

District Goal 1: Develop and implement an effective plan to improve student performance , including subgroups in academic areas.									
Campus Goal: Develop and implement an effective plan to improve the academic performance of all students.									
Objective: All student populations will maintain 90% or higher in Reading and Math TAKS scores in all areas.									
Strategy: Instruct all students in grade level Reading and Math TEKS.									
Acton Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Continue to teach the reading series and supplemental reading series	Teachers	Adopted reading series, local funds \$1,500	June, 11	Benchmark, Test Results, TAKS, ITBS and RPTE	AEIS, TAKS and iStation	August 2010 to June 2011	2 and 5	AEIS	All
Students in K-3 will recognize the appropriate sight words from the Reading Series	Teachers	Rdg. Series, iStation, Local - \$5,500	June, 11	Daily, weekly evaluation until mastery	AEIS, TAKS and iStation	August 2010 to June 2011	2 and 5	AEIS	All
Use computers to enhance and individualize the reading program	Teachers	Rosetta Stone \$300, Voyager Reading \$5,500 Local	June, 11	Monitor Lesson Plans	AEIS, TAKS and iStation	August 2010 to June 2011	2 and 9	AEIS	All
Increase the number of commended students on the Math TAKS test by 10%	Teachers	Adopted Math Series, local funds \$1,500 and Voyager Math \$5,640	June, 11	TAKS, Benchmarks and Common Assessments	AEIS, TAKS and iStation	August 2010 to June 2011	2 and 3	AEIS	All
Provide supplemental 1-1, small group, mentor and tutoring services for identified low performing students	K-5 Teachers and Tutors	Low level reading materials, \$5,500, iStation, Title I Tutors \$12,000 and ARRA \$6,500	June, 11	iStation Reports, AR and Star	AEIS, TAKS and iStation	August 2010 to June 2011	2 and 3	AEIS	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3. Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9. Effective, timely additional assistance; 10. Coordination and integration

District Goal 1: Develop and implement an effective plan to improve student performance, including subgroups in all academic areas.									
Campus Goal: Develop and implement an effective plan to improve the academic performance of all students.									
Objective: All student populations will maintain 90% or higher in Reading and Math TAKS scores in all areas.									
Strategy: Instruct all students in grade level reading and math TEKS.									
Acton Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Perform supplemental 1-1 small group mentor and tutoring services for low performing students who are at risk in math	Teachers and tutors	Voyager \$5,640, math materials - local \$1,500, Title I Tutors \$12,000 ARRA \$6,500, State Comp Ed \$5,000	May, 2011	Lesson Plans and Tutoring Time Sheets	TAKS, Benchmarks and Common Assessments	August 2010 to June 2011	2 and 3	AEIS	All
Provide small group instruction in kindergarten literacy groups	Teachers and tutors	Literacy Books	May, 2011	Lesson Plans and Tutoring Time Sheets	Lesson Plans and TEKS Literacy Sheets	August 2010 to June 2011	2 and 7	Common Assessments	All
Provide novels for third, fourth and fifth grade reading	Teachers and Principal	GT \$4,376 Local \$2,500	May, 2011	Lesson Plans	TAKS Reading	August 2010 to June 2011	2, 3, and 9	AEIS	All
Provide identified GT students with differentiated instruction and fieldtrips	Teachers and Principal	Fieldtrips \$1,000 GT	May, 2011	Lesson Plans	Teacher Observation and TEKS Checklist	August 2010 to June 2011	2, 3, and 9	AEIS	GT
Instruct math processes and skills using adopted math series, Measuring UP, Target Math, Math Warm-ups, and Count Down to Math TAKS in 3rd, 4th and 5th.	Teachers and Special Education Teachers	Textbooks, Measuring Up, Target Math \$3,000 Local, State Comp Ed \$445	May, 2011	Lesson Plans	TAKS and Benchmarks	August 2010 to June 2011	2, 3 and 9	AEIS	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3. Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9. Effective, timely additional assistance; 10. Coordination and integration

