

**Granbury Independent School District**  
**Acton Elementary School**  
**2015-2016 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.

**Acton Elementary  
Comprehensive Needs Assessment  
2015-2016**

**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 thirty-eight students. In May 2015, 41.8% of our students qualified for free or reduced price meals. The enrollment by ethnic background was 593 White, 125 Hispanic, 3 Black, 4 American Indian, 11 two or more races and 2 Native Hawaiian or other 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 in all areas except for writing. The quantitative data on the 2014-2015 STAAR indicated that 85% of students met reading satisfactory standard in grades 3-5. In math, 81% of students in grades 3-5 met the satisfactory standard. In writing, 62% of fourth graders met standard and in science, 78.5% of 5<sup>th</sup> graders met satisfactory standard. Overall in grades 3-5, 31% of students performed at the advanced level in reading, 24% in math, 3% in writing, and 10% in science. Economically disadvantaged, Hispanic and special education students' scores in math, reading and writing were below campus average.

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. All students on RTI level II and III were offered extra assistance during the school day during designated RTI time.

Ninety-six students received instruction by certified tutors in reading and in math. The tutors individualize and group students in third, fourth and fifth grade according to need and objective. Our tutors were funded through Title I. Kindergarten through 5th grade

students receive iStation assessments with interventions in reading. All grade levels had a 45 minute intensive intervention time built into their schedule to help students in areas of weakness according to need. Students were grouped by objective. Students in fourth and fifth grade also receive iStation interventions in reading. All fourth grade students participated in a Writing Boot Camp. Teachers and 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 science rotations. Certified tutors will begin in November to provide additional intervention for identified students.

**State Assessment Goals for 2015-2016:**

- o Reading at 90% Satisfactory Level II w/ Advanced Level III at 35%
- o Math at 86% Satisfactory Level II w/ Advanced Level III at 28%
- o Writing at 80% Satisfactory Level II w/ Advanced Level III at 10%
- o Science at 85% Satisfactory Level II w/ Advanced Level III at 15%

83% 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 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.

**2014-2015 TELPAS**

- Summary
- 12 at Beginning Level of TELPAS
- 9 at Intermediate Level of TELPAS
- 9 at Advanced Level of TELPAS
- 5 at Advanced High Level of TELPAS
- Out of 35 LEP students we had 19 that did not progress

The school met AYP year in previous years.

**Strengths:** Our level III performance increased in reading and math. We look to increase these levels in the 2015-2016 school year. We targeted our higher level learners with PBL activities, intensive instruction, and Odyssey of the Mind.

**Focus for 2015-2016:** Our writing performance decreased by 11%. We have identified vocabulary as an area to strengthen next school year. We are working with Literary Fusions for a training on August 16<sup>th</sup> focused on using technology to engage students in vocabulary. We are also using vocabulary across the building so that students can be immersed in new words while walking in halls, in cafeteria, in pit and restrooms.

### **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. Through Title I, we were able to purchase a phonics book, Secret Stories, for grades K-2.

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

**Focus for 2015-2016:** Instructional staff has the opportunity to take part in summer trainings specific to needs. Trainings are designed by our curriculum department. All subject areas will have a mandatory weekly planning meeting. This meeting will be in addition to the weekly grade level meetings. This is to ensure that we are collaborating on the what and how of instruction.

### **Staff Quality, Recruitment and Retention**

All teachers 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. Teachers are offered and can register for technology and instruction classes to meet the needs of their content area/grade level.

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.

Focus for 2015-2016: This summer, our staff is participating in a book study over the book this, Deliberate Optimism. These books were purchased with Title I funds. All faculty and staff will collaborate through our AES google classroom. We remain focused on fostering a positive and optimistic environment that encourages and builds up one another. The atmosphere plays a huge role in the success of our school. Our book study will be complete upon the beginning of the 2015-2016 school year, however, we will use the ideas in the book for a deeper study and implementation throughout the year.

### **Family and Community Involvement**

Teachers send progress reports and report cards to keep parents informed. Parents can also look at their students' grades at any time through our skyward parent access. Just a few of the many ways parents can volunteer include the following:

Classroom volunteer

## **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.**

**Focus for 2015-2016:**

**Mrs. Walton will be heading up our mentor program. Our program will include parents, family members and community members working with students and building positive relationships.**

**Next year, we will implement a STAAR night where we will introduce parents to STAAR test questions. This family night is to encourage parents to have a better understanding of what our state assessment entails and what our students are taking each year.**

**This upcoming year, we will also have a google form sent out to all parents about volunteering opportunities. This will include opportunities to volunteer at school, at home and through PTO.**

## **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.

Focus for 2015-2016: This summer, we are working on a staff handbook with procedures and expectations. All things AES will be listed in our handbook for easy reference and understanding of what is expected here at Acton. We feel this will streamline all procedures and help new teachers to Acton become accustomed to our routines.

