Abilene Independent School District

Alcorta 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

Alcorta Elementary School, formerly Jackson Elementary School, was built in 1962. In addition to the students in our attendance zone, Alcorta serves the residents of the Ben Richey Boys' Ranch.

The Alcorta 2022-2023 student population is 454 students. English is the primary language spoken in the homes of our students. The student body is 46% white, 41% Hispanic, 8% African American, 1% Asian, and 3% two or more races. Alcorta's economically disadvantaged population is 65.2% The daily attendance for the 2022-2023 school year is 94%.

Currently, 13% of our student population is Special Education, 10% is Gifted and Talented, and 2% is LEP.

The accountability rating for the 2020-2021 school year was a D deeming a not rated rating.

Demographics Strengths

1. Families live within two miles of the campus.

2. Diverse student population that continues to change.

3. On-campus ELL support; all teachers who teach ELAR in grades K-5 are ESL certified.

4. Attendance goals and scoreboard displayed in common areas to track and promote good attendance.

5. At least 1 teacher with 30 hours of GT training per grade level.

6. One full time and one part-time special education teacher to serve and support students; three special education aides to provide additional support for students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We have a growing population of special education students that we serve using systems designed for a smaller population of special education students.
Root Cause: The systems we have in place have not been fully updated to accommodate more students. Our part time SPED teacher is only on our campus 2 hours a day.

Problem Statement 2: We have a growing population of students that are in need of reading and math interventions through LLI and RTI.   **Root Cause:** We are currently serving 80+ LLI students with two aides and two intervention teachers.

Student Learning

Student Learning Summary

For the 2021-2022 school year, Alcorta received a D rating deeming our campus not rated based on the scores below.

Domain 1 - 70

Domain 2- 70

Domain 3- 37

Overall Accountability Score=69=Letter Grade D

On the 2022 STAAR, the following scores for all grades show the percentage of students who met standards:

All subjects-66% (A 10% increase from the previous year.)

Reading-72% (A 14% increase from the previous year.)

Math-64% (A 4% increase from the previous year.)

Science-51% (A 1% increase from the previous year.)

Our target areas for improvement are reading for all 4th grade students, math for all 5th grade students, all subjects for our special educations students, and growth for our Gifted and Talented students in all subjects.

Student Learning Strengths

Alcorta Elementary has the following systems in place to help support struggling students and provide enrichment for advanced learners:

Response to Intervention (RtI);

inclusion and pull-out services for Special Education;

 small group instruction/workshop model;

differentiation strategies;

and teachers use the MAP test to observe student growth and use the MAP data to drive instruction.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: In 2021, student achievement on STAAR reading dropped in grades 4 and 5.   **Root Cause:** Our intervention teachers worked mainly with grades 3-5. We had teachers who were not as familiar with the standards as they needed to be.

Problem Statement 2: In 2021, student achievement on STAAR math dropped in grades 4 and 5.   **Root Cause:** We had a teacher who did not return after spring break. We had teachers that were not following the DDCD.

Problem Statement 3: In 2021, student achievement on STAAR science at 5th grade dropped.   **Root Cause:** There is a need for a more spiraled review.

School Processes & Programs

School Processes & Programs Summary

At Alcorta Elementary, we strive to develop and maintain relationships with students, faculty and staff, community members and students' families. We have been implementing Leader in Me for 6 years, which teaches, through the 7 habits, how to be a leader and a more successful person in school and in our community. Our faculty and staff hold high values and beliefs, which in turn, creates high expectations for our students. Our hope is that anyone who visits Alcorta Elementary will feel welcomed and sense our dedication to our students and community. Through developing effective leadership qualities in our students, they have become more proactive and take ownership of their learning and behavior.

School Processes & Programs Strengths

Our campus focuses on creating authentic home/school connections to educate and engage parents in understanding how to support their children.

