

Abilene Independent School District
Stafford Elementary
2021-2022 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Stafford Elementary is a new Title I school in Abilene ISD. Stafford Elementary serves approximately 400 students, kindergarten through fifth grade who previously attended Lee Elementary. Our mission and purpose is to provide innovative learning experiences to all students. At Stafford Elementary, we believe that all students can achieve at high levels and we approach our work with that mindset every day. We foster students' love of learning through an engaging and collaborative environment. We equip students with strong leadership skills and the ability to think critically so that they are successful beyond the classroom and beyond elementary.

Ethnic Distribution

Data Source: Texas Academic Performance Report by TEA 2016 - 2019; Frontline Report 2019 - 2021

Ethnic Distribution	2016-2017 (TAPR)	2017-2018 (TAPR)	2018-2019 (TAPR)	2019 - 2020 (Frontline)	2020 - 2021 (Frontline)
Student Enrollment	520	503	481	465	390
African American/Black	28.8%	27.6%	26.0%	26.67	18.46
Hispanic	41.7%	41.6%	44.3%	43.23	50.26
White	25.8%	26.4%	24.7%	23.66	23.85
Two or More Races	2.9%	3.2%	4.4%	5.59	6.15
Asian	0.6%	1.0%	0.4%	0.65	0.77

Special Populations

Data Source: Abilene ISD Data Dashboard, TAPR, Frontline

Special Populations	2016-2017	2017-2018	2018 - 2019	2019 - 2020 (Frontline)	2020 - 2021 (Frontline)
Economically Disadvantaged	89.5%	87.4%	87.6%	83.66%	85.64%
At Risk (data from TAPR)	42.3%	45.9%	43.9%	57.6%	53.8%
GT	4.3%	5.6%	4.3%	4.1%	5.6%
LEP	16.4%	17.4%	12.8%	11.8%	4.1%
Special Education	8.3%	8.8%	13.3%	14%	16.9%

Attendance

Data Source: Texas Academic Performance Report

	2016-2017	2017-2018	2018-2019	2019 - 2020	2020 - 2021
Campus	96.2%	95.8%	95.5%	96.52 (Frontline - Until March 2020)	94.29% (Frontline)

Demographics Strengths

Stafford Elementary has many strengths and below are the ones identified by the CNA team:

1. Stafford is a diverse school serving students of many demographics.

2. With support and assistance from the district, Stafford was able to recruit and hire highly skilled and knowledgeable new staff for the 2021 - 2022 school year.

3. Stafford has strong community partnerships (ALTRUSA, Kiwanis Club, The Well)

Problem Statements Identifying Demographics Needs

Problem Statement 1: Approximately 50% of our students meet one or more at risk indicator. **Root Cause:** The majority of students who are coded at risk did not perform satisfactory on readiness tests and/or are classified as homeless.

Problem Statement 2: Students exhibit a higher need for social emotional learning. **Root Cause:** Students have difficulty managing their emotions, demonstrating empathy, and trust with adults and peers.

Student Learning

Student Learning Summary

On the Math STAAR test in 2018-2019, 94 out of 132 students achieved academic growth. On the Reading STAAR test, 87 students achieved academic growth.

	2017-2018	2018-2019
Student Achievement	60 Met Standard	57 F
School Progress	66 Met Standard	60 D
Closing the Gaps	58 Improvement Required	50 F
Overall	64 Met Standard	57 F

In 2018-2019, schools across the state were rated A-F. In 2017-2018, Lee Elementary Met Standard. In the following year, Lee dropped a total of 7 points with the new accountability system and received an F.

Reading STAAR Scores (At Approaches Grade Level)

Data Source: TAPR and Eduphoria

	2016-2017	2017-2018	2018-2019	2020 - 2021
	(TAPR)	(TAPR)	(TAPR)	(Eduphoria)
3rd	64	62	53	52
4th	51	52	58	42
5th	75	80	81	46

3rd grade reading has declined a total of 12 points from 2016-2017. 4th grade reading has decreased a total of 9 points. 5th grade reading has decreased a total of 29 points.

