

Granbury Independent School District

Acton Elementary School

2018-2019 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

Demographics

Demographics Summary

Acton Elementary ended the 2017-2018 year with 876 students. In April 2019, 47.1% of our students qualified for free or reduced lunches. The enrollment by ethnic background was 696 White, 137 Hispanic, 13 Black, 3 American Indian, 3 Asian, 6 Native Hawaiian or other Pacific Islander, and 18 two or more races.

Student Achievement

Student Achievement Summary

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. STAAR results for 3rd grade, 4 grade and 5th grade science will not be released until June 14. The following goals are based on 5th grade results. The quantitative data on the 2017-2018 STAAR 5th grade assessment indicated that 81% of students met reading satisfactory standard. In math, 88% of students in grade 5 met the satisfactory standard. Overall in grade 5, 27% of students performed at the advanced level in reading and 34% in math. Economically disadvantaged, Hispanic and special education students' scores in math and reading were below campus average. Guided Reading Levels for grades K-2 is as follows...in Kindergarten, the percentage of students on grade level went from 62% in 2016-17 to 89.6% in 2017-18. In 1st grade, the percentage of students on grade level went from 67% in 2016-17 to 43% in 2017-18. In 2nd grade, the percentage of students on grade level went from 67% in 2016-17 to 70% in 2017-18. We also reviewed common assessment data in 1st and 2nd grade Math. In 1st grade, 96% of students were proficient on the EOY with an average score of 86 and 77% of students performed in quartile 5. In 2017-18, 99% of students were proficient on the EOY with an average score of 89, and 86% of students performed in quartile 5. In 2nd grade, 91% of students were proficient on the EOY with an average score of 80 in 2016-17. In 2017-18, 96% of students were proficient with an average score of 81.

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.

All students received tutoring/intervention based on their needs. Students received instruction by certified tutors and by classroom teachers in reading and in math. In Kindergarten through 5th grade, we started the year with push-in tutors in both reading and math 2 times per week per subject area. After Christmas, CFAs were given every few weeks to drive our grouping for intervention. Tutors then pulled out of the classroom for intervention, along with classroom teachers pulling small groups as well. 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 5th grade students participated in Science Blitz. 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 the 3rd week of school to provide additional intervention for identified students. In addition, K - 5 students will participate in E Time (Enrichment, Engagement, Experience and Excitement TIME). Groups will be decided based off of student interest. Students will have voice and choice in their selection. E Time will be driven by the PBL format.

State Assessment Goals for 2018-2019:

- o Reading at 90% Satisfactory Level w/ Advanced Level III at 35%
- o Math at 90% Satisfactory Level w/ Advanced Level III at 38%
- o Science at 85% Satisfactory Level w/ Advanced Level III at 25%

Actual scores for 2017-2018

- o 3rd grade Reading = 85% Satisfactory Level w/ Advanced Level III at 33%
- o 3rd grade Math = 81% Satisfactory Level w/ Advanced Level III at 26%

- o 4th grade Reading = 83% Satisfactory Level w/ Advanced Level III at 27%
- o 4th grade Math= 86% Satisfactory Level w/ Advanced Level III at 30%

- o 5th grade Reading = 86% Satisfactory Level w/ Advanced Level III at 27%
- o 5th grade Math = 95% Satisfactory Level w/ Advanced Level III at 34%
- o 5th Science = 83% Satisfactory Level w/ Advanced Level III at 22%

80% of Hispanic and economically disadvantaged, special education and LEP students will meet approaches standard on the STAAR reading, math, 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 and classroom teachers.

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

2017-2018 TELPAS

Raw scores for reading have been imported into DMAC. These are only raw scores for reading. Since no cut scores have been established yet, it only gives you a vague look at how the students did on reading. There are not listening and speaking scores to date.

Final scores should be to us by 8/15/18, after cut scores have been determined.

Strengths: Our hispanic gap in math improved in every subject and on every test. Our LEP performance also improved across the board. This was a target area and we are very proud of the progress in these two populations. 4th grade also improved by ten percent in both reading and math.

Focus for 2018-2019: Reflective writing and feedback is a goal of our campus. Professional development will focus 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 continued for this school year: novice, practitioner, apprentice and expert.

CFAs 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 objective's instruction.

In ELAR, our focus will be using our district curriculum documents and district purchased resources: Empowering Writers, SRA, Continuum of Literacy, Guided Reading, and Comprehension Toolkit.

