource Funding	Dates	Formative Evaluation	Done
Texas Essential Knowledge and Skills for science will be monitored and evaluated.	Principal, Teachers	Local, Title I	Aug-May	Lesson Plans, Report Cards, Benchmarks	
All grade levels will participate in quality science instruction at least 45 minutes daily.	Principal, Teachers	Title 1, Local	Aug-May	Lesson Plans, Test Scores, Classroom Schedules	
To enrich and improve student learning, computers will be utilized for Pre-K – 5 <sup>th</sup> grade students to integrate technology for acquisition, application, and communication of scientific investigations.	Principal, Teachers,	Title 1, Local, G5 Grant	Aug-May	Lesson Plans, Student Work Samples	
In order to provide quality science instruction based on Science TEKS and to prepare for the Science STAAR, all Pre-K – 5 <sup>th</sup> classrooms will conduct at least one science experiment following the scientific method every six weeks.	Principal, Teachers, Assistants	Local, Title I,	Sept. – Mar.	Lesson Plans, Study Trip Requests	



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Performance Objective 5 – In order to achieve continuous increased student performance and meet or exceed the state standard for met standard status on the STAAR test, all student populations will receive scientifically research-based core **social studies** instruction.

Summative Evaluation – The School Report Card, benchmark assessment, and other documentation will be reviewed to ensure the performance objectives have been achieved.

Strategies/ Actions	Persons Responsible	Resource Funding	Dates	Formative Evaluation	Done
Texas Essential Knowledge and Skills for Social Studies will be monitored and evaluated.	Principal, Teachers	Local, Title I	Aug-May	Report Cards, Samples of Student Work	
Various Cultural Celebrations will be studied throughout the year.	Teachers, Principal	Local	Aug- May	Lesson Plans, Sign In Sheets, Event Planning Documentation	
Students will utilize computer Lab to help strengthen social studies skills	Teachers Technology Director, Principal	G5 Grant	Aug. - May	Student Progress Documentation	

Campus Goal # 1 – Using the Texas Essential Knowledge and Skills as a learning standard, all student populations will be taught an academically challenging curriculum.

Performance Objective 6 – In order to achieve continuous increased student performance and meet or exceed the state standard for met progress on the STAAR test, all student populations will receive scientifically research-based core **reading, math, writing, social studies,** and **science** instruction and the needs and characteristics of all student groups will be coordinated, identified, and addressed in all special programs.

Summative Evaluation – The School Report Card, benchmark assessment, and other documentation will be reviewed to ensure the performance objectives have been achieved.

Strategies/ Actions	Persons Responsible	Resource Funding	Dates	Formative Evaluation	Done
In order to supplement instruction to meet the needs of special populations, the following instructional settings/strategies will be provided for GT Students.					
GT students will be provided opportunities to work together as a group, work with other students, and work independently during the school day as well as the entire school year.	Principal, Teachers, GT Specialist,	GT Local	Aug-May	Schedules, Samples of Student Work, GT Progress Reports	
Provide an enhanced and challenging curriculum to all GT students in all grades.	Teachers, Principal	GT Local	Aug-May	Lesson Plans, Samples of Student Work	
Classroom Teachers will provide experiences that enable GT students to communicate effectively and think logically, independently, and creatively through enriched classroom curriculum and advanced level products.	Teachers, Principal, GT Specialist	GT Local,	Aug-May	Lesson Plans, Sample of Student Work, GT Progress Reports	

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**Summative Evaluation** – The School Report Card, benchmark assessment, and other documentation will be reviewed to ensure the performance objectives have been achieved.

Strategies/ Actions	Persons Responsible	Resource Funding	Dates	Formative Evaluation	Done
GT Policies will be reviewed and updated as needed annually.	Principal, GT Committee	GT	Spring	Written Policies	
Fall and Spring GT student nominations will be conducted, with a particular focus on ESL, Economically disadvantaged, special education, migrant, and minority student nominations and/or placement.	GT Committee, Teachers, Principal	GT Local	Each Semester	List and Records of Student Nominations	
Equity and opportunity will be provided using native language and non-verbal assessments for all GT selection, identification, and placement.	GT Committee, Teachers, Principal	GT Local	Each Semester	Record of Assessment	
Provide opportunities for parental involvement of GT students in school activities.	Teachers, Principal, GT Specialist	GT Local,	Aug-May	Sign-In Sheets, Surveys	
GT Students work will be displayed created during a GT pull-out program.	GT Specialist, Principal,	GT Local	May	Work Displayed	
A preponderance of both quantitative and qualitative evidence showing most scores in the above average to superior range in general intellectual ability and/or specific academic fields will be used in identifying GT Students.	GT Committee, Teachers, Principal	GT, Local	Each Semester	Achievement Test, IQ Scores, Grade Average, Teacher Checklist, Student Products	

