

Acton Elementary Campus Plan At-A-Glance 2021 - 2022

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: We will use data to drive instruction for responsive teaching through interventions and extensions.

- STAAR Results, PLCs, MAP, mClass, Do the Math, LLI, BAS Reading Levels, Lucy Calkins Units of Study Writing, Guided Reading & Guided Math Groups, New Intervention Programs Specialist Position, Instructional Specialist, Special Programs (Sped, 504, RTI), CFAs, CAs & benchmarks, Self-Contained Trials in 3rd grade, GT Pullout Program, Genius Hour, and STEAM rotations

STAAR GOALS for 2022

STAAR GOALS for 2022

Reading = from 75% to 83%

Math = from 78% to 85%

Science = from 83% to 88%

Reading Levels Growth

Goals for 2021 - 2022 = By EOY of 2022, 75% of our K - 5th grade students will be reading on or above grade level expectations. (using running record and BAS data)

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

- New Intervention Programs Specialist Position, PLCs, common planning time, data logs, Guided Reading and Guided Math Groups, CARA Meetings, Instructional Coaching, MTSS/RTI, MAP and mClass data, Do the Math Interventions, STAAR Results

Performance Objective 3: We will increasing mastery Level on STAAR tests.

- 2, 1 or None Club, Guided Reading, Extension Activities, GT Pullouts, Genius Hour, STEAM Rotations

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

Math +5% = w/ Masters Level at 40%

Science +8% = w/ Masters Level at 35%

Performance Objective 4: Improve performance in Reading and Math = By 2030, 60% all student groups will be at MEETS level on STAAR (HB3).

- MAP and mClass, Guided Reading and Math Groups, LLI, Do the Math Tutoring, Intervention Programs Specialist Position, Instructional Specialist, STAAR Results

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

Performance Objective 1: We will provide staff development and support encourage innovative lessons and high quality instruction and to build leadership capacity in our staff.

- Mentor Program for New Teachers, Teach4Gr8ness Technology Training, Tarleton's Effective Schools Project, US Prep Program with Tarleton, Campus Staff Development and Training, Sunshine Committee, Genius Hour PD, LEAP Academy and Results Coaching for AP and IPS Positions

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

Performance Objective 1: We will provide real-world experiences that enhance student learning and engagement.

- GT Pullout Program, Genius Hour, STEAM Time, Hands-on lessons in class, GISD Day of Service, Camp Grady Spruce, Field Trips and Career Day

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: We will continue to teach character development and leadership skills.

- Character Lessons with Mrs. Jernigan, Weekly SEL Lessons, Monthly Character Traits, Boosterthon Lessons, Restorative Circles, Treatment Agreements, Service Projects, NATIONAL SCHOOL of Character Award, Ambassador Program, Student Council, Bus Leadership Program, PIRATE PROUD Awards, Camp Grady Spruce, House System, Pirates with Purpose, Pirates with Principles and Positive Office Referrals

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: We will provide technology professional development that supports new instructional strategies to engage all learners.

- Teach4Gr8ness Technology Training, Technology Dept. training on Campus, Tech Time with our Media Specialist, LCD Projectors, Teacher Microphones, Smartboard, Individual Devices, Genius Hour

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: We will determine needs of AES for a remodel/addition to update facilities and plan for future growth and student needs.

- Long-Range planning for update of AES with possible bond monies
- Portables as short-term solution for space

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: We will utilize funds allocated in our budget and our fund raising while also applying for innovative funding through approved grant opportunities.

- GEF Grants, Balanced Budget and PTO Fund Raising

AES CAMPUS WIDE GOALS

- Reading Instruction** = By EOY of 2022, 75% of our K - 5th grade students will be reading on or above grade level expectations
- Mastery Level STAAR Performance** = We will increasing Mastery Level on STAAR Tests: Reading & Science = 35% Mastery and Math = 40% Mastery
- Closing the GAPS** = We will close gaps between ALL students and other student groups (less than 10%)
- Character Education** = Continue weekly circles, SEL lessons and House System to develop good character

Granbury Independent School District

Acton Elementary School

2021-2022 Campus Improvement Plan



Mission Statement

Our mission, in collaboration with unique partnerships, is to provide a rigorous academic curriculum along with enriching and individualized opportunities empowering every student to compete in an ever-changing world.

