

AUBREY ISD

Campus Improvement Plan 2021/2022

Challenging Ourselves to be World Class



Jackie Fuller Elementary
10825 Quicksilver Blvd
940-668-3800
kabrams@aubreyisd.net

Date Reviewed: 10/11/2021

Date Approved: 10/13/2021

AUBREY ISD

Mission

*Fuller
Leads with innovation
Embraces diversity
Achieves excellence
Demonstrates character
Serves*

Vision

Fuller Elementary leads by using innovative practices while instilling traditional values, developing character, and fostering a passion for learning.

Nondiscrimination Notice

AUBREY ISD does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

AUBREY ISD Site Base

Name	Position
Abrams, Kari	Campus Principal
Hellman, Tabitha	Counselor
Wilbert, Mariah	Teacher
Smith, Brittini	Teacher
Jackson, Nanya	Teacher
Woltman, Jennifer	Teacher
Morales, Luz	Teacher
Herge, Allison	Teacher
Ranton, Misti	Teacher
Moore, Jessica	Business Partner
Garza, Elsy	Parent
Smith, Nathan	Assistant Principal
Dickson, Jody	Teacher
Shovlin, Kim	Teacher

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Enrollment:

2021: 504

Pre-K 85
Kinder 78
1st 72
2nd 67
3rd 57
4th 67
5th 78

Demographics:

White 41%
Hispanic/Latino 34%
Black/African American 18%
2 or more races 6%
Asian 1%
American Indian 1%

Special Programs:

Economically Disadvantaged: 37.7%
GT: 4%
Sped: 9%
ESL: 12%

Demographics Weaknesses

Address the needs of economically disadvantaged.

Address the needs of Special Education students.

Address the needs of our English Language Learners.

Comprehensive Needs Assessment

Demographics Weaknesses (Continued)

Address the needs of academic gaps.

Demographics Needs

Continued support and targeted interventions for ECD students.

Continued support and targeted interventions for SpED students.

Monitor growth over time for all demographic groups.

Student goal setting, monitoring, celebrating, and intervening in all classrooms including ESL and Sped.

HB4545 Accelerated Intervention Plans Implemented.

Additional Tutors to implement HB4545 AIP for all student groups.

Demographics Summary

Fuller Elementary will target and monitor ECD and SpEd Students to ensure growth and meet individual needs. We will implement high quality instructional practices and monitor student growth across all instructional platforms. We will implement the HB4545 AIPs.

Student Achievement

Student Achievement Data Sources

SRA Data

Staff Development

Standardized Tests

Summary of Student Progress (not taking STAAR)

TEA Student Achievement Data

Comprehensive Needs Assessment

Student Achievement Strengths

Campus Data Trackers have been established with demographics and beginning of the year assessment data.

Student Achievement Weaknesses

Did not meet district/campus goals on STAAR:

Student Achievement:

Approaches: 75% (G90%)

Black: 68%

White: 78%

ECD: 62%

ELL: 69%

Hispanic: 74%

Sped: 45%

Math: 72% Reading: 83% 4th Writing: 62% 5th Science: 72%

3rd-74% 3rd-74%

4th-67% 4th- 80%

5th-77% 5th- 88%

Meets: 47% (G65%)

Black 32%

White 53%

ECD 32%

ELL 33%

Hispanic 48%

Sped 26%

Math: 45% Reading: 54% 4th Writing: 38% 5th Science: 44%

3rd 40% 3rd 58%

4th 45% 4th 53%

5th 49% 5th 51%

Masters: 23% (G35%)

Comprehensive Needs Assessment

Student Achievement Weaknesses (Continued)

Black 21%
White 26%
ECD 12%
ELL 9%
Hispanic 21%
Sped 6%

Math: 45% Reading: 54%4th Writing: 10%5th Science: 12%

3rd 14%3rd 30%
4th 24%4th 27%
5th 28%5th 42%

EOY HMM Reading Levels:

Kinder: 22% Below 20% On 58% Above
1st: 55% Below 4% On 41% Above
2nd: 29% Below 13% On 58% Above
3rd: 25% Below 14% On 61% Above
4th: 13% Below
5th: 11% Below

Campus Average: 26% Below 74% On or Above

Student Achievement Needs

Data Summary:

SPELLING:

Spelling is a major hotspot; also a trend in dnq mta referrals through sst
misconception that Friday spelling tests grow spelling
covid year we weren't to record spelling test grades, not stop teaching and assessing teks
evidence shows instructional gap in phonological awareness 2.2A and phonetic knowledge 2.2B

