

**Abilene Independent School District**  
**Stafford Elementary**  
**2023-2024 Campus Improvement Plan**



**Public Presentation Date:** July 10, 2023

# Mission Statement

AISD will equip learners to make a positive impact in their world through relevant, innovative, and challenging learning experiences.

## Vision

Equipped Learners. Brighter Futures.

## Value Statement

### CONNECT

- Each child, staff member and parent needs positive personal connections within the district.
- Respect, care and having high expectations for each student is the foundation for learning.

### LEAD

- Initiative, innovation, and a strong work-ethic are important life skills for students and staff.
- Developing partnerships throughout the Abilene community builds connections for future leaders to give back to the community.

### SUCCEED

- Intellectual, emotional, and physical safety are crucial components to a successful school environment.
- Critical thinking, collaboration and problem solving are essential for deep learning.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Stafford Elementary is a Title I school in Abilene ISD. Stafford Elementary serves approximately 450 students, kindergarten through fifth grade. At Stafford Elementary, we are lifelong learners who achieve success through excellence. 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 they are successful beyond the classroom and beyond elementary.

### Ethnic Distribution

Data Source: Texas Academic Performance Report by TEA 2016 - 2019; Frontline Report 2019 - 2023

Ethnic Distribution	2016-2017 (TAPR)	2017-2018 (TAPR)	2018-2019 (TAPR)	2019 - 2020 (Frontline)	2020 - 2021 (Frontline)	2021 - 2022 (Frontline)	2022-2023 (Frontline)
Student Enrollment	520	503	481	465	390	445	455
African American/Black	28.8%	27.6%	26.0%	26.67%	18.46%	16.96%	16.96%
Hispanic	41.7%	41.6%	44.3%	43.23%	50.26%	49.55%	50.65%
White	25.8%	26.4%	24.7%	23.66%	23.85%	25.45%	25.65%
Two or More Races	2.9%	3.2%	4.4%	5.59%	6.15%	6.47%	5.0%
Asian	0.6%	1.0%	0.4%	0.65%	0.77%	0.89%	0.65%

## Special Populations

Data Source: Abilene ISD Data Dashboard, TAPR, Frontline

Special Populations	2016-2017	2017-2018	2018 - 2019	2019 - 2020 (Frontline)	2020 - 2021 (Frontline)	2021 - 2022 (Frontline)	2022-2023
Economically Disadvantaged	89.5%	87.4%	87.6%	83.66%	85.64%	87.19%	88.57%
At Risk	42.3%	45.9%	43.9%	57.6%	53.8%	73.5%	74.9%
GT	4.3%	5.6%	4.3%	4.1%	5.6%	7.4%	10.76
LEP	16.4%	17.4%	12.8%	11.8%	4.1%	4.2%	4.1%
Special Education	8.3%	8.8%	13.3%	14%	16.9%	20.9%	23.3%

## Attendance

Data Source: Texas Academic Performance Report and Frontline

	2016-2017	2017-2018	2018-2019	2019 - 2020	2020 - 2021	2021 - 2022	2022-2023
Campus	96.2%	95.8%	95.5%	98.4%	94.29% (Frontline)	90.68% (Frontline)	93.03% (Frontline)

## Demographics Strengths

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

1. With support and assistance from the district, Stafford was able to recruit and hire highly skilled and knowledgeable staff who are committed to collaboration and innovation.
2. We are a diverse campus serving students from a variety of demographics.
3. We have a rich history of strong community partnerships.

#### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Approximately 70% of our students meet one or more at risk indicators. **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. Students have experienced an interruption to schooling as a result of COVID-19 and many have experienced trauma. Our campus has a high mobility rate, which increases difficulty in forming social connections.

## Student Achievement

### Student Achievement Summary

Considering all data sources from the state, district and campus (TELPAS, STAAR, Benchmarks, MAP, mCLASS, Common Formative Assessments, Buerk Rubrics) Stafford is experiencing significant growth in all grade levels and across all content areas. Stafford systematically analyzes data and tracks student progress. This analysis is used to differentiate and target instruction.

	2017-2018	2018-2019	2021-2022
Student Achievement	60 Met Standard	57 F	58 F
School Progress	66 Met Standard	60 D	80 B
Closing the Gaps	58 Improvement Required	50 F	69 D
Overall	64 Met Standard	57 F	77 C

### Reading STAAR Scores (At Approaches Grade Level)

Data Source: TAPR and Eduphoria

	2016-2017 (TAPR)	2017-2018 (TAPR)	2018-2019 (TAPR)	2020 - 2021 (Eduphoria)	2021-2022
3rd	64	62	53	52	67
4th	51	52	58	42	56
5th	75	80	81	46	71

In 2021-2022, 3rd grade improved by 3 points from 2016-2017, and improved 15 points from 2020/21. 4th grade improved by 5 points from