School Culture and Climate

School Culture and Climate Summary

The curriculum is aligned with the Texas Essential Knowledge and Skills (TEKS). The TEKS are the State's academic content standards. All teachers have online access to 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 instructional specialist.

STAAR, Benchmarks, CFAs, iStation Assessments, DRA, STAR checkpoints 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 Journeys Reading, Comprehension Toolkit, SRA, Stem Scopes, Studies Weekly, Empowering Writers, and GO Math. 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.

This year, we worked with Debbie Jarzombek to enhance guided reading skills in the classroom K-2. The instructional coach worked along with Ms. Jarzombek to gain insight on strategies to work with teachers and further guide development throughout the year and keep the initiative at the forefront of reading instruction.

Focus for 2018-2019: Instructional staff has the opportunity to take part in summer trainings specific to needs. Trainings are designed by our curriculum department. We will continue our 75 minute planning for teachers to meet in mandatory biweekly PLC's for instructional planning by content and develop CFAs to drive instruction to meet needs of ALL students - lower level through our highest students. This is to ensure that teachers are collaborating and providing effective instruction based on data, to best meet the needs of our students. Guided reading instruction will continue to be a focus with emphasis on 3rd through 5th grade reading.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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 45 minute planning period at the same time.

The common planning period allows them to meet and collaborate during the school day. In addition, there will be a 90 minute block bi-weekly for PLC. 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.

Focus for 2018-2019: Committees were formed this year by teacher choice. Each staff member will serve on a committee. Planning started after the school year for the upcoming year. Each committee was chosen based off of initiatives at AES. The intent of the committees are to increase engagement and buy-in among all staff members and to value the individual strengths of our staff.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teachers will send weekly emails to keep parents informed. Parents can also look at their student's' grades at any time through our Skyward parent access. Teachers will also schedule (at minimum) an annual parent/teacher conference.

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, Acton Connects

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 4 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 a collaborative family fitness night. We hosted Acton Connects sessions. These meetings are intentional in educating our families on various topics. This year, we held a STAAR session and a social media session.

Focus for 2018-2019:

For 18-19 school year, we will implement Acton Connects throughout the year. We will use information from parent surveys to drive the content of these sessions. Dates have already been set for family nights for the upcoming year. The family night committee will be in charge of the promotion and organization of our events.

Parent and Community Engagement

Parent and Community Engagement Summary

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School Context and Organization

School Context and Organization Summary

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 are not making adequate progress. Data sheets will also be used to identify students who are at risk. Timely interventions will be implemented once students are identified.

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

Each teacher has online access to the AES Staff Handbook to ensure teachers know procedures and expectations at AES.

The principal, assistant principal and IS will conduct classroom snapshot visits. Learning Walk Throughs were conducted 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 2018-2019: House Systems will be a new initiative on our campus. Taken from a visit to Lee Elementary in Coppell and from the study of Ron Clark Academy, AES will have 8 different houses on campus. These houses will be made up of students from PK-5th grade. Team building, mentoring, character building and school/house pride will be the lynchpin of the houses.

Technology

Technology Summary

The teachers are all provided a laptop computer. Five student computers are available in each classroom. AR, STAR, iStation, Tumble Books, Prodigy 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.

Techie Times were held throughout the year to help teachers learn and implement new technology.

Focus for 2018-2019: Social Media Team is new to our campus for the upcoming year. We are very excited to promote the great things happening at AES sharing with the community and with our families. Our goal is to involve more families through social media. Research says that 81% of Americans have social media. Our committee intends to outreach where our audience is to foster more engagement and participation.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

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

Evaluation Data Source(s) 1: AES school survey will show 90% satisfactory in all areas.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Schoolwide Implementation of positive character building through the implementation of 8 monthly character traits.	Counselor, Principal, AP, Librarian, discipline committee	Students will meet with Mrs. Jernigan bi-weekly for character building. Kick-off, 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	Principal, AP, Vertical Team Committee, Teachers	Increased parent involvement and participation in student activities. sign-in sheets , parent communication flyer, school calendar, school survey				
3) Parent Orientation Meetings - Title I Campus Overview and notification	Principal, AP, Grade Level Leaders	Parents will have the opportunity to learn about their student's day, the grade level curriculum, and more detailed information that will help increase involvement. sign-in sheets, school calendar, meeting agenda, parent communication, flyers				
4) Kindergarten Roundup for students entering kindergarten for the 2018-2019 school year.	Principal, AP, Kindergarten Teachers, Public Information Officer, Office Staff	enrollment, school calendar, parent communication				
5) Apply to become a state School of Character.	Principals, AP, Counselor	Admin team will work collaboratively with character team to apply for state School of Character.				
6) Create school unity through weekly morning face-to-face meetings and daily virtual Periscope meetings.	Principal, AP, Counselor, Teachers	AES will create a family atmosphere through togetherness. Student participation and observation, daily schedule, Proud Pirate recognition, periscope, twitter				

