

Granbury Independent School District

Acton Elementary School

Improvement Plan

2020-2021



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 Needs Assessment is developed by the principal, assistant principal, instructional specialist, counselor and Instructional Leadership Team. 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. The CIP is a live document and can/will be updated often, especially due to the uncertainty of COVID-19.

Demographics

Demographics Summary

Acton Elementary ended the 2019-2020 year with 898 students. In May 2020, 50.6% of our students qualified for free or reduced lunches. The enrollment by ethnic background was 75.7% White, 17.8% Hispanic, 3% Black, .66% American Indian, .33% Asian, .33% Native Hawaiian or other Pacific Islander, and 2% two or more races.

Race Distribution for Males and Females in All Grades at Entity 102



Demographics Strengths

Our Mission Statement says a lot about how we try to be inclusive of ALL our students. We build strong relationships and focus on character education that helps form a family atmosphere at AES.

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

- reaching hearts

- building character
- growing learners
- embracing families

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our campus mobility rate has increased year over year, which has impacted our ability to effectively connect with students and their families as well as adequately address gaps in their learning. **Root Cause:** National economic hardships and new construction that attracts families of low socioeconomic status in need of stable, affordable housing.

Student Achievement

Student Achievement Summary

Due to Covid-19, we did not take the STAAR test in 2019- 2020 school year. The below percentages are from 2018- 2019.

Overall results on state STAAR testing are as follows:

Reading 3rd grade-74%

Math 3rd grade-84%

Reading 4th grade-79%

Math 4th grade-75%%

Writing 4th grade -59%

Reading 5th grade-87%

Math 5th grade-94%

Science 5th-86%

One of our District and Campus focuses was reading. We had a goal of having ALL students show a year's worth of growth in reading. Due to Covid-19, we did not meet our goal. We will continue this goal for this coming year as our long term goal.

Here is our data on Guided Reading Growth.

S Staff	Teacher	Students with a Year Growth	Total Students	%
	Kinder	100	112	89.29%
1	114	149	76.51%	
2	82	123	66.67%	

AE	3	61	137	44.53%
	4	90	149	60.40%
	5	85	167	50.90%
	Total	532	837	63.56%

Focus for 2020 -2021:

- Spiraled TEKS from previous grade levels will be incorporated into the scope and sequence in order to reteach standards that were possibly missed or need further remediation due to school closures.
- Improved performance in Reading and Math = intervention to show growth from regression during COVID distance learning. (growth from BOY to MOY screener in both subjects) As per House Bill 3, baseline data will be set SW1 for math for grades PK-2. MClass will be used for reading measures for grades PK-2. For grades
- Continued use of small group instruction, especially guided math and reading groups, will be used in all core content areas. Furthermore, data from common formative assessments will be used to guide the instruction in these small groups to ensure each student is being offered the intervention or extension for their specific need. MAP will be used to measure math progress with Interventions and Amplify Reading and MClass will be used for Reading interventions.
- Tier 3 Interventions will be provided for students who are significantly below level in Reading and/or Math. Leveled Literacy Intervention (LLI) and small group math intervention will be provided in order to fill in gaps in achievement.
- A blended learning model will be researched and a collaborative plan will be implemented for each grade level team to ensure all content is offered virtually in high and low tech methods.
 - A plan for attendance for blended learning will need to be addressed.
 - Ideas for how to share the workload for at home learners.
 - Recording lessons, or live video conferencing options should be discussed.
 - A plan for Tier 2 and Tier 3 interventions for blended and/or distance learning will need to be addressed.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students returning to the brick and mortar campus of AES will have larger gaps than normal on vertically aligned standards for all core content areas. In addition, some students may not be able to physically return to school and will have to continue with distance learning in the 2020-2021 school year. **Root Cause:** Following school closures in spring of 2020, students and teachers were unexpectedly required to adjust to distance teaching and learning.

School Culture and Climate

School Culture and Climate Summary

AES is a National School of Character and we are known for our positive school culture.