Math STAAR Scores (At Approaches Grade Level)

Data Source: TAPR and Eduphoria

	2016-2017	2017-2018	2018-2019	2020 - 2021
	(TAPR)	(TAPR)	(TAPR)	(Eduphoria)
3rd	65	67	59	36.6
4th	51	51	47	47.1
5th	80	74	60	61.9

3rd grade math has decreased a total of 28 points since 2016-2017. 4th grade math decreased 4 points and 5th grade math decreased 18 points.

Writing STAAR Scores

Data Source: TAPR and Eduphoria

	2016-2017	2017-2018	2018-2019	2020 - 2021
	(TAPR)	(Eduphoria)	(TAPR)	(Eduphoria)
4th	21	32	55	37.14

Writing scores have decreased 16 points since 2016-2017.

Science STAAR Scores

Data Source: TAPR and Eduphoria

	2016-2017	2017-2018	2018-2019	2020-2021
	(TAPR)	(TAPR)	(TAPR)	(Eduphoria)
5th	29	74	55	34.92

Science scores increased a total of 5.9 points since 2016-2017 but decreased 19 points since 2017-2018.

Student Learning Strengths

1. NWEA MAP reported that all grade levels (K - 5) demonstrated growth in math. Grades K, 2, and 4 achieved higher than projected growth in math.
2. NWEA MAP reported that all grade levels (K - 5) demonstrated growth in reading. Grades K, 2, 3, and 5 achieved higher than projected growth in reading.
3. NWEA MAP reported that all grade levels assessed (2 - 5) in language usage demonstrated higher than projected growth.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 47% of students passed the reading STAAR test in grades 3 - 5. **Root Cause:** Students in grades 3 - 5 did not receive targeted reading interventions and support when they were in grades K - 2.

Problem Statement 2: 48% of students passed the math STAAR test in grades 3 - 5. **Root Cause:** Students need consistent math intervention and support in all grade levels based on pre-assessment and formative assessment data.

Problem Statement 3: 35% of students passed the science STAAR test in 5th grade. **Root Cause:** There is not a streamlined process for collecting and analyzing formative assessment data periodically throughout the year to assess the effectiveness of science instruction.

Problem Statement 4: 37% of students passed the writing STAAR test in 4th grade. **Root Cause:** There is not a streamlined process to teach writing in every content area consistently.

School Processes & Programs

School Processes & Programs Summary

Stafford Elementary will have several programs on campus to support the academic growth for all students.

All teachers will use a variety of assessments both in the classroom and universal screeners to determine the individual needs of our students. We will utilize our interventionists to provide 50% of K - 2 students targeted reading intervention based on individual student needs. We will utilize our interventionists to provide 30% of our 3 - 5 students targeted reading and/or math interventions based on individual student needs.

Administrators will engage in the PLC process with teachers weekly to analyze data and grow in our knowledge of e2L best practices.

Each grade level will engage in the Unit Design process every grading period to create pre-assessments, formative assessments, and differentiated resources.

The administrative team will provide weekly feedback to teachers based on lesson plans and walkthroughs.

Administrative team will plan differentiated professional learning workshops to teachers each month based on need and interest.

Every certified staff member will serve on a schoolwide committee including: Foundations (Safe & Civil Schools), Lighthouse (Leader in Me), Community Outreach and Parent Involvement, Professional Learning, Environment, Student Leadership Roles, and Begin with the End in Mind (Career and College Readiness). Each committee will meet monthly and there are processes in place to streamline communication and to receive feedback on the work completed.

In efforts to foster a positive school culture and climate with new staff, the administrative team will plan monthly team building activities.

School Processes & Programs Strengths

Stafford Elementary has several strengths in our processes and programs.

1. Our intervention program provides needed foundational reading skills for the majority of our K - 2 students.
2. The PLC process provides teachers the time and resources to plan data-driven instruction.

3. Ongoing professional learning allows teachers to stay current with researched best practices.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There will be an increased need to build interdepartmental communication and trust. **Root Cause:** Stafford Elementary will have many new staff members as part of opening a new school.

Problem Statement 2: There will be a need for vertically aligned instruction and communication. **Root Cause:** With new staff members, it will be necessary to increase communication between grade levels to meet the needs of all students and streamline instructional goals.

Perceptions

Perceptions Summary

Stafford Elementary will administer the MRA from Leader in Me to both teachers and students at the beginning and end of year to assess our staff social-emotional teaching readiness, school environment, student engagement, staff satisfaction and teacher efficacy. This will help us measure effectiveness and plan for our specific needs. Stafford Elementary plans to utilize the Lighthouse rubric to plan committee goals and develop the leadership skills of all students.

