

Granbury Independent School District

Acton Elementary School

2013-2014 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

Our mission, in collaboration with unique partnerships, is to provide a rigorous academic curriculum along with enriching and individualized opportunities empowering every student to compete in an ever-changing world.

Vision

All students are equipped with skills to be inspired, contributing citizens excelling in any chosen endeavor within a dynamic global society.

Core Beliefs

We believe students' futures are impacted by access to and use of opportunities to foster their unique capabilities and interests.

We believe partnerships between parents, students, teachers, and the community are vital to the success of our school system.

We believe cultivating positive relationships is essential for successful learning.

We believe adaptable students who are life-long learners will be empowered to shape their world.

We believe providing an optimal environment enables each student to discover his or her full learning potential.

Acton Elementary
Comprehensive Needs Assessment
2013-2014

Vision – EVERY STUDENT IS WORTH MY BEST!

Mission - Acton Elementary in partnership with the community has high expectations and is committed to:

- reaching hearts
- building character
- growing learners
- embracing families

Demographics

Acton Elementary averaged six hundred and fifty students during the 2012-2013 school year. In May 2013, 40.5% of our students qualified for free or reduced price meals. The enrollment by ethnic background was 546 White, 97 Hispanic, 9 Black, 5 American Indian and 3 Asian/Pacific Islander.

Student Achievement

Student performance on state assessments, measurable goals, subgroups, and timely interventions processes are addressed in the Campus Improvement Plan and Needs Assessment. Overall student performance on state assessments was at or above district average. The quantitative data on the 2012-2013 STAAR indicated that 86.6% of students met satisfactory standard in grades 3-5. In math, 79% of students in grades 3-5 met the satisfactory standard. In writing, 83% of fourth graders met standard and in science, 80% of 5th graders met satisfactory standard. Overall in grades 3-5, 26% of students performed at the advanced level in reading, 20% in math, 12% in writing, and 9% in science. Economically disadvantaged, Hispanic and special education students scores in math, reading and writing were below campus average. Math scores reflect the largest gap.

Quantitative data will be used to identify individual student needs. Each teacher will be responsible for maintaining a data sheet for their class. The data sheet will list the information that is needed to begin the intervention process. A copy of the data sheet will be updated and given to the assistant principal and principal each six weeks. Response to Intervention (RTI) and information on the data sheets will be used to identify student needs in a timely manner. Most students on RTI level II and III were offered extra assistance during the school day.

One hundred and twelve students received instruction by certified tutors in reading. Ninety six students received instruction by certified tutors in math. The tutors individualize and group students in third, fourth and fifth grade according to need and objective. Students in kindergarten, first and second grade also received instruction by a certified tutor. Kindergarten, first, second and third grade students receive iStation

assessments with interventions in reading. Each student in grades 1-5 rotated two times a week for forty-five minutes to classes for intensive intervention according to need. Students were grouped by objective Students in fourth and fifth grade also receive iStation interventions in reading. Twenty six fourth grade students received tutoring in writing to help them improve their writing scores. Acton Elementary achieved the highest percentage of students meeting satisfactory standard within our district. The tutors used objectives to build lessons as well as supplementary materials including Mentoring Minds math, writing, and reading, reading warm-ups and more, and hedgehog learning materials for science.

90% of all students will meet Level II (Satisfactory) on the STAAR reading, math and writing assessment.

25% of all students will meet Level III (Advanced) on the STAAR reading, math and writing assessments.

90% of Hispanic, economically disadvantaged, special education and LEP students will meet Level II (Satisfactory) on the STAAR reading, math and writing assessments. 25% will meet Level III (Advanced).

Students who are at-risk will be identified with classroom assignments, common assessments and benchmarks.

At-risk students will be referred to the RTI committee.

Students who are on RTI Level II and III will receive tutoring by certified tutors.

Students who are on RTI Level II and III will be receive additional intervention by classroom teachers.

