

Acton Elementary Campus Plan

At-A-Glance

2019-2020

GISD Vision

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

AES's Mission

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

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

Goal #1: High-quality instruction and learning opportunities that support high rigor and engagement

Performance Objective 1: Monitor, intervene, and improve student performance according to state standards - including all student groups in all academic areas of STAAR -

- PLCs
- Universal Screeners
- BAS Reading Levels
- Guided Reading and Guided Math Groups
- CFAs, CAs & benchmarks
- LLI
- Tutors for reading and math
- Lucy Calkins Units of Study Writing Implementation
- Special Programs (Sped, 504, RTI)

STAAR Goals for 2019-2020:

- Reading from 80% to 90%
- Math from 84% to 92%
- Science from 86% to 90%
- Writing from 59% to 80%

Performance Objective 2: Close gaps between ALL students and other student groups (less than 10%)

- PLCs
- common planning time
- data logs
- Guided Reading and Guided Math Groups
- CARA Meetings
- Instructional Coaching
- RTI

Performance Goal #3: Increasing Mastery Level on STAAR Tests

- 2, 1 or None Club
- Guided Reading
- Extension Activities
- Odyssey of the Minds

Reading +7% = w/ Masters Level at 35%
Math +10% = w/ Masters Level at 40%
Writing +15% = w/ Masters Level at 20%
Science +7% = w/ Masters Level at 42%

Goal #2: Support student success by providing and retaining the appropriate quantity of qualified staff.

Performance Objective 1: Provided staff development and support encourage innovative lessons and high quality instruction

- Mentor Program for New Teachers
- GTEI
- Teach4Gr8ness Summer Technology Training
- Tarletton's Effective Schools Project
- Campus Staff Development and Training
- Sunshine Committee

Goal #3: Expose students to real-world environments engaging them into diverse partnerships fostering leadership.

Performance Objective 1: Provide opportunities to gain experiences that enhance their learning and bring it alive

- Camp Grady Spruce
- OLC Trips
- E-Time/Enrichment
- STEM Time
- Pirates with Purpose D
- field trip information
- GISD Day of Service

Goal #4: Engage students in all grade levels through participation in innovative and diverse activities to build character, leadership, and team-building skills.

Performance Objective 1: Teach character development and leadership skills

- Character Lessons during PLC Time
- Monthly Character Traits
- House Huddle Meetings
- Boosterthon Lessons
- Restorative Circles
- Treatment Agreements
- Service Projects

Character Traits for each month... September - Kindness/Friendliness October - Respect November - Integrity December - Enthusiasm January - Dependable February - Positivity March - Courage April - Wisdom

Goal #5: Maintain an infrastructure that supports the appropriate number of devices to engage students in innovative, balanced, ethical, authentic learning opportunities and the training necessary to implement effectively.

Performance Objective 1: Provide technology professional development that supports new instructional strategies to engage all learners

- Teach4Gr8ness Summer Technology Training
- Technology Dept. training on Campus
- LCD Projectors, Teacher Microphones, Smartboard, Individual Devices

Goal #6: Evaluate and utilize facilities in innovative ways based on current needs and demographics to plan effectively for future growth to benefit all students.

Performance Objective 1: Update exterior of AES facilities to enhance curb appeal and to verify 90%+ of actual addresses of students who attend AES

- Paint and Signage Facelift
- Address Verification to determine demographics to plan effectively for future growth

Goal #7: Adopt and implement responsible, transparent, adaptive, student-focused fiscal policies that meet the basic state and local requirements and support innovation.

Performance Goal 1: Responsibly utilize funds allocated in budget and apply for innovative funding through approved grant opportunities

- GEF Grants
- Balanced Budget

Granbury Independent School District

Acton Elementary School

2019-2020 Campus Improvement Plan

Accountability Rating: B



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

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.