Vision

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

Core Beliefs

We believe students' futures are impacted by access to and use of opportunities to foster their unique capabilities and interests.

We believe partnerships between parents, students, teachers, and the community are vital to the success of our school system.

We believe cultivating positive relationships is essential for successful learning.

We believe adaptable students who are life-long learners will be empowered to shape their world.

We believe providing an optimal environment enables each student to discover his or her full learning potential.

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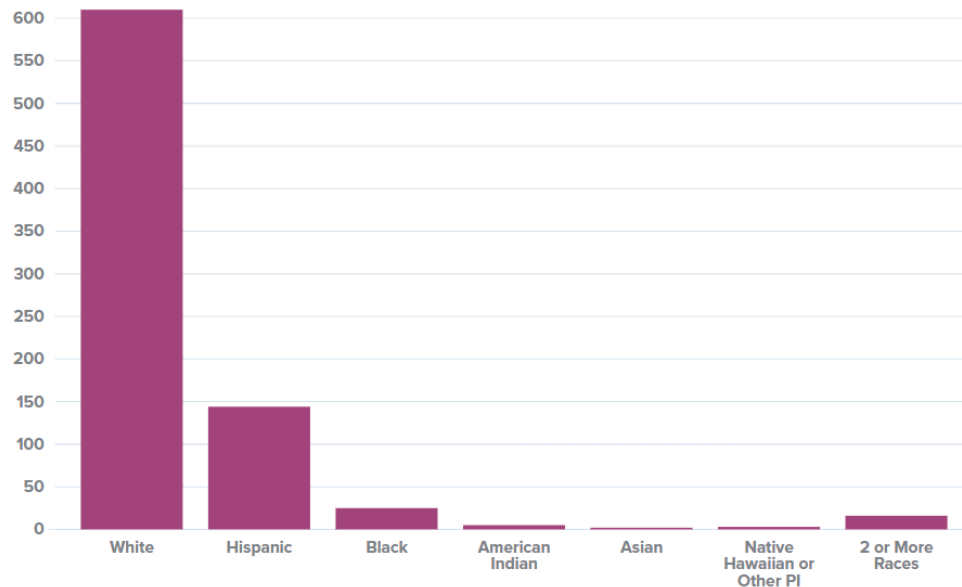
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Comprehensive Needs Assessment

Demographics

Demographics Summary

AES DEMOGRAPHICS



Acton Elementary ended the 2020-2021 year with 807 students.

In May 2021, 53.4% of our students qualified for free or reduced lunches. The breakdown was 379 students or 47.4% of our students qualify for free lunches. 48 or 6% of our students qualify for reduced lunches.

The enrollment by ethnic background was 610 White, 144 Hispanic, 25 Black, 5 American Indian, 2 Asian, 3 Native Hawaiian or other Pacific Islander, and 16 two or more races.

AES also had 127 new to AES students this year.

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: Gaps in learning for virtual students and many new to AES and GISD students that had not been exposed to the TEKS and learning experiences. Our campus mobility rate has increased year after 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:** With many students not taking advantage of the virtual instruction offered in the spring of 2020, and many students' families choosing virtual learning in the fall, very large gaps in learning resulted. Even in 2021-2022, we have a need for student isolation. 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 make the gains we had set forth to make this year.

Overall results on state STAAR testing are as follows:

Reading 3rd grade- 69%

Math 3rd grade- 65%

Reading 4th grade- 68%

Math 4th grade- 76%

Writing 4th grade - 55%

Reading 5th grade- 85%

Math 5th grade- 90%

Science 5th-83%

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.