2016-2017 and improved 14 points from 2020/21. 5th grade declined by 4 points from 2016-2017, but improved 25 points from 2020/21. In 2020-2021, 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 (TAPR)	2017-2018 (TAPR)	2018-2019 (TAPR)	2020 - 2021 (Eduphoria)	2021-2022
3rd	65	67	59	36.6	58
4th	51	51	47	47.1	57
5th	80	74	60	61.9	58

In 2021-2022, 3rd grade declined by 7 points from 2016-2017, but improved 21.4 points from 2020/21. 4th grade improved by 6 points from 2016-2017 and improved 10 points from 2020/21. 5th grade declined by 22 points from 2016-2017, and declined 3.9 points from 2020/21. In 2020-2021 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 (TAPR)	2017-2018 (Eduphoria)	2018-2019 (TAPR)	2020 - 2021 (Eduphoria)
4th	21	32	55	37.14

Writing scores have decreased 16 points since 2016-2017. Writing was not assessed with the new STAAR assessment in 2021-2022.



## Science STAAR Scores

Data Source: TAPR and Eduphoria

	2016-2017 (TAPR)	2017-2018 (TAPR)	2018-2019 (TAPR)	2020-2021 (Eduphoria)	2021-2022
5th	29	74	55	34.92	48

In 2021-2022, Science scores increased a total of 19 points since 2016-2017, and increased 13 points since 2020-2021. In 2020-2021, Science scores increased a total of 5.9 points since 2016-2017 but decreased 19 points since 2017-2018.

### Student Achievement Strengths

1. NWEA MAP reports show 65.6% of students met their growth projection in Math for the 2022-2023 school year.
2. NWEA MAP reports show 68.9% of students met their growth projection in Reading for the 2022-2023 school year.
3. NWEA Map reports show 68.9% of 3rd, 4th, and 5th graders met their growth projection in Science.

One strength is the growth in math for this school year. Another strength for students is increased reading achievement across grade levels. They have grown from previous years at every grade level. Because we are diving into data and TEKS during unit design, classroom observations, and vertical PLCs, we have strengthened our instructional practices which increases student achievement. The commitment of our staff to build a positive school culture and use best instructional practices has resulted in the achievement of our students.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** 65% of students passed the reading STAAR test in grades 3-5 in 2021-2022. **Root Cause:** Students in upper grade levels did not receive systematic phonics instruction when they were in grades K-2.

**Problem Statement 2 (Prioritized):** 58% of students passed the math STAAR test in grades 3 - 5 in 2021-2022. **Root Cause:** There is a need to vertically align instructional strategies with a strong curriculum throughout grades K-5.

# School Culture and Climate

## School Culture and Climate Summary

All staff fosters a collaborative, uplifting, and supportive culture where people's values, beliefs and customs come together to create a cooperative and safe environment.

## School Culture and Climate Strengths

1. Stafford implemented the RCA House System during the 2021-22 school year and it has fostered a sense of high morale and community among students and staff.
2. School staff and personnel maintain a respectful and cooperative outlook towards one another and the students within the school.
3. Professional development has been relevant towards maintaining higher levels of rigor and engagement.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Student discipline referrals have continued to increase each school year. **Root Cause:** Students lack conflict resolution strategies.

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

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

Stafford faculty and staff demonstrate a depth of content knowledge and a strong commitment to personal growth and student achievement.

### Staff Quality, Recruitment, and Retention Strengths

Teachers receive a stipend from the district to work at Stafford.

Each staff member was specifically selected in the 2021-22 school year for their high performance and commitment to the mission of Stafford.

All staff members lead and participate in professional learning workshops that fosters a positive and supportive school culture.

All staff members maintain high expectations for student performance and achievement through individual student goal setting.

### Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Staff demographic data does not reflect student demographic data. **Root Cause:** There is a lack of diversity in the applicant pool.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Every teacher attends engage2learn unit design meeting days to collaborate and differentiate their TEKS. There is a consistent use of District Designed Curriculum Document and all teachers are in vertical teams to make sure the curriculum is streamlined. In instruction, teachers are focused on real-world connections and relevance to engage students in their learning. Teachers and support staff consistently participate in PLC meetings that focus on instruction and data. We differentiate learning based on student data utilizing resources in and out of the classroom. Our interventionists use the resources designed to specifically meet the needs of targeted students. Enrichment is provided K-5 for students showing data above the average. We provide Professional Development days to learn from other staff members. Ninety-five percent of classroom teachers participated in engage2learn coaching. We use math and reading assessments to inform our instruction and monitor student growth in K-5 for each grading period. Students are tracking their own data and their progress towards goals consistently across the campus.

## Curriculum, Instruction, and Assessment Strengths

- Teachers K-5 collaborate to design differentiated lessons.
- Teachers attend engage2learn unit design days and participate in coaching.
- Teachers apply what they learn in their coaching to ensure best practices across the campus.
- Teachers and students participate in setting and tracking goals.
- Increase student autonomy by transferring ownership of learning.
- Tracking data to inform instruction and monitor growth.
- Staff provides feedback on their professional development needs and then supports each other by holding professional development classes to meet those needs.
- Students are showing growth across the campus K-5 in all subject areas.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Stafford's average attendance rate is 90%. **Root Cause:** After the COVID-19 pandemic, families do not prioritize school attendance.