7) Smiling Parents Program will be utilized to welcome students to school and as a way for parents to be involved at AES.	Principal, AP	Parent and student feedback, observation				
8) 5th Graders will have the opportunity to participate in an overnight trip to Camp Grady Spruce.	Principal, AP, 5th Grade Teachers	5th graders will build relationships through camp as well as exposure to 80% of the Science TEKS for their fifth grade year. 5th grade office referrals, parent, teacher and student feedback.				
9) Pirate proud student recognition during morning assembly each month. A Pirate Proud student is a student who exhibits great character. Students are recognized by school personnel. Students earn a yard sign for recognition.	Principals, Teachers, Staff	Students will become more self-aware and learn how to reflect and self-monitor. observations of students exhibiting learner qualities, school climate				
10) All teachers will send monthly emails to class families providing an overview of current curriculum as well as upcoming activities and need to know information. Principal will send emails to all AES families keeping all stakeholders informed.	Administration	Parents will be informed of weekly events and learning for all classrooms. copies of emails, school survey, participation, observations and feedback.				
11) AES will actively implement facebook, remind messages, class dojo, periscope and twitter to promote positive community relations. The Social Media Team will help with this implementation.	admin	AES will tell our story through social media and positive press. community participation, social media, school survey				
12) Each grade level will participate in at least one service project in the 2018-19 school year.	Administration, Lead Teachers	AES students will learn the benefits of serving others. field trip forms, observations				
13) AES will host at least two parent academies throughout the year.	Principal, AP, IS	Increase parent awareness of school and student activities such as skyward family access, technology, social media and district curriculum.				
14) AES will implement a Restorative Practices approach to discipline.	Principals, Counselor, IS, Classroom Teachers	circle times in class and in office, school climate, decreased office referrals, increased instruction time				
15) AES will implement a school-wide House program.	Principals, Counselor, IS, Instructional Leadership Team, Classroom Teachers	Students will create and sustain relationships with teachers and students outside of their classrooms and grade levels. school climate, decreased office referrals				
16) Schoolwide Class Dojo	Principals, Counselor, IS, Classroom Teachers	Teachers will create classroom accounts to communicate student behavior with families. Behavior will also be tracked by Houses. parent communication, school wide consistency, affirmation for positive behavior				
17) Peer Mediation Groups	Counselor, Admin	Decreased discipline referrals, positive climate, acts of kindness, compassion and empathy				



= Accomplished



= Continue/Modify



= 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.

Evaluation Data Source(s) 2: AES volunteers will log at least 250 hours of service throughout the 2018-19 school year.

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Enlist Parent and Community Volunteers through PTO	PTO, Principal, Teachers	volunteer forms, sign-in sheets, agendas				
2) Partner with community organizations and businesses for student recognition and education.	Counselor, Principal, AP, Office Staff	Kiwanis Terrific Kids Kiwanis Super Citizens Six Flags Read to Succeed Lions Club Granbury Education Foundation HEB Volunteer Fire Department Spring Creek Family Night Lake Granbury Medical Center Speakers Bureau Chicken Express Joe's Pizza and Pasta Chick-fil-a Stumpy's				
3) Implement Career Day schoolwide.	Counselor	Career day rotations, feedback and observation, speakers bureau				
4) Initiate a community picnic for new neighborhoods	Campus principal	parent connection to the school				
						

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

Evaluation Data Source(s) 1: By the end of the summer of 2019, 100% of AES staff will be trained in implementing Project Based Learning.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Teachers attend 3 day training from the Buck Institute and/or GISD curriculum department.	Early Adopter Teacher Cohort, CBP Staff	PBL Training Certificate				
2) Each summer 2018 trained staff member will develop and implement one PBL project per semester. Each summer 2013-2017 trained staff member will complete at least 3 PBL projects in the 2018-19 school year.	Early Adopter Teachers, Principal, CBP staff, Instructional Coach	Project Overview, Presentations				
3) Enlist additional teachers to attend Project Based Learning cohort group summer 2019.	Curriculum Director, Principal	PBL Training Certificate				
4) Students will participate in three E-TIME rotations throughout the school year. E-time provides student choice and inquiry.	Administration, IS	Students will work collaboratively to produce a product or service from a challenging/driving question posed from the e-time of their choice.				
						

