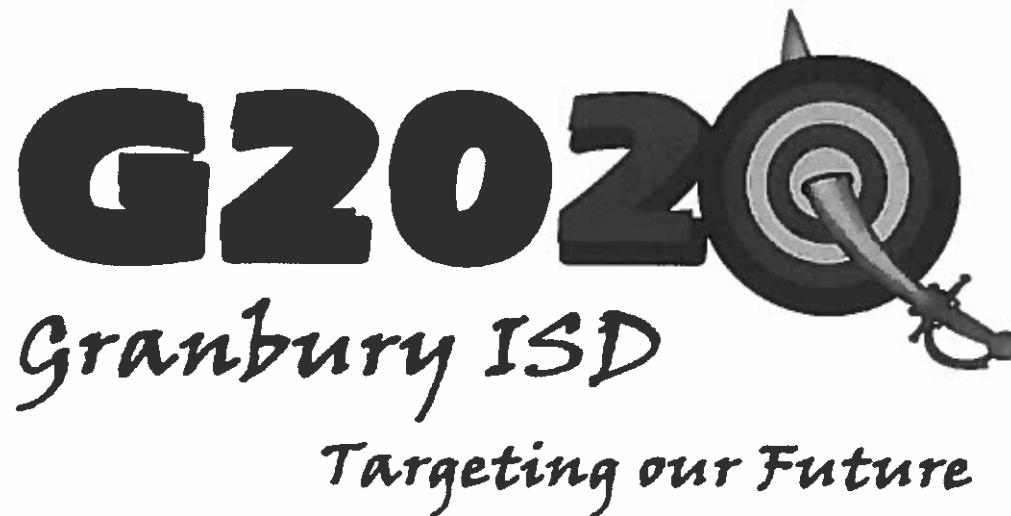


**Granbury Independent School District**  
**Acton Elementary School**  
**2016-2017 Campus Improvement Plan**



# 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.

# Comprehensive Needs Assessment

## Needs Assessment Overview

Acton Elementary

Comprehensive Needs Assessment

2016-2017

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 2015-2016 year with seven hundred ninety-five students (800 counting EE students). In May 2016, 43.3% of our students qualified for free or reduced lunches. The enrollment by ethnic background was 639 White, 134 Hispanic, 1 Black, 7 American Indian, 2 Asian, 4 Native Hawaiian or other Pacific Islander, and 14 two or more races.

## Student Achievement

Student performance on state assessments, measurable goals, subgroups, and timely interventions processes are addressed in the Campus Improvement Plan and Needs Assessment. STAAR data for Grades 3-4 and 5th grade science will not be released until July 5th. STAAR quantitative data on the 2015-2016 5th grade assessment indicated that 88% of students met reading satisfactory standard. In math, 91% of students in grade 5 met the satisfactory standard. Overall in grade 5, 26% of students performed at the advanced level in reading and 31% in math. Our math advanced performance increased by 7%. Economically disadvantaged, Hispanic and special education students' scores in math and reading were below campus average. However, the gap between the subgroups and all students closed by 3-5%.

As we wait for results from the remaining state assessments, we reviewed iStation data for all of our grade levels. Kindergarten had our highest percentage of students on tier III at the end of the year. 1st grade made the most progress leaving only 8% on a tier III level at the end of the 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 list the information that is needed to begin the intervention process. A copy of the data sheet will be updated and shared with instructional coach, 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 are offered extra assistance during the school day.

Over 150 students received instruction by certified tutors in reading and in math. In Kindergarten through 2nd grade, students were pulled by tutors for reading intervention based on data from fluency probes and iStation. In third, fourth and fifth grade the tutors individualize and group students according to need and objective determined by the common assessments, checkpoints and benchmarks. Our tutors were funded through Title I. All grade levels received iStation assessments with interventions in reading and designated a 45 minute time for intensive intervention in their schedule to help students in areas of weakness according to need. 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 2016-2017:

- 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.

2015-2016 TELPAS

- Summary
- 6 at Beginning Level of TELPAS
- 17 at Intermediate Level of TELPAS
- 8 at Advanced Level of TELPAS
- 4 at Advanced High Level of TELPAS
- Out of 35 LEP students all either maintained or made progress (11 advanced and 14 maintained out of the students who had past test results)

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

Focus for 2016-2017: Writing will be one of our main focuses across the curriculum. Reflective writing and feedback will be emphasized. Teachers will be trained on reflective/feedback writing. Reflective writing will help our students be less egocentric and help them grow by thinking about what can help them be better. Common language with the reflective/feedback will be implemented.