**Problem Statement 2:** Our emergent bilingual students are underperforming compared to other sub-populations on MAP assessments. **Root Cause:** Teachers need more training and support in implementing the ELPS across all subject areas.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Parents are involved in parent nights including “STEAM” Night and “Stafford Literacy” Night. Parents were invited via Remind Message, Facebook, and flyers home. They were active during these nights and participated with their own children at each station. Parents and community members were involved in school decisions at the beginning of the year at the Parent Forum Night where they could voice questions and provide input. Surveys were sent home to guide our planning for the Title 1 Night in the spring. Community groups such as Altrusa, Kiwana’s Club, and Wolfe and Company support our students and families by providing dictionaries, books, flash cards, and bikes. The school social worker assists students and families with referrals to local agencies. Other languages spoken by families on our campus include Swahili and Spanish. The district provides a translator to communicate. Programs we invite on our campus to support our students are Boys to Gentleman, PALs, Junior Achievement, New Horizons, Region 14 representative, and Young Audiences. Various community partnerships include community members attending Black History Month events and Read Across America, Dyess Airmen provided presents at Christmas and chairs for the Makerspace, Blue Cross Blue Shield provided meals at Christmastime.

## Parent and Community Engagement Strengths

Stafford has strong community relationships and involvement from all stakeholders.

Our Title 1 nights bring many families into the school and it helps build positive relationships with the staff.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** A large number of families cannot attend after school events. **Root Cause:** Many of our parents/guardians work after school and/or do not have access to transportation.

# School Context and Organization

## School Context and Organization Summary

Stafford Elementary has several programs on campus to support the academic growth for all students. All teachers use a variety of assessments both in the classroom and universal screeners to determine the individual needs of our students. Stafford uses our interventionist team and support staff to provide targeted reading and math intervention for K-5 students. Additionally classroom teachers and support staff provide Accelerated Learning for 4-5 students as required by House Bill 4545.

Administrators engages in the PLC process with teachers weekly to analyze data and grow in knowledge of e2L best practices. Classroom teachers create pre-assessments, formative assessments, and differentiated resources.

The Administrative team and the Professional Learning Committee plans differentiated learning workshops to teachers every grading period.

Every certified staff member serves 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 meets as needed 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 plans monthly team building activities.

## School Context and Organization 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 and Accelerated Learning for 4-5 students who did not approach the 2022 STAAR.
2. Teachers meet every grading period to plan with e2L coaches to create differentiated activities.
3. Teachers meet every grading period with an e2L coach to implement best practices.
4. Teachers met once a quarter for vertical PLC to share and collaborate.

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Schoolwide committees did not accomplish all goals created in beginning of year planning. **Root Cause:** This is year one for Stafford Elementary and there is more time needed to accomplish committee goals.

# Technology

## Technology Summary

Stafford is a campus that regularly integrates technology and instruction in the classroom. Throughout the year there are several technology trainings that support the implementation of new resources.

## Technology Strengths

Stafford teachers and staff use technology in the classrooms on a daily basis.

Stafford teachers demonstrate a growth mindset with technology and attend and lead technology professional learning workshops.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Our support staff and paraprofessionals are not as knowledgeable with implementing technology in the classrooms and with students. **Root Cause:** Support staff and paraprofessionals do not use the classroom technology on a regular bases and need more time to attend trainings that are provided to our certified staff.

# Priority Problem Statements

**Problem Statement 1:** Approximately 70% of our students meet one or more at risk indicators.

**Root Cause 1:** The majority of students who are coded at risk did not perform satisfactory on readiness tests and/or are classified as homeless.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** 65% of students passed the reading STAAR test in grades 3-5 in 2021-2022.

**Root Cause 2:** Students in upper grade levels did not receive systematic phonics instruction when they were in grades K-2.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** 58% of students passed the math STAAR test in grades 3 - 5 in 2021-2022.

**Root Cause 3:** There is a need to vertically align instructional strategies with a strong curriculum throughout grades K-5.

**Problem Statement 3 Areas:** Student Achievement



# 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data





# Goals







**Goal 1:** Establish a culture of collaboration between students, teachers, administrators and the AISD community.

**Performance Objective 1:** The number of bullying incidents, "stay away agreements" and continuous student conflict issues will decrease by 20% when compared to the 2022-2023 school year.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students, teachers, and parents will be informed of bullying prevention strategies through AISD Code of Conduct and school assemblies (ESC 14). <b>Strategy's Expected Result/Impact:</b> Bullying related referrals will decrease. <b>Staff Responsible for Monitoring:</b> Principal. Assistant Principal, Instructional Coordinator, classroom teachers, counselor, guest speaker(s)  <b>Title I:</b> 2.6, 4.2 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1	Formative			Summative
	Oct	Jan	Apr	June
	N/A	N/A		