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Strategies/ Actions	Persons Responsible	Resource Funding	Dates	Formative Evaluation	Done
In order to supplement instruction to meet the needs of special populations, the following instructional settings/strategies will be provided for Special Education Students.					
Special Education Students will be provided learning experiences through an inclusion program or a pull out program depending on what the ARDC deemed the Least Restrictive Environment.	Principal, Teachers, Sp. Ed. Specialist	Sp. Ed. Local, Idea B	Aug-May	IEPS, Progress Reports, Report Cards, Benchmarks	
All students with disabilities will have access to the general curriculum.	Principal, Teachers, Teachers, ARDC, Sp.Ed. Specialist	Sp. Ed. Local, Idea B	Aug-May	Lesson plans, Schedules, Report Cards, Benchmarks	
Efforts will be made to reduce the percentage of special education students exempt from state testing on grade level.	Teachers, Principal, ARDC	Sp. Ed. Local, Idea B	Aug-May	IEP, ARDC Minutes, Student Schedules	
Comprehensive needs assessments of students with disabilities will be conducted to determine areas of strength and weakness.	Diagnostician, Sp.Ed. Staff, Principal,	Sp. Ed. Local, Idea B	As needed	Student Data, Progress Reports, Benchmarks, Report Cards, Teacher Input, IEPs	
Training will be provided to ARD Committee.	Teachers, Principal, Sp. Ed. Staff	Sp. Ed. Local, Idea B	Aug-	Sign-In Sheets, Agendas	

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Strategies/ Actions	Persons Responsible	Resource Funding	Dates	Formative Evaluation	Done
In order to supplement instruction to meet the needs of special populations, the following instructional settings/strategies will be provided for LEP Students.					
The ESL Coordinator will coordinate instruction for Pre-K-5 <sup>th</sup> grade ESL students.	ESL Coord. Principal, Teachers	ESL Local	Aug-May	RPTE, Report Cards, Woodcock-Munoz	
Conduct a comprehensive needs assessment of all ESL/LEP Students to determine strengths and weaknesses.	ESL Coord. Principal, Teachers, LPAC	REAP, ESL Local	Aug-May	ESL Student Data, Annual Program Evaluation	
Continue efforts to ensure that the percentage of LEP students are not over-represented in Special Education or under-represented in GT.	ESL Coord. Principal, Teachers	ESL Local	Aug-May	PBMAS, List of Identified Students	
Monitor student progress with a January Benchmark, striving for 60% of LEP students in grades 3 <sup>rd</sup> -5 <sup>th</sup> to be on target to pass the STAAR test in all areas.	ESL Coord. Principal, Teachers	ESL Local	Jan.	Benchmark Scores	

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**Summative Evaluation** – The School Report Card, benchmark assessment, and other documentation will be reviewed to ensure the performance objectives have been achieved.

Strategies/ Actions	Persons Responsible	Resource Funding	Dates	Formative Evaluation	Done
Monitor K-2 students progress in all areas to ensure that 100% of LEP students will score in at least the 40 <sup>th</sup> percentile on a standard achievement test.	ESL Coord. Principal, Teachers	ESL Local	Aug-May	STAR 360 Scores	
The ESL Coordinator will coordinate instruction for Pre-K-5 <sup>th</sup> grade ESL students.	ESL Coord. Principal, Teachers	ESL Local	Aug-May	RPTE, Report Cards, Woodcock-Munoz	
Conduct a comprehensive needs assessment of all ESL/LEP Students to determine strengths and weaknesses.	ESL Coord. Principal, Teachers, LPAC	ESL Local	Aug-May	ESL Student Data, Annual Program Evaluation	
Continue efforts to ensure that the percentage of LEP students are not over-represented in Special Education or under-represented in GT.	ESL Coord. Principal, Teachers	ESL Local	Aug-May	PBMAS, List of Identified Students	
Continue to have zero exemptions on state assessments.	ESL Coord. Principal, Teachers	ESL Local	Spring	Student Data, Student Exemption List, PBMAS	
Monitor student progress with a January Benchmark, striving for 60% of LEP students in grades 3 <sup>rd</sup> -5 <sup>th</sup> to be on target to pass the STAAR test in all areas.	ESL Coord. Principal, Teachers	ESL Local	Spring	Benchmark Scores	