Focus for 2020 -2021:

- Counselor-led lessons on eight character traits that coincide with our house system
- Focus on student self care, growth mindset, and resilience using Happiness Lab curriculum
- SEL Sanford Harmony Curriculum for student lessons each GP
- Other activities to help improve campus culture and climate were Bully Prevention, guidance lessons, Nancy Worcester, and Red Ribbon Week.
- Implement restorative circles in class to grow student-to-student and student-to-teacher relationships
- Induct new students into one of eight campus houses within their first week on campus so they could develop relationships with other students in the same house
- Community outreach events in low-income neighborhoods will strengthen ties between school staff and community
- Include texts, experiences, and events that celebrate and represent all portions of our campus population
- Communication is mandatory at AES through the use of monthly email, Facebook, Twitter, Dojo
- 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.”

School Culture and Climate Strengths

AES is a National School of Character and we are known for our positive school culture.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: We have struggled to effectively integrate new students into our campus family and acclimate them to procedures and traditions.

Root Cause: High mobility rate of students; large campus population

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Focus for 2020 -2021:

- All teachers are highly qualified
- Professional development will be provided to help teachers implement instructional strategies that are effective with Hispanic, special education and economically disadvantaged students.
- AES STAFF PD with Google Classroom to allow PD that is relevant for individuals needs on their timeframe - video clips and PDs based off of recent staff survey
- 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. In addition, there will be a 75 minute block bi-weekly for PLC.
- Our campus hosts many student teachers and student observers from local universities.
- Participating in the US PREP Intern pilot program with TSU to grow prospective teachers.
- 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.
- Administration and teaching staff work together collaboratively to determine the best grade placement for teachers. Discussion with teachers on placement will consider the best interest of student achievement.
- New teachers will be highly supported with biweekly meetings with the campus admin team and personal mentor on campus.
- Teacher appreciation strategies implemented throughout the year. For example, coffee carts, Sonic drinks, gift of time, staff kudos in weekly newsletter, etc.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Consistency with teacher placement across all subjects/grade levels. **Root Cause:** Teachers have retired and relocated due to their spouses' job requirements. As a result, teacher assignments have shifted in order to fill vacancies.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Focus for 2020 -2021:

- Summer professional development will be provided for all teachers.
- All ELAR teachers will attend follow-up trainings for district ELAR resources.
- 45 minute weekly planning and bi-weekly PLC meetings (time TBD) will occur.
- Teachers will plan with their content teams, develop CFAs, and plan interventions for struggling learners and plan extensions for high-performing learners.
- Guided Reading will continue to be a focus with increased emphasis in grades 4 and 5. Strategies provided by Literacy Consultant Debbie Jarzombek will continue to be used.
- Frequent progress monitoring will be required in both reading and math, data will be tracked in teacher-kept data logs, and will be used to determine which students need additional interventions.
- Writer's Workshop will continue to be a focus in grades K through 5, with all grade levels implementing at least two Lucy Calkins' Units of Study.
- Instructional Coach will provide support for teachers around evidence based strategies with the goal of increasing student engagement, improving student achievement, and growing teachers.
- Teachers will participate in vertical team meetings in order to align curriculum across the campus and discuss best-practice strategies for instruction.
- Social Emotional Learning and trauma informed staff training will be addressed through implementation of The Happiness Lab (Kim Strobel) activities and staff development provided by the counselor to help students, staff and families maintain a healthy mental equilibrium.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Possible instructional interruptions that will affect student assessment results **Root Cause:** Possible school closures due to COVID-19

Parent and Community Engagement

Parent and Community Engagement Summary

Focus for 2020 -2021:

Our focus for the 2020-2021 school year is to connect with ALL families, especially making a point to connect with families that are low-income and increase parent connection opportunities. Due to an influx of low income, transient, and vulnerable families at AES, we want to make sure our families stay connected and informed, especially with the possibility of remote learning.

- Frequent use of Class Dojo to consistently communicate with families. Ie; School Dojo (Social Media Committee), Class Dojo Stories, Dojo Events, and Dojo Messages regarding important information.
- Parent/Student “Get to Know You” Google Form Questionnaires
- Flipgrid Videos/Monthly Emails to connect with families to share monthly updates.
- Community Outreach Committee to plan and organize community focused events and family nights- Cultural Night, Fitness Night, Back to School Picnic, Meet the Teacher, Grade level parent meetings
- Cresson Connections Community Center weekly after school tutoring
- Community Outreach events (Rancho Brazos Trunk or Treat, Cresson Picnic, and more to be planned throughout the year by the Community Outreach Committee)
- Community Centers Skyward Registration w/Technology buses
- Classroom Volunteer Opportunities
- Join PTO
- Career Day Experiences
- Attend Student Performances
- Parent Teacher Conferences
- Home Visits