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Teachers will provide SEL lessons each day to students through their community circle time. <b>Strategy's Expected Result/Impact:</b> Students will be able to use strategies and tools learned through community circle that will result in less office referrals. <b>Staff Responsible for Monitoring:</b> Principal, Instructional Coordinator, Assistant Principal, all faculty and staff  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1		Formative			Summative
		Oct	Jan	Apr	June
					
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Counselor will provide SEL lessons monthly to each grade level. <b>Strategy's Expected Result/Impact:</b> Students will use strategies and tools when dealing with conflict that will result in less discipline referrals. <b>Staff Responsible for Monitoring:</b> Principal, counselor  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1		Formative			Summative
		Oct	Jan	Apr	June
					

Strategy 4 Details		Reviews			
<b>Strategy 4:</b> 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. <b>Strategy's Expected Result/Impact:</b> Students have a better sense of belonging and increase overall attendance percentages. <b>Staff Responsible for Monitoring:</b> Principal, Lighthouse Team  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments <b>Problem Statements:</b> Demographics 1		Formative			Summative
		Oct	Jan	Apr	June
					
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					





#### Performance Objective 1 Problem Statements:










Demographics
<b>Problem Statement 1:</b> Approximately 70% of our students meet one or more at risk indicators. <b>Root Cause:</b> The majority of students who are coded at risk did not perform satisfactory on readiness tests and/or are classified as homeless.

**Goal 1:** Establish a culture of collaboration between students, teachers, administrators and the AISD community.

**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			
<b>Strategy 1:</b> Campus admin team will plan PLCs focused on learning best instructional practices. <b>Strategy's Expected Result/Impact:</b> Increase effectiveness of PLC meetings to increase student achievement and teacher performance. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 1, 2	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Once a month, PLCs will be focused on teacher data trackers and student progress and performance on essential standards. <b>Strategy's Expected Result/Impact:</b> Increased student performance on campus common assessments <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 1, 2	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> During PLC time, we will devote time to improving instructional practices in response to assessment data. <b>Strategy's Expected Result/Impact:</b> Increased number of students meeting expectations on state assessments <b>Staff Responsible for Monitoring:</b> Principal and Instructional Coordinator  <b>Title I:</b> 2.4 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 1, 2 <b>Funding Sources:</b> Building Thinking Classrooms in Mathematics and Lead from Where you Are: Building intention, connection, and direction in our schools. - Title I, Part A - \$1,738.40	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Principal will attend Texas ASCD conference and implement training on best instructional practices. <b>Strategy's Expected Result/Impact:</b> Increased number of students meeting expectations on state expectations. <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.4 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Funding Sources:</b> Texas ASCD conference - Title 1, Part A ESF/School Improvement Grant - \$916.95	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				









## Performance Objective 2 Problem Statements:

Student Achievement
<b>Problem Statement 1:</b> 65% of students passed the reading STAAR test in grades 3-5 in 2021-2022. <b>Root Cause:</b> Students in upper grade levels did not receive systematic phonics instruction when they were in grades K-2.
<b>Problem Statement 2:</b> 58% of students passed the math STAAR test in grades 3 - 5 in 2021-2022. <b>Root Cause:</b> There is a need to vertically align instructional strategies with a strong curriculum throughout grades K-5.

**Goal 1:** Establish a culture of collaboration between students, teachers, administrators and the AISD community.

**Performance Objective 3:** By Spring 2024, 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:** LiM MRA survey

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Commit to inclusive language and graphics on all internal and public communications. <b>Strategy's Expected Result/Impact:</b> Students and families will feel included and welcomed. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal  <b>Title I:</b> 4.1, 4.2 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Assess and increase diverse perspectives represented in library holdings and curriculum resources. <b>Strategy's Expected Result/Impact:</b> Students will feel a sense of belonging at school when their cultures and backgrounds are represented in literature and curriculum they are studying. <b>Staff Responsible for Monitoring:</b> Principal, Instructional Coordinator  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				









**Goal 2:** Expect and support active learner engagement in classrooms.





**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 2022 - 2023 assessment results.





**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			
<b>Strategy 1:</b> Teachers will implement personalized instruction based on student reading RIT scores, pre-assessment and formative assessment data.  <b>Strategy's Expected Result/Impact:</b> All students will achieve projected growth on their reading MAP assessments and will achieve growth from pre-assessments to post assessments. <b>Staff Responsible for Monitoring:</b> Principal, Instructional Coordinator, and Assistant Principal  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Targeted Support Strategy</b> <b>Problem Statements:</b> Student Achievement 1	Formative			Summative
	Oct	Jan	Apr	June
				






Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide explicit and systematic phonemic awareness instruction in grades K - 2 through the Heggerty Program in class and during intervention time and provide explicit and systematic phonics instruction in grades K - 2 through Foundations Wilson Language Phonics Program. <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Principal. Assistant Principal, Instructional Coach  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>- Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 1	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide small group reading support and interventions for students in second grade that provide practice . <b>Strategy's Expected Result/Impact:</b> Increased number of students reading on grade level in second grade. <b>Staff Responsible for Monitoring:</b> Principal. Assistant Principal, Instructional Coordinator, Interventionists  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> Flyleaf reading sets - Title I, Part A - \$6,111.94	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Teachers in grades K - 2 will use Seesaw to provide differentiated instruction to students. <b>Strategy's Expected Result/Impact:</b> Increased number of students reading on grade level. <b>Staff Responsible for Monitoring:</b> Principal, Instructional Coordinator  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> SeeSaw - Title I, Part A - \$2,500	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Teachers in grades K - 5 will use leveled readers with a variety of topics to engage readers and motivate students to practice reading skills learned in class. <b>Strategy's Expected Result/Impact:</b> Increased number of students reading on grade level. <b>Staff Responsible for Monitoring:</b> Principal, Instructional Coordinator  <b>Title I:</b> 2.4 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments <b>Problem Statements:</b> Demographics 1 - Student Achievement 1 <b>Funding Sources:</b> Scholastic Story Works - Title I, Part A - \$3,179.67	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Students in grades 3rd through 5th will practice specific reading and writing skills necessary for demonstrating success and growth on the reading STAAR assessments. <b>Strategy's Expected Result/Impact:</b> Increased performance at the approaches, meets, and masters performance compared to 2021-2022 assessment results. <b>Staff Responsible for Monitoring:</b> Principal and Instructional Coordinator  <b>Title I:</b> 2.4 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 1 <b>Funding Sources:</b> Mentoring Minds/Think Up RLA Instructional books - Title I, Part A - \$3,195.50	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Students in grades K-2 will practice foundational reading skills in small groups weekly. <b>Strategy's Expected Result/Impact:</b> Increased number of students reading on grade level in K-2. <b>Staff Responsible for Monitoring:</b> Principal and Instructional Coordinator  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> School Speciality Materials - Title I, Part A - \$3,154.17	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Students reading below grade level in grades K-3 will practice decoding words in small groups during intervention time weekly. <b>Strategy's Expected Result/Impact:</b> Increased number of students reading on grade level in in K-3. <b>Staff Responsible for Monitoring:</b> Principal and Instructional Coordinator  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> Decodeable Readers - Title I, Part A - \$4,119.15	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Provide small group reading support and interventions for students in 3 - 5. <b>Strategy's Expected Result/Impact:</b> Increased number of students meeting the "Approaches" level of STAAR.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 1 <b>Funding Sources:</b> Measuring Up Express Workbook - Title I, Part A - \$1,908.14	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Utilize State Compensatory Education campus allocation to provide supplemental tutoring for students who are at-risk of failing in reading. <b>Strategy's Expected Result/Impact:</b> Improved student performance in reading.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - Student Achievement 1 <b>Funding Sources:</b> Supplemental Tutoring Allocation - State Comp Ed - \$5,800	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 11 Details	Reviews			
<b>Strategy 11:</b> Students in third grade will participate in small group reading intervention using decodables on the student's reading level. <b>Strategy's Expected Result/Impact:</b> Increased number of students passing the 3rd grade reading STAAR. <b>Staff Responsible for Monitoring:</b> Principal and IC  <b>Title I:</b> 2.4 <b>Problem Statements:</b> Student Achievement 1 <b>Funding Sources:</b> Flyleaf Publishing Decodables - Classroom set 3 - Title I, Part A - \$6,111.94	Formative			Summative
	Oct	Jan	Apr	June
	N/A			
Strategy 12 Details	Reviews			
<b>Strategy 12:</b> Students in kindergarten will participate in small group reading intervention with their classroom teachers using decodables on the student's reading level. <b>Strategy's Expected Result/Impact:</b> Increased number of students on grade level with mCLASS and MAP assessments in kindergarten.  <b>Title I:</b> 2.4 <b>Problem Statements:</b> Student Achievement 1 <b>Funding Sources:</b> Flyleaf Decodables Classroom set - K - Title I, Part A - \$5,120.50	Formative			Summative
	Oct	Jan	Apr	June
	N/A			

Strategy 13 Details	Reviews			
<b>Strategy 13:</b> Teachers will implement researched based practices in reading instruction to maximize students reading on grade level. <b>Strategy's Expected Result/Impact:</b> Increase number of students reading on grade level and passing the reading STAAR assessments. <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.4 <b>Problem Statements:</b> Student Achievement 1 <b>Funding Sources:</b> TALE conference registration and travel expenses - Other Grant Funds	Formative			Summative
	Oct	Jan	Apr	June
	N/A			
Strategy 14 Details	Reviews			
<b>Strategy 14:</b> Teachers will attend a K-2 Elevate conference to learn how to apply the Science of Teaching Reading strategies to increase students reading on grade level. <b>Strategy's Expected Result/Impact:</b> Increased students on or above level with mCLASS <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.4 <b>Funding Sources:</b> Elevate Conference - Other Grant Funds - \$800	Formative			Summative
	Oct	Jan	Apr	June
	N/A	N/A		
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 1 Problem Statements:





Demographics
<b>Problem Statement 1:</b> Approximately 70% of our students meet one or more at risk indicators. <b>Root Cause:</b> The majority of students who are coded at risk did not perform satisfactory on readiness tests and/or are classified as homeless.
Student Achievement
<b>Problem Statement 1:</b> 65% of students passed the reading STAAR test in grades 3-5 in 2021-2022. <b>Root Cause:</b> Students in upper grade levels did not receive systematic phonics instruction when they were in grades K-2.