Demographics

Demographics Summary

Acton Elementary ended the 2018-2019 year with 870 students. In May 2019, 47.1% of our students qualified for free or reduced lunches. The enrollment by ethnic background was 661 White, 150 Hispanic, 29 Black, 5 American Indian, 3 Asian, 4 Native Hawaiian or other Pacific Islander, and 18 two or more races.

Demographics Strengths

Student Academic Achievement

Student Academic Achievement Summary

Achievement

Guided Reading Levels for grades K-2 is as follows...

- Kindergarten, the percentage of students on grade level went from 62% in 2016-17 to 78% in 2017-18 to 92% in 2018-19
- 1st grade, the percentage of students on grade level went from 67% in 2016-17 to 43% in 2017-18 to 74% in 2018-19
- 2nd grade, the percentage of students on grade level went from 67% in 2016-17 to 70% in 2017-18 to 79% in 2018-19.

Actual STAAR scores for 2018-2019

- o 3rd grade Reading = 74% w/ Masters Level III at 29%
- o 3rd grade Math = 84% w/ Masters Level III at 25%
- o 4th grade Reading = 79% w/ Masters Level III at 24%
- o 4th grade Math= 75% w/ Masters Level III at 28%
- o 4th grade Writing = 59% w/ Masters Level III at 5 %
- o 5th grade Reading = 87% w/ Masters Level III at 31%
- o 5th grade Math = 94% w/ Masters Level III at 38%
- o 5th Science = 86% w/ Masters Level III at 38%

State Assessment Goals for 2019-2020:

- Reading at 90% w/ Masters Level III at 35%
- Math at 92% w/ Masters Level III at 40%
- Science at 90% w/Masters Level III at 42%
- Writing at 80% w/ Masters Level III at 20%

- We will maintain a 10% or less gap between our Hispanic and Non-Hispanic student groups, and between our ECD and non-ECD student groups on the STAAR reading, math, writing and science assessments.

Students who are at-risk will be identified through at-risk screeners, common assessments and benchmarks, guided reading and math instruction, other classroom assignments.

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.

2018-2019 TELPAS

Raw scores for reading have been imported into DMAC. In 1st and 2nd grade, 80% of students maintained their composite level and 20% improved. In 3rd grade, 25% maintained their composite level and 75% improved. In 4th grade, 75% maintained their composite level and 25% improved. In 5th grade, 57% of students maintained their composite level, 29% improved, and only 1 student dropped his/her level.

Focus for 2019-2020: Improving reading and writing instruction is a strong focus for our campus.

Professional development will focus on reading and writing workshop. Teachers will have Balanced Literacy and Writer's Workshop training with Debbie Jarzombek. The Instructional Coach will be attending the Lucy Calkins Reading and Writing Institute in New York City. This training will provide our Instructional Coach with the knowledge necessary for a successful roll-out of Lucy Calkins Writer's Workshop in the 2019-20 school year.

CFAs and CAs will be continued for reading, writing, math and science. The data from these checkpoints will be utilized in weekly PLC's for planning interventions and extensions.

In ELAR, our focus will be using our district curriculum documents and district purchased resources: Fountas and Pinnell Classroom, Lucy Calkins Writer's Workshop, SRA Phonics Instruction, Continuum of Literacy, Guided Reading, and Comprehension Toolkit. Leveled Literacy Intervention (LLI) will also be used for our students in need of in-depth reading intervention.

Evaluation of Plans and Strategies

CFAs (common formative assessments), district 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 3rd-5th grade. Go Math universal screeners will be used in kindergarten, first and second grade. Kindergarten, first and second grade reading will be assessed with a DRA assessments. All Kinder-4th grade students will be assessed with DRA, as well as struggling readers in 5th grade.

Focus for 2019-2020: We will continue to strengthen our PLC process with the addition of PLC facilitators. Each reading and math content team will elect a facilitator for the 2019-2020 school year. These facilitators will be trained monthly on topics such as SMART goal and CFA creation, conflict resolution, and ELL strategies. We will continue with 75 minute bi-weekly PLC's. CFAs will be continued for reading, math and writing. The data from the CFAs will be utilized in biweekly PLC's for planning for the interventions and extensions necessary for each skill. We will be holding data meetings in all 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 data from these screeners at BOY, MOY and EOY to keep parents informed of how their student is performing and progressing.

