

Granbury Independent School District
Acton Elementary School
2014-2015 Campus Improvement Plan



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.

TEXAS EDUCATION AGENCY
2014 Accountability Summary
 ACTON EL (111901102) - GRANBURY ISD

Accountability Rating

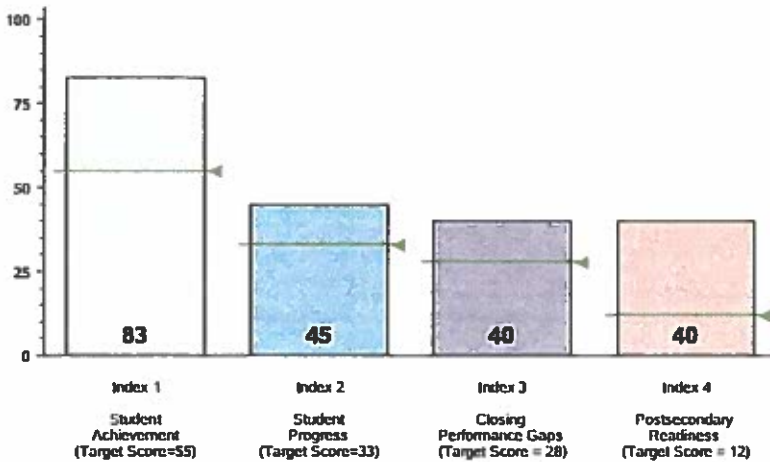
Met Standard

Met Standards on	Did Not Meet Standards on
- Student Achievement	- NONE
- Student Progress	
- Closing Performance Gaps	
- Postsecondary Readiness	

Distinction Designation

Academic Achievement in Reading/ELA NO DISTINCTION EARNED
Academic Achievement in Mathematics NO DISTINCTION EARNED
Academic Achievement in Science NO DISTINCTION EARNED
Academic Achievement in Social Studies NOT ELIGIBLE
Top 25 Percent Student Progress NO DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps NO DISTINCTION EARNED
Postsecondary Readiness NO DISTINCTION EARNED

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	699	839	83
2 - Student Progress	634	1,400	45
3 - Closing Performance Gaps	485	1,200	40
4 - Postsecondary Readiness			
STAAR Score	40.3		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Indicator Score	N/A		40

Campus Demographics

Campus Type	Elementary
Campus Size	688 Students
Grade Span	PK - 05
Percent Economically Disadvantaged	38.5%
Percent English Language Learners	5.7%
Mobility Rate	15.6%

System Safeguards

Number and Percent of Indicators Met	
Performance Rates	16 out of 16 = 100%
Participation Rates	10 out of 10 = 100%
Graduation Rates	N/A
Total	26 out of 26 = 100%

For further information about this report, please see the Performance Reporting Division web site at <http://ritter.tea.state.tx.us/perfreport/account/2014/index.html>

**Acton Elementary
Comprehensive Needs Assessment
2014-2015**

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 ended the year with seven hundred fifteen students. In May 2014, 42% of our students qualified for free or reduced price meals. The enrollment by ethnic background was 564 White, 135 Hispanic, 7 Black, 3 American Indian and 6 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 2013-2014 STAAR indicated that 88% of students met reading satisfactory standard in grades 3-5. In math, 80% of students in grades 3-5 met the satisfactory standard. In writing, 73% of fourth graders met standard and in science, 83% of 5th graders met satisfactory standard. Overall in grades 3-5, 25% of students performed at the advanced level in reading, 22% in math, 6% in writing, and 13% in science. Economically disadvantaged, Hispanic and special education student scores in math, reading and writing were below campus average. Math scores reflect the largest gap. Acton Elementary grade 3-5 students did not meet the Federal Performance standard of 79% in math in the Hispanic and Economically Disadvantaged subgroup and in reading in the Hispanic subgroup. These three areas have been identified as system safeguards and will be targeted in the 2014-2015 school year.

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 document student progress. A copy of the data sheet will be updated and given to the instructional coach, assistant principal and principal each six weeks. Information on the data sheets will be used to identify student needs in a timely manner. Students on RTI level II and III were offered extra assistance during the school day.