**Goal 2:** Expect and support active learner engagement in classrooms.





**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 2022 - 2023 assessment results.






**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			
<b>Strategy 1:</b> Teachers will implement personalized instruction for students based on student math RIT score, pre-assessments and formative assessments. <b>Strategy's Expected Result/Impact:</b> All students will achieve projected growth on their MAP and will achieve growth from pre-assessments to post assessments. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coordinator  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>- Targeted Support Strategy</b> <b>Problem Statements:</b> Demographics 1 - Student Achievement 2 <b>Funding Sources:</b> Headphones for devices - Title I, Part A - \$2,404.85	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will create grade level common assessments and adjust instructional grouping based on data. <b>Strategy's Expected Result/Impact:</b> Increased performance on classroom common assessments <b>Staff Responsible for Monitoring:</b> Principal, Instructional Coordinator, Assistant Principal  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - Student Achievement 1, 2	Formative			Summative
	Oct	Jan	Apr	June
				



Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Kindergarten teachers will utilize IXL with their students for individualized practice on specific skills. <b>Strategy's Expected Result/Impact:</b> Increased performance on kindergarten math common assessments. <b>Staff Responsible for Monitoring:</b> Principal, Instructional Coordinator  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1		Formative			Summative
		Oct	Jan	Apr	June
					
Strategy 4 Details		Reviews			
<b>Strategy 4:</b> All students will participate in weekly kinesthetic math fluency activities. <b>Strategy's Expected Result/Impact:</b> Increased math performance on MAP K-5 assessments.  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - Student Achievement 2 <b>Funding Sources:</b> School Health - Brainball - Title I, Part A - \$819.99		Formative			Summative
		Oct	Jan	Apr	June
					

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Utilize State Compensatory Education campus allocation to provide supplemental tutoring for students who are at-risk of failing in mathematics. <b>Strategy's Expected Result/Impact:</b> Improved student performance in mathematics. <b>Staff Responsible for Monitoring:</b> Campus Principal, Instructional Coordinator  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - Student Achievement 2 <b>Funding Sources:</b> Supplemental Tutoring Allocation - State Comp Ed	Formative			Summative
	Oct	Jan	Apr	June
	N/A			
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> 3-5 math teachers will attend the CAMT conference to learn effective instructional strategies in the math classroom. <b>Strategy's Expected Result/Impact:</b> Increase number of students meeting expectations on the math STAAR. <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.4 <b>Funding Sources:</b> CAMT Conference - Title I, Part A - \$396	Formative			Summative
	Oct	Jan	Apr	June
	N/A	N/A		
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				




## Performance Objective 2 Problem Statements:









Demographics
<b>Problem Statement 1:</b> Approximately 70% of our students meet one or more at risk indicators. <b>Root Cause:</b> The majority of students who are coded at risk did not perform satisfactory on readiness tests and/or are classified as homeless.
Student Achievement
<b>Problem Statement 1:</b> 65% of students passed the reading STAAR test in grades 3-5 in 2021-2022. <b>Root Cause:</b> Students in upper grade levels did not receive systematic phonics instruction when they were in grades K-2.
<b>Problem Statement 2:</b> 58% of students passed the math STAAR test in grades 3 - 5 in 2021-2022. <b>Root Cause:</b> There is a need to vertically align instructional strategies with a strong curriculum throughout grades K-5.

**Goal 2:** Expect and support active learner engagement in classrooms.

**Performance Objective 3:** The percentage of discipline referrals will decrease by 15% compared to the 2022 - 2023 school year.

**Evaluation Data Sources:** Discipline report in Frontline.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> A morning tour/visit will be provided for students in Pre-K programs in AISD schools to tour Stafford and visit a kindergarten classroom. <b>Strategy's Expected Result/Impact:</b> Increased sense of belonging and familiarity. Builds positive rapport with Stafford staff. <b>Staff Responsible for Monitoring:</b> Principal, Parent Coordinator, Kindergarten teachers  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
	N/A			
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> A transition plan which includes meeting with the Principal, Assistant Principal, and Behavior Interventionist will be made for all students returning from DAEP. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Behavior Interventionist, classroom teacher.  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1	Formative			Summative
	Oct	Jan	Apr	June
				





Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Behavior Interventionist will meet regularly with identified Tier 3 behavior RTI students to set goals and track their progress and success. <b>Strategy's Expected Result/Impact:</b> Lower discipline referral data <b>Staff Responsible for Monitoring:</b> Principal, Behavior Specialist, Assistant Principal  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> Behavior Interventionist and Instructional Aide - Title I, Part A - \$85,850	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Teachers and staff will utilize the House System as a way of building smaller communities within our school and building meaningful relationships with students. <b>Strategy's Expected Result/Impact:</b> Decreased number of discipline referrals. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Behavior Liaison  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> The Ron Clark Academy House App - Title I, Part A - \$1,800	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				







### Performance Objective 3 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Approximately 70% of our students meet one or more at risk indicators. <b>Root Cause:</b> The majority of students who are coded at risk did not perform satisfactory on readiness tests and/or are classified as homeless.