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**Summative Evaluation** – The School Report Card, benchmark assessment, and other documentation will be reviewed to ensure the performance objectives have been achieved.

Strategies/ Actions	Persons Responsible	Resource Funding	Dates	Formative Evaluation	Done
In order to supplement instruction to meet needs of special populations of students, the following instructional strategies will be provided for Dyslexic Students.					
The Dyslexia Coordinator and Committee will conduct early identification of students who exhibit characteristics associated with dyslexia. Multi-sensory strategies will be provided.	Dys. Coord., Teachers, Principal	Local	Aug-May	Reading Assessments, Classroom Progress, Alphabetic Phonics Progress Monitoring	
A comprehensive needs assessment will be conducted to determine strengths and weaknesses of dyslexic students in all areas.	Dys. Coord., Teachers, Principal	Local	Spring	Results of Assessment, STAAR Scores, STAR 360 Scores, TPRI	
Services will be provided for dyslexic students who may be eligible under Section 504.	Dys. Coord., Teachers, Principal	Local	Aug-May	List of Identified Students Accommodations, 504 Meeting Minutes	
Provide a program for early identification, intervention, and support for students at risk for dyslexia or other reading difficulties.	Dys. Coord., Teachers, Principal	Local	Aug-May	Dyslexia Plan, Teacher Input, Intervention Minutes	
Annually align SBOE approved procedures and district/campus procedures.	Dys. Coord.,	Local	Spring	Dyslexia Plan	
Monitor student progress.	Dys. Coord., Teachers, Principal,	Local	Aug-May	Report Cards, Progress Reports, Assessment Results	

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Summative Evaluation – The School Report Card, benchmark assessment, and other documentation will be reviewed to ensure the performance objectives have been achieved.

Strategies/ Actions	Persons Responsible	Resource Funding	Dates	Formative Evaluation	Done
In order to supplement instruction to meet needs of special populations of students, the following instructional strategies will be provided for migrant students.					
Identify and recruit eligible migrant children ages 3-21 through home visits, community visibility, churches, and local businesses.	Migrant Coord., Principal	Title 1, Local	Aug-May	Migrant List	
Survey all new enrollees.	Migrant Coord., Secretary, Principal	Local, Title 1	Aug-May	Surveys	
Complete COE's and send to ESC.	Migrant Coord.	Local, Title 1	Aug-May	Eligibility Determinations	
Update migrant List for PEIMS and district personnel.	Migrant Coord.	Local, Title 1	Aug-May	Migrant Lists	
Provide a list of the migrant students who have the highest priority of needs.	Migrant Coord.	Local, Title 1	Aug-may	Priority of Services Report	
Individualized instruction will be provided to meet the needs of at-risk migrant students according to the Priority of Services Report.	Migrant Coord., Teachers, Principal	Local, Title 1	Aug-May	Progress Reports, Intervention Minutes, Benchmarks, List of Students	
Refer migrant families and students for educational support and support agencies.	Migrant Coord., Principal	Local, Title 1	Aug-May	List of Referrals	



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**Summative Evaluation** – The School Report Card benchmark assessment, and other documentation will be reviewed to ensure the performance objectives have been achieved.