Kindergarten through fifth grade students receive iStation assessments with interventions in reading. Each student in grades 1-4 rotated two times a week for forty-five minutes to classes for intensive intervention according to need. Students were grouped by objective and provided instruction based on the individual. Students in fifth grade were pulled in small groups by classroom teachers. In math, students in kindergarten through second grade took the Texas Early Mathematics Inventory while students in third through fifth grade used think through math and study island for computer based math assessments. Classroom teachers used this data to provide individual and small group instruction for students. Tutors met with students in third through fifth grade to provide small group instruction on objectives in both math and reading. Tutors and teachers used supplementary materials including Mentoring Minds math, writing, and reading, reading warm-ups and more, and hedgehog learning materials for science. For the 2014-2015 school year, due to growth in enrollment and added classrooms, each grade level has a designated intervention time where classroom teachers meet with small groups for intensive instruction. Certified tutors will begin in November to provide additional intervention for identified students. Tutor funds will come from Title I funds (\$8000) and State Compensatory funds (\$14,705).

State Assessment Goals for 2014-2015:

93% of all students will meet Level II (Satisfactory) on the STAAR reading assessment.
86% of all students will meet Level II (Satisfactory) on the STAAR math assessment.
80% of all students will meet Level II (Satisfactory) on the STAAR writing assessment.
88% of all students will meet Level II (Satisfactory) on the STAAR science assessment.

28% of all students will meet Level III (Advanced) on the STAAR reading assessment.
25% of all students will meet Level III (Advanced) on the STAAR math assessment.
10% of all students will meet Level III (Advanced) on the STAAR writing assessment.
25% of all students will meet Level III (Advanced) on the STAAR science assessment.

80% of Hispanic and economically disadvantaged, special education and LEP students will meet Level II (Satisfactory) on the STAAR reading, math, writing and science assessments.

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 direct, intensive instruction through rotations during the school day.

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.

2013-2014 TELPAS

Beginning	11
Intermediate	10
Advanced	7
Advanced High	9

The school met AYP year in previous years.

AES was ranked in Quartile four based on the state accountability system in attendance. We have identified and targeted attendance for the 2014-2015 school year. We will be holding weekly reward drawings for those in perfect attendance during the week as well as grading period attendance awards. We will use various incentives throughout the year with our drawings. Grade levels and individual classrooms will also incorporate attendance incentives.

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 teams when the teachers meet with the principals and instructional coach on campus and also in vertical teams which meet at least five times a year.

STAAR, Benchmarks, Screeners, iStation Assessments, Study Island 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 Scott Foresman Reading, Spelling, Social Studies and Science, envision Math and Foss Kits for Science. In the 2014-15 school year, we will be adopting the Houghton-Mifflin Math series, Go Math.

All students receive instruction in the computer lab each week. Each classroom has five student computers. The classrooms are all equipped with a DLP projector, document

cameras and smart boards. We also have sixty mobile devices for use and a computer station on wheels with twenty-five laptop computers for student use.

For the 2014-15 school year, an instructional coach will be utilized to work with classroom teachers to improve Tier I instruction. The instructional coach will also participate in walkthroughs and the CARA process to promote quality instruction. The Instructional Coach will also work with teachers to target identified students. The salary for this position will come from Title I funds allotted to AES (\$59,168).

For the 2014-15 school year, we purchased Motivation Reading and math for grades 2-5, Motivation Writing for grade 4, and Motivation Science for Grade 5. We also have purchased Countdown to Writing for grade 4 and Countdown to Math and Reading STAAR for grades 3-5. We also purchased Dr. Mike materials for Kindergarten and Go Math Kits for 2nd Grade. These materials are for supplemental use. Title funds and State Compensatory Funds are used to help make these purchases. (Title \$152 / State Comp \$500).

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. Summer conference sessions are directly related to areas needing improvement throughout the district. 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 and economically disadvantaged students. These sessions will take place on early release staff development days.

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.

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 online. 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**
- Volunteer in cafeteria and library**

The PTO and Site Based Committee 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.

At the beginning of the year, we hold informational meetings for all grade levels where teachers can detail and provide specific information to families. This year, we held three 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. Each grade level performs a music program throughout the year for families to come and enjoy.

For the 2014 – 15 school year, back to school meetings, AES picnic night, a mystery theater night, reading night, fitness night, PBL showcase and Enrichment night will be

held for our families. Title I funds (\$1044) for Parent Involvement will be used to help fund these parent nights.