Weekly checkpoints will be continued for reading, math and writing. The data from these checkpoints will be utilized in weekly PLC's for planning of the next week's instruction.

Teachers will be trained on the Workshop Model to help us implement strategies learned from Beck Elementary at the site visit back in May.

Our K-2 will implement SRA next year. Our goal is to strengthen our early childhood reading instruction.

## 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 vertical teaming throughout the school year. Curriculum alignment is accomplished in horizontal and vertical teams when the teachers meet with the principals on campus.

STAAR, Benchmarks, weekly checkpoints, iStation Assessments, DRA, STAR checkpoints, vocabulary inventory 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 available to help teach the TEKS. The district has provided resources such as Harcourt Health and Fitness, Journeys Reading, Comprehension Toolkit, SRA, Social Studies and Science, GO Math and Foss Kits for Science. We purchased Leveled Literacy Intervention for grades K-3.

Our instructional coach provides one-on-one and small group support for teachers around evidence-based literacy strategies and the instructional coaching process with the goals of increasing student engagement, improving student achievement, and growing teachers.

Focus for 2016-2017: Instructional staff has the opportunity to take part in summer trainings specific to needs. Trainings are designed by our curriculum department. Leveled Literacy Intervention and SRA were purchased and will be used to strengthen our reading at the K-3rd grade levels. STEM Scopes will be implemented for grades 3-5 science. All subject areas will have a mandatory weekly PLC's for instructional planning by content. This is to ensure that teachers are collaborating and providing effective instruction based on data, to best meet the needs of our students.

## 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 attend summer professional development. Participation in summer professional development is highly encouraged. Professional development

involves learning how to understand and implement the Texas Essential Knowledge and Skills (TEKS). Training is also provided for new resources.

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. There will be a weekly PLC during the conference period. 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 web page. Our campus hosts many student teachers and student observers from local universities. 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. PD 360 is also a new resource that we will utilize this year to grow teachers with specific professional development.

Focus for 2016-2017: This summer, our staff is participating in a book study over the book this, Teach Like a Pirate. All faculty and staff will collaborate through our AES google classroom and Twitter. Our goal with this book study is captivating the students, creating outrageous, engaging lessons and rediscovering our passion for teaching! Our book study will be complete upon the beginning of the 2016-2017 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 will send progress reports and report cards to keep parents informed. Parents can also look at their student's' grades at any time through our Skyward parent access.

PTO used Volunteerspot, an electronic form, to sign up for opportunities to get involved with AES.

Just a few of the many ways parents can volunteer/participate include the following:

Classroom volunteer

Join PTO

Share career experiences with students -Career Day

Field Trip chaperone

Attend student performances

Attend grade level parent information meetings

Attend school picnic

Parent teacher conferences

Family Nights - Reading Night, Science Fair, Fitness Night, PBL Showcase

Meet the Teacher

Open House

Mentoring Program

The PTO, Instructional Leadership Team 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 seven 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 250 participants at each event. At the end of the year, we celebrated PBL's with our PBL Showcase night. We implemented 12 mentors. Our program included parents, family members and community members working with students and building positive relationships.

Focus for 2016-2017:

Mentoring program goal for the coming year is 20 mentors.

For 16-17 school 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. We will also implement a technology night to teach the Google Suite to parents, along with other technology we utilize in the classroom.

## School Organization

Staff members are involved in decision making by serving on the Instructional Leadership Team. The school budget is developed with the assistance of the Instructional Leadership Team. The Title I budget is developed by central office personnel.

The school staff is committed to increasing the academic achievement of all student populations.

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 campus will continue with CHAMPS to teach procedures and expectations for AES. The principal and assistant principal share the responsibility for student discipline.

Each teacher receives a copy AES Staff Handbook to ensure teachers know procedures and expectations at AES.

The principal and assistant principal conduct classroom snapshot visits. A Google Doc was shared with each teacher and administration to foster feedback and conversations using technology about the snapshot visits. This collaborative process is used to help teachers improve instruction and also to celebrate the great strategies that are taking place in each classroom.