Strategies/ Actions	Persons Responsible	Resource Funding	Dates	Formative Evaluation	Done
Conduct a comprehensive needs assessment of migrant student areas of strengths and weaknesses, including preschool students.	Migrant Coord., Teachers, Principal	Local, Title 1	May	Student Data, STAR 360 Scores, STAAR Scores, TPRI	
The Migrant Coordinator will continue to receive training in identifying and recruiting migrant students.	Migrant Coord., Principal	Migrant, Title 1	Fall	Migrant List, Certificate of Training	
Provide a parent involvement program ages 3-21 including establishing a PAC, which meets regularly to: work in partnership with families, communicate with children’s parents, and participate in school-sponsored activities.	Migrant Coord., Principal	Local, Title 1	Aug-May	Agendas, Sign-In Sheets, Minutes of Meetings	
Monitor student progress with a January benchmark, striving for 60% of migrant students in grades 3 <sup>rd</sup> – 5 <sup>th</sup> to be on target to meet the standards of the STAAR test in all areas.	Migrant Coord., Teachers, Principal	Local, Title 1	Jan.	Benchmark Scores, STAAR Scores	

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Summative Evaluation – The School Report Card, benchmark assessment, and other documentation will be reviewed to ensure the performance objectives have been achieved.

Strategies/ Actions	Persons Responsible	Resource Funding	Dates	Formative Evaluation	Done
Monitor K-2 <sup>nd</sup> students progress in reading and math to insure that all students are on track to score in at least the 40 <sup>th</sup> percentile on all areas of the STAR 360.	Migrant Coord., Teachers, Principal	Local, Title 1	Aug-May	STAR 360 Scores, Progress Monitoring	
Provide a list of the migrant students who have the highest priority of needs.	Migrant Coord.	Local, Title 1	Aug-may	Priority of Services Report	
Maintain a log of activities.	Migrant Coord.	Local, Title 1	Aug-May	Log of Activities	

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Strategies/ Actions	Persons Responsible	Resource Funding	Dates	Formative Evaluation	Done
In order to supplement instruction to meet needs of special populations of students, the following instructional strategies will be provided for at-risk students.					
Determine total full time equivalents (FTE's).	Business Manager, Superintendent, Principal	Local	Summer	Campus Improvement Plan	
Conduct a comprehensive needs assessment for the at-risk program which includes STAAR, STAR 360, RPTE, and TPRI.	Principal, Teachers, Counselor	Local SCE	Summer	Student Data, Results of Assessment	
Using state criteria, at-risk students will be identified and individual profile sheets will be distributed to teachers.	Principal, Counselor	Local SCE	Aug-May	List of At-Risk Students	
Provide accelerated, intensive instruction for at-risk students.	Assistant Teachers, Principal	Local SCE	Aug-may	Report Cards, Class Schedules, Pull-out Schedules, STAAR scores, STAR 360 Scores	

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Strategies/ Actions	Persons Responsible	Resource Funding	Dates	Formative Evaluation	Done
Provide program for students in AEP, expelled, on parole/probation where students will receive access to instruction through materials, teacher visits and Sp.Ed.	Principal, Sp.Ed. Staff	SCE, Local	Aug-May	Disciplinary Records, Progress Reports, Report Cards	
4 <sup>th</sup> Grade Teachers will send notification to parents to address whether a student is at risk of not meeting 5 <sup>th</sup> grade STAAR Standards.	Teachers, Principal	Local, SCE	May	Agendas, Sign-In Sheets, Conference Documentation	
Ensure that homeless children and youth are not stigmatized or segregated on the basis of their status as homeless.	Principal	Title 1A, SCE, Local	Aug-May	Enrollment Records, Class Schedules	
Compile a report that compares achievement of at-risk student with all other students.	Principal	Title 1A, SCE, Local	June	Written Report	

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Strategies/ Actions	Persons Responsible	Resource Funding	Dates	Formative Evaluation	Done
PK-5 <sup>th</sup> Grade Teachers will inform parents of all testing results and implications for their child’s progress towards state performance standards	Teachers, Principal	Local SCE	May	Documentation	
The school will notify parents of Student Success Initiative general requirements.	Principal, Teachers	Local	Sept.	Documentation of Communication	
The school will notify parents of fifth grade students identified to be at risk of failure on the first administration of STAAR.	Teachers, Principal	Local	Nov	Agendas, Sign-In Sheets, Conference Documentation	
4 <sup>th</sup> grade at risk students will receive targeted writing instruction in area of need.	Teacher, Principal	Local, Title 1	Jan-Apr	Progress Reports, Benchmarks, STAAR Scores	
All students at risk for not meeting the state standard on STAAR will receive daily remediation.	All Teachers, Assistants, Principal	Local, Title 1	Daily	Progress Reports, Benchmarks, Report Cards, STAAR Scores, STAR 360 Scores	
The school will notify parents of student’s failure on the STAAR including possible retention and provide accelerated instruction to 5 <sup>th</sup> grade students.	Teachers, Principal	Local	May July	Agendas, Sign-In Sheets, Conference Documentation, GPC Minutes	

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Summative Evaluation – The School Report Card, benchmark assessment, and other documentation will be reviewed to ensure the performance objectives have been achieved.