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

Evaluation Data Source(s) 2: In the 2018-19 school year, AES students in grades 3-5 will increase state assessment performance by at least 5%.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
<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>	Principal, AP, Instructional Coach	<p>AES will meet standard for federal and state guidelines. school calendar, agenda, data sheets Level II STAAR Performance 3-5 Reading 90% 3-5 Math 90% 4th Writing 80% 5th Science 85%</p>				
<p>2) Provide supplemental intervention to support student success for all students and student student groups including reading and math improvement in the economically disadvantaged and hispanic student groups. We will also be focusing on writing for all students.</p>	Instructional Coach, Tutor, AP, Principal, Counselor, Teachers	<p>AES will meet standard for federal and state guidelines. Specifically, Increase reading performance by 5% for students in hispanic student group. Increase writing performance for all students and student groups by 10%. 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, Daily Rigor and Countdown to STAAR Grades 2-5, push in tutoring in grades K-5, Wordly Wise</p>				
<p>3) Provide enrichment opportunities for identified Gifted and Talented students through rotations and through pull-out services.</p>	Principal, AP, Gifted and Talented Teachers, Instructional Specialist	Enrichment Rotations, Odyssey of the Mind, IS				

4) Utilize Instructional Coach to work with classroom teachers to improve instruction.	Principal, Assistant Principal, Instructional Coach, lead teachers	student progress as documented by student data sheets, local and state assessment data, report cards, walkthrough data, PLC quadrant sheets				
5) Academic vocabulary will be posted in common areas, hallways, cafeteria and restrooms.	Principal, Assistant Principal, Instructional Specialist, Teachers	Hispanic student groups will increase in performance by 7%. local and state assessment data, walkthrough data, student progress data sheets, observations of vocabulary posted and students using vocabulary.				
6) All classroom teachers will track student progress by using a data spreadsheet.	Principal, AP, Instructional Coach, Teachers	Increase student progress on state assessment by: 10% in reading 5% in math student progress data spreadsheets, local and state assessments, teacher observation				
7) We will conduct bi-weekly 75 minute subject area PLC meetings in math, reading, writing and science.	Administration, IS	AES teachers will utilize team time to participate in a professional learning community. lesson plans, meeting minutes, instructional walkthroughs, common assessment data.				
8) Implement the following with fidelity for all Math, Reading, Writing, and Science instruction to enhance academic growth for all students. Implement use of Motivation Math (gr. 1-5), Measure Up Reading (gr. 2-5), Empowering Writers (gr. K-5) and Motivation Science (gr. 5) to enhance skills, provide higher-level thinking/learning opportunities. Countdown to STAAR for Reading (gr. 3-5), and Writing (gr. 4), Countdown to Math STAAR (gr.3-5), Daily Rigor (gr 2), Explorations in Nonfiction writing Grades K-3.	Principal, AP, IS, teachers	Increase reading performance by 5% in hispanic student group. Increased performance on common assessments, benchmarks and STAAR data, lesson plans, Classroom walkthrough data				
9) All ELA teachers will be trained and implementing Empowering Writers	Principal	Professional development certificates lesson plans				
10) All students will record academic reflections, will set goals and will monitor their own performance.	Teachers, Administration, IS	Student reflection, feedback and self-awareness - goal sheets, data sheets, academic walkthroughs, PLC meetings				
11) Kindergarten through Grade 2 will implement SRA Phonics every instructional day.	Administration, IS, Lead Teachers	Istation reports, data logs - Individual and Class data, PLC meetings, lesson plans, walkthroughs				
12) Kindergarten through Grade 4 will implement DRA for individual student diagnostic data to guide instruction and identify strengths/areas of improvement.	IS, Lead Teachers	Improvement in BOY/MOY/EOY, student data logs, istation data, assessment data,				
13) Literacy Professional Development for Grade K-5 Teachers - Debbie Jarzombek	Instructional Coach, Teachers, Administration	Improvement in EOY data, student data logs, istation data, assessment data, fluency probes				