District Goal 1: Develop and implement an effective plan to improve student performance, including subgroups in all academic areas.									
Campus Goal: Develop and implement an effective plan to improve the academic performance of all students.									
Objective: All student populations will maintain 90% or higher in Reading and Math TAKS scores in all areas.									
Strategy: Instruct the students in grade level Reading and Math TEKS.									
Acton Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Use supplemental math materials:GEMS, Exemplars, Calculators, Kamaco, Target Math, Measuring Up and Count Down to Math	Teachers	Supplemental Math Materials \$1,500 Local, ESL \$1,885	May, 2011	Lesson Plans	TAKS, Benchmarks and Common Assessments	August 2010 to June 2011	2, 3, and 9	AEIS	All
Use computer software and programs from the Internet to enhance math instruction	Teachers	Computer Lab and Classroom Computers Supplies \$2,700 Local	May, 2011	Lesson Plans	TAKS, Benchmarks and Common Assessments	August 2010 to June 2011	2, 3, and 9	AEIS	All
Provide ELPS instruction for ESL students in math and reading.	Teachers	Copies of ELPS	May, 2011	Lesson Plans and Snapshot Visits	TAKS, Benchmarks and Common Assessments	August 2010 to June 2011	2, 3 and9	TAKS Test	ESL
Provide response to intervention and 504 support by general education teachers	Teachers	General Educ. Teachers and Instructional Specialists	May, 2011	Lesson Plans	Voyager Reports and iStation Reports	August 2010 to June 2011	2, 3 and9	AEIS, TAKS and Benchmarks	All
Provide small group reading assistance by reading intervention teacher	Reading Intervention Teacher	Reading Intervention Teacher	May, 2011	Lesson Plans	iStation, TAKS, Benchmarks and Common Assessments	August 2010 to June 2011	2, 3 and9	AEIS, TAKS and Benchmarks	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3. Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9. Effective, timely additional assistance; 10. Coordination and integration

District Goal 1: Develop and implement an effective plan to improve student performance, including subgroups in all academic areas.									
Campus Goal: Develop and implement an effective plan to improve the academic performance of all students.									
Objective: All student populations will maintain 90% or higher on TAKS in all subjects areas.									
Strategy: Instruct all students in grade level materials in all subject areas.									
Acton Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Provide dual language instructional materials for ELL learners.	Teachers and Principals	ELL Reading Materials \$1,885	May, 2011	Lesson Plans	iStation, Benchmarks and Common Assessments	August 2010 to June 2011	2 and 9	AEIS and Report Card Grades	ESL
Provide K - 5 students TEKS based science instruction	Teachers and Principals	FOSS Kits	May, 2011	Lesson Plans	TAKS, Benchmarks and Common Assessments	August 2010 to June 2011	3, 5, and 10	AEIS and Report Card Grades	All
Utilize strategies and materials appropriate for ELL students	Teachers and Principals	Kagan Cooperative Learning	May, 2011	Lesson Plans	TELPAS Reading	August 2010 to June 2011	2, 4 and 5	AEIS and Report Card Grades	ESL
Provide opportunities for individual reading practice.	Teachers and Principals	Ticket to Read \$3,500 Local	May, 2011	Lesson Plans	iStation, Benchmarks and Common Assessments	August 2010 to June 2011	2, 3 and 9	AEIS and Report Card Grades	All
Maintain a writing portfolio that will be passed to the next grade level for each student	Teachers and Principals	Writing Folders \$250 Local	May, 2011	Writing Portfolio for each student	TAKS, Common Assessments	August 2010 to June 2011	2, 3 and 5	AEIS and Report Card Grades	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3. Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9. Effective, timely additional assistance; 10. Coordination and integration