**Goal 2:** Expect and support active learner engagement in classrooms.

**Performance Objective 4:** The performance of students who approach grade level on 5th grade science will increase by 15% from the 2022 - 2023 assessment results.







Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students in grades K-2 will use Mystery Science during their science instruction. <b>Strategy's Expected Result/Impact:</b> StemScopes is a program that has engaging and hands-on lessons and activities for students to learn the science TEKS.  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers in grades 3 - 5 will conduct at least two hands-on experiments weekly. <b>Strategy's Expected Result/Impact:</b> Increased number of students meeting expectations on the fifth grade science STAAR test.  <b>Title I:</b> 2.4 <b>- TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Funding Sources:</b> Science Equipment from School Specialty - Title I, Part A - \$2,280.39	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Teachers in grades 4 - 5 will attend the CAST conference to implement best practices in science instruction. <b>Strategy's Expected Result/Impact:</b> Increased number of students meeting expectations on 4th and 5th grade CFAs. <b>Staff Responsible for Monitoring:</b> IC and Principal  <b>Title I:</b> 2.4 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Funding Sources:</b> CAST conference - Other Grant Funds		Formative			Summative
		Oct	Jan	Apr	June
					
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

**Goal 3:** Develop intentional strategic partnerships which capitalize on the strengths, resources, and talents of all stakeholders.

**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			
<b>Strategy 1:</b> ACU pre-service teachers will provide small group differentiated reading and/or writing instruction to students in 3rd and 4th grades. <b>Strategy's Expected Result/Impact:</b> Increase number of students reading and/or writing on grade level. Increased interest in ACU students applying to work at Stafford Elementary. <b>Staff Responsible for Monitoring:</b> Principal, Instructional Coordinator, Grade 3 and 4 Classroom Teachers, ACU professors  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - Student Achievement 1	Formative			Summative
	Oct	Jan	Apr	June
	 30%	 60%		
<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>				





**Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Approximately 70% of our students meet one or more at risk indicators. <b>Root Cause:</b> The majority of students who are coded at risk did not perform satisfactory on readiness tests and/or are classified as homeless.
Student Achievement
<b>Problem Statement 1:</b> 65% of students passed the reading STAAR test in grades 3-5 in 2021-2022. <b>Root Cause:</b> Students in upper grade levels did not receive systematic phonics instruction when they were in grades K-2.

**Goal 3:** Develop intentional strategic partnerships which capitalize on the strengths, resources, and talents of all stakeholders.

**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 2023-2024 school year.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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 <b>Strategy's Expected Result/Impact:</b> Increased number of students eligible for BUG awards compared to the 2022-2023 school year. <b>Staff Responsible for Monitoring:</b> Principal, Counselor, K-5th Grade Teachers  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> BUGS assemblies will be held at the end of each grading period to celebrate students who have increased their grades. <b>Strategy's Expected Result/Impact:</b> Increased number of students who earn a BUG award when compared to the previous grading period. <b>Staff Responsible for Monitoring:</b> Principal, Counselor, 3rd-5th Grade Teachers  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1	Formative			Summative
	Oct	Jan	Apr	June
				





No Progress



Accomplished



Continue/Modify



Discontinue

## Performance Objective 2 Problem Statements:








### Demographics

**Problem Statement 1:** Approximately 70% of our students meet one or more at risk indicators. **Root Cause:** The majority of students who are coded at risk did not perform satisfactory on readiness tests and/or are classified as homeless.

**Goal 3:** Develop intentional strategic partnerships which capitalize on the strengths, resources, and talents of all stakeholders.

**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			
<b>Strategy 1:</b> Provide JA in a Day for the entire school <b>Strategy's Expected Result/Impact:</b> Increased community involvement in JA in a Day <b>Staff Responsible for Monitoring:</b> Counselor, Assistant Principal, Instructional Coordinator, Principal, classroom teachers  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
	N/A	N/A		
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will invite community members into their classrooms to provide real world application to their content standards. <b>Strategy's Expected Result/Impact:</b> Increased student engagement and community involvement <b>Staff Responsible for Monitoring:</b> Principal, classroom teachers  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 4:** Tell the AISD story of being the school district of choice that provides unparalleled opportunities in Abilene and the Big Country.

**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			
<b>Strategy 1:</b> Information regarding parent involvement opportunities and announcements will be shared and displayed on the Stafford Facebook webpage. <b>Strategy's Expected Result/Impact:</b> Increased parent communication and participation <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Secretary, campus web manager  <b>Title I:</b> 4.1, 4.2 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Celebration of Stafford staff will be posted to the school Instagram account monthly. <b>Strategy's Expected Result/Impact:</b> Increased community engagement and involvement.  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 4:** Tell the AISD story of being the school district of choice that provides unparalleled opportunities in Abilene and the Big Country.