For the 2014-15 school year, each classroom teacher will send out a weekly email highlighting the week as well as upcoming events. The emails will also include what the students will be learning for the week. All grades first through fifth also use a texting app called *Remind* to text families of upcoming events and send reminders. The principal also sends a weekly email detailing events and sending information weekly. Phone blasts are also used by principal when needed.

School Organization

Staff members are involved in decision making by serving on the Site Based Committee. 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 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 are not 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. Next year, we will add an instructional coach to our team. Our instructional coach will be in classrooms providing assistance to classroom teachers in best instructing students.

The school operates with one written plan which is the Campus Improvement Plan. Each grade level leader helps develop the plan as members of our site based team as well as a member of our district staff, community members, parents and PTO representatives. 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. We have been awarded the Title I Distinguished school award for the 2011-12 and 2012-13 school years.

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 continued our implementation of Rachel's Challenge. This character building program helped us create a positive environment focused on building unity, influence, acceptance and goal-setting. Our schoolwide theme is "I'm an Acton Pirate. What's your Superpower?" Our counselor has built a program that highlights the characteristics of a superhero. During morning assembly, one Superhero of the Day will be recognized for an act of kindness and compassion.

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.

Campus Leadership Team Involvement

The Campus Leadership Team will oversee the needs assessment process, lead the staff in developing plans and conduct or oversee the program's annual evaluation. The CLT includes a teacher from each grade level, instructional coach, assistant principal and principal. A representative from the PTO, parents, a district level employee and a community member will also serve on the CLT.

Campus Improvement Plan

The Campus Improvement Plan is developed by the principal, assistant principal, instructional coach and Campus Leadership Team. 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, Think through math and Tumble Books are all available for the students.

Each teacher has an LCD Projector and each classroom has a Smart Board mounted on the wall. Each classroom is equipped with an audio microphone system.

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. Funds allotted for Odyssey are GT funds (\$4000). Additional funds received (\$6935) are used for field trips, additional materials, and enrichment activities for our students in the gifted and talented program.

At-Risk learners will be provided small group instruction by certified tutors and classroom teachers. 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. ESL funds provided (\$1690) will help supply supplemental instruction to these students.

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. Imagine Learning has been provided for students in special education as a supplemental instructional tool.

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 designated intervention time Monday through Thursday. 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. A district created assessment will be used in kindergarten, first and second grade. Kindergarten, first and second grade reading will be assessed with iStation assessments.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student Success Initiative (SSI), Grades 5 and 8, data
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, 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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Teacher STaR Chart Technology Data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data






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	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Schoolwide Implementation of Rachel's Challenge	2, 6	Counselor, Principal, AP, Librarian	Kick-off, chain links, Community Event, Hero Huddle assembly each grading period				
2) Family Reading Night, Enrichment Night, Family Picnic Night, Mystery Dessert Theater Family Night, Fitness Night and K-5 Music Programs.	2, 6	Principal, AP, Vertical Team Committee, Teachers	sign-in sheets , parent communication flyer, school calendar, school survey				
Funding Sources: Title I (211) - \$1044.00							
3) Parent Orientation Meetings - Title I Campus Overview and notification	6, 10	Principal, AP, Grade Level Leaders	sign-in sheets, school calendar, meeting agenda, parent communication, flyers				
4) Kindergarten Roundup for students entering kindergarten for the 2015-2016 school year.	7	Principal, AP, Kindergarten Teachers, Public Information Officer, Office Staff	enrollment, school calendar, parent communication				
5) Implementation of Customer Care techniques and continued training for all AES staff.	6	Principal, AP	parent feedback, school climate, parent survey				
6) Provide staff training on bullying awareness, prevention and procedures.	1, 2, 4, 9, 10	Principals, AP, Counselor	Sign-in sheets, agendas				
7) Create school unity through daily morning assembly.	1, 2, 6, 10	Principal, AP, Counselor, Teachers	Student participation and observation, daily schedule, Superhero student of the day				
8) All staff and students will participate in "Moments of Wow" throughout the school year.	1, 2	Principal, AP, Counselor, All staff	Student and class participation, observation of random acts of kindness, student and parent feedback, pictures, school survey				
9) Smiling Dads Program will be utilized to welcome students to school and as a way for dads to be involved at AES.	6	Principal, AP	Parent and student feedback, observation				
10) 5th Graders will have the opportunity to participate in an overnight trip to Camp Grady Spruce.	6	Principal, AP, 5th Grade Teachers	5th grade office referrals, parent, teacher and student feedback.				