Students on RTI Level III whose progress has plateaued will be considered for a referral for an educational evaluation.

2012-2013 TELPAS

Beginning	9
Intermediate	5
Advanced	6
Advanced High	7

The school met AYP year in previous years.

Curriculum, Instruction and Assessment

The curriculum is aligned with the Texas Essential Knowledge and Skills (TEKS). The TEKS are the State's academic content standards. All teachers receive a copy of the

TEKS and Scope and Sequence for each subject. The Scope and Sequence is developed in collaboration with teachers and curriculum personnel. Teachers participate in the curriculum alignment process during Summer Conference and throughout the school year. Curriculum alignment is accomplished in horizontal and vertical teams when the teachers meet with the principals on campus.

STAAR, Benchmarks, iStation Assessments and Common Assessments will be used to evaluate instructional effectiveness and student progress. Identified low performing students are referred for Response to Intervention (RTI). The TEKS are the approved curriculum for each subject. Textbooks are adopted and used to help teach the TEKS. The district had adopted Harcourt Health and Fitness, Scott Foresman Reading, Spelling, Social Studies and Science, envision Math and Foss Kits for Science.

All students receive instruction in the computer lab each week. Each classroom has five student computers. The classrooms also have a DLP projector and smart boards are available for the teachers and students.

Staff Quality, Recruitment and Retention

All teachers and paraprofessionals are highly qualified. Human resources determines that applicants are highly qualified before they are allowed to interview for employment. Teachers and paraprofessionals attend Summer Conference. Participation in Summer Conference is mandatory. Professional development involves learning how to understand and implement the Texas Essential Knowledge and Skills (TEKS). Training is also provided for new textbook adoptions. Teachers are always given an opportunity to participate in collaborative groups. Written evaluations are used to improve the conference for the next school year.

Professional development will be provided to help teachers implement instructional strategies that are effective with Hispanic, special education and economically disadvantaged students.

Acton Elementary participates in the Effective Schools Project at Tarleton State University.

All teachers on each grade level have a fifty minute planning period at the same time. The common planning period allows them to meet and collaborate during the school day. Common planning time across grade levels is scheduled on days the students are not in attendance.

Personnel from the Human Resources Department recruit teachers from several universities. Activities include participating in job fairs, posting vacancies in multiple sites, organizations, colleges and maintaining an active webpage. New teachers are given a mentor in order to retain highly qualified staff members.

Teachers are given assistance in maintaining or attaining certification through alternative programs. GT certification, ESL certification, coursework and TExES testing in order to assure all staff are highly qualified.

Family and Community Involvement

Teachers send progress reports and report cards to keep parents informed. Parents can also look at their students grades at anytime since the grade books are on line. A mentoring program will continue to be used to pair parents and community members with at-risk students. The mentors will meet with their assigned student once each week. Just a few of the many ways parents can volunteer include the following:

- Classroom volunteer
- Reading/Math volunteer tutor
- Join PTO
- Share career experiences with students
- Fieldtrip chaperone
- Attend student performances
- Attend grade level parent information meetings
- Attend school picnic
- Parent teacher conferences

The PTO, Site Based Committee and Title I School Support Team all give parents and community members an opportunity to be involved in decision making.

Correspondence is sent home in English and Spanish. The secretary in the front office is fluent in English and Spanish.

This year, we held four family nights for parents, families and community members to get involved. At the beginning of the year, we held a back to school picnic serving food funded by the PTO. We also held a family reading night and family fitness night each producing well over 200 participants at each event. At the end of the year, we celebrated with our family enrichment night. Our families rotated through enrichment activities as our students do each Friday during the year. This was funded through Title I.

School Organization

Staff members are involved in decision making by serving on the Site Based Committee or Title I School Support Team. The school budget is developed with the assistance of the Site Based Committee. The Title I budget is developed by central office personnel.