Strategies/ Actions	Persons Responsible	Resource Funding	Dates	Formative Evaluation	Done
STAAR remediation will be provided for all 3 <sup>rd</sup> -5 <sup>th</sup> grade students who do not meet the standard on STAAR Benchmarks or test.	Teachers, Principal	Local SCE, Title 1	Jan- Apr	Schedules, Lesson Plans, Student Work	
PK-5 <sup>th</sup> grade teachers will conduct parent conferences to discuss six-weeks grades, state and local assessments, student strengths and weaknesses, behavior, and attendance.	Teachers, Principal	Local SCE	May	Agendas, Sign-In Sheets, Conference Documentation	
Strengths and weaknesses of summer school students will be identified by utilizing the most current STAAR data and Benchmarks.	Teachers, Principal	Local, Title 1	June	STAAR Scores, Benchmark Results, Star 360	
The summer school program will be evaluated based on student progress.	Principal, Teachers	Local	July	Evaluation, STAAR Scores, Benchmark Results	

Campus Goal # 2 – In 2017-2018, Aspermont Elementary Students will receive quality instruction from a highly qualified and trained staff.

Performance Objective 1– In order to positively impact student achievement, 100% of Aspermont Elementary Staff will be provided opportunities to grow professionally through quality, intensive, and sustained staff development.

Summative Evaluation – Effective staff development is reflected by increased student performance on STAAR, TELPAS, TPRI, and Local Assessments.

Strategies/ Actions	Persons Responsible	Resource Funding	Dates	Formative Evaluation	Done
Research-based staff development that will build ties between parents and school will be provided by the professional staff.	Principal, Parental Involvement Coord.	Local, Title 1	Aug	Sign-In Sheets, Agendas	
Staff members will engage in technology, reading, math, science and social studies training to enhance teaching strategies, management skills, and communications.	Principal	Local, G5 Grant	Aug	Agendas, Sign-In Sheets	
Continue to recruit, provide training for and retain highly qualified staff, including minorities and ESL teachers.	Principal	Local, ESL Funds	On-going As Needed	Sign-In Sheets, Agendas, Teacher Certification	
Opportunities will be provided for a GT Teacher to obtain 30 hours of GT training.	Principal	Local GT	As Needed	Sign-In Sheets, Agendas, Certificates	
Ensure all teachers who teach in the GT program have proper certification and/or endorsements.	Principal	Local GT	Aug-May	Teacher Certificates	
Campus employees will be provided awareness training of student disabilities on our campus.	EPEC, Principal, Sp.Ed. Staff	Sp. Ed., Local	Aug-	Sign-In Sheets, Agendas	
Survey staff to determine staff development needs.	Principal	Local	Spring	Summary of Survey findings	
Teachers will work on expectations, procedures, and plan.	Principal, Teachers	Local	June-Aug	Agendas, Sign-In Sheets	

Campus Goal # 3 – By May 2018, the attendance rate at Aspermont Elementary will be at least 97%.

Performance Objective 1– 100% of parents will be made aware of the importance of attendance.

Summative Evaluation – The School Report Card will reflect an attendance rate of 97%.