Focus/Strategy for 2021-22:

- HB3 Reading Academy for all K - 3 rd grade teachers, administrators, instructional coach and sped teachers
- 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.
- Tier 3 Interventions will be provided for students who are significantly below level in Reading and/or Math. Leveled Literacy Intervention (LLI) will continue and Do the Math intervention will be introduced and implemented in order to fill in gaps in achievement.
- Hire a Math Interventionist to implement the DO THE MATH program with struggling learners
- GT - our GT program will be reimaged and we will have a district GT teacher that rotates to AES to work with our GT students once a week

- Special Education - we will continue the Child Find process and ensure that SPED students' needs are met
- Improve our intervention process by hiring a MTSS position to monitor special populations and coach teachers on intervention implementation

Student Achievement Strengths

Our LLI program is showing great growth and progress.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: With some students learning virtually for more than half of the 2020-2021 school year, we will see some significant academic gaps. We also need to close the gap for our ECD students in all grades. **Root Cause:** Distance learning was an option for four grading periods of the 20-21 school year. Several students missed a great deal of in person instruction during that time, due to Covid exposure and quarantine.

Problem Statement 2: Gaps in learning for virtual students and many new to AES and GISD students that had not been exposed to the TEKS and learning experiences. Our campus mobility rate has increased year after 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:** With many students not taking advantage of the virtual instruction offered in the spring of 2020, and many students' families choosing virtual learning in the fall, very large gaps in learning resulted. Even in 2021-2022, we have a need for student isolation. National economic hardships and new construction that attracts families of low socioeconomic status in need of stable, affordable housing.

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/Strategy for 2021-22:

- Continue with SEL and Counselor-led lessons on eight character traits that coincide with our house system
- Continue restorative circles in class to grow student-to-student and student-to-teacher relationships
- Continue to participate in grade level, house and school wide service projects to promote kindness and helping others
- Other activities to help improve campus culture and climate were Bully Prevention, guidance lessons, Nancy Worcester, and Red Ribbon Week.
- Create an AES motto students will recite daily using the 8 character traits. Refer to the motto for praise and redirection with students.
- Routinely meet with Houses in order to foster deeper connections and relationships amongst students and staff.
- 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
- Announce new students' houses on the monitors in the pit once a month or grading period.
- 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, Dojo, Facebook and Twitter
- Positive office referrals will be utilized to celebrate students' successes and help them encourage one another
- Implementation of New Student program to welcome and acclimate them to our campus

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: Current students have become disconnected from the school community. Staff feels disconnected from each other and students' families. We have struggled to effectively integrate new students into our campus family and acclimate them to procedures and traditions. **Root Cause:** Covid procedures and restrictions; virtual learning; High mobility rate of students; large campus population.

Problem Statement 2: Gaps in learning for virtual students and many new to AES and GISD students that had not been exposed to the TEKS and learning experiences. Our campus mobility rate has increased year after 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:** With many students not taking advantage of the virtual instruction offered in the spring of 2020, and many students' families choosing virtual learning in the fall, very large gaps in learning resulted. Even in 2021-2022, we have a need for student isolation. National economic hardships and new construction that attracts families of low socioeconomic status in need of stable, affordable housing.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Focus/Strategy for 2021-22:

- 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.
- 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 interns, 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.
- New MTSS position and new AP will attend Leadership Coaching for High Performance to help effectively guide teachers in intervention ideas and strategies.
- New AP will attend AP online conference to help with transition into this new position

Staff Quality, Recruitment, and Retention Strengths

Our staff is very close and focuses on building relationships not only with our students, but also with each other.

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. We also have several teachers who have completed their administration certification and have moved into leadership positions either in GISD or out of district.

Problem Statement 2: Gaps in learning for virtual students and many new to AES and GISD students that had not been exposed to the TEKS and learning experiences. Our campus mobility rate has increased year after 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:** With many students not taking advantage of the virtual instruction offered in the spring of 2020, and many students' families choosing virtual learning in the fall, very large gaps in learning resulted. Even in 2021-2022, we have a need for student isolation. National economic hardships and new construction that attracts families of low socioeconomic status in need of stable, affordable housing.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Focus/Strategy for 2021-22:

- Summer professional development will be provided for all teachers at #T4G4 with help in transitioning to online testing strategies.
- HB3 Reaching Academy will help strengthen our reading instruction
- All Kindergarten - 3rd teachers and other staff working with Kindergarten - 3rd students will complete the mandated Reading Academy this summer through summer of 2022.
- 75 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.
- Due to lower scores on 2021 STAAR in 3rd and 4th grade reading and math, we are planning to pilot a majority of self-contained classrooms to ensure more intense interventions and to allow more flexibility with time regarding schedules to address specific student needs
- Guided Reading will continue to be a focus to grow all readers. 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. MTSS coordinator will monitor progress for special populations and work with teachers during PLCs to improve 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 lessons will continue each week on Fridays, along with restorative circle time on Fridays campus wide.
- Pilot program for GENIUS HOUR - Teachers who wish to volunteer to pilot genius hour will do book study on Genius Hour implementation and will start with genius hour on Fridays in their classrooms. These teachers will meet frequently all year to discuss pros and cons of implementing genius hour and to develop a possible campus wide implementation for the following year.

Book = Genius Hour by Andi NcNair https://www.amazon.com/Genius-Hour-Passion-Projects-Innovation/dp/1618216341/ref=sr_1_1?ie=UTF8&qid=1525963462&sr=8-1&keywords=genius+hour

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Instructional interruptions in the 2020-2021 and the continued need for isolation in 2021-2022 due to Covid will affect assessment results. Adjusting from assessing on paper to completely online will affect assessment results. **Root Cause:** Lack of participation and engagement during virtual instruction, and attendance issues

stemming from quarantined and self-isolated students. No access to Think Up! or other test prep consumable resources which have digital platforms available. Also, common assessments and other CFAs will not utilize the same platform that STAAR uses.

Problem Statement 2: Gaps in learning for virtual students and many new to AES and GISD students that had not been exposed to the TEKS and learning experiences. Our campus mobility rate has increased year after 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:** With many students not taking advantage of the virtual instruction offered in the spring of 2020, and many students' families choosing virtual learning in the fall, very large gaps in learning resulted. Even in 2021-2022, we have a need for student isolation. National economic hardships and new construction that attracts families of low socioeconomic status in need of stable, affordable housing.

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: Due to COVID 19 procedures and restrictions, families and community members have not been allowed on campus to interact with staff and or students

Root Cause: COVID 19 procedures and restrictions

Problem Statement 2: Gaps in learning for virtual students and many new to AES and GISD students that had not been exposed to the TEKS and learning experiences. Our campus mobility rate has increased year after 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:** With many students not taking advantage of the virtual instruction offered in the spring of 2020, and many students' families choosing virtual learning in the fall, very large gaps in learning resulted. Even in 2021-2022, we have a need for student isolation. National economic hardships and new construction that attracts families of low socioeconomic status in need of stable, affordable housing.

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: Regenerating enthusiasm and reimplement more normal procedures for daily operations. **Root Cause:** Due to Covid restrictions, our "normal" way of running school changed drastically.

Problem Statement 2: Gaps in learning for virtual students and many new to AES and GISD students that had not been exposed to the TEKS and learning experiences. Our campus mobility rate has increased year after 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:** With many students not taking advantage of the virtual instruction offered in the spring of 2020, and many students' families choosing virtual learning in the fall, very large gaps in learning resulted. Even in 2021-2022, we have a need for student isolation. National economic hardships and new construction that attracts families

of low socioeconomic status in need of stable, affordable housing.

Technology

Technology Summary

Focus/Strategy for 2021-22:

- Work with GISD Technology Dept. to remedy issues with technology on AES Campus
- Possibly utilize Boosterthon funds to update outdated smartboards
- More practice with digital CAs, benchmarks, etc.

Problem Statements Identifying Technology Needs

Problem Statement 1: Inconsistent wifi for the district. Issues with smartboard (not working correctly). Each classroom should have an update-to-date working smartboard. STAAR Online scores were lower than paper/pencil scores. **Root Cause:** Out dated equipment Insufficient funds Most of our Smartboards were purchased with PTO funds pre-bond, so AES has older smartboards than many other campuses District trying to free up bandwidth for testers Lack of electronic resources to practice online platform for STAAR test and first time that our campus has participated in online testing

Problem Statement 2: Gaps in learning for virtual students and many new to AES and GISD students that had not been exposed to the TEKS and learning experiences. Our campus mobility rate has increased year after 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:** With many students not taking advantage of the virtual instruction offered in the spring of 2020, and many students' families choosing virtual learning in the fall, very large gaps in learning resulted. Even in 2021-2022, we have a need for student isolation. National economic hardships and new construction that attracts families of low socioeconomic status in need of stable, affordable housing.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements
- Covid-19 Factors and/or waivers

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

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- 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)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special education/non-special education population including discipline, progress and participation data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data

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: We will use data to drive instruction for responsive teaching through interventions and extensions.