- Literacy Program

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: We will increase parent connection opportunities, specifically with families that are low-income and not traditionally included in school communities. **Root Cause:** Introduction of low income, transient, and vulnerable families into our school zone

School Context and Organization

School Context and Organization Summary

Focus for 2020-2021:

- Continued implementation of House Systems
- Transition from Enrichment Time (E-Time) to Genius Hour (train all teachers for Genius Hour)
- Staff members are involved in decision making by serving on the Instructional Leadership Team
- The school budget is determined by the number of students enrolled and is developed with the assistance of the Instructional Leadership Team
- The Title I budget is developed by central office personnel
- Response to Intervention (RTI) is a collaborative process and 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 operates with one written plan which is the Campus Improvement Plan with each grade level leader on the Instructional Leadership Team help develop the plan
- All teachers have an opportunity to contribute by collaborating with their grade level leader

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: With so much uncertainty surrounding what the 2020-21 school year will entail due to Covid-19, there is concern about how we will carry out the current programs and organizational structure of our campus. **Root Cause:** Restrictions on how we are able to implement school-wide programs and initiatives. With the potential of blended instruction and/or remote instruction, implementation will be more difficult.

Technology

Technology Summary

Focus for 2020 -2021:

- Refine chromebook distribution and pick-up plan should campus closures occur
- Conduct cybersafety and responsible use training with students and teachers
- Train students on how to access and navigate learning platforms used on each grade level during the first six weeks grading period
- Create how-to videos for navigating learning suites for students and parents to reference during blended or virtual learning
- Continue professional development from Teach4 Gr8ness to learn effective tools and strategies to implement blended and virtual learning
- Create paper packets for families who decline or cannot access technology options that mirror the rigor and experiences of online learning

Problem Statements Identifying Technology Needs

Problem Statement 1: Student participation rate during campus closure due to COVID-19 was approximately 80% of the students who chose online delivery; this means that almost 150 students did not actively participate. With future campus closures and restrictions on paper packets possible, students may continue to fall behind academically without adequate access to and knowledge of technology and the Internet. **Root Cause:** Many students and parents lack adequate Internet access or equipment suitable for online learning; parents are unfamiliar with learning suites used to disseminate schoolwork.

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 2020-2021 (start point data from 2019 due to COVID):

Reading from 80% to 90%

Math from 84% to 92%

Science from 86% to 90%

Writing from 59% to 80%

Evaluation Data Sources: STAAR Tests, BOY/MOY/EOY assessments, Teacher Data Logs, DMAC Data for CAs and benchmarks

Summative Evaluation: None

<p>Strategy 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.</p>	
<p>Strategy's Expected Result/Impact: Use of district reading resources will aid in quality instruction and will allow the teachers to better follow the GISD scope and sequence.</p>	Formative
<p>Staff Responsible for Monitoring: Principal, APs, Instructional Coach, Curriculum Specialist, Teachers</p>	Dec
<p>Title I Schoolwide Elements: 2.4, 2.6</p>	Feb
<p>TEA Priorities: None</p>	Apr
<p>ESF Levers: None</p>	Summative
<p>Problem Statements: None</p>	June
<p>Funding Sources: Title I (211)</p>	

Strategy 2: Continued implementation of Lucy Calkins - Units of Study for Writing

Strategy's Expected Result/Impact: All grades will complete 2 Units of Study

Move from 59% to 80% on STAAR Writing

Staff Responsible for Monitoring: Principal, APs and Instructional Coach

Title I Schoolwide Elements: 2.4

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Formative

Dec

Feb

Apr

Summative

June



No Progress



Accomplished



Continue/Modify



Discontinue





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 Sources: STAAR Tests, Teacher Data Logs, DMAC Data for CAs and benchmarks, Intervention Data

Summative Evaluation: None

Strategy 1: LLI interventions for grades K - 5 in reading for tier II and III students 4 days per week.	
Strategy's Expected Result/Impact: All students will show a minimum of 1-year's growth in reading, according to their BAS/DRA assessment	Formative
Staff Responsible for Monitoring: Principal, APs, Instructional Coach, Teachers, LLI Interventionist	Dec
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Guided Reading groups	
Strategy's Expected Result/Impact: All students will show a minimum of 1-year's growth in reading, according to their BAS/DRA assessment	Formative
3rd - 5th Grade Reading Combined 2020 STAAR Achievement - 85% approaches or above	Dec
Staff Responsible for Monitoring: DRA reading levels	Feb
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Apr
TEA Priorities: None	Summative
ESF Levers: None	June
Problem Statements: None	
Funding Sources: None	