We do this by hosting the following events each year:

Leadership Night Buffalo Roam (Meet the Teacher)

Buffalo Bash (Fall Festival)

Student-Led Conferences

Parent-Teacher Conferences

7 Habits at Home with a celebration for families who have worked on the habits at home

We have also invited parent and community members to be involved in the following ongoing activities:

Alcorta Readers from Southern Hills Church of Christ monthly

College Day

Parent Involvement days have been held twice this year

Southern Hills and St. James provide treats for the Alcorta faculty/staff throughout the year

Our students, parents and faculty/staff describe Alcorta in a very positive, loving, and meaningful way.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Not all teachers are utilizing the instructional resources that are available to plan data-driven instruction.   **Root Cause:** Data-driven instruction is a new focus area for Alcorta Elementary. Teachers need time to familiarize themselves with the new material.

Perceptions

Perceptions Summary

At Alcorta Elementary, we strive to develop and maintain relationships with students, faculty and staff, community members and students' families. We have been implementing Leader in Me for 6 years, which teaches, through the 7 habits, how to be a leader and a more successful person in school and in our community. Our faculty and staff hold high values and beliefs, which in turn, creates high expectations for our students. Our hope is that anyone who visits Alcorta Elementary will feel welcomed and sense our dedication to our students and community. Through developing effective leadership qualities in our students, they have become more proactive and take ownership of their learning and behavior.

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Problem Statements Identifying Perceptions Needs

Problem Statement 1: We need to have more opportunities at Alcorta for community members to connect through student activities.   **Root Cause:** We have invited and welcomed many visitors to Alcorta in previous years. We need to strengthen the connections made so community members feel a part of our school family. We were unable to welcome community visitors this year due to COVID-19 protocols.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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

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
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Running Records results
- Observation Survey results

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
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

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

Performance Objective 1: Organize family nights to be held on campus each semester to promote collaboration between the school and stakeholders.

High Priority

Evaluation Data Sources: family night agendas and sign-in sheets, feedback forms

Strategy 1 Details		Reviews			
Strategy 1: Host a Family Math Night in the fall semester of 2023.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased family involvement in learning		**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Instructional Coordinator, Library Associate, RTI Interventionist, classroom teachers **Title I:** 4.1, 4.2 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Achievement 2 - Parent and Community Engagement 1		5%	50%		
Strategy 2 Details		**Reviews**			
Strategy 2: Host a Family Literacy Night in the spring semester of 2024.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased family involvement in learning		**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Instructional Coordinator, Library Associate, RTI Interventionist, classroom teachers **Title I:** 4.1, 4.2 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Achievement 1 - Parent and Community Engagement 1		30%	55%		

Strategy 3 Details	Reviews			
Strategy 3: Hold 2 GT parent forums and 1 end-of-year GT showcase for GT students to share learning.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: student participation, increased parent satisfaction in Jackson GT services **Staff Responsible for Monitoring:** GT classroom teachers, Instructional Coordinator **Title I:** 4.1, 4.2 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Parent and Community Engagement 1	50%	55%		

	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Performance Objective 2: Set scheduled times for teachers to collaborate with administrators and colleagues each week.

    High Priority

    Evaluation Data Sources: PLC agenda, PLC minutes, admin meeting minutes, admin agenda, feedback forms

Strategy 1 Details	Reviews			
Strategy 1: Continue to meet with PLC groups throughout the school year to discuss best practices with all instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased STAAR writing scores, Increased teacher collaboration	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal, Instructional Coordinator **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1	35%	70%		
Strategy 2 Details	**Reviews**			
Strategy 2: Classroom teachers will make a "Classroom Visit Wish List" to designate classrooms they would like to visit and observe.	**Formative**			**Summative**
Strategy's Expected Result/Impact: increase connects and collaboration between colleagues	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coordinator **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Curriculum, Instruction, and Assessment 1	20%	55%		

Strategy 3 Details	Reviews			
Strategy 3: Teachers will meet with PLC groups once a week.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Building teacher collaboration across the grade levels, Ensuring we are providing best practices for our students	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal, Instructional Coordinator **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Curriculum, Instruction, and Assessment 1	35%	60%		

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 1: Increase the number of students performing at or above grade level on MAP and STAAR by utilizing campus funds to purchase intervention materials to support all learners.