The school budget is determined by the number of students enrolled. Once the allocation is received the campus budget is developed by the Instructional Leadership Team.

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

Focus for 2016-2017: We plan to implement ideas the Instructional Leadership Team gained from the site visit and partnership with Beck Elementary about data driven instruction.

We will strengthen our CHAMPS procedures for the upcoming school year and strive to be more consistent across grade levels.

Focused walkthroughs will begin this year. The administration team will meet with grade levels twice a semester to do walkthroughs in multiple grades around campus to reflect and provide constructive feedback to foster the growth mindset on our campus.

### 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. We will use Istation and DRA for reading screeners. 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 weekly email, Facebook, Remind app (info will be on class lists on day before Meet the Teacher Night), Twitter, Bloomz, 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.”

Other activities to help improve campus culture and climate were Bully Prevention, guidance lessons, Nancy Worcester, Red Ribbon Week, Dogs of Character (funded by GEF), and Keith Davis - motivational speaker.

Focus for 2016-2017: Our staff is participating in a book study over the book, Teach Like a Pirate. All faculty and staff will collaborate through our AES google classroom Twitter and . We focus on engaging our students and making them want to come to school! :)

We will continue to have a family committee that focuses on planning events and celebrations for our campus. We will continue word out and celebrate all the successes happening at AES - branding our school.

Learner qualities will be taught each six weeks.

Learner Qualities =

1. Self-directed
2. Reflective
3. Creative
4. Connected
5. Self-aware
6. Inquisitive

Students that exhibit the learner qualities for the six weeks will receive a yard sign to display at his/her home to celebrate the student's exemplary character.

### Instructional Leadership Team Involvement

The Instructional Leadership Team (ILT) will oversee the needs assessment process, lead the staff in developing plans and conduct or oversee the program's annual evaluation. The ILT includes a teacher from each grade level, instructional coach, counselor, assistant principal and principal. A representative from the PTO and the community will also serve on the ILT. The ILT will have monthly meetings to discuss needed items.

### Campus Improvement Plan

The Campus Improvement Plan is developed by the principal, assistant principal, instructional specialists and Instructional 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. AR, STAR, iStation, Study Island, Think Through Math, Tumble Books, etc. are all available for the students. Each teacher has a document camera, an LCD Projector and a Smart Board mounted on the wall, microphone and ten handheld devices.

Techy Times were held throughout the year to help teachers learn and implement new technology. Members of the Technology Committee attended TCEA Tots and Technology in Galveston. They will teach staff technology that they learned at beginning of year staff development.

Focus for 2016-2017: The ILT would like to have Techie Time included during staff meetings and/or ½ days. 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/or Odyssey of the Mind or an independent study project. Students participating in the Gifted and Talented program will meet once a week with during enrichment time for services. Mrs. Walton will also pull multi-grade level GT groups once a month for STEM type activities. In addition, GT students will also have the opportunity to participate in Odyssey of the Mind. Each grade level will send a GT email to inform GT student's parents of the activities the GT students have participated in and what types of projects the GT students are doing.

At-Risk learners will be provided small group instruction by certified tutors and before school small group interventions will take place daily. 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. Two special education teachers and one paraprofessional will provide extra support for the students in the general education setting. 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 during the 7:15 - 7:45 am time period and during small group intervention time during the school day to work on specific areas of need for each student requiring intervention.

Focus for 2016-2017: Our GT will have an array of opportunities to work together with other GT students as noted above. We will continue to grow our Odyssey of the Mind Program with our gifted and talented learners. We want to try to involve parents in Odyssey of the Mind this year to help teacher coaches. We will be holding STEM Night for our GT students to showcase the GT projects. We will continue to focus on vocabulary to impact our ELL and ECD learners. Our Special Education teachers will be pulling SPED students in mornings from 7:15-7:45 to provide further instruction and intervention for our SPED population.

## 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 and DRA assessments.

Focus for 2016-2017: Weekly PLC's will be implemented. Weekly checkpoints will be continued for reading, math and writing. The data from these checkpoints will be utilized in weekly PLC's for planning of the next week's instruction.

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.