Strategy 3: Guided Math groups

Strategy's Expected Result/Impact: STAAR Math Scores Math from 84% to 92%		Formative Dec Feb Apr Summative June
Staff Responsible for Monitoring: CFAs, Ed Galaxy, CAs, Benchmarks and STAAR math test		
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	
TEA Priorities: None	Funding Sources: None	
ESF Levers: None		
 No Progress  Accomplished  Continue/Modify  Discontinue		

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 Sources: STAAR Testing, Teacher Data Logs, DMAC Data for CAs and benchmarks

Summative Evaluation: None

Strategy 1: Provide enrichment opportunities for all students identified as GT. (Due to COVID, Genius Hour and GT Google Classroom will be implemented in place of field trips, community service projects and Odyssey of the Mind Competition. If guidelines lessen, field trips, community service projects and Odyssey of the Mind Competition will once again be part of the strategy.)

- Field Trips
- Community Service Projects
- STEM Sessions during PLC time
- The Texas Performance Standards Project (TPSP)
- Odyssey of the Mind Competition

Strategy's Expected Result/Impact: 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%

Staff Responsible for Monitoring: Principal, Counselor, Teachers, Odyssey of the Mind Coaches

Title I Schoolwide Elements: 2.5

Problem Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

Gifted (21)

Formative

Dec

Feb

Apr

Summative

June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 4: Improved performance in Reading and Math = By 2030, 60% all student groups will be at MEETS level on STAAR





intervention to show growth from regression during COVID distance learning. (growth from BOY to MOY screener in both subjects) As per House Bill 3, baseline data will be set SW1 for math. mClass (Amplified Reading) will be used for reading measures.

*See addendum AES Early Reading and Math HB3 Goals

HB3 Goal

Evaluation Data Sources: BOY and MOY screeners for reading and math (MAP and CAs)
Intervention data points (running records and math CFAs)

Summative Evaluation: None





Strategy 1: Provide resources such as MAP and MClass to help with interventions.		
Strategy's Expected Result/Impact: Interventions will improve MEETS level for all student groups by +2 to+3 points for reading and will improve MEETS level for all student groups +1 to +3 points for math.		Formative
Staff Responsible for Monitoring: Teachers, LLI teachers, math tutors		Dec
Title I Schoolwide Elements: None	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	Apr
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

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 Sources: TTESS, Walk Through Data, Assessment Data, Meeting Agenda & Notes, Budget Data, PD Surveys

Summative Evaluation: None

Strategy 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	
Strategy's Expected Result/Impact: Retention of quality teachers and support for new staff	Formative
Staff Responsible for Monitoring: Principal, APs, Instructional Coach, and Mentor Teachers	Dec
Title I Schoolwide Elements: 2.5	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	
Strategy 2: Tarleton State University's Effective Schools Project (ESP)	
Strategy's Expected Result/Impact: Professional Development that teachers can implement almost immediately into classroom setting.	Formative
Staff Responsible for Monitoring: Principal, APs, Instructional Coach, and Mentor Teachers	Dec
Title I Schoolwide Elements: None	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: Local (199)	
 No Progress  Accomplished  Continue/Modify  Discontinue	

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 Sources: STAAR Data for Science (Camp Grady Spruce), OLC Trips, Genius Hour Google Forms and Evaluations, Pirates with Purpose Discipline Data/Report Card Data/STAAR Data, Budget-field trip information, GISD Day of Service (Due to COVID, field trips will not be allowed until further notice)

Summative Evaluation: None

Strategy 1: E-Time sessions to encourage choice, inquiry and meaningful engagement.		
Strategy's Expected Result/Impact: Provide hands-on, real world experiences that build schema		Formative
Staff Responsible for Monitoring: Principal, APs and Teachers		Dec
Title I Schoolwide Elements: 2.4, 2.5	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	Apr
ESF Levers: None	Local (199)	Summative
		June
Strategy 2: STEM time Bi-Weekly		
Strategy's Expected Result/Impact: Hands-on experiences in science, technology, engineering and math		Formative
Staff Responsible for Monitoring: Principal, Counselor, APs, and Specials Teachers		Dec
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	Apr
ESF Levers: None	None	Summative
		June