### **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. Go Math universal screener 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, weekly email, Facebook, Remind app, schools messenger as well as notes home in folders.

We continued our 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 also challenged our staff and students to create Moments of Wow spreading kindness to others.

Other activities to help improve campus culture and climate were Bully Prevention with Morris Brothers, Nancy Wooster for Red Ribbon Week, and Ronnie Hill presented a motivational talk to 3rd – 5th graders.

Focus for 2015-2016: Our staff is participating in a book study over the book, Deliberate Optimism. All faculty and staff will collaborate through our AES google classroom. We



remain focused on fostering a positive and optimistic environment that encourages and builds up one another. The atmosphere plays a huge role in the success of our school. We also have formed a family committee that focuses on planning events and celebrations for our campus. We want to get the word out and celebrate all the successes happening at AES.

### **Campus Leadership Team Involvement**

The Campus Leadership Team (CLT) 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 and the community will also serve on the CLT.

### **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, Think Through Math, Tumble Books, and Rosetta Stone are all available for the students.

Each teacher has a document camera, an LCD Projector and a Smart Board mounted on the wall.

Title I funds allowed us to purchase more SmartBoards for additional classroom instruction. Techy Times were held throughout the year to help teachers learn and implement new technology. Not many teachers attended, with new devices we will have more, but attendance will be required. The principal and assistant principal attended TCEA Tots and Technology in Galveston. They want to send members of the technology team to also attend next year.

This year, we purchased cubelets for science and math hands-on instruction. These cubelets were funded through Title I.

Focus for 2015-2016: Through our bond initiative, each classroom will have ten handheld devices for the upcoming school year. We are bringing in technology training the week of August 17<sup>th</sup> with title 1 funds. Our technology team will also hold techie times once a month with new ideas for using technology. Teachers are also attending technology trainings this summer held by our curriculum and technology departments.

### **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. 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. Title I funds are used to make purchases of backpacks and school supplies for our students.

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.

Focus for 2015-2016: We will continue to grow our Odyssey of the Mind Program with our gifted and talented learners. We will be holding an enrichment family night with

problem solving stations for family participation and collaboration. Our focus on vocabulary will impact our ELL and ECD learners. Our training on August 19<sup>th</sup> will focus on vocabulary strategies. Our Special Education teacher will be trained in MTA to better serve our students with reading strategies.

### **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. Go Math universal screeners will be used in kindergarten, first and second grade. Kindergarten, first and second grade reading will be assessed with iStation assessments.

Focus for 2015-2016: We will be holding data meetings in writing monthly, with weekly planning meetings, and other subjects after each common assessment, screener and/or benchmark. Teachers will also keep data spreadsheets tracking student progress. This data is used to monitor students throughout the year. We also will send this data to parents to keep them informed of how their student is performing and progressing.





## 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 CHAMPS and positive character building.	2, 6	Counselor, Principal, AP, Librarian, discipline committee	Kick-off, CHAMPS bucks, observation, morning assembly, CHAMPS expectations posted in common areas, hallways and classrooms, Celebrations each grading period.				
2) Family Reading Night, Enrichment Night, Family Picnic Night, STAAR family night, Fitness Night and K-5 Music Programs.	2, 3, 6	Principal, AP, Vertical Team Committee, Teachers	sign-in sheets , parent communication flyer, school calendar, school survey				
Funding Sources: Title I (211) - \$983.00							
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 acts of kindness throughout the school year earning CHAMPS bucks.	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) GAME CHANGER student recognition during morning assembly each school day. A game changer is a student who exhibits great character. Game changers are recognized by school personnel.	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				
Funding Sources: Title I (211) - \$100.00							
13) All staff will implement and continue study of our book study read - Deliberate Optimism	1, 2, 4	Principal, AP, Teachers	Parent and student feedback, observation, school survey, student progress performance, google site adn blog				
14) All teachers will send weekly emails to class families providing an overview of current curriculum as well as upcoming activities and need to know information. Principal will send weekly emails to all AES families keeping all stakeholders informed.	2, 6	Administration	copies of emails, school survey, participation, observations and feedback.				
15) AES will actively implement facebook and twitter to promote positive community relations.	2, 6	admin	community participation, social media, school survey				
 = 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 2015-2016 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 Spring Creek Family Night Sonic AES day Lake Granbury Medical Center Speakers Bureau Chicken Express Joe's Pizza and Pasta Chick-fil-a				
3) Enlist and partner with volunteers for AES Mentor Program.	2, 6	Administration, Instructional Specialist	student feedback, observations, volunteer log, teacher feedback				
Funding Sources: Local (199) - \$500.00							
4) Implement Career Day schoolwide.	2, 6, 10	Counselor	Career day rotations, feedback and observation, speakers bureau				
5) Google document will be sent out to all parents to sign up for various volunteer opportunities on the campus.	2, 6	Administration	volunteer log, observations, school survey				
 = 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 1: Implement Project Based Learning**