Evaluation Data Sources: STAAR Results, MAP Data, mClass Data, Do the Math Data, LLI, BAS Reading Levels, CFAs, CAs & benchmarks

STAAR GOALS for 2022:

Reading = from 75% to 83%

Math = from 78% to 85%





Science = from 83% to 88%

Strategy 1 Details	Reviews			
Strategy 1: New Intervention Programs Specialist Position Strategy's Expected Result/Impact: More intentional tracking of special programs and the ability to intervene sooner Staff Responsible for Monitoring: Intervention Programs Specialist, APs and Principal	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Other Strategies: PLCs, MAP, mClass, Do the Math, LLI, BAS Reading Levels, Lucy Calkins Units of Study Writing, Guided Reading & Guided Math Groups, New Intervention Programs Specialist Position, Instructional Specialist, Special Programs (Sped, 504, RTI), CFAs, CAs & benchmarks, GT Pullout Program, Genius Hour, and STEAM rotations Strategy's Expected Result/Impact: These strategies will help grow ALL learners and will engage students in quality instruction. Staff Responsible for Monitoring: Teachers, APs, IS, IPS, Principal	Formative			Summative
	Dec	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Self-Contained Trials for 3rd grade classes. (4 or our 6 third grade classes are self-contained for 2021 - 2022) Strategy's Expected Result/Impact: We will monitor data from BAS, MAP, CAs, Benchmarks and STAAR to determine if self-contained classes are more effective models to maximize student learning. Staff Responsible for Monitoring: Teachers, IPS, IS, APs and Principal	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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: We will close gaps between ALL students and other student groups (less than 10%).

Evaluation Data Sources: MTSS/RTI Data, MAP and mClass data, Do the Math Interventions Data, STAAR Results

Strategy 1 Details	Reviews			
<p>Strategy 1: New Intervention Programs Specialist Position, PLCs, common planning time, data logs, Guided Reading and Guided Math Groups, CARA Meetings, Instructional Coaching, MTSS/RTI, MAP and mClass data, Do the Math Interventions, STAAR Results</p> <p>Strategy's Expected Result/Impact: All of these strategies will help close the gap for all learners.</p> <p>Staff Responsible for Monitoring: Teachers, IPS, IS, Counselor, APs and Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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: We will increasing Mastery Level on STAAR tests.





Evaluation Data Sources: 2, 1 or None Club Data, MAP Data, CAs, Benchmarks and STAAR RESULTS

Goals for STAAR 2022:

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

Math +5% = w/ Masters Level at 40%

Science +8% = w/ Masters Level at 35%





Strategy 1 Details	Reviews			
<p>Strategy 1: 2, 1 or None Club, Guided Reading, Extension Activities, GT Pullouts, Genius Hour, STEAM Rotations</p> <p>Strategy's Expected Result/Impact: These strategies will extend student learning, pushing high students to Mastery Level.</p> <p>Staff Responsible for Monitoring: GT Teacher, Classroom Teachers, Special Teachers, Counselor, APs, IPS, IS and Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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 4: We will improve performance in Reading and Math = By 2030, 60% all student groups will be at MEETS level on STAAR (HB3).

HB3 Goal





Evaluation Data Sources: MAP and mClass, STAAR Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Using MAP and mClass data, Guided Reading and Math Groups, LLI, Do the Math Tutoring, Intervention Programs Specialist Position, Instructional Specialist, STAAR Results</p> <p>Strategy's Expected Result/Impact: Use these strategies to drive instruction and individualize for each student's needs.</p> <p>Staff Responsible for Monitoring: Teachers, IS, IPS, APs and Principal</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </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: We will provide staff development and support encourage innovative lessons and high quality instruction and to build leadership capacity in our staff.