Student Academic Achievement Strengths

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction and Assessment

The curriculum is aligned with the Texas Essential Knowledge and Skills (TEKS). 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 coach.

STAAR, common formative assessments, DRA, and district common assessments and benchmarks 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 Fountas and Pinnell Classroom, Lucy Calkins Writer's Workshop, SRA Phonics Instruction, Continuum of Literacy, Guided Reading, and Comprehension Toolkit, Stem Scopes, Studies Weekly, and Go Math. We purchased Leveled Literacy Intervention for grades K-5.

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 continued working with Debbie Jarzombek to enhance balanced literacy and writer's workshop skills in the classroom K-5. 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. We will continue to work with Debbie Jarzombek in the 2019-20 school year.

Focus for 2019-2020: Instructional staff has the opportunity to take part in summer trainings specific to needs. All ELAR teachers will attend Writer's Workshop training, Handwriting Without Tears, and Balanced Literacy training. 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 - intervention for our struggling learners and extension for our high-performing learners. This is to ensure that teachers are collaborating and providing effective instruction based on data, to best meet the needs of all students. Guided reading instruction will continue to be a focus with increased emphasis on implementation in grades 4th and 5th grade. Common planning for both reading and math will continue each week.

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 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 75 minute block bi-weekly for PLC. Common planning time across grade levels is also 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 2019-2020: New teachers will be paired with a mentor and have specific, allotted time to address agenda goals set by administrators, as well as questions or concerns pertaining to the campus. In addition, new teacher meetings will be held every 2 weeks during the Fall semester, and monthly during the Spring semester. The purpose of these meetings is to ensure that all new staff members are well-versed in the mission and logistics of the campus, and also strengthen relationships.

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 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 principals 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 principals and instructional coach 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 2019-2020: Based on feedback from stakeholders, House Systems will continue to be an 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 focus of the houses. We will also make protecting instructional time a priority and be strategic when planning assemblies and other activities.

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.

Technology

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 hand-held devices. 95% of our teachers are attending Teach 4 Gr8ness, our district technology conference.

Focus for 2019-2020: Social Media Team was successful in branding our campus. We will continue this initiative in the upcoming school year, with a strong focus on student-led content and creation. 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.

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 Odyssey of the Mind or an independent study project. Students participating in the Gifted and Talented program will also have the opportunity to participate in a Google Classroom using Texas Performance Standards Project working as a group with other GT students and independently.

At-Risk learners will be provided small group instruction by teachers before school and in small group interventions that 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 Learners (EL) 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 served our students in the Response to Intervention Program during small group intervention time during the school day to work on specific areas of need for each student requiring intervention.

Focus for 2019-2020: 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 will continue to involve parents in Odyssey of the Mind this year to help teacher coaches. We will continue to focus on vocabulary to impact our ELL and ECD learners. Our Special Education teachers will receive training this summer in LLI (Leveled Literacy Intervention) to provide further intervention for our SPED population. Parent communication with all of our special populations will be a focus.

School Processes & Programs Strengths

Perceptions

Perceptions Summary

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. Education Galaxy universal screener is administered in kindergarten, first and second grade. We will use DRA for our reading screener. 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, school messenger, as well as, notes home in folders.

We continued our Customer Care approach. Our office staff as well as the entire faculty and 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, and Red Ribbon Week.

Focus for 2019-2020: This year, we will use 8 monthly character traits. Mrs. Jernigan will lead character meetings. Each house will also practice and teach the character qualities during House huddles.

Our campus will refine the Restorative Practices approach next school year. All teachers will have a refresher training prior to the beginning of the school year. Teachers who implemented successfully last year will help present best practices. In addition, teachers new to our campus will participate in an in-depth Restorative Practice training. This will continue to drive our rules and procedures for next school year.