**Summative Evaluation: By the end of the summer of 2016, 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 2015 trained staff member will develop and implement one PBL project per semester. Each 2013 and 2014 trained staff member will complete at least 3 PBL projects in the 2015-16.	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 2016.	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				
							





**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 2015-2016 school year, AES students in grades 3-5 will increase state assessment performance by at least 5%.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
<p><b>System Safeguard Strategies</b></p> <p>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</p> <p>3-5 Reading 85% to 90%</p> <p>3-5 Math 81% to 86%</p> <p>4th Writing 62% to 80%</p> <p>5th Science 75% to 85%</p>				
<p><b>System Safeguard Strategies</b></p> <p>2) Provide supplemental intervention to support student success for all students and student subgroups including reading and math improvement in the economically disadvantaged and hispanic subgroups and science in the economically disadvantaged subgroup. We will also be focusing on writing for all students.</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, Reading, Math and Science, Dr. Mike for Kindergarten, Daily Rigor and Countdown to STAAR Grades 2-5</p>				
Funding Sources: Title I (211) - \$25274.00							
<p>3) Provide enrichment opportunities for identified Gifted and Talented students.</p>	10	Principal, AP, Gifted and Talented Teachers	<p>Enrichment Rotations, Odyssey of the Mind</p>				
Funding Sources: Gifted (21) - \$6935.00, Gifted (21) - \$4000.00							
<p><b>System Safeguard Strategies</b></p> <p>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	<p>Vertical team notes, student progress data sheets, data from common assessments and STAAR, vertical TEKS data</p>				
<p><b>System Safeguard Strategies</b></p> <p>5) Utilize Instructional Coach to work with classroom teachers to improve instruction.</p>	1, 2, 3, 4, 9	Principal, Assistant Principal, Instructional Coach	<p>student progress as documented by student data sheets, local and state assessment data, report cards, walkthrough data</p>				
Funding Sources: Title I (211) - \$64243.00							







<p align="center"><b>System Safeguard Strategies</b></p> <p>6) Academic vocabulary will be posted in common areas, hallways, cafeteria and restrooms.</p>	2	Principal, Assistant Principal, Instructional Specialist, Teachers	local and state assessment data, walkthrough data, student progress data sheets, observations of vocabulary posted and students using vocabulary.				
<p align="center"><b>System Safeguard Strategies</b></p> <p>7) All classroom teachers will track student progress by using a data spreadsheet.</p>	1, 2, 8	Principal, AP, Instructional Coach, Teachers	student progress data spreadsheets, local and state assessments, teacher observation				
<p align="center"><b>System Safeguard Strategies</b></p> <p>8) We will conduct bi-weekly subject area meetings in math, reading, writing and science.</p>	4, 8, 9	Administration, IS	lesson plans, meeting minutes, instructional walkthroughs, common assessment data.				
<p align="center"><b>System Safeguard Strategies</b></p> <p>9) Implement the following with fidelity for all Math, Reading, Writing, and Science instruction to enhance academic growth for all students: Utilize the Lesson Cycle for all Reading, Math and Language/Writing lessons. Implement use of Motivation Math (gr. 2-5), Motivation Reading (gr. 2-5), Motivation Writing (gr. 4) and Empowering Writers (gr. K-5) and Motivation Science (gr. 5) to enhance skills, provide higher-level thinking/learning opportunities. 5) Countdown to STAAR for Reading and Writing in 4th Grade, Countdown to Math STAAR (gr.3-5), Daily Rigor (gr 2).</p>	1, 2, 3, 8, 9	Principal, AP, IS, teachers	Increased performance on common assessments, benchmarks and STAAR data, lesson plans, Classroom walkthrough data				
<p align="center">Funding Sources: Local (199) - \$5640.00, Title I (211) - \$1000.00</p>							
<p align="center">  = Accomplished    = Considerable    = Some Progress   = No Progress    = Discontinue </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 2015-2016 school year, AES students in grades 3-5 will increase Level III performance on state assessments by at least 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 31% to 35% 3-5 Math 24% to 28% 4th Writing - 3% to 10% 5th Science 10% to 15%				
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				
Funding Sources: Local (199) - \$2000.00							
<b>System Safeguard Strategies</b> 3) All grade levels will participate in instructional rotations targeting specific skills and objectives and promote high levels of academic growth for all students, especially targeting high-performing students.	1, 2, 8, 9	Principal, AP, IS, teachers	increased performance of objectives on common assessments, benchmarks and STAAR, lesson plans, walkthrough data				
4) All teachers will maintain progress logs tracking student growth throughout the year in writing, math, science and reading.	8, 9	administration, IS, teachers	increased performance of objectives on common assessments, benchmarks and STAAR, lesson plans, 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) 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				
7) Students in PK-3rd grades will participate in a PE fun day.	2	PE teachers, Principal, teachers	student participation, observation, student and parent feedback, school survey.				
8) AES will hold a fitness night partnering with local businesses and agencies to promote health.	2	PE teachers, Principal, teachers	sign in logs, family participation, school survey, Partnership with YMCA, HEB, Tarleton health and science department, Officer Hastings, bicycle safety, DCBE volunteer fire department and EMT units.				
 = 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 2015-2016 school year, AES students in grades 3-5 will increase state assessment performance by at least 5%.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
<p><b>System Safeguard Strategies</b></p> <p>1) Conduct meetings for review of student progress and implementation of supplemental instruction for RtI &amp; LEP students.</p>	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 low 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, CHAMPS bucks				
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				
4) 5th graders will have the opportunity to attend Camp Grady Spruce.	1, 2, 8, 9	Administration, 5th grade teachers	school survey, observations, student and parent feedback on experience, science assessment data.				
5) AES will partner with Rancho Brazos after school club to target students in the after school program.	2, 6, 8, 9	Administration, IS, teachers	increased performance of objectives on common assessments, benchmarks and STAAR, lesson plans, walkthrough data				
6) The AES mentor program will target students at risk.		IS, Administration	student feedback, observations, volunteer log, teacher 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 6:** Create a setting with innovative strategies