14) Professional Development in Guided Math for Grade K-5 teachers.	Instructional Coach, Teachers, Administration	Improvement in EOY data, student data logs, assessment data				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

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

Performance Objective 3: Improve college readiness performance

Evaluation Data Source(s) 3: In the 2018-19 school year, AES students in grades 3-5 will increase Level III performance on state assessments by at least 3%.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Implementation of 21st century skills in all classrooms. (Creativity, Critical Thinking, Collaboration, and Communication).	Principal, AP, Teachers	Increased percentage of students meeting level three on state assessments, lesson plans, walkthrough data Level III Performance - 3-5 Reading 35% 3-5 Math 38% 4th Writing - 10% 5th Science 30%				
2) All grade levels will have intervention time to target specific skills and objectives and promote high levels of academic growth for all students, especially targeting high-performing students. In addition, all teachers will implement Guided Math and Guided Reading, approaches that target students specific needs in Math and Reading.	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.	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.

Evaluation Data Source(s) 4: 100% of eligible AES students will participate in coordinated school health activities.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Students in grades 3-5 will participate in the state fitness assessment. (Fitness Gram)	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)	Principal, Nurse, PE, Teacher	Parent notification letter, school calendar, lesson plans				
3) 5th Grade Milers Club	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.	Principal, K-2nd grade teachers	Assembly, student discussion and observation, school calendar				
5) Red Ribbon week activities	Counselor, Principal, Teachers	student participation, Nancy Burks performance, observation and school climate				
6) K/1st Bounce House Fun Day 2nd/3rd and 4th/5th Field Days	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.	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.	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.				
9) AES will host the Boosterthon Fun Run	Principals, Boosterthon Team, Classroom Teachers and Staff	student participation, observation, student and parent feedback, school survey.				
10) Water Safety with YMCA for 1st grade students.	Principals, Admin Team, YMCA Staff, 1st Grade Teachers	student participation, observation, student and parent feedback, school survey.				

 = Accomplished
  = Continue/Modify
  = 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.

Evaluation Data Source(s) 5: In the 2018-19 school year, AES students in grades 3-5 will increase state assessment performance by at least 5%.

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Conduct meetings for review of student progress and implementation of supplemental instruction for RTI & LEP students.	Principal, AP, Teachers, Counselor, Instructional Coach	Intervention schedule, RTI meeting minutes, lesson plans, data sheets				
2) Monitor and provide interventions for targeted students with low attendance and provide incentives for all students with perfect attendance. In addition, AES will create an attendance committee which will help with implementation.	Principal, AP, Counselor, Office Staff, teachers	Attendance records, attendance reward system for classrooms, whole school attendance rewards and drawings, DOJO points				
3) Provide opportunities for fifth grade students to visit GHS CTE departments.	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.	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.	Administration, IS, teachers	increased performance of objectives on common assessments, benchmarks and STAAR, lesson plans, walkthrough data				
6) AES will implement Pirates with Purpose, a program designed to reach at-risk boys in grades 3-5.	Principals, Counselor, Instructional Coach	student feedback, teacher feedback, observations				
7) AES will implement a Social Skills Club for students in grades K-5.	Counselor	student feedback, teacher feedback, observations				
8) AES will implement Lunch Bunch groups for at-risk students.	Counselor	student feedback, teacher feedback, observations				


 = Accomplished
  = Continue/Modify
  = 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.

Evaluation Data Source(s) 6: Review of new opportunities implemented during the 2018-19 school year.

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Obtain innovative resources to support 21st century competencies.	Administration, IS, Curriculum Dept	POs, PD, Cubelets, Robot, Makerspaces, Breakout EDU.				
2) AES will adopt 8 Character Traits. These traits will be the characteristics of a successful student. AES will introduce one new quality each month.	Administration, Teachers	Observations, academic data from assessments, classroom engagement, student goals and self-reflection, parent and teacher input				
3) Flexible Seating trials for students and classes.	Teachers, Administration	Discipline reports, individual and class data logs, observations by teachers and administration, assessment data				
4) Students will participate in STEAM rotations bi-weekly for 45 minutes with specials team.	Administration	Students will participate in science, technology, engineering, art and math activities during a 45 minute rotation every other week. Observations, walkthroughs, data, student survey				
						