Stafford Elementary's core beliefs are:

Student learning is the most important thing.

Our school is only as great as the people in it.

Every person and student on campus is significant.

All staff are lifelong learners.

We will pursue excellence every day.

We never give up on our students.

Perceptions Strengths

1. The new vision for Stafford Elementary has helped to establish a positive perception of our school in the community.
2. We had a large number of families participate in all campus events this previous school year.
3. Partnerships with local businesses and organizations have helped to provide resources to staff, students and families.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Staff are not always equipped to support students that have experienced trauma or have a mental health diagnosis. **Root Cause:** There is an increased number of students who have experienced trauma and need diverse interventions and strategies.

Problem Statement 2: There is an increased number of discipline referrals with substitutes that could create a negative perception of student behavior at Stafford. **Root Cause:** Our

students behave best with stability and consistency. They need time to build trusting relationships with adults.

Priority Problem Statements



Goals





Goal 1: Make classrooms more meaningful and relevant for students and teachers.






Performance Objective 1: The percentage of students who approach grade level in grades 3 - 5 on the reading STAAR will increase by 15% from the 2020 - 2021 assessment results.

Targeted or ESF High Priority

Evaluation Data Sources: TAPR and STAAR scores at the end of the year. MAP assessments will be evaluated to determine if we are on track throughout the year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement personalized instruction based on student reading RIT scores, pre-assessment and formative assessment data.</p> <p>Strategy's Expected Result/Impact: All students will achieve projected growth on their reading MAP assessments and will achieve growth from pre-assessments to post assessments.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coordinator, and Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide explicit and systematic phonemic awareness instruction in grades K - 2 through the Heggerty Program and provide explicit and systematic phonics instruction in grades K - 2 through Foundations Wilson Language Phonics Program.</p> <p>Strategy's Expected Result/Impact: Students will achieve growth on grade level common assessments in reading and there will be an increased number of students reading on grade level in grades K - 2.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide LLI reading support and interventions for students in K - 2.</p> <p>Strategy's Expected Result/Impact: Increased number of students reading on grade level in grades K-2.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coordinator, Interventionists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will use "The Next Step Forward in Guided Reading" to implement effective daily guided reading instruction in their classroom.</p> <p>Strategy's Expected Result/Impact: Increased number of students reading on grade level K - 5.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal,</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers in grades K - 5 will utilize "Fountas and Pinnell" Interactive Read Aloud books in their classroom daily to model their thinking and using reading strategies.</p> <p>Strategy's Expected Result/Impact: Increased number of students reading on grade level in K - 5.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Teachers in grades K - 2 will use decodable readers with students in small groups to practice phonics skills learned in Foundations and Heggerty.</p> <p>Strategy's Expected Result/Impact: Increased number of students reading on grade level.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Funding Sources: School Specialty Decodable Readers - Title I, Part A - \$9,684.54</p>	Formative			Summative
	Oct	Jan	Apr	June
				







Strategy 7 Details	Reviews			
<p>Strategy 7: Students in grades 4 and 5 who previously failed the reading STAAR test will complete tutoring with Think Up resources that contain reading passages and questions for practice.</p> <p>Strategy's Expected Result/Impact: Increased number of students passing the reading STAAR test in 4th and 5th.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Funding Sources: Think Up workbooks - Title I, Part A - \$1,826</p>	Formative			Summative
	Oct	Jan	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: Make classrooms more meaningful and relevant for students and teachers.

Performance Objective 2: The percentage of students who approach grade level in grades 3 - 5 on the math STAAR will increase by 15% from the 2020 - 2021 assessment results.

Targeted or ESF High Priority








Evaluation Data Sources: STAAR results on the TAPR reports. MAP assessments will be evaluated to determine if we are on track throughout the year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement personalized instruction for students based on student math RIT score, pre-assessments and formative assessments.</p> <p>Strategy's Expected Result/Impact: All students will achieve projected growth on their MAP and will achieve growth from pre-assessments to post assessments.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will create grade level common assessments and adjust instructional grouping based on data.</p> <p>Strategy's Expected Result/Impact: Increased performance on classroom common assessments</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coordinator, Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	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: Make classrooms more meaningful and relevant for students and teachers.