**Summative Evaluation:** Review of new opportunities

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Dec	Feb	Apr	June
1) Research a variety of innovative resources, strategies, and activities		Campus principal, IS, Curriculum Dept	Reporting at CLT				
2) Obtain innovative resources to support 21st century competencies		campus principal, IS, Curriculum Dept	POs, PD, Literary Fusions Training, Cubelets, Robot				
 = 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) Bi-weekly technology meetings with tech department.	3, 4	Librarian, Instructional technology team	sign-in sheet, agenda, walkthrough data				
3) Principal or AP, Librarian and members 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						
4) All classroom teachers will actively participate in app smashing professional development with a team from Literary Fusions.		principals, IS	walkthroughs, Bright bytes data, school family survey				
 = 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 2015-2016 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 and students will use a technology tools to improve student performance such as classrooms computers, LCD projectors, document camera, interactive whiteboards, flip cameras, audio microphones, chromebooks, ipads.	1, 2, 9	Principal, AP, Librarian, GISD Technology Department	Bright Bytes, Snapshot data, PDAS				
2) Students will use software such as Study Island, Reading Eggs, iStation, Brain Pop, AR, ABC mouse, starfall, PBSkids.org, abcya.com, 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				
<b>System Safeguard Strategies</b> 3) Implement app smash vocabulary tech training from Literary Fusions.	2, 8, 9	principak, AP, IS	increased performance on assessments, growth and progress on data logs, observations and walkthroughs				
4) Implement cubelets, robot and coding into the classroom.	1, 2, 9	Principal, librarian, IS	observations, increased technology noted on data walkthroughs, student feedback				
 = 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				
 = 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 2015-2016 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				
							

**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 2015-2016 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				
							

**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 2015-2016 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>
<b>6100 Payroll Costs</b>		
199 E 11 6117 00 102 0 24 00	6117 Career Ladder - Locally Defined	\$45,500.00
199 e 11 6118 00 102 0 24 000	6118 Extra Duty Stipend - Locally Defined	\$5,000.00
199 E 11 6141 00 102 0 24 000	6141 Social Security/Medicare	\$660.00
199 E 11 6142 00 102 0 24 000	6142 Group Health and Life Insurance	\$25.00
199 E 11 6143 00 102 0 24 000	6143 Workers' Compensation	\$441.00
199 E 11 6144 00 102 0 24 000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$2,562.00
199 E 11 6145 00 102 0 24 000	6145 Unemployment Compensation	\$54.00
199 E 11 6146 00 102 0 24 000	6146 Teacher Retirement/TRS Care	\$1,702.00
<b>6100 Subtotal:</b>		<b>\$55,944.00</b>
<b>6300 Supplies and Services</b>		
199 E 11 6397 IS 102 0 24 00 N	6397 Other Equipment - Locally Defined	\$5,660.00
<b>6300 Subtotal:</b>		<b>\$5,660.00</b>

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Maggie Walton	Instructional Specialist	Title I Schoolwide	1