District Goal 1: Develop and implement an effective plan to improve student performance, including subgroups in all academic areas.									
Campus Goal: Develop and implement an effective plan to improve the academic performance of all students.									
Objective: All student populations will maintain 90% or higher on TAKS scores in all subject areas.									
Strategy: Instruct all students in grade level material in all content areas.									
Acton Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Teacher training in the use of Thinking Maps	Principal	Thinking Maps Materials	May, 2011	Sign In Sheet and Lesson Plans	TAKS	August 2010 to June 2011	4	FS	All
ABIDOS Writing Training	Principal and Teachers	Training Materials and Attend Conferences	May, 2011	Lesson Plans	TAKS Writing and Common Assessments	August 2010 to June 2011	4	AEIS and TAKS	All
Students will be given opportunities to use computers for research	Teachers	Computer Lab and Four Computers Per Classroom	May, 2011	Lesson Plans	Teacher Observation	August 2010 to June 2011	10	Technology TEKS	All
Students will demonstrate competency in technology TEKS for their grade level	Teachers	Computer Lab and Four Computers Per Classroom	May, 2011	Lesson Plans	Technology TEKS	August 2010 to June 2011	5 and 9	Technology TEKS	All
Provide atleast 30% of instruction at or above the application level of Bloom's Taxonomy	Teachers	Spin and Think	May, 2011	Snapshot Visits	CARA Data	August 2010 to June 2011	2, 3 and 5	CARA Data	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3. Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9. Effective, timely additional assistance; 10. Coordination and integration

District Goal 2: Develop and implement procedures to enhance a positive school climate.									
Campus Goal: The staff at Acton Elementary will create a positive school climate.									
Objective: Parents, students and community members will have a positive experience at Acton Elementary.									
Strategy: All staff members will demonstrate a positive attitude when dealing with others.									
Acton Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Students will be invited to attend kindergarten roundup	Principal and Kindergarten Teachers	Enrollment Forms	August, 2010	Kindergarten Enrollment Invitation	Number of Students Enrolled	August, 2010	7	0	All
Host school visits for private school Pre-K students	Principal and Kindergarten Teachers	Time for facilities tour	May, 2011	Schedule of Tours	Number of Students Participating	May, 2011	7	0	All
Parents will be invited to a kindergarten parent meeting	Principal and Kindergarten Teachers	Kindergarten Teacher Presentations	August, 2010	Sign In Sheets	Number of Parents Attending	August, 2010	6 and 7	0	All
Schedule parent/teacher conferences	Teachers	Teachers	May, 2011	Conference Records	Number of Parents Attending	August, 2010 to May, 2011	6	0	All
Focus on positive home/school relations	Acton Elementary Staff	Acton Elementary Staff	June, 2011	Survey	Survey Results	August, 2010 to May, 2011	6	Parent and Student Survey	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3. Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9. Effective, timely additional assistance; 10. Coordination and integration

District Goal 2: Develop and implement procedures to enhance a positive school climate.									
Campus Goal: The staff at Acton Elementary will create a positive school climate.									
Objective: Parents, students and community members will have a positive experience at Acton Elementary.									
Strategy: All staff members will demonstrate a positive attitude when dealing with others.									
Acton Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Parents will serve on the site based committee	Principal and Parents	Parents	May, 2011	Agenda for Meetings	Record of Attendance	August, 2010 to May, 2011	6	Attendance Records	All
Parents and community members will serve as student mentors	Principal and Mentor Coordinator	Parents and Community Members	May, 2011	Sign In Forms	Student Survey	August, 2010 to May, 2011	6	SS	All
Parents will participate in the volunteer program	Principal and Volunteer Coordinator	Parents	May, 2011	Sign In Forms	Faculty Survey	August, 2010 to May, 2011	6	FS and SS	All
Parents and teachers will participate in PTO	Principal, Teachers and Parents	Parents and Teachers	May, 2011	PTO Minutes	Surveys	August, 2010 to May, 2011	6	FS	All
Parents and teachers will serve on the Title I Committee	Principal, Teachers and Parents	Parents and Teachers	May, 2011	Meeting Minutes	Surveys	August, 2010 to May, 2011	6	Faculty Survey and Parent Survey	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3. Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9. Effective, timely additional assistance; 10. Coordination and integration