    High Priority

    Evaluation Data Sources: resources purchased, STAAR scores, MAP data, MClass data

Strategy 1 Details	Reviews			
Strategy 1: Purchase curriculum for grades K-5 to use in classrooms including SPED, PE and music to develop cross-curricular connections.	**Formative**			**Summative**
	Oct	Jan	Apr	June

Strategy's Expected Result/Impact: To see an increase in MAP scores in grades K-5 and to see an increase in STAAR scores in grades 3-5.
    Staff Responsible for Monitoring: Principal, Assistant Principal and IC
 	
    Title I:
2.4, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments
    Problem Statements: Student Achievement 1, 2
    Funding Sources: - Title I, Part A - $12,050.10, Mathwarm-ups - Title I, Part A - $3,995, Wilson Language - Title I, Part A - $2,008.80
	100%	100%	100%	

Strategy 2 Details	Reviews			
Strategy 2: Purchase STAAR intervention curriculum (Think up and Countdown) for grades 3-5 math and reading to meet the requirements of HB 4545.	**Formative**			**Summative**
	Oct	Jan	Apr	June

Strategy's Expected Result/Impact: Increase STAAR scores in grades 3-5
    Staff Responsible for Monitoring: Principal, Assistant Principal, IC
 	
    Title I:
2.4, 2.5, 2.6
    Problem Statements: Student Achievement 2
    Funding Sources: - Title I, Part A - $6,793.60, Mathwarmups - Title I, Part A - $2,500
	100%	100%	100%	

Strategy 3 Details	Reviews			

Strategy 3: Purchase Wordly Wise curriculum to use instructionally with all learners to increase STAAR reading scores in grades 3-5.

	Formative			Summative
	Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: See an increase in the percentage of meets and masters reading scores in grades 3-5

Staff Responsible for Monitoring: Principal, Assistant Principal and IC

Title I:
2.4, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Achievement 1

Funding Sources: - Title I, Part A - $2,110.64

Reviews (Oct: 100%, Jan: 100%, Apr: 100%)

Strategy 4 Details	Reviews			

Strategy 4: Purchase Scholastic Storyworks for use in small groups and intervention times to build reading comprehension skills.

	Formative			Summative
	Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Improved STAAR reading scores and MAP scores

Staff Responsible for Monitoring: IC, AP, Principal

Title I:
2.4, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Achievement 1

Funding Sources: - Title I, Part A - $2,560.25

Reviews (Oct: 100%, Jan: 100%, Apr: 100%)

Strategy 5 Details	Reviews			
Strategy 5: Utilize State Compensatory Education campus allocation to provide supplemental tutoring for students who are at-risk of failing in the four core subject areas.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Improved student performance in core subjects. **Staff Responsible for Monitoring:** Campus Principal, Assistant Principal, Instructional Coordinator **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2 **Funding Sources:** Supplemental Tutoring Allocation - State Comp Ed - $5,000	65%	80%		

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 2: 100% of classrooms will integrate leadership principles into the curriculum and environment on a daily basis.

High Priority

Evaluation Data Sources: data trackers, classroom trackers, student leadership notebooks, MRA data, grade level trackers

Strategy 1 Details	Reviews			
Strategy 1: Create and utilize campus score boards to track math fact data school wide.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased fact fluency, increase performance on daily math assignment/ benchmarks/STAAR	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal, IC, Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Achievement 2	20%	55%		

Strategy 2 Details	Reviews			
Strategy 2: All students will have a measurable individual word study goal (WIG) that will be tracked and updated regularly.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased number of students reading and writing on grade level and increased benchmark and STAAR scores **Staff Responsible for Monitoring:** Lighthouse Team, classroom teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Achievement 1	35%	50%		