11) Superhero of the Day recognition during morning assembly each school day.	1, 2	Principals, Teachers, Staff	observations of acts of kindness, school climate				
12) Coffee with the Principals meeting at least once a school year.	1, 2, 6	Principal and AP	School survey, parent feedback, meeting agenda, sign in sheet				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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 250 hours of service throughout the 2014-2015 school year.






Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Enlist Parent and Community Volunteers through PTO	6, 10	PTO, Principal, Teachers	volunteer forms, sign-in sheets, agendas				
2) Partner with community organizations and businesses for student recognition and education.	2, 10	Counselor, Principal, AP, Office Staff	Kiwanis Terrific Kids Kiwanis Super Citizens Six Flags Read to Succeed Lions Club Granbury Education Foundation Brookshires HEB Volunteer Fire Department First National Bank Spring Creek Family Night Sonic AES day Lake Granbury Medical Center Speakers Bureau				
3) Students will have the opportunity to participate in an Author Visit during the school year.	2	Librarian	student feedback, observation				
	Funding Sources: Local (199) - \$500.00						
4) Implement Career Day schoolwide.	2, 6, 10	Counselor	Career day rotations, feedback and observation, speakers bureau				
							

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 2015, 100% of AES staff will be trained in implementing Project Based Learning.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Teachers attend 3 day training from the Buck Institute and/or GISD curriculum department.	2, 4, 8	Early Adopter Teacher Cohort, CBP Staff	PBL Training Certificate				
2) Attend PBL Lead Training from the Buck Institute.	2, 4	Principal, AP	PBL Training Certificate				
3) Each summer 2014 trained staff member will develop and implement one PBL project per semester. Each 2013 trained staff member will complete at least 3 PBL projects in the 2014-2015.	2, 3, 4	Early Adopter Teachers, Principal, CBP staff, Instructional Coach	Project Overview, Presentations				
4) Enlist additional teachers to attend Project Based Learning cohort group summer 2015.	2, 4	Curriculum Director, Principal	PBL Training Certificate				
5) PBL Family Night	2, 6	Teachers, Instructional Coach, AP, Principal	school survey, sign in sheets, parent communication flyer, school schedule				





 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

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 2014-2015 school year, AES students in grades 3-5 will increase state assessment performance by 5%.





Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
<p>System Safeguard Strategies 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. Data Meetings will be held each at least once each grading period.</p>	1, 2, 3, 8, 9	Principal, AP, Instructional Coach	<p>school calendar, agenda, data sheets</p> <p>Level II STAAR Performance 3-5 Reading 88% to 93% 3-5 Math 80% to 85% 4th Writing 73% to 80% 5th Science 83% to 88%</p>				
<p>System Safeguard Strategies 2) Provide supplemental intervention to support student success for all students and student subgroups including reading improvement in the hispanic subgroup and math improvement in the economically disadvantaged and hispanic subgroups.</p>	1, 2, 3, 8, 9	Instructional Coach, Tutor, AP, Principal, Counselor, Teachers	<p>Intervention Documentation, data for students at-risk, ELL and SPED, RTI documentation, Mentoring Minds Reading, Writing and math, Hedgehog Learning Science, Heinemann Reading Toolkit Grade 3 , Imagine Learning, Dyslexia Tutor, People's Education - Writing, Dr. Mike for Kindergarten, Grab and Go Math Kits 2nd grade, Countdown to STAAR Grades 2-5</p>				
Funding Sources: Title I (211) - \$8000.00, State Comp Ed (24) - \$14705.00, Local (199) - \$1732.00, Local (199) - \$500.00, Local (199) - \$2640.00, Local (199) - \$358.38, Title I (211) - \$152.00, State Comp Ed (24) - \$500.00							
<p>3) Provide enrichment opportunities for identified Gifted and Talented students.</p>	10	Principal, AP, Gifted and Talented Teachers	Enrichment Rotations, Odyssey of the Mind				
Funding Sources: Gifted (21) - \$6935.00, Gifted (21) - \$4000.00							
<p>System Safeguard Strategies 4) All instructional staff will participate in vertical curriculum teams. Teams will meet twice a semester.</p>	1, 2, 4, 8, 9	Principal, AP, Vertical Team Leaders, Instructional Coach	Vertical team notes, student progress data sheets, data from common assessments and STAAR, vertical TEKS data				
<p>System Safeguard Strategies 5) Utilize Instructional Coach to work with classroom teachers to improve instruction.</p>	1, 2, 3, 4, 9	Principal, Assistant Principal, Instructional Coach	student progress as documented by student data sheets, local and state assessment data, report cards, walkthrough data				
Funding Sources: Title I (211) - \$59168.00							