District Goal 2: Develop and implement procedures to enhance a positive school climate.									
Campus Goal: The staff at Acton Elementary will create a positive school climate.									
Objective: Parents, students and community members will have a positive experience at Acton Elementary.									
Strategy: All staff members will help create a safe and orderly school climate.									
Acton Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Parents will complete a survey as part of the comprehensive needs assessment	Director of Public Information and Parents	Survey	February, 2011	Survey Results	Analysis of Results	February, 2011	6	Parent Survey	All
Maintain an orderly and safe climate	Principal and Teachers	Personnel	May, 2011	Survey Results	Analysis of Results	May, 2011	2	FS	All
Implement Second Step Violence Prevention Program	Teachers and Counselor	Resource Kits	May, 2011	Lesson Plans	FS and SS	August, 2010 to May, 2011	2	FS and SS	All
Present lesson on bullying	Counselor	Lesson Plans	May, 2011	Lesson Plans	FS and SS	August, 2010 to May, 2011	2	FS and SS	All
Participate in Red Ribbon Week	Counselor	Lesson Plans	October, 2010	Lesson Plans	FS and SS	August, 2010 to May, 2011	2	FS and SS	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3. Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9. Effective, timely additional assistance; 10. Coordination and integration

District Goal 2: Develop and implement procedures to enhance a positive school climate.									
Campus Goal: The staff at Acton Elementary will create a positive school climate.									
Objective: Parents, students and community members will have a positive experience at Acton Elementary.									
Strategy: All staff members will demonstrate a positive attitude when dealing with others.									
Acton Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Acton Elementary will reduce the number of discipline referrals by 80	Principal and Teachers	Discipline Referral Forms	May, 2011	Discipline Referrals	Reduced Number of Discipline Referrals	August, 2010 to May, 2011	2	DR	All
Terrific Kids and Super Citizens	Principal, Teachers and Counselor	Reward Celebration	May, 2011	Schedule of Events	Number of Student Participants	August, 2010 to May, 2011	9	FS and SS	All
Kelso	Teachers and Counselor	Kelso Materials	May, 2011	Lesson Plans	Teacher Observation	August, 2010 to May, 2011	9	FS and SS	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3. Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9. Effective, timely additional assistance; 10. Coordination and integration

District Goal 3: Develop a fiscal plan that focuses on instruction while maintaining a viable fund balance.									
Campus Goal: The fiscal plan for Acton Elementary will focus on instruction and a viable fund balance will be maintained.									
Objective: The budget for Acton Elementary will provide adequate resources to meet all instructional needs.									
Strategy: The Site Based Committee will help develop a budget that will meet the instructional needs at Acton Elementary.									
Acton Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Develop a budget for the 2010 - 2011 school year	Principal and Site Based Committee	Budget Allocation	March, 2010	Completed Budget	Adequate Resources for Instructional Program	August, 2010 to May, 2011	8	FS	All
Maintain appropriate and efficient expenditures	Principal and Secretary	Budget Allocation	June, 2011	Skyward Budget Reports	Adequate Resources for Instructional Program	August, 2010 to May, 2011	10	Skyward Reports	All
Involve Site Based Committee and Acton Elem. Staff in Budget Decisions	Principal, Site Based Committee and Staff Members	Budget Allocation	March, 2010 to June, 2011	Meeting Minutes	Adequate Resources for Instructional Program	August, 2010 to May, 2011	10	Skyward Reports	All
Monitor all expenditures	Principal and Secretary	Budget Allocation	July, 2010 to June, 2011	Skyward Reports	Balanced Budget	July, 2010 to June, 2011	10	Skyward Reports	All
The majority of the budget will focus on instructional programs	Principal, Site Based Committee and Staff Members	Budget Allocation	July, 2010 to June, 2011	Skyward Reports	Budget Expenditures	July, 2010 to June, 2011	10	Budget	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3. Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9. Effective, timely additional assistance; 10. Coordination and integration

District Goal 4: Recruit, develop and retain a well-qualified staff.									
Campus Goal: Acton Elementary will only employ highly qualified teachers.									
Objective: The site based committee will only interview highly qualified applicants.									
Strategy: Only applicants who meet the criteria on School Recruiter will be scheduled for interviews.									
Acton Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Acton Elementary will only interview highly qualified applicants.	Principal and Site Based Committee	School Recruiter	May, 2011	Applicants meet highly qualified criteria	Personnel Records	March, 2010 to June, 2011	3, 4 and 5	Human Resources Documentation	All
Highly qualified applicants will be recruited	Director of Human Resources	Visit University Placement Offices	August, 2010	Schedule of Visits	Number of Highly Qualified Applicants	February, 2010 to June, 2010	3, 4 and 5	Human Resources Documentation	All
Employees will be compensated at a rate that is competitive with surrounding school districts.	Superintendent	District Revenue Sources	June, 2011	Salary Schedule	Number of Resignations	August, 2010 to June, 2011	8	FS	All
Provide effective instructional leadership	Principal and Assistant Principal	Campus Budget	June, 2011	Faculty Survey	TAKS	August, 2010 to June, 2011	2	FS	All
Summer Conference	Superintendent and Curriculum Director	District Budget	August, 2010	Sign In Forms	TAKS	August, 2010	2	FS	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3. Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9. Effective, timely additional assistance; 10. Coordination and integration