Strategies/ Actions	Persons Responsible	Resource Funding	Dates	Formative Evaluation	Done
An awareness assembly will be held during “Back To School Night” to provide attendance information and promote high attendance.	Principal	Local	Aug	Sign-In Sheets, Agendas, School Report Card	
The staff will check attendance daily, make calls/home visits, use an absentee form to collect written documentation from parents, and generate attendance letters for excessive/unexcused absences.	Principal, Secretary, Teachers	Local	Daily	Daily Attendance Reports, Attendance Documentation	
Incentives will be given each semester to promote high attendance.	Principal	Local	Each Semester	Attendance Records	
Incentives will be given randomly for perfect weekly attendance.	Principal	Local	Aug-May	Attendance Records	



Campus Goal #4 – All stakeholders of Aspermont Elementary will be provided a safe, structured, threat-free environment.  
Performance Objective 1– 100% of students will understand and practice appropriate behaviors as modeled and taught by staff in order to create a safe environment which nurtures the growth of quality citizens and lifelong learners.  
Summative Evaluation – End of year campus discipline report shows a reduction in discipline referrals as compared to the previous year.

Strategies/ Actions	Persons Responsible	Resource Funding	Dates	Formative Evaluation	Done
To address character education, safe, violence, and drug free schools, foster self-esteem, and teach critical health issues, including nutrition, all student populations will participate in special instructional sessions.	Principal, Assistants, PE Teacher	Local, Title 1	Weekly	Planning Session Plans, Discipline Reports	
Training covering the district Threat policy will be provided for PK-5 <sup>th</sup> grade students.	Assistants, Principal	Local, Title 1	Sept	Discipline Reports	
Campus-wide procedural expectations and strategies will be implemented in the common areas and classrooms.	Principal, Teachers	Local	Aug-May	Discipline Reports	

<p><u>Campus Goal #5</u>– In 2016-2017, Aspermont Elementary will form partnerships with parents and community members encouraging them to become active, informed participants in the learning process.</p> <p><u>Performance Objective 1</u>– 100% of Aspermont Elementary School families will be provided increased opportunities to be involved in their children’s learning at school and at home.</p> <p><u>Summative Evaluation</u> – 70% of all families are involved in their child’s education.</p>					
Strategies/ Actions	Persons Responsible	Resource Funding	Dates	Formative Evaluation	Done
To promote STAAR awareness, identify math and reading weaknesses, explain STAAR study resources provide guidance for parents in helping their children with STAAR, a parent conference will be held for 3 <sup>rd</sup> -5 <sup>th</sup> grade parents.	Principal Teachers	Local	Nov	Sign-In Sheets, Agendas	
To better communicate information to parents of GT students, information and progress reports will be distributed each six weeks.	Principal, GT Specialist	Local GT	Every Six Weeks	Progress Reports	
Ensure that information to parents is provided in the home language.	Principal, Secretary, ESL Coord.	Local, ESL	Aug-May	Copies of Communications Sent Home	
Provide opportunities for the parents of students represented in all student populations to participate in school-sponsored activities.	Principal, Parental Involvement Coord.	Local	Aug - May	Sign-In Sheets, Agendas	
A title I meeting will be held to inform parents of the school’s participation in Title I, Part A and to explain the rights of the parents.	Principal	Local, Title 1	Aug	Sign-In Sheets, Agendas	
A meeting for parents of 5 <sup>th</sup> grade students will be held to discuss SSI, SSI Letters, and planned interventions.	Principal	Local	Aug	Agendas, Sign-In Sheets	
The migrant coordinator will coordinate programs and provide services for migrant families.	Migrant Coord.	Migrant	Ongoing	Records of Services Provided	

**Campus Goal #6**– In 2017-2018, a technology rich environment will increase effectiveness of student learning.  
**Performance Objective 1**– 100% of Aspermont Elementary Students will integrate technology for acquisition, application, and communication of information.  
**Summative Evaluation** – There is evidence of technology application in student presentations, publications, and products.

Strategies/ Actions	Persons Responsible	Resource Funding	Dates	Formative Evaluation	Done
All students will have access to computers to allow all students the use technology for acquisition, application, and communication of information.	All Teachers, Principal	Local, G5 Grant, Title 1	Aug-May	Lab Sign up Sheets, Lesson Plans, Student Products	
Teachers will integrate technology applications into the four core areas.	All Teachers, Tech. Coord., Principal	Local, Title 1, G5 Grant	Aug- May	Lesson Plans, Teacher Products, Student Products	
Staff members will create and maintain web-pages on the A.I.S.D. Website.	Principal Tech. Coord.	Local, Title 1, G5 Grant	Ongoing	Website Counter, Webpage, Responses	