6) Implement Word of the Week program schoolwide. Word is introduced in morning assembly and used throughout the week in announcements as well as in individual classrooms.	2	Principal, Assistant Principal, Instructional Specialist, Teachers	local and state assessment data, walkthrough data, student progress data sheets				
System Safeguard Strategies 7) All classroom teachers will track student progress by using a data spreadsheet.	1, 2, 8	Principal, AP, Instructional Coach, Teachers	student progress data spreadsheets, local and state assessments, teacher observation				
 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue							

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 2014-2015 school year, AES students in grades 3-5 will increase Level III performance on state assessments by 3%.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Implementation of 21st century skills in all classrooms. (Creativity, Critical Thinking, Collaboration, and Communication).	1, 2, 3, 9	Principal, AP, Teachers	Increased percentage of students meeting level three on state assessments, lesson plans, walkthrough data Level III Performance - 3-5 Reading 25% to 28% 3-5 Math 22% to 25% 4th Writing - 6% to 10% 5th Science 13% to 16%				
2) All 2nd and 3rd Graders will participate in the First Move Chess Program.	6, 9	2nd and 3rd Grade Teachers, Instructional Coach	Increased performance on common assessments, benchmarks and STAAR data, lesson plans, Classroom walkthrough data				
 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue							

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	TITLE I	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)	2, 10	PE Teacher	Fitness Gram Report, lesson plans				
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)	2	Principal, Nurse, PE, Teacher	Parent notification letter, school calendar, lesson plans				
3) 4th and 5th Grade Milers Club	2, 10	P.E. Teachers, Principal	Documented miles, medals, T-shirts, awards ceremony				
4) Students in kindergarten through 2nd grade will participate in dental health awareness assembly and dentist visit.	2, 10	Principal, K-2nd grade teachers	Assembly, student discussion and observation, school calendar				
5) Red Ribbon week activities	2, 10	Counselor, Principal, Teachers	student participation, Nancy Burks performance, observation and school climate				
	Funding Sources: Local (199) - \$500.00, Local (199) - \$600.00						
6) 4th and 5th Grade Field Day	2	PE Teachers, Principal, Teachers	student participation, observation, school survey, student and parent feedback				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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 2014-2015 school year, AES students in grades 3-5 will increase state assessment performance by 5%.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
System Safeguard Strategies 1) Conduct meetings for review of student progress and implementation of supplemental instruction for RtI & LEP students.	1, 2, 3, 6, 8, 9, 10	Principal, AP, Teachers, Counselor, Instructional Coach	Intervention schedule, RTI meeting minutes, lesson plans, data sheets				
Funding Sources: ESL/Bilingual (25) - \$1690.00							
2) Monitor and provide interventions for targeted students with poor attendance and provide incentives for all students with perfect attendance.	1, 2, 6, 8, 9	Principal, AP, Counselor, Office Staff, teachers	Attendance records, attendance reward system for classrooms, whole school attendance rewards and drawings				
3) Provide opportunities for fifth grade students to visit GHS CTE departments.	1, 2, 6, 8, 9	Principal, AP, Teachers, CTE Director	lesson plans, observation, lesson plans, student schedules and products				
 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue							

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	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Technology Staff Meetings for Teachers - "Techie Time"	1, 2, 3, 4, 8, 9	Campus Technology Vertical Team, Principal, Instructional Coach	School Calendar, Agendas, Documented Classroom Activities				
2) Ipad Training for all teachers.	3, 4	Librarian	sign-in sheet, agenda, Certificate of training completion.				
3) Principal or AP, Librarian and a member of the Technology Vertical Team will attend the TCEA Conference and train campus on new technology.	1, 4	Principal	conference, "Techie Time" trainings, sign-in sheets, agendas				
Funding Sources: Local (199) - \$900.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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 2014-2015 school year.