District Goal 4: Recruit, develop and retain a well-qualified staff.									
Campus Goal: Acton Elementary will only employ highly qualified teachers.									
Objective: The site based committee will only interview highly qualified teachers.									
Strategy: Only applicants who meet the criteria on School Recruiter will be scheduled for interviews.									
Acton Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Horizontal and vertical team meetings	Instructional Specialists	Meeting Agenda	May, 2011	Meeting Agendas	Curriculum Coordination	August, 10 to May, 2011	2	FS	All
Teachers will be competent in technology TEKS and the integration of technology into the curriculum	Technology Committee	Training Schedule	May, 2011	Meeting Agendas	PDAS	August, 10 to May, 2011	4	Star Chart	All
Monthly Safety Training	Principal	Power Point Presentations	May, 2011	Record Sheets	Safety Records	August, 10 to May, 2011	4	Safety Records	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3. Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9. Effective, timely additional assistance; 10. Coordination and integration

2010-11 Campus Improvement Plan

District Goal 5: Develop and implement an effective plan to ensure that all district departments and campuses follow the principles of servant leadership.									
Campus Goal: All Acton Elementary staff members will follow the principles of servant leadership.									
Objective: All employees will follow the principles of servant leadership when dealing with students, parents and community members.									
Strategy: All employees will practice stewardship and maintain the respect of others.									
Acton Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Greet visitors with, "How may I help you?"	All Acton Elementary Employees	None	June, 2011	Observation	Parent and student survey	August, 2010 to June, 2011	9	Student Survey and Parent Survey	All
Demonstrate an awareness of the needs of teachers, parents and students	Principal, Assistant Principal and Teachers	None	June, 2011	Observation	Parent and student survey	August, 2010 to June, 2011	9	Student Survey and Parent Survey	All
Practice stewardship and maintain the trust of others	Principal, Assistant Principal and Teachers	None	June, 2011	Observation	Parent and student survey	August, 2010 to June, 2011	9	Student Survey and Parent Survey	All
Develop and Review servant leadership plan with staff members	Principal and Assistant Principal	Campus Improvement Plan	June, 2011	Meeting Agenda	Parent and student survey	August, 2010 to June, 2011	9	Student Survey and Parent Survey	All
Review campus improvement plan each six weeks	Principal and Assistant Principal	Campus Improvement Plan	June, 2011	Meeting Agenda	Parent and student survey	August, 2010 to June, 2011	9	Student Survey and Parent Survey	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment;
2. Schoolwide reform strategies;
3. Instruction by highly qualified teachers;
4. Professional development;
5. Highly qualified teachers;
6. Parental Involvement;
7. Transition from early childhood programs;
8. Include teachers in the decisions;
9. Effective, timely additional assistance;
10. Coordination and integration

2010-11 Campus Improvement Plan

District Goal 6: Develop and implement an effective facilities improvement plan to address instructional needs in the district.									
Campus Goal: Acton Elementary will develop and implement an effective facilities improvement plan to address instructional needs.									
Objective: The site based committee will assist in the development and implementation of an effective facilities improvement plan to address instruction.									
Strategy: Acton Elementary facilities will be reviewed to determine if they are adequate to effectively address the needs of students and staff members.									
Acton Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Request for maintenance service will address facility maintenance and repairs	Principal and Head Custodian	Maintenance Staff	June, 2011	Completed Workorders	Completion of Requested Repairs	August, 2010 to June, 2011	10	FS	All
The budget planning process will be used to address facility improvements	Principal and Secretary	Campus Budget	June, 2011	Budget Process	Completion of Requested Repairs	August, 2010 to June, 2011	10	FS	All
Review facilities improvement plan each semester	Principal and Head Custodian	None	June, 2011	Request for Maintenance	Request for Maintenance Completed	August, 2010 to June, 2011	10	FS	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3. Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9. Effective, timely additional assistance; 10. Coordination and integration