MATH:

Kinder Math:
special attn to subpops: AA, ESL, SpEd
coins identification and conceptual understanding of money
everyday life word problems k.1a, solve word problems by drawing or objects k.3b, communicating math ideas k.1f

Comprehensive Needs Assessment

Student Achievement Needs (Continued)

1st Math:

special attn to data by teacher

special attn to subpops: H, AA, Male, ECD, SpEd

upscheck problem solving model 1.1B, communicate math ideas 1.1d, explain and justify math ideas 1.1g, use objects and pics to solve word problems 1.3b
id 2d shapes, bar graphs

2nd Math:

special attn to Female, H

everyday math problems solving 77%, compared to 89% for district in 2019

model and describe contextual division 2.6b

upscheck problem solving model 2.1b is 69% compared to 82% for district in 2019

READING:

1st Reading:

special attn to class data

special attn to Male, at-risk, H, ESL, SpEd, ECD

understand and think about purpose of text features 1.6c, 1.9Dii, author's purpose 1.10A

2nd Reading:

special attn to teacher data

special attn to H, ESL, at-risk

vocabulary and word meaning using context clues and going back into the text 2.3b, 2.3d

using text features, graphics, and structure to locate information 2.9Dii (strategies)

4th SCIENCE:

SRA test items and blueprint closely aligned the new science staar

attn to higher level blooms SEs such as : analyze, compare, differentiate, construct, describe (using academic language)

attn to subpops: ecd, esl, sped, background knowledge and vocabulary (again, students verbalizing)

Big Campus Needs and Look Fors:

Daily phonics instruction, phonemic emphasis

Daily opportunities for students to verbalize their thinking using academic language

Workshop structure and components of block (as in the guidelines) adhered to, looked for, and modeled

Literacy focus where reading and writing are connected and cross-curricular knowledge is highlighted

TEKS Resource utilized in planning and plc (backwards design doc!)

ULTIMATELY- Students need to be verbalizing their learning and thinking often across all content.

District-Wide Professional Development Needs:

K-2 Phonics PD- Instruction and Materials, follow up in walk-throughs and PLCs

Comprehensive Needs Assessment

Student Achievement Needs (Continued)

3-5 needs bite-size PD in Phonics to be able to provide interventions in the classroom
K-5 UPSCheck and math language model lessons, PLCs, and PD

Student Achievement Summary

Goal #1:

At FES students will demonstrate learning by verbalizing thinking and writing across all content areas while applying appropriate academic vocabulary.

Action Steps:

Workshop Model
Kagan Strategies
Visual Representation
UPS Check
Question/Sentence Stems
Tracking Sub pop data

Goal #2:

At FES students will develop and sustain foundational language skills through phonics and phonological awareness instruction.

Action Steps:

Daily instruction
Guided Reading
Use of HMH Resources
K-2 Phonics PD
3-5 Mini Phonics PD
Follow ups in PLCs

School Culture and Climate

School Culture and Climate Strengths

Establishing a collaborative and positive school culture.

Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

Evidence of mission/vision in action.

Character education being established and visible throughout the school

Minimal discipline referrals

Campus Leadership Team

Addition of Assistant Principal, Math Interventionist, ESL Teacher

Parent Involvement: PTO board and committee chairs have been established, PTO fundraisers and facebook page active

School Culture and Climate Weaknesses

Covid-19 continuing to impacting parent involvement on the school campus (events, Watch Dogs, volunteering, etc.)

Disconnect staff due to continued Covid Protocols

School Culture and Climate Needs

Continue to build positive school culture by continuous implementation of character education.

Increase staff participation on surveys.

Strategies for New Student/Family Connections

Staff Quality, Recruitment and Retention

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Strengths

Work environment is positive and supportive

Colleagues are committed to doing quality work

Mentoring support for new teachers

Teacher Facilitator support.

Goals are set by teachers and professional development is aligned to help support teachers as they reach their goals

New Teacher Academy

Hiring committee used to make staff additions.

Staff Quality, Recruitment and Retention Weaknesses

Staff diversity is not reflective of student population.

Limited male teachers vs. female teachers.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Weekly PLCs established that focus on student data, growth, interventions, and celebrations.

Teacher Facilitator on campus to work with teachers during their PLC meetings, model teaching, and provide coaching for teachers.

Data is used to monitor students and drive instruction.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths (Continued)

TAG is used to develop assessments that are aligned with instruction and the YAG.

Students are monitored and provided instructional reinforcement for low SE performance and instructional gaps.