We will continue to implement restorative discipline practices and will have additional training for deeper implementation. For parents, we will focus our Acton Connects nights to highlight topics that will help bridge the gaps in student achievement with ideas they can incorporate at home to help and encourage their student. Another way of breaking down barriers in student achievement will be through Character Counts. Through character education, we will teach core values and work on developing the whole child.

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Barriers to Student Achievement

Today, one in four children in the United States is growing up in poverty. Many of these children are exposed to violence, chronic insecurity, loss, hardship

and disruption. They don't shed these experiences at the schoolhouse door. They show up in the classroom in the form of traumatic stress, which has unique and often profound effects on the developing brain. Such stress causes children to be tuned out, preoccupied, impulsive, unable to concentrate, distrustful and nervous. It interferes with their ability to focus, to interact with others, to tackle rigorous academic material and progress in school successfully. AES's demographics are rapidly changing. We will concentrate on supporting students and closing the gaps with our ECD students, SPED students, ELLs, and Hispanics.

Focus for 2019-2020: We are aware of our changing demographics and needs of our students. For this reason, we will continue to implement House Systems in order to create a family-like community for students and staff. After one year of house systems, our committee has evaluated the program and has worked to refine the areas that are in need of improvement. There will be a stronger focus on building relationships across grade levels within each house. An increased emphasis will be placed on the 8 character traits: Students will hear about each trait from the principal and/or student leader during Monday morning PIT meetings, from Mrs. Jernigan during their guidance time each week, and from their classroom teacher through common lessons that have been created by the committee.

Perceptions Strengths

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Other Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: We will develop and provide high-quality instruction and learning opportunities that support high rigor and engagement to ensure all students are prepared for post-secondary success.

Performance Objective 1: Continue to monitor, intervene, and improve student performance according to state standards - including all student groups in all academic areas of STAAR -

STAAR Goals for 2019-2020:

Reading from 80% to 90%

Math from 84% to 92%

Science from 86% to 90%

Writing from 59% to 80%





Evaluation Data Source(s) 1: STAAR Tests, BOY/MOY/EOY assessments, Teacher Data Logs, DMAC Data for CAs and benchmarks

Summative Evaluation 1:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Instructional Coach and at least one member of Admin. team will meet with each grade level subject area in PLCs (biweekly) to learn new resources and constantly monitor student data to plan for intervention and enrichment.	2.4, 2.6	Principal, APs, Instructional Coach, Curriculum Specialist, Teachers	Use of the new reading resources will aid in quality instruction and will allow the teachers to better follow the GISD scope and sequence. Required state curriculum will be presented to all students before end of the 2019-2020 school year.				
Funding Sources: Title I (211) - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
2) Provide more instructional time based off of feedback from teacher survey. (Morning Meeting time cut down to Mondays only, Enrichment time consolidated, test prep time slots blocked out into weekly schedule)	2.4, 2.5, 2.6	Principal, APs, Instructional Coach, Teachers	More time on task = directly affecting learning with more exposure to curriculum				
3) Implementation of Lucy Calkins - Units of Study for Writing	2.4	Principal, APs and Instructional Coach	All grades will complete 2 Units of Study Move from 59% to 80% on STAAR Writing				

 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue


Goal 1: We will develop and provide high-quality instruction and learning opportunities that support high rigor and engagement to ensure all students are prepared for post-secondary success.

Performance Objective 2: Maintain a 10% or less gap between our Hispanic and Non-Hispanic student groups, and between our ECD and non-ECD student groups on the STAAR reading, math, science and writing assessments.