Strategy Description	TITLE I	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.	1, 2, 3, 4, 10	Principal, Librarian, GISD Technology Department	Reduced number of offenses related to student technology, campus attestation forms.				
							

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	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Teachers will use a technology tools to improve student performance such as classrooms computers, LCD projectors, document camera, interactive whiteboards, flip cameras, audio microphones and hand held devices.	1, 2, 9	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, Think Through Math, Spelling City, Xtra Math, and Go Math to improve student performance.	1, 2, 9	Principal, AP, Librarian, Instructional Coach, GISD Technology Department	Software Usage Reports, State Assessment Data, TELPAS/STAAR				
 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue							

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	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Campus monthly facility inspection.	1, 2, 10	Principal, AP, Lead Custodian	Completed monthly inspection report, timely submission of campus work orders				
2) State, Local, and Campus safety trainings including 10 WC video trainings for staff, student drills, and other state required trainings.	1, 2, 10	Principal, AP, Transportation Dept, teachers	State and local completion reports.				
3) Create an effective release procedure for pick-up students.	1, 2, 6	Principal, AP, Teachers, Staff	AES family survey, observation				
4) Utilize the new secure entrance and procedures from summer 2014 construction.	1, 2	Secretary, Office Clerk, Principal, AP	school survey, school climate, parent and family feedback				
 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue							

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	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Students participate in enrichment/intervention classes.	1, 2, 3, 9, 10	Principal, AP, Instructional Coach, Teachers, Tutors	Alternate schedule for Rotations, intervention and enrichment, Lesson Plans, master schedule				
2) Early Release days at the end of each grading period will be utilized for campus planning, collaboration and training.	1, 2, 4, 8	Principal, Campus Leadership Team, AP, teachers	Agendas, School Calendar, Sign-in Sheets				
 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue							

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	TITLE I	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.	1, 2, 3, 4, 6, 8	Principal, Campus Leadership Team Members	Meeting Agendas, Sign-in Sheets, Parent Involvement Plan, CIP, CNA				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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	TITLE I	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.	1, 6, 9, 10	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.	1, 2, 4, 6, 10	Principal, AP, Counselor, Nurse	Documentation of SOPs, Resource List, Agendas, Sign-in sheets				
 = Accomplished  = Considerable  = Some Progress = No Progress  = Discontinue							

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	TITLE I	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.	1, 2, 3, 6, 8, 9, 10	Principal, AP, Teachers	Lesson Plans, Raptor Sign-in Log, Pictures, PBL projects, Career Day				
							

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	\$14,705.00
6100 Subtotal:		\$14,705.00
6300 Supplies and Services		
199 e 11 6395 00 102 0 34 000	6395 Supplies, DP Operations - Locally Defined	\$500.00
6300 Subtotal:		\$500.00

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angie Molinari	Instructional Specialist	Title I	100%

2014-2015 Campus Based Leadership Team

Committee Role	Name	Position
Non-classroom Professional	Anna Roe	Principal
Classroom Teacher	Katie Agor	1st Grade Teacher
Classroom Teacher	Debbie Wilson	2nd Grade Teacher
Classroom Teacher	Shanna McPherson	3rd Grade Teacher
Classroom Teacher	Connie Oelschig	4th Grade Teacher
Classroom Teacher	Maggie Walton	5th Grade Teacher
Classroom Teacher	Angie Gilliam	Kindergarten Teacher
Classroom Teacher	Leah Dawson	Librarian
Community Representative	May Bingham	Community Member
Community Representative	Jennifer Taylor	Community Member
District-level Professional	Wendy Gandy	504/Dyslexia Coordinator
Non-classroom Professional	Karla Willmeth	Assistant Principal
Non-classroom Professional	Jill Jernigan	Counselor
Non-classroom Professional	Angie Molinari	Instructional Coach
Parent	Leighann Walker	Parent
Parent	Jessica Thompson	Parent
Parent	Jennifer Opperman	PTO Representative / Parent