Lesson Plans are aligned to the Long Range Plans and across the district to meet student needs across all platforms.

Data Tracker is established to monitor student progress.

Tutor has been hired to help fill instructional gaps and work with small groups 1st-5th grade.

District Pre-K Program

Curriculum, Instruction and Assessment Weaknesses

Lack of curriculum materials for all teachers/students

Lack of data on students from previous years

Student gaps in mastering previous grade level TEKS.

HB4545 Implementation-Time/Resources

Curriculum, Instruction and Assessment Needs

Time to be provided for the development of assessments ahead for instruction.

Time to be provided for cross district planning.

The understanding of data reports that will assist in driving instruction.

Consistently monitoring student progress and aligning instruction that will increase and sustain student performance to higher levels.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Needs (Continued)

Family and Community Involvement

Family and Community Involvement Strengths

The campus uses multiple forms of communication (E-Blast, Blackboard, E-mail, Twitter, Facebook, Newsletters, Remind, See Saw, Smore).

Fuller is supported by community partnerships (Sonic, CoServe, DACTU, Chick-Fil-A, 380 Rotary, etc.)

PTO board and committee chairs have been established, PTO fundraisers and Facebook page active

Students active in service projects

Meet the Teacher and Curriculum Night attendance (virtual)

Open House attendance

Family and Community Involvement Weaknesses

New families moving in with new home construction- full in some grade levels

Unable to have in person programs

Family and Community Involvement Needs

Comprehensive Needs Assessment

Family and Community Involvement Needs (Continued)

Continue to increase participation in PTO.

Look for creative ways to involve parents and the community during Covid-19 restrictions.

Increase efforts to communicate with community members by various methods.

Increase business connections.

School Context and Organization

School Context and Organization Strengths

District and campus site based committees involve admin, teachers, parents, community and business partners.

Campus Leadership Team involves grade level teachers, special's teacher, teacher facilitator, and represent the whole school. The CLT is used to make decision and focused on building leadership capacity in all members.

CHAP Team Time is provided for students daily for tutoring and reinforcement of student needs.

Comprehensive Needs Assessment Data Sources

Campus Site Based Decision Making Team

Discipline Referrals

District Policies

Highly Qualified Staff

Multi-Year Trends

Parent Participation

Parent Survey

PEIMS Reports

Special Student Populations

Staff Development

Staff/Parents/Community/ Business members involved w/SBDM

Teacher Job Satisfaction Survey

AUBREY ISD

- Goal 1.** We will ensure increased learning opportunities and choices in PK-5 to create an environment that cultivates students' interest, gifts, skills, and academic strengths.
- Objective 1.** Fuller Elementary will routinely celebrate achievements for students, faculty, and staff.
 - Objective 2.** Each grade level will have one (virtual) field trip that is connected to careers discussed and explored in student's TEKS based lesson.
 - Objective 3.** Fuller Elementary will promote a safe school environment.
 - Objective 4.** 50% of Fuller Elementary teachers will sponsor an extracurricular/co-curricular club or interest group to create a positive learning environment based on students' interest, gifts, skills, and academic strengths.
 - Objective 5.** Fuller Elementary will utilize a research-based mental health intervention called RHITHM that provides data to teachers about how ready students are to learn and helps students manage their emotions, health, and wellbeing.
- Goal 2.** We will ensure an innovative and challenging learning environment in all classrooms PK-5.
- Objective 1.** The district Pre-K program will complete the TEA Early Childhood Program Self-Assessment to identify strengths, opportunities for growth, and next steps for continuous improvement to increase all components of a high-quality program to 90% proficient and/or exemplary.
 - Objective 2.** All 4 year old Pre-K students will achieve 90% mastery on Kindergarten Readiness Targets.
 - Objective 3.** All students, K-5 will achieve 90% approaches, 65% meets, and 35% masters on STAAR and End of Year Reading and Math Assessments.
 - Objective 4.** Fuller Elementary will provide authentic, engaging, and student centered instructional strategies across the curriculum.
 - Objective 5.** Fuller Elementary will monitor 100% of our students in transition between grade-level/campuses for ease of student success.
- Goal 3.** We will ensure appropriate facilities, resources, and training for continued growth.
- Objective 1.** Fuller Elementary will provide on-going facilitation to nurture excellence in instruction and digital learning.
 - Objective 2.** Fuller Elementary will proactively develop, retain, and recruit high quality personnel.
 - Objective 3.** Fuller Elementary will utilize the building's flexible indoor and outdoor collaboration spaces to nurture innovation.
 - Objective 4.** Fuller Elementary will establish leadership and career development opportunities to increase the capacity of all staff.
 - Objective 5.** All Fuller Elementary Teachers and Principal will be trained in Special Education Process, RTI, SST, 504, STAAR Testing, and ARD Decision Making.
- Goal 4.** We will foster a working partnership between the schools and community.