Performance Objective 3: The percentage of discipline referrals will decrease by 15% compared to the 2020 - 2021 school year.

Evaluation Data Sources: Discipline report in Frontline.

Strategy 1 Details	Reviews			
<p>Strategy 1: A morning tour/visit will be provided for students in Pre-K programs in AISD schools to tour Stafford and visit a kindergarten classroom.</p> <p>Strategy's Expected Result/Impact: Increased sense of belonging and familiarity. Builds positive rapport with Stafford staff.</p> <p>Staff Responsible for Monitoring: Principal, Parent Coordinator, Kindergarten teachers</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: A transition plan which includes meeting with the Principal, Assistant Principal, and Behavior Interventionist will be made for all students returning from DAEP.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Behavior Interventionist, classroom teacher.</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Behavior Interventionist will meet regularly with identified Tier 3 behavior RTI students to set goals and track their progress and success.</p> <p>Strategy's Expected Result/Impact: Lower discipline referral data</p> <p>Staff Responsible for Monitoring: Principal, Behavior Specialist, Assistant Principal</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Behavior Interventionist and Instructional Aide - Title I, Part A - \$85,850</p>	Formative			Summative
	Oct	Jan	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: Make classrooms more meaningful and relevant for students and teachers.




Performance Objective 4: The performance of students who approach grade level on 5th grade science will increase by 15% from the 2020 - 2021 assessment results.






Strategy 1 Details	Reviews			
<p>Strategy 1: Students in grades 3 - 5 will use StemScopes during their science instruction.</p> <p>Strategy's Expected Result/Impact: StemScopes is a program that has engaging and hands-on lessons and activities for students to learn the science TEKS.</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: STEMscopes - Title I, Part A - \$1,207.50</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Develop a culture, climate and environment that values collaboration.

Performance Objective 1: The number of bullying incidents, "stay away agreements" and continuous student conflict issues will decrease by 20% when compared to the 2020-2021 school year.

Evaluation Data Sources: Frontline data, Assistant Principal and Counselor data







Strategy 1 Details	Reviews			
<p>Strategy 1: Students, teachers, and parents will be informed of bullying prevention strategies through AISD Code of Conduct and school assemblies (ESC 14).</p> <p>Strategy's Expected Result/Impact: Bullying related referrals will decrease.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coordinator, classroom teachers, counselor, guest speaker(s)</p> <p>Title I Schoolwide Elements: 2.5, 3.2</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will provide SEL lessons each day to students through their community circle time.</p> <p>Strategy's Expected Result/Impact: Students will be able to use strategies and tools learned through community circle that will result in less office referrals.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coordinator, Assistant Principal, all faculty and staff</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Counselor will provide SEL lessons monthly to each grade level.</p> <p>Strategy's Expected Result/Impact: Students will use strategies and tools when dealing with conflict that will result in less discipline referrals.</p> <p>Staff Responsible for Monitoring: Principal, counselor</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: By the end of the school year, all students will have a leadership role through Leader In Me either at the classroom or campus level.</p> <p>Strategy's Expected Result/Impact: Students have a better sense of belonging and increase overall attendance percentages.</p> <p>Staff Responsible for Monitoring: Principal, Lighthouse Team</p> <p>Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Develop a culture, climate and environment that values collaboration.

Performance Objective 2: Implement weekly Professional Learning Communities (PLCs) on grade level teams to evaluate instructional practices and student growth.








Evaluation Data Sources: PLC agenda, MAP assessments, Common Assessment data

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus admin team will utilize Global PD from Solution Tree to provide ongoing professional learning to teachers and instructional support.</p> <p>Strategy's Expected Result/Impact: Increase effectiveness of PLC meetings to increase student achievement and teacher performance.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will meet with a member of the admin team each week to evaluate student data and grow in their knowledge and understanding of e2L best practices.</p> <p>Strategy's Expected Result/Impact: Increased student performance on campus common assessments</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	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: Develop a culture, climate and environment that values collaboration.

Performance Objective 3: By Spring 2022, there will be an increase in students growth mindset and academic goal achievement on the Leader in Me MRA student survey results.






Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: Commit to inclusive language and graphics on all internal and public communications. Strategy's Expected Result/Impact: Students and families will feel included and welcomed. Staff Responsible for Monitoring: Principal, Assistant Principal	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Assess and increase diverse perspectives represented in library holdings and curriculum resources. Strategy's Expected Result/Impact: Students will feel a sense of belonging at school when their cultures and backgrounds are represented in literature and curriculum they are studying. Staff Responsible for Monitoring: Principal, Instructional Coordinator	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
Strategy 3: Teachers will utilize Leader in Me curriculum to provide weekly lessons to students. Strategy's Expected Result/Impact: Students will be involved in setting academic goals and tracking their progress. Staff Responsible for Monitoring: Principal, Counselor, Assistant Principal, Instructional Coordinator Title I Schoolwide Elements: 2.4	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Build partnerships with local business and organizations.

Performance Objective 1: Stafford Elementary will partner with Abilene Christian University to provide differentiated reading and/or writing instruction for striving readers and writers in 3rd and 4th grades at least 6 times each semester.







Evaluation Data Sources: ACU Sign-In sheet

Strategy 1 Details	Reviews			
<p>Strategy 1: ACU pre-service teachers will provide small group differentiated reading and/or writing instruction to students in 3rd and 4th grades.</p> <p>Strategy's Expected Result/Impact: Increase number of students reading and/or writing on grade level. Increased interest in ACU students applying to work at Stafford Elementary.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coordinator, Grade 3 and 4 Classroom Teachers, ACU professors</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Build partnerships with local business and organizations.

Performance Objective 2: Stafford Elementary will partner with Kiwanis Club of Greater Abilene to provide the BUGS (Bringing Up Grades) program for K-5th grade students at the end of each grading period of the 2021-2022 school year.







Evaluation Data Sources: BUGS Honor Roll Student List, Visitor Check-in report

Strategy 1 Details	Reviews			
<p>Strategy 1: At the end of the first grading period, a BUGS program Kick-Off will inform students of the program and incentives for bringing up grades</p> <p>Strategy's Expected Result/Impact: Increased number of students eligible for BUG awards compared to the 2021-2022 school year.</p> <p>Staff Responsible for Monitoring: Principal, Counselor, K-5th Grade Teachers</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: BUGS assemblies will be held at the end of each grading period to celebrate students who have increased their grades.</p> <p>Strategy's Expected Result/Impact: Increased number of students who earn a BUG award when compared to the previous grading period.</p> <p>Staff Responsible for Monitoring: Principal, Counselor, 3rd-5th Grade Teachers</p>	Formative			Summative
	Oct	Jan	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 3: Build partnerships with local business and organizations.

Performance Objective 3: Through partnerships with local businesses and organizations, 100% of Stafford students will be exposed to various occupations which will provide the background to make informed educational and occupational choices.







Evaluation Data Sources: JA In A Day participation records, teacher lesson plans

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide JA in a Day for the entire school</p> <p>Strategy's Expected Result/Impact: Increased community involvement in JA in a Day</p> <p>Staff Responsible for Monitoring: Counselor, Assistant Principal, Instructional Coordinator, Principal, classroom teachers</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will invite community members into their classrooms to provide real world application to their content standards.</p> <p>Strategy's Expected Result/Impact: Increased student engagement and community involvement</p> <p>Staff Responsible for Monitoring: Principal, classroom teachers</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Oct	Jan	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 4: Tell the AISD stories of inspiration, success and opportunity to the community, parents, and staff.

Performance Objective 1: Stafford Elementary will post a story of success or opportunity on social media outlets once a week.






Evaluation Data Sources: Social Media postings

Strategy 1 Details	Reviews			
<p>Strategy 1: Information regarding parent involvement opportunities and announcements will be shared and displayed on the Stafford Facebook webpage.</p> <p>Strategy's Expected Result/Impact: Increased parent communication and participation</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Secretary, campus web manager</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Celebration of Stafford staff will be posted to the school Instagram account monthly.</p> <p>Strategy's Expected Result/Impact: Increased community engagement and involvement.</p>	Formative			Summative
	Oct	Jan	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 4: Tell the AISD stories of inspiration, success and opportunity to the community, parents, and staff.

Performance Objective 2: Host 2 events in the 2021-2022 school year for families to come to the school to celebrate their student.