The school staff is committed to increasing the academic achievement of all subgroups. Response to Intervention (RTI) is a collaborative process. RTI will be the process that will be used to identify students who aren't making adequate progress. Data sheets will also be used to identify students who are at risk. Timely interventions will be implemented once students are identified.

The principal and assistant principal share the responsibility for student discipline. Each teacher receives a copy of "Who Do I Ask" at the beginning of the school year. "Who Do I Ask" directs employees to the person who they can contact for assistance by having areas of responsibility listed under each individual's name.

The principal and assistant principal conduct classroom snapshot visits. The information is collected and shared with all teachers by grade level. A collaborative process is used to determine how teachers will use the information to improve instruction.

The school budget is determined by the number of students enrolled. Once the allocation is received the campus budget is developed by the Site Based Committee.

The school operates with one written plan which is the Campus Improvement Plan. Each grade level leader helps develop the plan. All teachers have an opportunity to contribute by collaborating with their grade level leader.

The campus had been rated recognized for several years. An exemplary rating was achieved for the 2008-2009, 2009-2010, and 2010-2011 school year. With the implementation of STAAR, ratings for the last two school years have not been awarded.

School Culture and Climate

The State of Texas Assessments of Academic Readiness (STAAR) will be administered in third, fourth and fifth grade. Benchmarks and Common Assessments are administered at to all grades. The Texas Early Math Inventory is administered in kindergarten, first and second grade. These are all quantitative data sources.

Families are invited throughout the year to AES family involvement nights. Communication is mandatory at AES through the use of webpages, email, facebook, schools messenger as well as notes home in folders.

This year, we implemented Rachel's Challenge. This character building program helped us create a positive environment focused on building unity, influence, acceptance and goal-setting. This year, 10,467 acts of kindness and compassion were documented from our students at AES.

We also implemented the Customer Care approach. Our office staff as well as the entire faculty in staff live by the motto "treat others as you would like to be treated if you were in their shoes." This year, we have lived by the words from Barbara Jean. We are committed to customer care.

This year, we also supported our High School Drama Department by attending the play, "Beauty and the Beast." Through title I funds, we were able to take all of our students and provide them with an experience that they will remember and add to their schema.

School Support Team Involvement

The School Support Team (SST) will oversee the needs assessment process, lead the staff in developing plans and conduct or oversee the program's annual evaluation. The SST includes a teacher from each grade level, instructional specialist, assistant principal and principal. A representative from the PTO and the community will also serve on the SST.

Campus Improvement Plan

The Campus Improvement Plan is developed by the principal, assistant principal, instructional specialists and Site Based Committee. The analysis of quantitative and qualitative data results in the development of goals and plans that support all students in reaching proficiency in academic content areas. The plan includes strategies at the classroom level as well as strategies at the school and district levels targeted to achieve specified school and district goals. The plan includes activities necessary to fully implement the strategies needed for addressing student learning.

Technology

The teachers are all provided a laptop computer. Five student computers are available in each classroom. The school has a computer lab and each class is scheduled to use the lab once each week.

AR, STAR, iStation, Study Island, Tumble Books, and Rosetta Stone are all available for the students.

Each teacher has an LCD Projector and almost each classroom has a Smart Board mounted on the wall.

Title I funds allowed us to purchase more SmartBoards for additional classroom instruction.

Special Programs and Services

The gifted and talented teachers will provide lessons for the gifted learners that require higher order thinking skills. Gifted students will participate in the science fair and other specialized projects. Students participating in the Gifted and Talented program will meet once a week with the GT teacher for forty-five minutes where they will participate in activities geared towards higher level thinking. GT students will also have the opportunity to participate in Odyssey of the Mind.

At-Risk learners will be provided small group instruction by certified tutors and the reading specialist. At-Risk students will remain in the Response to Intervention process until they reach grade level or receive a referral for an educational evaluation.

English Language Learners (ELL) will be evaluated to determine their educational needs. Students who need accelerated instruction in reading will receive instruction from the

reading tutor and/or classroom teacher. Students who need accelerated instruction in math will receive instruction by certified tutors and classroom teachers.