## Demographics

### Demographics Summary

See AES Comprehensive Needs Assessment Addendum



# 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, Health and Wellness Night, K-5 Music Programs, Odyssey Showcase, PBL Showcase, Grade level parent nights	2, 3, 6	Principal, AP, Vertical Team Committee, Teachers	sign-in sheets , parent communication flyer, school calendar, school survey				
Funding Sources: Title I (211) - \$1290.00							
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 2016-2017 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 meeting.	1, 2, 6, 10	Principal, AP, Counselor, Teachers	Student participation and observation, daily schedule, Proud Pirate recognition, periscope, twitter				
8) All staff and students will participate in acts of kindness 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 Parents Program will be utilized to welcome students to school and as a way for parents 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) Pirate proud student recognition during morning assembly each grading period. A Pirate Proud student is a student who exhibits great character. Students are recognized by school personnel. Students earn a yard sign for recognition.	1, 2	Principals, Teachers, Staff	observations of students exhibiting learner qualities, school climate				
12) All staff will implement and continue study of our book study read - Teach like a Pirate	1, 2, 4	Principal, AP, Teachers	Parent and student feedback, observation, school survey, student progress performance, google site and blog				
13) 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.				
14) AES will actively implement facebook, remind messages, periscope and twitter to promote positive community relations.	2, 6	admin	community participation, social media, school survey				
15) Each grade level will participate in at least one service project in the 2016-17 school year.	1, 2	Administration, Lead Teachers	field trip forms, observations				

**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 2016-17 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 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 Highland Nail Bar Dickey's Barbeque				
3) Enlist and partner with volunteers for AES Mentor Program.	2, 6	Administration, Instructional Specialist	student feedback, observations, volunteer log, teacher feedback				
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 2017, 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, 5, 8	Early Adopter Teacher Cohort, CBP Staff	PBL Training Certificate				
2) Each summer 2016 trained staff member will develop and implement one PBL project per semester. Each summer 2013-2015 trained staff member will complete at least 3 PBL projects in the 2016-17 school year.	2, 3, 4	Early Adopter Teachers, Principal, CBP staff, Instructional Coach	Project Overview, Presentations				
3) Enlist additional teachers to attend Project Based Learning cohort group summer 2017.	2, 4	Curriculum Director, Principal	PBL Training Certificate				
4) 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 2016-17 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>State System Safeguard Strategy</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 3-5 Reading 83% to 90% 3-5 Math 84% to 90% 4th Writing 69% to 80% 5th Science 91% to 96%</p>				
<p><b>State System Safeguard Strategy</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, push in tutoring in grades K-5.</p>				
Funding Sources: Title I (211) - \$40000.00, State Comp Ed (24) - \$6988.00							
<p>3) Provide enrichment opportunities for identified Gifted and Talented students through rotations and through pull-out services.</p>	10	Principal, AP, Gifted and Talented Teachers, Instructional Specialist	<p>Enrichment Rotations, Odyssey of the Mind, IS</p>				
Funding Sources: Gifted (21) - \$6935.00, Gifted (21) - \$4000.00							
<p><b>State System Safeguard Strategy</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>State System Safeguard Strategy</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, lead teachers	<p>student progress as documented by student data sheets, local and state assessment data, report cards, walkthrough data, PLC quadrant sheets</p>				
Funding Sources: Title I (211) - \$67778.00							