Strategy 3: Camp Grady Spruce Field Trip for 5th grade


<p>Strategy's Expected Result/Impact: 85% of the 5th grade Science TEKS taught at camp that teachers and students can refer to throughout the year.</p> <p>Staff Responsible for Monitoring: Principal, APs, 5th grade Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Dec
	Feb
	Apr
	Summative
	June

Strategy 4: GISD Day of Service - each grade level has a service project that they do during the year

<p>Strategy's Expected Result/Impact: Character Education and helping our community</p> <p>Staff Responsible for Monitoring: Principal, Counselor, APs and Teachers</p> <p>Title I Schoolwide Elements: 2.5</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: Local (199)</p>	Formative
	Dec
	Feb
	Apr
	Summative
	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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 Sources: National School of Character Award Data, Character Lesson Lesson Plans, SEL Lesson Plans, Boosterthon Lessons, Character Survey, Restorative data through Discipline Records

Summative Evaluation: None


Strategy 1: House System to provide smaller communities to teach character education.	
<p>Strategy's Expected Result/Impact: Teach the following character traits over each month...</p> <p>September - Kindness/Friendliness October - Respect November - Integrity December - Enthusiasm January - Dependable February - Positivity March - Courage April - Wisdom</p> <p>Staff Responsible for Monitoring: Principal, APs, House Huddle Committee Members, Counselor and Teachers</p> <p>Title I Schoolwide Elements: 2.6</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p>	Formative
	Dec
	Feb
	Apr
	Summative
	June
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	

Strategy 2: Restorative Practices will continue to be implemented in each classroom and in office discipline, through circles, treatment agreements, mood meters, etc.

Strategy's Expected Result/Impact: Promote positive culture that teaches appropriate behavior and moves from punitive discipline to a community-oriented, restorative approach.		Formative
Staff Responsible for Monitoring: Principal, APs, Counselor and Teachers		
Title I Schoolwide Elements: 2.6	Problem Statements: None	Dec
TEA Priorities: None	Funding Sources:	Feb
ESF Levers: None	None	Apr
		Summative
		June

 No Progress

 Accomplished

 Continue/Modify





 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 Sources: AES instructional Walks, TTESS, and BRIGHT BYTES survey, Teach4Gr8ness Conference participation.

Summative Evaluation: None





Strategy 1: Teach4Gr8ness Technology Conference sessions		
Strategy's Expected Result/Impact: Teachers implement engaging technology into classroom each day.		Formative
Staff Responsible for Monitoring: Principal, APs, GISD Technology Department		Dec
Title I Schoolwide Elements: 2.5	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	Apr
ESF Levers: None	None	Summative
		June
Strategy 2: Students will demonstrate proficiency of technology use in the classroom.		
Strategy's Expected Result/Impact: Technology will enhance learning and make it more engaging.		Formative
Staff Responsible for Monitoring: Principal, APs, Instructional Coach, Librarian, Student Google Guides		Dec
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	Apr
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  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 ..

Evaluation Data Sources: GISD's plan for painting and updated signage for AES completion

Summative Evaluation: None





Strategy 1: Facelift for AES - paint and new signage		
Strategy's Expected Result/Impact: Improve curb-appeal of building		Formative
Staff Responsible for Monitoring: Principal, APs, GISD Maintenance Dept.		Dec
Title I Schoolwide Elements: None	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	Apr
ESF Levers: None	None	Summative
		June
Strategy 2: Address verification process - determining actual addresses for students		
Strategy's Expected Result/Impact: Determine actual addresses to help determine demographics to plan effectively for future growth.		Formative
Staff Responsible for Monitoring: Principal, APs, Office Staff, Teachers		Dec
Title I Schoolwide Elements: None	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	Apr
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

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 Sources: Budget, Grant approval and documentation