Special education students will receive inclusion services in the general education classroom. One special education teacher and one paraprofessional will provide extra support for the students in the general education setting. Special education students in the life skills program will receive academic instruction in the classroom. They will also participate in a functional/community based curriculum. Special education students will participate in general education classes as determined by their Individual Education Plan.

Homeless students will be identified and provided with school supplies, food from a local food pantry, clothing and special instruction as needed.

In addition to our enrichment Fridays which serve to provide our students with creating experiences and making connections, we also serve our students in the Response to Intervention Program through rotations every Monday and Wednesday. Every grade level groups students by objective and builds upon his or her strengths.

Evaluation of Plans and Strategies

Common assessments and benchmarks will be used to evaluate on a regular basis to ensure that the interventions/strategies are having the intended impact on the skills, knowledge and behavior of students and adults. The reading, math, writing and science STAAR test will be given in grades three, four and five. The Texas Early Mathematics Inventory will be used in kindergarten, first and second grade. Kindergarten, first and second grade reading will be assessed with iStation assessments.

Goals

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 1: Develop and implement procedures to enhance a positive school climate.

Summative Evaluation: AES school survey will show 90% satisfactory in all areas.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Rachel's Challenge	Counselor, Principal, AP, Librarian Funding Sources: Local (199) - \$100.00	Kick-off, chain links, Community Event				
2) Family Nights and Music Programs	Principal, AP, Vertical Team Committee, Teachers Funding Sources: Local (199) - \$500.00	sign-in sheets , parent communication flyer, school calendar				
3) Parent Orientation Meetings	Principal, AP, Grade Level Leaders	sign-in sheets, school calendar				
4) Kindergarten Roundup	Principal, AP, Kindergarten Teachers, Public Information Officer, Office Staff	enrollment, school calendar, parent communication				
5) Customer Care Training	Principal, AP	parent feedback, school climate, parent survey				
6) Provide staff training on bullying awareness, prevention and procedures.	Principals, AP, Counselor	Sign-in sheets, agendas				
7) Create school unity through daily morning assembly.	Principal, AP, Counselor, Teachers	Student participation and observation, daily schedule, MVP student of the day				
8) "Moments of Wow" throughout the school year.	Principal, AP, Counselor, All staff	Student and class participation, observation of random acts of kindness, student and parent feedback				
9) Smiling Dads Program	Principal, AP	Parent and student feedback, observation				
10) 5th Grade overnight trip to Camp Grady Spruce.	Principal, AP, 5th Grade Teachers	5th grade office referrals, parent, teacher and student feedback.				



= Discontinue



= No Progress



= Some Progress



= Considerable



= Accomplished

Goal 1: We will foster an environment where students, their families, staff, and the community provide a unified network of support that integrate positive relationship building and high expectations where every diverse member is valued.

Performance Objective 2: Provide opportunities for parent and community service.

Summative Evaluation: AES volunteers will log at least 150 hours of service throughout the 2013-2014 school year.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Enlist Parent and Community Volunteers through PTO	PTO, Principal, Teachers	volunteer forms, sign-in sheets, agendas				
2) Mentor Program	Principal, AP, Mentor Coordinator	raptor sign-in, mentor schedule, end of year celebration				
3) Partner with community organizations and businesses for student recognition and education.	Counselor, Principal, AP, Office Staff	Kiwanis Terrific Kids Kiwanis Super Citizens Six Flags Read to Succeed Lions Club Showbiz Cinemas Granbury Education Foundation Brookshires HEB Volunteer Fire Department				
4) Author Visit	Librarian	student feedback, observation				
Funding Sources: Local (199) - \$500.00						
5) Career Day	Counselor	Career day rotations, feedback and observation				
Funding Sources: Local (199) - \$300.00						
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Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 1: Implement Project Based Learning