Evaluation Data Sources: Attendance of families

Strategy 1 Details	Reviews			
Strategy 1: Administrative team will meet with the Parent Involvement Committee 4 times a year to plan and design family nights.	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Meet or exceed all federal and state mandates.

Performance Objective 1: 100% of faculty will promote a safe campus environment. 100% of students will participate in safety lessons, activities and drills






Evaluation Data Sources: Completed safety drill schedule and log sheet, Internet safety completion rates

Strategy 1 Details	Reviews			
<p>Strategy 1: All students will complete internet safety lessons and complete quiz.</p> <p>Strategy's Expected Result/Impact: Increase in student understanding of internet safety. Staff Responsible for Monitoring: Principal, Instructional Coordinator, Computer Lab Manager.</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: School safety committee will meet at least once a semester to monitor safety on campus and adjust procedures as needed including conducting drills</p> <p>Strategy's Expected Result/Impact: Increase education of staff and students on safety procedures Staff Responsible for Monitoring: Principal, Assistant Principal, Safety Committee.</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide a safe environment for students and staff by use of vSoft technology, and performing routine emergency drills and providing staff training on emergency procedures, and use of CrisisGo</p> <p>Strategy's Expected Result/Impact: Increased feelings of safety from Panorama Surveys compared to the 2019-2020 school year. Staff Responsible for Monitoring: Principal, Secretary, Parent Coordinator, Instructional Coordinator, Assistant Principal</p>	Formative			Summative
	Oct	Jan	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 5: Meet or exceed all federal and state mandates.

Performance Objective 2: 100% of Stafford students will participate in school health activities and the school's required physical activities






Evaluation Data Sources: Lesson plans, documentation of health programs presented to students.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a coordinated school health program through school nurse services, health and physical education classes, and food service</p> <p>Strategy's Expected Result/Impact: Nurse documentation, counselor documentation, PE and health lesson plans, food service menus</p> <p>Staff Responsible for Monitoring: Principal, Nurse, Counselor, PE staff, food service staff</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Meet or exceed all federal and state mandates.

Performance Objective 3: All Title 1 parent engagement requirements will be complete

Evaluation Data Sources: Parent Survey Results, Parent Involvement Event Sign-In Sheet

Strategy 1 Details	Reviews			
<p>Strategy 1: Implementation of Title 1 programs and/or services provided through Parent Involvement Policy, Parent/School Compact, Staff Certification Status, Title 1 Parent Information Meeting, Parent Advisory Committee Meetings, Parent Centers, Parent Surveys, and Staff Training on the Values of Parent Involvement.</p> <p>Strategy's Expected Result/Impact: Increase in parent engagement favorable responses on Panorama survey and increase in participation in family involvement events.</p> <p>Staff Responsible for Monitoring: Principal, Title 1 Parent Coordinator, Assistant Principal</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Funding Sources: Title I Parent Coordinator - Title I, Part A - \$31,459</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will implement personalized instruction based on student reading RIT scores, pre-assessment and formative assessment data.
1	1	2	Provide explicit and systematic phonemic awareness instruction in grades K - 2 through the Heggerty Program and provide explicit and systematic phonics instruction in grades K - 2 through Foundations Wilson Language Phonics Program.
1	1	3	Provide LLI reading support and interventions for students in K - 2.
1	2	1	Teachers will implement personalized instruction for students based on student math RIT score, pre-assessments and formative assessments.

2021-2022 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Melissa Scott	Principal
Administrator	Janaye Wideman	Assistant Principal
Administrator	Suzanne Cottrell	Instructional Coordinator
Community Representative	Scott South	Community Member
Classroom Teacher	Loree Rose	1st Grade Teacher
Classroom Teacher	Jeremy Bartley	3rd Grade Teacher
Classroom Teacher	Heather Akers	5th Grade Teacher
Classroom Teacher	Caroline Huffines	SPED Teacher
Parent	Amy Smith	Parent

Campus Funding Summary

Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	School Specialty Decodable Readers		\$9,684.54
1	1	7	Think Up workbooks		\$1,826.00
1	3	3	Behavior Interventionist and Instructional Aide		\$85,850.00
1	4	1	STEMscopes		\$1,207.50
5	3	1	Title I Parent Coordinator		\$31,459.00
Sub-Total					\$130,027.04
Grand Total					\$130,027.04

Addendums