<p align="center"><b>State System Safeguard Strategy</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>State System Safeguard Strategy</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>State System Safeguard Strategy</b></p> <p>8) We will conduct weekly subject area PLC 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>State System Safeguard Strategy</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>10) All ELA teachers will be trained and implementing Empowering Writers</p>	1, 2, 4	Principal	Professional development certificates lesson plans				
Funding Sources: Title II (255)							
<p>11) All students will record academic reflections weekly setting goals and monitoring own performance.</p>	1, 2, 4	Teachers, Administration, IS	goal sheets, data sheets, academic walkthroughs, PLC meetings				
<p>12) Kindergarten Teachers will attend KTOT conference in November.</p>	4	Administration, Teachers, IS	Lesson Plans for Kindergarten Classrooms, Share out, Notes from conference, walkthroughs and observations.				
Funding Sources: Title I (211) - \$1000.00							
<p>13) Fifth grade Science Teachers will attend CAST in November 2016.</p>	4	Administration, Teachers, IS	Science lesson plans, Notes and take aways from conference, student performance, Science PLC share out, observations and walkthroughs.				
Funding Sources: Title I (211) - \$500.00							
<p>14) Kindergarten through Grade 2 will implement SRA Phonics every instructional day.</p>	1, 2, 9	Administration, IS, Lead Teachers	Istation reports, data logs - Individual and Class data, PLC meetings, lesson plans, walkthroughs				
<p>15) Kindergarten through Grade 3 will implement DRA for individual student diagnostic data to guide instruction and identify strengths/areas of improvement.</p>	1, 2, 9	IS, Lead Teachers	BOY/MOY/EOY, student data logs, istation data, assessment data,				
Funding Sources: State Comp Ed (24) - \$2000.00							
<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 2016-17 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 24% to 30% 3-5 Math 27% to 30% 4th Writing - 19% to 22% 5th Science 18% to 21%				
<b>State System Safeguard Strategy</b> 2) 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				
3) 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				

**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 GISD elementary campuses, 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.				
							



**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 2016-17 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 align="center"><b>State System Safeguard Strategy</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.	1, 2, 4, 8	IS, Administration	student feedback, observations, volunteer log, teacher feedback				

**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 implemented during the 2016-17 school year.

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.	1, 2, 4, 8, 9	Administration, IS, Curriculum Dept	Reporting at CLT, Vertical Team Committee Agenda and Notes, PLC meetings, Grade level meetings				
2) Obtain innovative resources to support 21st century competencies.	1, 2, 4	Administration, IS, Curriculum Dept	POs, PD, Literary Fusions Training, Cubelets, Robot				
3) AES will adopt six Learner Qualities. These qualities will be the characteristics of a successful student. AES will introduce one new quality each grading period.	1, 2	Administration, Teachers	Observations, academic data from assessments, classroom engagement, student goals and self-reflection, parent and teacher input				
4) Flexible Seating trials for students and classes.	1, 2, 4	Teachers, Administration	Discipline reports, individual and class data logs, observations by teachers and administration, assessment data				

**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) Collaborative 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) - \$1200.00						
4) Campus-led Technology sessions planned by tech committee who attended TCEA in June 2016.	1, 2, 4	Principals, IS, Technology Committee	walkthroughs, Bright bytes data, school family survey, Classroom lesson plans				

**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 2016-2017 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, abcy.com, Reading Express, Think Through Math, Spelling City, Xtra Math, Stora, Prodigy, Math Seeds 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>State System Safeguard Strategy</b> 3) Implement technology training from Campus staff.	2, 8, 9	Principal, 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				

**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) Continue monitoring traffic flow and implementing the most effective release procedure for pick-up students.	1, 2, 6	Principal, AP, Teachers, Staff	AES family survey, observation				

**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 2016-2017 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				
3) Teachers will participate in Content PLCs during the week and attend grade level meetings via computer (email, text, hangout, etc)	1, 2, 3, 4, 8, 9	Administration, Lead Teacher	Agendas, Minutes from meetings, PLC quadrant form				
							

**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				



**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 2016-2017 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 2016-2017 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				
2) AES will hold a Career Day showcasing professionals from the community.	1, 2, 6	Counselor, Administration	Schedule, participant feedback, student and parent input,				
							

## 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	\$47,000.00
199 e 11 6118 00 102 0 24 000	6118 Extra Duty Stipend - Locally Defined	\$79,880.00
199 E 11 6141 00 102 0 24 000	6141 Social Security/Medicare	\$682.00
199 E 11 6142 00 102 0 24 000	6142 Group Health and Life Insurance	\$4,225.00
199 E 11 6143 00 102 0 24 000	6143 Workers' Compensation	\$456.00
199 E 11 6144 00 102 0 24 000	6144 Teacher Retirement/TRS Care - On Behalf Payment	\$2,621.00
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	\$1,779.00
<b>6100 Subtotal:</b>		<b>\$136,697.00</b>
<b>6300 Supplies and Services</b>		
199 E 11 6397 00 102 0 24 000	6397 Other Equipment - Locally Defined	\$3,500.00
<b>6300 Subtotal:</b>		<b>\$3,500.00</b>

## Title I Personnel

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