Summative Evaluation: By the end of the summer of 2014, 74% of AES staff will be trained in implementing Project Based Learning.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Teachers attend 3 day training from the Buck Institute.	Early Adopter Teacher Cohort, CBP Staff	PBL Training Certificate	✓			
2) Attend PBL Lead Training from the Buck Institute.	Principal, AP, Librarian	PBL Training Certificate	✓			
3) Each trained staff member will develop and implement one PBL project per semester.	Early Adopter Teachers, Principal, CBP staff	Project Overview, Presentations	🍅			
4) Enlist additional teachers to attend Project Based Learning cohort group summer 2014.	Curriculum Director, Principal	PBL Training Certificate				
<p>X = Discontinue 🍅 = No Progress 🍅 = Some Progress 🍅 = Considerable ✓ = Accomplished</p>						

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 2: Improve student performance according to state standards, including subgroups in all academic areas






Summative Evaluation: In the 2013-2014 school year, AES students in grades 3-5 will increase state assessment performance by 5%.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) All instructional staff will participate in the campus based CARA (collect analyze, reflect and act) process to identify areas of needed growth based upon common assessment and benchmark data.	Principal, AP	school calendar, agenda, data sheets Level II STAAR Performance 3-5 Reading 86% to 91% 3-5 Math 79% to 84% 4th Writing 83% to 88% 5th Science 80% to 85%				
2) Provide supplemental intervention to support student success.	Accelerated Instruction Aide, Tutor, AP, Principal, Counselor, Teachers	Intervention Documentation, data for students at-risk, ELL students, RTI documentation, Mentoring Minds Reading, Writing and math, Hedgehog Learning Science, Heinemann Reading Toolkit Grade 3				
3) Provide enrichment opportunities for identified Gifted and Talented students.	Funding Sources: Local (199) - \$6000.00, State Comp Ed (24) - \$1950.00, Local (199) - \$971.00, Local (199) - \$18000.00, State Comp Ed (24) - \$3604.00 Principal, AP, Gifted and Talented Teachers	Enrichment Rotations, Odyssey of the Mind				
4) All instructional staff will participate in vertical teams. Teams will meet twice a semester.	Funding Sources: Gifted (21) - \$8470.00 Principal, AP, Vertical Team Leaders	Vertical team notes, student progress				
<p>X = Discontinue = No Progress = Some Progress = Considerable = Accomplished</p>						

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 3: Improve college readiness performance





Summative Evaluation: In the 2013-2014 school year, AES students in grades 3-5 will increase Level III performance on state assessments by 3%.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	
1) Implementation of 21st century skills in all classrooms. (Creativity, Critical Thinking, Collaboration, and Communication).	Principal, AP, Teachers	Increased percentage of students meeting level three on state assessments, lesson plans, walkthrough data Level III Performance - 3-5 Reading 26% to 29% 3-5 Math 20% to 23% 4th Writing - 12% to 15% 5th Science 9% to 12%				
<p> = Discontinue = No Progress = Some Progress = Considerable = Accomplished</p>						

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 4: Students will participate in coordinated school health activities.








Summative Evaluation: 100% of eligible AES students will participate in coordinated school health activities.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Students in grades 3-5 will participate in the state fitness assessment. (Fitness Gram)	PE Teacher	Fitness Gram Report	✓			
2) Students in 5th grade will have the opportunity to view and discuss the "Growing-Up" video selected by the district Student Health Advisory Committee. (SHAC)	Principal, Nurse, PE, Teacher	Parent notification letter, school calendar, lesson plans				
3) 4th and 5th Grade Milers Club	P.E. Teachers, Principal	Documented miles, medals, T-shirts				
4) Students in kindergarten through 2nd grade will participate in dental health awareness assembly and dentist visit.	Principal, K-2nd grade teachers	Assembly, student discussion and observation, school calendar				
<p>X = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished</p>						

Goal 2: We will implement a rigorous and engaging curriculum that integrates new technology, fosters partnerships, and utilizes innovative instructional strategies in order for every student to attain his or her individual goal.