Evaluation Data Sources: Staff Retention from year to year, Staff Survey

Strategy 1 Details	Reviews			
Strategy 1: Mentor Program for New Teachers, Teach4Gr8ness Technology Training, Tarleton's Effective Schools Project, US Prep Student Intern Program with Tarleton, Campus Staff Development and Training, Sunshine Committee, Genius Hour PD, LEAP Academy Strategy's Expected Result/Impact: These strategies will help retain, train and grow quality employees. Staff Responsible for Monitoring: Teachers, APs, Principal, IS, IPS	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Results Coaching Training for new AP and IPS position. Strategy's Expected Result/Impact: Effective coaching for teachers/staff. Staff Responsible for Monitoring: Principal and Secretary	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: We will provide real-world experiences that enhance student learning and engagement.

Evaluation Data Sources: Student Surveys, STAAR Results, MAP and mClass Data





Strategy 1 Details	Reviews			
Strategy 1: GT Pullout Program, Genius Hour, STEAM Time, Hands-on lessons in class, GISD Day of Service, Camp Grady Spruce, Field Trips and Career Day Strategy's Expected Result/Impact: Provide real world, engaging experiences to promote learning in a fun way. Staff Responsible for Monitoring: Counselor, GT Teacher, Teachers, APs, Counselor, IPS, IS and Principal	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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: We will continue to teach character development and leadership skills .

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





Evaluation Data Sources: Office Referral Log, Positive Office Referral Log, Student and Staff EOY survey

Strategy 1 Details	Reviews			
Strategy 1: Character Lessons with Mrs. Jernigan, Weekly SEL Lessons, Monthly Character Traits, Boosterthon Lessons, Restorative Circles, Treatment Agreements, Service Projects, NATIONAL SCHOOL of Character Award, Ambassador Program, Student Council, Bus Leadership Program, PIRATE PROUD Awards, Camp Grady Spruce, House System, Pirates with Purpose, Pirates with Principles and Positive Office Referrals Strategy's Expected Result/Impact: These strategies will grow student character and leadership skills. Staff Responsible for Monitoring: Counselor, APs, Principal, Teachers	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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: We will provide technology professional development that supports new instructional strategies to engage all learners.





Evaluation Data Sources: BrightBytes Survey Result, Online testing results

Strategy 1 Details	Reviews			
<p>Strategy 1: Teach4Gr8ness Technology Training, Technology Dept. training on Campus, Tech Time with our Media Specialist, LCD Projectors, Teacher Microphones, Smartboard, Individual Devices, Genius Hour</p> <p>Strategy's Expected Result/Impact: These strategies will help staff plan and students be more actively engaged in learning.</p> <p>Staff Responsible for Monitoring: Media Specialist, APs, IS, IPS, Principal, Teachers</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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: We will determine needs of AES for a remodel/addition to update facilities and plan for future growth and student needs.





Evaluation Data Sources: Parent and Staff Input/Survey

Strategy 1 Details	Reviews			
Strategy 1: Coffee with the Principals Strategy's Expected Result/Impact: Q & A to help inform AES parents of our school. Also, help gain support for the upcoming bond. Staff Responsible for Monitoring: APs and Principal	Formative			Summative
	Dec	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Long-Range planning for update of AES with possible bond monies - get input from all stakeholders Portables as short-term solution for space Strategy's Expected Result/Impact: Short and long-term solutions for AES's student growth and lack of space. Staff Responsible for Monitoring: Principal, APs	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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: We will utilize funds allocated in our budget and our fund raising while also applying for innovative funding through approved grant opportunities.

Evaluation Data Sources: Financial statements

Strategy 1 Details	Reviews			
Strategy 1: GEF Grants, Balanced Budget and PTO Fund Raising Strategy's Expected Result/Impact: Effective use of funds to enhance student learning and experiences at AES. Staff Responsible for Monitoring: Secretary, APs, Principal, PTO, Teachers	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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>
Catherine Pittman	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