**Performance Objective 2:** Host 2 events in the 2023-2024 school year for families to come to the school to celebrate their student.






**Evaluation Data Sources:** Attendance of families







Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Administrative team will meet with the Parent Involvement Committee 4 times a year to plan and design family nights.  <b>Title I:</b> 4.1, 4.2 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Apr	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

**Goal 5:** Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

**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			
<b>Strategy 1:</b> All students will complete internet safety lessons and complete quiz.  <b>Strategy's Expected Result/Impact:</b> Increase in student understanding of internet safety. <b>Staff Responsible for Monitoring:</b> Principal, Instructional Coordinator, Computer Lab Manager.  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> School safety committee will meet at least once a semester to monitor safety on campus and adjust procedures as needed including conducting drills  <b>Strategy's Expected Result/Impact:</b> Increase education of staff and students on safety procedures <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Safety Committee.  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 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 <b>Strategy's Expected Result/Impact:</b> Increased feelings of safety from Panorama Surveys compared to the 2019-2020 school year. <b>Staff Responsible for Monitoring:</b> Principal, Secretary, Parent Coordinator, Instructional Coordinator, Assistant Principal  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Apr	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 5:** Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

**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			
<b>Strategy 1:</b> Implement a coordinated school health program through school nurse services, health and physical education classes, and food service <b>Strategy's Expected Result/Impact:</b> Nurse documentation, counselor documentation, PE and health lesson plans, food service menus <b>Staff Responsible for Monitoring:</b> Principal, Nurse, Counselor, PE staff, food service staff  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1	Formative			Summative
	Oct	Jan	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				







**Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Approximately 70% of our students meet one or more at risk indicators. <b>Root Cause:</b> The majority of students who are coded at risk did not perform satisfactory on readiness tests and/or are classified as homeless.

**Goal 5:** Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

**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			
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Increase in parent engagement favorable responses on Panorama survey and increase in participation in family involvement events. <b>Staff Responsible for Monitoring:</b> Principal, Title 1 Parent Coordinator, Assistant Principal  <b>Title I:</b> 4.1, 4.2 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> Title I Parent Coordinator - Title I, Part A - \$31,459	Formative			Summative
	Oct	Jan	Apr	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Performance Objective 3 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Approximately 70% of our students meet one or more at risk indicators. <b>Root Cause:</b> The majority of students who are coded at risk did not perform satisfactory on readiness tests and/or are classified as homeless.



## Targeted Support Strategies

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

# Title I

## 1.1: Comprehensive Needs Assessment

Documentation is in Plan4Learning's ***Needs Assessment*** section.

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

Please see Title1Crate for the following documentation.

## 2.2: Regular monitoring and revision

Documentation is in Plan4Learning's ***Formative and Summative Year-End Reviews*** section.

## 2.3: Available to parents and community in an understandable format and language

Please see Title1Crate for the following documentation.

## 3.1: Annually evaluate the schoolwide plan

Please see Title1Crate for the following documentation.

## 4.1: Develop and distribute Parent and Family Engagement Policy

Please see Title1Crate for the following documentation.

## 4.2: Offer flexible number of parent involvement meetings

Please see Title1Crate for the following documentation.

# Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	10	Supplemental Tutoring Allocation		\$5,800.00
2	2	5	Supplemental Tutoring Allocation		\$0.00
Sub-Total					\$5,800.00
Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Building Thinking Classrooms in Mathematics and Lead from Where you Are: Building intention, connection, and direction in our schools.		\$1,738.40
2	1	3	Flyleaf reading sets		\$6,111.94
2	1	4	SeeSaw		\$2,500.00
2	1	5	Scholastic Story Works		\$3,179.67
2	1	6	Mentoring Minds/Think Up RLA Instructional books		\$3,195.50
2	1	7	School Speciality Materials		\$3,154.17
2	1	8	Decodeable Readers		\$4,119.15
2	1	9	Measuring Up Express Workbook		\$1,908.14
2	1	11	Flyleaf Publishing Decodables - Classroom set 3		\$6,111.94
2	1	12	Flyleaf Decodables Classroom set - K		\$5,120.50
2	2	1	Headphones for devices		\$2,404.85
2	2	4	School Health - Brainball		\$819.99
2	2	6	CAMT Conference		\$396.00
2	3	3	Behavior Interventionist and Instructional Aide		\$85,850.00
2	3	4	The Ron Clark Academy House App		\$1,800.00
2	4	2	Science Equipment from School Specialty		\$2,280.39
5	3	1	Title I Parent Coordinator		\$31,459.00
Sub-Total					\$162,149.64
Title 1, Part A ESF/School Improvement Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	Texas ASCD conference		\$916.95

Title 1, Part A ESF/School Improvement Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$916.95
Other Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	13	TALE conference registration and travel expenses		\$0.00
2	1	14	Elevate Conference		\$800.00
2	4	3	CAST conference		\$0.00
Sub-Total					\$800.00