Performance Objective 5: Provide flexible opportunities for students that are at-risk of dropping out or not completing.

Summative Evaluation: In the 2013-2014 school year, AES students in grades 3-5 will increase state assessment performance by 5%.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Implementation of supplemental instruction for RI & LEP students.	Principal, AP, Teachers, Counselor	Intervention schedule, RTI meeting minutes, lesson plans, data sheets				
2) Monitor and provide interventions for targeted students with poor attendance and provide incentives for all students with perfect attendance.	Principal, AP, Counselor, Office Staff	Attendance records, attendance reward system				
3) Provide opportunities for fifth grade students to visit GHS CTE departments.	Principal, AP, Teachers, CTE Director	lesson plans, student surveys, observation				
<p> = Discontinue  = No Progress  = Some Progress  = Accomplished</p>						

Goal 3: We will utilize technology to support the on-going transformation of programs, services, and tools throughout every facet of the campus.

Performance Objective 1: Provide technology professional development to support instruction






Summative Evaluation: 100% of AES teachers will meet campus based technology proficiencies.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Technology Staff Meetings for Teachers - "Techie Time"	Campus Technology Vertical Team, Principal	School Calendar, Agendas, Documented Classroom Activities				
2) Teachers will attend GISD technology department's summer and after school workshops. Teachers will evaluate their personal strengths and weaknesses and select courses that will benefit their individual classrooms.	Principal, GISD Technology Department	Eduphoria, lesson plans, STAR chart, PDAS				
3) Ipad Training for all teachers.	Librarian	sign-in sheet, agenda, Certificate of training completion.				
4) Principal, Librarian and a member of the Technology Vertical Team will attend the TCEA Conference and train campus on new technology.	Principal	conference, "Techie Time" trainings, sign-in sheets, agendas				
Funding Sources: Local (199) - \$900.00						
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Goal 3: We will utilize technology to support the on-going transformation of programs, services, and tools throughout every facet of the campus.

Performance Objective 2: Ensure students demonstrate responsible digital citizenship

Summative Evaluation: 100% of AES students will complete safety training during the 2013-2014 school year.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Students will receive annual cyber safety training using GISD technology department's curriculum.	Principal, Librarian, GISD Technology Department	Reduced number of offenses related to student technology, campus attestation forms.	✓			
<p>  = Discontinue  = No Progress  = Some Progress  = Considerable  = Accomplished </p>						

Goal 3: We will utilize technology to support the on-going transformation of programs, services, and tools throughout every facet of the campus.

Performance Objective 3: Expose students to a variety of digital tools and software

Summative Evaluation: AES teachers will use technology to enhance instruction at least 80% of the time.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Dec	Feb	Apr
1) Teachers will use a technology tools to improve student performance such as classrooms computers, LCD projectors, document camera, interactive whiteboards, flip cameras and hand held devices.	Principal, AP, Librarian, GISD Technology Department	STAR Chart, Snapshot data, PDAS			
2) Students will use software such as Study Island, Reading Eggs, iStation, Brain Pop, AR, Education City, Reading Express to improve student performance.	Principal, AP, Librarian, GISD Technology Department	Software Usage Reports, State Assessment Data			
<p> = Discontinue = No Progress = Some Progress = Considerable = Accomplished</p>					

Goal 4: We will commit to the continuous evaluation and improvement of campus safety in order to provide an optimal learning environments for all stakeholders.

Performance Objective 1: Implement and maintain campus safety plan.







Summative Evaluation: 100% of AES staff will participate in district safety training and monthly campus safety drills.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Campus monthly facility inspection.	Principal, AP, Custodian	Completed report				
2) Timely submission of campus work orders.	Principal, AP, Secretary, Lead Custodian	Eduphoria Reports				
3) State, Local, and Campus safety trainings including 10 WC video trainings for staff, student drills, and other state required trainings.	Principal, AP, District Personnel	State and local completion reports.				
4) Create an effective release procedure for pick-up students.	Principal, AP, Teachers	AES family survey, observation				
<p> = Discontinue = No Progress = Some Progress = Considerable = Accomplished</p>						

Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 1: Implement flexible scheduling.