Strategy 3 Details	Reviews			

Strategy 3: Implement "The First 8 Days" in all classrooms for the first 8 days of school.	Formative			Summative
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Increase consistency in teaching leadership principles across the campus **Staff Responsible for Monitoring:** Instructional Coordinator, Lighthouse Team, classroom teachers **Title I:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments	100%	100%	100%	

Strategy 4 Details	Reviews			

Strategy 4: Implement DEAL Time (Drop Everything And Lead) daily in all classrooms in order to teach leadership principles, track and update goals and celebrate successes. Standardize days across campus for consistency: Motivation Monday, Direct-Teach Tuesday, WIG Wednesday, Thankful Thursday, Friendly Friday.	Formative			Summative
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Increase consistency in teaching leadership principles across the campus **Staff Responsible for Monitoring:** Instructional Coordinator, Lighthouse Team, classroom teachers **Title I:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture	35%	70%		

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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

Performance Objective 3: 100% of gifted and talented students will be given daily opportunities to enrich and extend learning.

Evaluation Data Sources: Lesson plans, GT forum plans/notes, GT showcase presentation

Strategy 1 Details	Reviews			
Strategy 1: Teachers will utilize differentiated instruction to meet the needs of all learners.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student achievement and engagement in learning	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal, Assistant Principal, classroom teachers, Instructional Coordinator **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1	35%	65%		
	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

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

Performance Objective 1: Utilize our behavior interventionist to build positive relationships with all students.
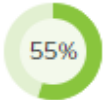
    High Priority

    Evaluation Data Sources: behavior interventionist schedule, meeting logs

Strategy 1 Details	Reviews			
Strategy 1: Our Behavior Interventionist will meet weekly with students who are struggling with behavior issues in the classroom. He will collaborate with Mrs. Burns, the counselor, as needed.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Improved classroom behaviors and academic performance, Improved peer relationships
    Staff Responsible for Monitoring: Principal, Assistant Principal
 	
    Title I:
2.6
 - TEA Priorities:
Recruit, support, retain teachers and principals
 - ESF Levers:
Lever 3: Positive School Culture
    Funding Sources: Behavior Liaison payroll burden - Title I, Part A - $49,485
	40%	60%		

Strategy 2 Details	Reviews			
Strategy 2: Intervention teachers will push-in to classrooms to conduct small group lessons.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved literacy growth	**Oct**	**Jan**	**Apr**	**June**

Staff Responsible for Monitoring: Principal, IC, Intervention teachers
 	
    Title I:
2.4, 2.6
 - TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - ESF Levers:
Lever 5: Effective Instruction
    Problem Statements: Student Achievement 1, 2
	40%	65%		

| | 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |

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

Performance Objective 2: Increase the number of students reading on or above grade level expectations from 65% to 75% by May 2024.

High Priority

Evaluation Data Sources: MAP growth at MOY and EOY

Strategy 1 Details	Reviews			
Strategy 1: We will focus our reading interventions in our K-2 classrooms.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved reading MAP growth acrosst the grade levels and improved reading STAAR scores.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal, AP, IC, Intervention Teachers **Title I:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1, 2	35%	55%		
	0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

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

Performance Objective 3: Offer monthly opportunities for students to learn about college and career options for life.

    Evaluation Data Sources: Visitor log, student surveys

Strategy 1 Details	Reviews			
Strategy 1: Each grade level will adopt a community member/business.	**Formative**			**Summative**
Strategy's Expected Result/Impact: We will increase connections with our surrounding community. **Staff Responsible for Monitoring:** Lighthouse Team, Parent Coordinator **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Parent and Community Engagement 1	**Oct**	**Jan**	**Apr**	**June**
	20%	50%		

Strategy 2 Details	Reviews			
Strategy 2: In addition to a monthly College Day, host a monthly Career Day that involves bringing in speakers that can discuss CTE opportunities.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase connections with surrounding communities, increase student knowledge and awareness of college/career opportunities **Staff Responsible for Monitoring:** Lighthouse Team, classroom teachers, Lighthouse Team **Title I:** 2.6 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Parent and Community Engagement 1	**Oct**	**Jan**	**Apr**	**June**
	5%	50%		

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Continue to grow our connection and relationship with Southern Hills Church of Christ, St. James Methodist Church and Dr. Turner's dental office.	**Oct**	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Build upon our community support from these organizations **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator **Title I:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Parent and Community Engagement 1	15%	60%		

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

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: Utilize social media as an opportunity to share about the positive things going on at Alcorta.