Summative Evaluation: None

Strategy 1: Apply for GEF grants for various innovative ideas.		
Strategy's Expected Result/Impact: Receive additional funding for students, programs, and technology.		Formative
Staff Responsible for Monitoring: Principal, APs, Instructional Coach, Counselor, Teachers		Dec
Title I Schoolwide Elements: 2.5	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	Apr
ESF Levers: None	None	Summative
		June
Strategy 2: Responsible budgeting and use of funds		
Strategy's Expected Result/Impact: Through the use a budget as a standard, the AES ensures that programs are implemented according to set plans and objectives.		Formative
Staff Responsible for Monitoring: Principal, Secretary, GISD Business Office		Dec
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	Apr
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  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	6118 Extra Duty Stipend - Locally Defined	\$26,255.00
199 e 11 6125 00 102 0 24 000	6125 Salary Support - Locally Defined	\$49,487.00
6100 Subtotal:		\$75,742.00
6300 Supplies and Services		
199 e 11 6395 CI 102 0 24 390	6395 Supplies, DP Operations - Locally Defined	\$5,340.00
199 e 11 6395 MM 102 0 24 000	6395 Supplies, DP Operations - Locally Defined	\$20,000.00
199 e 11 6397 CA 102 0 24 000	6397 Other Equipment - Locally Defined	\$7,210.00
199 e 11 6397 EG 102 0 24 000	6397 Other Equipment - Locally Defined	\$3,045.00
199 e 11 6397 IS 102 0 24 000	6397 Other Equipment - Locally Defined	\$5,000.00
199 e 11 6397 MM 102 0 24 180	6397 Other Equipment - Locally Defined	\$3,086.00
6300 Subtotal:		\$43,681.00

Personnel for Acton Elementary School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Larry Hooper	LLI Accelerated Paraprofessional	Reading State Comp Ed	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Tiffinie Pounds	Instructional Specialist	Title I	1

Addendums

AES School
HB 3
Early Reading and Math Goals

READING

Kinder/Reading	2020 (Baseline)	2021	2022	2023	2024
Hispanic					
White					
Two or More					
Sped.					
ECD					
EL					
Cont. Enrolled					
Non/Cont. Enrolled					

1 st /Reading	2020 (Baseline)	2021	2022	2023	2024
Hispanic					
White					
Two or More					
Sped.					
ECD					
EL					
Cont. Enrolled					
Non/Cont. Enrolled					

2 nd /Reading	2020 (Baseline)	2021	2022	2023	2024
Hispanic					
White					
Two or More					
Sped.					
ECD					
EL					
Cont. Enrolled					
Non/Cont. Enrolled					

3rd/Reading/STAAR	2019 (Baseline)	2020	2021	2022	2023
African American	NA	COVID			
Hispanic	25	COVID	28 (+2)	33(+5)	38(+5)
White	52	COVID	55(+3)	58(+3)	60(+2)
Two or More	NA	COVID			
Sped.	29	COVID	31(+2)	34(+3)	38(+4)
ECD	31	COVID	33(+2)	37(+4)	42(+5)
EL	20	COVID	23(+3)	26(+3)	30(+4)
Cont. Enrolled	44	COVID	46(+2)	48(+2)	50(+2)
Non/Cont. Enrolled	56	COVID	58 (+2)	60 (+2)	62 (+2)

MATH

Kinder/Math	2020 (Baseline)	2021	2022	2023	2024
African American					
Hispanic					
White					
Two or More					
Sped.					
ECD					
EL					
Cont. Enrolled					
Non/Cont. Enrolled					

1 st /Math	2020 (Baseline)	2021	2022	2023	2024
African American					
Hispanic					
White					
Two or More					
Sped.					
ECD					
EL					
Cont. Enrolled					
Non/Cont. Enrolled					

2 nd /Math	2020 (Baseline)	2021	2022	2023	2024
African American					
Hispanic					
White					
Two or More					
Sped.					
ECD					
EL					
Cont. Enrolled					
Non/Cont. Enrolled					

3 rd /Math	2020 (Baseline)	2021	2022	2023	2024
African American	NA	COVID			
Hispanic	40	42(+2)	45(+3)	46(+3)	49(+3)
White	57	58(+1)	59(+1)	60(+1)	61(+1)
Two or More	NA				
Sped.	36	38 (+2)	40 (+2)	42 (+2)	46 (+2)
ECD	43	44 (+2)	46(+2)	48(+2)	50 (+2)
EL	NA				
Cont. Enrolled	40	42 (+2)	44 (+2)	46 (+2)	48 (+2)
Non/Cont. Enrolled	53	54 (+1)	55 (+1)	56 (+1)	57 (+1)

Red=Data

Black=Goals