Evaluation Data Source(s) 2: STAAR Tests, Teacher Data Logs, DMAC Data for CAs and benchmarks, Intervention Data

Summative Evaluation 2:

High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) LLI interventions for grades K - 5 in reading for tier II and III students 4 days per week.	2.4, 2.5, 2.6	Principal, APs, Instructional Coach, Teachers, LLI Interventionist	All students will show a minimum of 1-year's growth in reading, according to their BAS/DRA assessment				
2) Guided Reading groups	2.4, 2.5, 2.6	DRA reading levels	All students will show a minimum of 1-year's growth in reading, according to their BAS/DRA assessment 3rd - 5th Grade Reading Combined 2020 STAAR Achievement - 85% approaches or above				
3) Guided Math groups	2.4, 2.5, 2.6	CFAs, Ed Galaxy, CAs, Benchmarks and STAAR math test	STAAR Math Scores Math from 84% to 92%				
							

Goal 1: We will develop and provide high-quality instruction and learning opportunities that support high rigor and engagement to ensure all students are prepared for post-secondary success.

Performance Objective 3: Improve College Readiness Performance by increasing Mastery Level on STAAR Tests for each tested area

Reading +7% = w/ Masters Level at 35%





Math +10% = w/ Masters Level at 40%

Writing +15% = w/ Masters Level at 20%

Science +7% = w/ Masters Level at 42%

Evaluation Data Source(s) 3: STAAR Testing, Teacher Data Logs, DMAC Data for CAs and benchmarks

Summative Evaluation 3:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Provide enrichment opportunities for all students identified as GT. -Field Trips -Community Service Projects -STEM Sessions during PLC time -The Texas Performance Standards Project (TPSP) -Odyssey of the Mind Competition	2.5	Principal, Counselor, Teachers, Odyssey of the Mind Coaches	Reading +7% = w/ Masters Level at 35% Math +10% = w/ Masters Level at 40% Writing +15% = w/ Masters Level at 20% Science +7% = w/ Masters Level at 42%				
Funding Sources: Gifted (21) - 0.00							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Goal 2: We will commit to support student success by providing and retaining the appropriate quantity of qualified staff.

Performance Objective 1: Teachers and staff will be provided staff development and support encourage innovative lessons and high quality instruction in the classroom.

Evaluation Data Source(s) 1: GAP, Walk Through Data, Assessment Data, Meeting Agenda & Notes, Budget Data, PD Surveys

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Mentor/Mentee program for teachers new to AES and/or new to teaching. Bi-Weekly Meetings for 1st semester and Monthly Meetings for 2nd semester	2.5	Principal, APs, Instructional Coach, and Mentor Teachers	Retention of quality teachers and support for new staff				
2) Tarleton State University's Effective Schools Project (ESP)		Principal, APs, Instructional Coach, and Mentor Teachers	Professional Development that teachers can implement almost immediately into classroom setting.				
Funding Sources: Local (199) - 0.00							
							

Goal 3: We will provide innovative opportunities to expose students to real-world environments engaging them into diverse partnerships fostering leadership.

Performance Objective 1: Students will be provided opportunities to gain experiences that enhance their learning and bring it alive.

Evaluation Data Source(s) 1: STAAR Data for Science (Camp Grady Spruce), OLC Trips, E-Time/Enrichment Google Forms and Evaluations, Pirates with Purpose Discipline Data/Report Card Data/STAAR Data, Budget-field trip information, GISD Day of Service

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) E-Time sessions to encourage choice, inquiry and meaningful engagement.	2.4, 2.5	Principal, APs and Teachers	Provide hands-on, real world experiences that build schema				
Funding Sources: Local (199) - 0.00							
2) STEM time Bi-Weekly	2.4, 2.5, 2.6	Principal, Counselor, APs, and Specials Teachers	Hands-on experiences in science, technology, engineering and math				
3) Camp Grady Spruce Field Trip for 5th grade	2.4, 2.5, 2.6	Principal, APs, 5th grade Teachers	85% of the 5th grade Science TEKS taught at camp that teachers and students can refer to throughout the year.				
4) GISD Day of Service - each grade level has a service project that they do during the year	2.5	Principal, Counselor, APs and Teachers	Character Education and helping our community				
Funding Sources: Local (199) - 0.00							
							

Goal 4: We will engage students in all grade levels through participation in innovative and diverse activities to build character, leadership, and team-building skills.