High Priority

Evaluation Data Sources: calendars, social media posts, parent feedback

Strategy 1 Details				Reviews			
Strategy 1: At the beginning of each week, post a schedule of events, happenings and important information for families. Post about something positive going on at least twice per week.				**Formative**			**Summative**
				Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase engagement with families **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Coordinator, Lighthouse Team **Title I:** 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Parent and Community Engagement 1				30%	55%		

Strategy 2 Details				Reviews			
Strategy 2: Provide weekly opportunities for parents to post student success or accomplishments on our Alcorat Facebook page.				**Formative**			**Summative**
				Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase family engagement, boast about the great things happening at Alcorta **Staff Responsible for Monitoring:** Principal , Assistant Principal, Webpage monitor **Title I:** 4.2 **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Parent and Community Engagement 1				30%	65%		

| 0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

Performance Objective 1: Increase our daily attendance rate from 94% to 97% by May 2024.

High Priority

Evaluation Data Sources: Checklist of class attendance incentives earned

Strategy 1 Details	Reviews			
Strategy 1: Offer classroom incentives for perfect attendance days that includes special treats, attendance run, popcorn party, etc.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: increased motivation to be at school every day **Staff Responsible for Monitoring:** Principal, Parent Coordinator, clerical aide **Title I:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	30%	50%		

Strategy 2 Details	Reviews			
Strategy 2: Identify and track students with chronic absences/tardies from month to month. Establish a staff/student action team to assist in contacting and supporting students and families.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: increased motivation to be at school every day **Staff Responsible for Monitoring:** Principal, Parent Coordinator, clerical aide **Title I:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture	20%	50%		
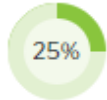
Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Identify students who have exceeded 10% of the allowable absences each six weeks and have them attend our attendance recovery program.	**Oct**	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased motivation to be at school every day **Staff Responsible for Monitoring:** attendance clerk, AP, Principal **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction	20%	60%		

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

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

Performance Objective 2: Assure all requirements of Title 1 are met.

High Priority

Evaluation Data Sources: Title I Crate

Strategy 1 Details	Reviews			
Strategy 1: Utilize a Parent Involvement Coordinator to assure implementation and documentation of all Title 1, Part A requirements and facilitate Parent-Family Engagement opportunities throughout the school year.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Title I: 4.1, 4.2 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Parent and Community Engagement 1 **Funding Sources:** Payroll burden for PI Coordinator - Title I, Part A - $20,502, Bulletin Board Cabinet - Title I, Part A - $503	25%	55%		

Strategy 2 Details	Reviews			
Strategy 2: Utilize supplementary staff to support the needs of all learners, including English learners,	**Formative**			**Summative**
	Oct	Jan	Apr	June
Title I: 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Payroll burden for ESL aide - Title I, Part A - $20,000	30%	60%		

0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue

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	5	Supplemental Tutoring Allocation		$5,000.00
				Sub-Total	$5,000.00
			Title I, Part A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	Wilson Language		$2,008.80
2	1	1			$12,050.10
2	1	1	Mathwarm-ups		$3,995.00
2	1	2	Mathwarmups		$2,500.00
2	1	2			$6,793.60
2	1	3			$2,110.64
2	1	4			$2,560.25
3	1	1	Behavior Liaison payroll burden		$49,485.00
5	2	1	Bulletin Board Cabinet		$503.00
5	2	1	Payroll burden for PI Coordinator		$20,502.00
5	2	2	Payroll burden for ESL aide		$20,000.00
				Sub-Total	$122,508.39