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

Evaluation Data Source(s) 1: 100% of AES teachers will meet campus based technology proficiencies.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Technology Tools for Teachers - "Techie Time"	Campus Technology Vertical Team, Principal, Instructional Coach	School Calendar, Agendas, Documented Classroom Activities				
2) AES will create a Social Media Committee that will assist teachers with technology implementation	Principals, Librarian, Classroom teachers, Social Media Committee	sign-in sheet, agenda, walkthrough 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 2: Ensure students demonstrate responsible digital citizenship

Evaluation Data Source(s) 2: 100% of AES students will complete safety training during the 2018-2019 school year.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Students will receive annual cyber safety training using GISD technology department's curriculum.	Principal, Librarian, GISD Technology Department	Reduced number of offenses related to student technology, campus attestation forms.				
2) Technology expectations will be set in classrooms when Treatment Agreements are formed.	Principals, Classroom Teachers	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

Evaluation Data Source(s) 3: AES teachers will use technology to enhance instruction at least 80% of the time.

Summative Evaluation 3:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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, audio microphones, chromebooks, ipads, Google Expeditions, ZSpace, Swivel Robot.	Principal, AP, Librarian, GISD Technology Department	Bright Bytes, Snapshot data, PDAS				
2) Students will use software such as iStation, Brain Pop, AR, ABC mouse, starfall, PBSkids.org, abcya.com, Xtra Math, Storia, Prodigy, Motivation Online, Education Galaxy, Scholastic, Stemsscopes, Flocabulary, Learning Ally and Go Math to improve student performance.	Principal, AP, Librarian, Instructional Coach, GISD Technology Department	Software Usage Reports, State Assessment Data, TELPAS/STAAR				
3) Implement cubelets, robot and coding into the classroom.	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.

Evaluation Data Source(s) 1: 100% of AES staff will participate in district safety training and monthly campus safety drills.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Campus monthly facility inspection.	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, active shooter trainings, and other state required trainings.	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.	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.

Evaluation Data Source(s) 1: All grade levels will participate in alternate schedules at least 27 weeks in the 2018-2019 school year.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Early Release days at the end of each grading period will be utilized for campus planning, collaboration and training.	Principal, Campus Leadership Team, AP, teachers	Agendas, School Calendar, Sign-in Sheets				
2) Teachers will participate in Content PLCs during the week and attend grade level meetings via computer (email, text, hangout, etc)	Administration, Lead Teacher	Agendas, Minutes from meetings, PLC quadrant form				
3) AES will implement E-Time in grades K-5 to help students build schema through increased experiences.	Principals, Instructional Coach, Counselor Classroom Teachers,	alternate schedule for rotations, enrichment, lesson plans, school calendar				
4) AES will hold House Huddles monthly. Students will be randomly selected for their "house." The names of houses all stand for a character trait that we will be learning throughout the year. The houses will consist of a mix of students Pk-5 as well as a mix of staff. The house huddles will focus on relationship building and character.	Principals, Counselor, Classroom Teachers, Staff,	alternate schedule for rotations, lesson plans, school calendar				



✔ = Accomplished
 ➔ = Continue/Modify
 ● = Considerable
 ● = Some Progress
 ● = No Progress
 ✘ = Discontinue

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

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

Evaluation Data Source(s) 2: 100% of professional development sessions will reflect needs of the campus.

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Principal and Campus Leadership Team will meet on a regular basis to discuss professional development needs.	Principal, Campus Leadership Team Members	Meeting Agendas, Sign-in Sheets, 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.

Evaluation Data Source(s) 1: AES counselor will maintain and edit a comprehensive list of resources for families at least four times throughout the 2018-2019 school year.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Feb	Apr	June
1) Families needing assistance are directed to resources within the district and community.	Counselor	Comprehensive list of known resources and services.				
2) Campus procedures will be established and understood by all staff members on referral process for families in need of assistance.	Principal, AP, Counselor, Nurse	Documentation of SOPs, Resource List, Agendas, Sign-in sheets				
						

State Compensatory

Budget for Acton Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199 E 11 6118 00 102 0 24 000	6118 Extra Duty Stipend - Locally Defined	\$8,829.00
6100 Subtotal:		\$8,829.00
6300 Supplies and Services		
199 E 11 6395 MM 102 0 24 000	6395 Supplies, DP Operations - Locally Defined	\$5,000.00
6300 Subtotal:		\$5,000.00

Title I Schoolwide Element Personnel

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