2010-11 Campus Improvement Plan

District Goal 7: Provide leadership/oversight to ensure the district meets all legal and regulatory requirements.									
Campus Goal: Establish procedures to ensure that Acton Elementary meets all legal and regulatory requirements.									
Objective: Effectively communicate all legal and regulatory requirements.									
Strategy: Provide professional development for staff members so they will understand legal and regulatory requirements.									
Acton Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
Review board policy when making decisions.	Principal and Assistant Principal	Board Policy	June, 2011	Decisions will be in compliance with School Board Policy	Implementation of School Board Policy	August, 2010 to June, 2011	10	FS	All
Communicate guidelines to staff members.	Principal and Assistant Principal	Board Policy	June, 2011	Decisions will be in compliance with School Board Policy	Implementation of School Board Policy	August, 2010 to June, 2011	10	FS	All
Implement regulations from TEA and other State Agencies	Principal and Assistant Principal	TEA Regulations and other State Regulations	June, 2011	Decisions will be in compliance with TEA and Other State Policies	Implementation of TEA Regulations and Other State Regulations	August, 2010 to June, 2011	10	GISD Department Compliance Monitoring	All
Student/Parent Handbook	Principal and Assistant Principal	Student/Parent Handbook	June, 2011	Decisions will be made within the guidelines of the Parent/Student Handbook	Decisions that deal with students	August, 2010 to June, 2011	10	FS and SS	All
Provide information to staff members to help them identify and report children who experience sexual abuse	Counselor and Teachers	House Bill 1041 - Jenna's Law	June, 2011	Meeting Agenda	Record of Reports to CPS	August, 2010 to June, 2011	10	Reports	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3. Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9. Effective, timely additional assistance; 10. Coordination and integration

2010-11 Campus Improvement Plan

District Goal 8: Focus on student participation and extra-curricular activities.									
Campus Goal: Acton Elementary students will be given opportunities to participate in extra-curricular activities.									
Objective: 100 % of Acton Elementary students will be given an opportunity to participate in extra-curricular activities.									
Strategy: Students: Students will be encouraged to participate in extra-curricular activities by staff members.									
Acton Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timeline	Title I Schoolwide Components	Needs Assessment	Special Populations
All students will perform in a music program.	Music Teacher	Music Equipment and Supplies	June, 2011	Schedule of Events	Student Participation	August, 2010 to June, 2011	10	SS	All
All fourth and fifth grade students will participate in Physical Education Competition	PE Teachers	Physical Education Equipment	June, 2011	Schedule of Events	Student Participation	August, 2010 to June, 2011	10	SS	All
Students will be given an opportunity to serve on Student Council	Student Council Sponsor	None	June, 2011	Schedule of Events	Student Participation	August, 2010 to June, 2011	10	SS	All
Students will be given an opportunity to participate in K-Kids	K-Kids Sponsor	None	June, 2011	Schedule of Events	Student Participation	August, 2010 to June, 2011	10	SS	All
All students will participate in at least one fieldtrip during the school year.	PTO, Principal, Teachers and Parents	Admissions Fees and Transportation Expenses	June, 2011	Schedule of Events	Student Participation	August, 2010 to June, 2011	10	SS	All

Needs Assessment: AEIS, SS - Student Survey, FS - Faculty Survey, DR - Discipline Report, O - Other (specify)

Special Populations: GT - Gifted and Talented, ESL - English as a Second Language, AR - At-Risk, SE - Special Education, E - Ethnicity, ED - Economically Disadvantaged

School Wide Components Title I

1. A comprehensive needs assessment; 2. Schoolwide reform strategies; 3. Instruction by highly qualified teachers; 4. Professional development; 5. Highly qualified teachers; 6. Parental Involvement; 7. Transition from early childhood programs; 8. Include teachers in the decisions; 9. Effective, timely additional assistance; 10. Coordination and integration