Performance Objective 1: Teach character development and leadership skills that students can draw on throughout their lives. Promote traits that can sustain students at home, at school and in the community.


Evaluation Data Source(s) 1: National School of Character Award Data, Character Lesson Lesson Plans, House Huddle Lesson Plans, Boosterthon Lessons, Character Survey, Restorative data through Discipline Records


Summative Evaluation 1:


High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) House System to provide smaller communities to teach character education.	2.6	Principal, APs, House Huddle Committee Members, Counselor and Teachers	Teach the following character traits over each month... September - Kindness/Friendliness October - Respect November - Integrity December - Enthusiasm January - Dependable February - Positivity March - Courage April - Wisdom				
2) Restorative Practices will continue to be implemented in each classroom and in office discipline, through circles, treatment agreements, mood meters, etc.	2.6	Principal, APs, Counselor and Teachers	Promote positive culture that teaches appropriate behavior and moves from punitive discipline to a community-oriented, restorative approach.				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue


Goal 5: We will maintain an optimal infrastructure that supports the appropriate number of devices to engage students in innovative, balanced, ethical, authentic learning opportunities and the training necessary to implement effectively.

Performance Objective 1: Provide technology professional development that supports new instructional strategies to engage all learners.


Evaluation Data Source(s) 1: AES instructional Walks, GAP, and BRIGHT BYTES survey, Teach4Gr8ness Conference participation.

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Teach4Gr8ness Technology Conference sessions	2.5	Principal, APs, GISD Technology Department	Teachers implement engaging technology into classroom each day.				
2) Students will demonstrate proficiency of technology use in the classroom.	2.4, 2.5, 2.6	Principal, APs, Instructional Coach, Librarian, Student Google Guides	Technology will enhance learning and make it more engaging.				




= Accomplished



= Continue/Modify



= No Progress




= Discontinue

Goal 6: We will evaluate and utilize facilities in innovative ways based on current needs and demographics to plan effectively for future growth to benefit all students.

Performance Objective 1: Update exterior of AES facilities to enhance curb appeal and to verify 90%+ of actual addresses of students who attend AES.

Evaluation Data Source(s) 1: GISD's plan for painting and updated signage for AES & Address verification Process

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Facelift for AES - paint and new signage		Principal, APs, GISD Maintenance Dept.	Improve curb-appeal of building				
2) Address verification process - determining actual addresses for students		Principal, APs, Office Staff, Teachers	Determine actual addresses to help determine demographics to plan effectively for future growth.				
							


Goal 7: We will adopt and implement responsible, transparent, adaptive, student-focused fiscal policies that meet the basic state and local requirements and support innovation.

Performance Objective 1: Responsibly utilize funds allocated in budget and apply for innovative funding through approved grant opportunities.


Evaluation Data Source(s) 1: Budget, Grant approval and documentation

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	June
1) Apply for GEF grants for various innovative ideas.	2.5	Principal, APs, Instructional Coach, Counselor, Teachers	Receive additional funding for students, programs, and technology.				
2) Responsible budgeting and use of funds	2.4, 2.5, 2.6	Principal, Secretary, GISD Business Office	Through the use a budget as a standard, the AES ensures that programs are implemented according to set plans and objectives.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$8,800.00
199 e 11 6125 00 102 0 24 000	6125 Salary Support - Locally Defined	\$26,750.00
6100 Subtotal:		\$35,550.00
6300 Supplies and Services		
199 e 11 6395 00 102 0 34 000	6395 Supplies, DP Operations - Locally Defined	\$220.00
6300 Subtotal:		\$220.00

Personnel for Acton Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Larry Hooper	Reading Paraprofessional	State Comp Ed	1.0

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Tiffinie Pounds	Instructional Specialist	Title I	1.0

Campus Funding Summary

Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$0.00
3	1	1			\$0.00
3	1	4			\$0.00
Sub-Total					\$0.00
Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
Sub-Total					\$0.00
Gifted (21)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00