Summative Evaluation: All grade levels will participate in alternate schedules at least 27 weeks in the 2013-2014 school year.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Students participate in enrichment/intervention classes.	Principal, AP, Accelerated Instructional Aide, Teachers Funding Sources: Local (199) - \$1000.00	Alternate schedule for Rotations, Lesson Plans				
2) Early Release days at the end of each grading period will be utilized for campus planning, collaboration and training.	Principal, Campus Leadership Team	Agendas, School Calendar, Sign-in Sheets				
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Goal 5: We will provide flexibility within the school day to allow individualized opportunities for students as well as teacher preparation and collaboration to support rigorous academic curriculum.

Performance Objective 2: Utilize Campus Leadership Team to determine and evaluate professional development needs of the campus.







Summative Evaluation: 100% of professional development sessions will reflect needs of the campus.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Principal and Campus Leadership Team will meet on a regular basis to discuss professional development needs.	Principal, Campus Leadership Team Members	Meeting Agendas, Sign-in Sheets				
<p> = Discontinue  = No Progress  = Some Progress  = Accomplished</p>						

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 1: Maintain comprehensive list of resources available to Acton students and families.






Summative Evaluation: AES counselor will maintain and edit a comprehensive list of resources for families at least four times throughout the 2013-2014 school year.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Families needing assistance are directed to resources within the district and community.	Counselor	Comprehensive list of known resources and services.				
2) Campus procedures will be established and understood by all staff members on referral process for families in need of assistance.	Principal, AP, Counselor, Nurse	Documentation of SOPs, Resource List, Agendas, Sign-in sheets				
 = Discontinue  = No Progress  = Some Progress  = Accomplished						

Goal 6: We will provide support and assistance in learning experiences ensuring equitable resources and opportunities for all students and families.

Performance Objective 2: Utilize Speaker's Bureau.

Summative Evaluation: AES will utilize the Speaker's Bureau and additional community resources a minimum of 20 times throughout the 2013-2014 school year.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Dec	Feb	Apr	June
1) Teachers utilize Speaker's Bureau to bring "real world" community members into the classrooms to enhance academic learning.	Principal, AP, Teachers	Lesson Plans, Raptor Sign-in Log, Pictures				
<p> = Discontinue  = No Progress  = Some Progress  = Accomplished</p>						

State Compensatory

Budget for Acton Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199 E 11 6118 00 102 0 24 000	6118 Extra Duty Stipend - Locally Defined	\$3,604.00
199 E 11 6125 00 102 0 24 000	6125 Salary Support - Locally Defined	\$18,937.00
199 E 11 6141 00 102 0 24 000	6141 Social Security/Medicare	\$275.00
199 E 11 6142 00 102 0 24 000	6142 Group Health and Life Insurance	\$4,225.00
199 E 11 6143 00 102 0 24 000	6143 Workers' Compensation	\$252.00
199 E 11 6144 00 102 0 24 000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$1,477.00
199 E 11 6145 00 102 0 24 000	6145 Unemployment Compensation	\$19.00
199 E 11 6146 00 102 0 24 000	6146 Teacher Retirement/TRS Care	\$104.00
	6100 Subtotal:	\$28,893.00
6300 Supplies and Services		
199 E 11 6395 00 102 0 24 000	6395 Supplies, DP Operations - Locally Defined	\$1,450.00
199 E 11 6395 00 102 0 34 000	6395 Supplies, DP Operations - Locally Defined	\$500.00
	6300 Subtotal:	\$1,950.00

Personnel for Acton Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kristina Endicott	Paraprofessional	State Comp	100%