AUBREY ISD

- Objective 1.** Campus Leadership will work with community members and parents to establish a Parent Teacher Organization (PTO).
- Objective 2.** Fuller Elementary will foster the parent and school relationships that contribute to the success of all students.
- Objective 3.** Fuller Elementary will develop and implement grade level and campus service projects that will benefit our community.
- Objective 4.** Fuller Elementary students will be provided cultural awareness training throughout the school year.
- Objective 5.** Fuller Elementary will implement and foster a campus wide Character Education Program where students have opportunities to demonstrate their character at school, at home, and in our community through their actions, thoughts, words, and feelings.

AUBREY ISD

Goal 1. We will ensure increased learning opportunities and choices in PK-5 to create an environment that cultivates students' interest, gifts, skills, and academic strengths.

Objective 1. Fuller Elementary will routinely celebrate achievements for students, faculty, and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Fuller Elementary will host a ceremony each nine weeks, semester, and end of the year to recognize student achievement in academics, character, behavior, and extracurricular opportunities. (Target Group: All) (Strategic Priorities: 2,3,4)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	Oct 2021-May 2022	(L)Materials - Spirit Sticks, (S)Local Funds - \$1,500	10/11/21 - Pending (S)
2. Fuller Elementary will recognize students who are nominated by teachers, staff, and parents who demonstrate character traits at home, at school, and in the community with a Fuller Leadership Award. (Target Group: All) (Strategic Priorities: 3,4)	Assistant Principal(s), Principal, Students, Teacher(s)	Weekly	(L)Materials - FES Leadership Awards	10/07/21 - Pending (S)
3. Student of the Week and Teacher of the Week will be recognized each Friday during Morning Assembly and posted to social media and in the hallway. Teacher of the Week will be a drawing from peer nominations. (Target Group: All) (Strategic Priorities: 1,4)	Assistant Principal(s), Principal, Teacher(s)	Weekly	(L)Materials	10/07/21 - Pending (S)
4. Fuller Elementary will recognize Kindergarten and 5th grade level completion at the end of the year. (Target Group: K,5th) (Strategic Priorities: 2,3,4)	Assistant Principal(s), Counselor(s), Parent Volunteers, Principal, PTO, Teacher(s)	May 2022	(S)Local Funds	10/07/21 - Pending (S)

AUBREY ISD

Goal 1. We will ensure increased learning opportunities and choices in PK-5 to create an environment that cultivates students' interest, gifts, skills, and academic strengths.

Objective 2. Each grade level will have one (virtual) field trip that is connected to careers discussed and explored in student's TEKS based lesson.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Grade level teachers will collaboratively plan lessons connected to career options that align TEKS to (virtual) field trip. (Target Group: All) (Strategic Priorities: 3,4)	Teacher(s)	Oct 2021-May 2022		10/07/21 - Pending (S)
2. Fuller Elementary will provide 100% of students with opportunities for career education to spark interest and make connections to students' gifts, skills, and academic strengths. (Target Group: All) (Strategic Priorities: 3)	Assistant Principal(s), Counselor(s), Principal, Students, Teacher(s)	Oct 2021-May 2022	(S)Local Funds	10/07/20 - Pending (S)

AUBREY ISD

Goal 1. We will ensure increased learning opportunities and choices in PK-5 to create an environment that cultivates students' interest, gifts, skills, and academic strengths.

Objective 3. Fuller Elementary will promote a safe school environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Fuller Elementary will collaborate with the SRO to provide information on positive school climate, safety, and conduct routine safety drills. (Target Group: All)	Assistant Principal(s), Principal, SRO Officer	Oct 2021-May 2022	(S)Local Funds	10/07/21 - Pending (S)
2. All Fuller Elementary teachers and staff will complete required online training through Safe Schools by the district deadline. (Target Group: All)	Counselor(s), Deputy Superintendent, Principal, Teacher(s)	District Deadlines		10/07/21 - Pending (S)
3. We will implement a Bike and Walker Safety program using materials from TxDot. (Target Group: All)	Assistant Principal(s), Counselor(s), Principal, SRO Officer	Nov 21-May 22		

AUBREY ISD

Goal 1. We will ensure increased learning opportunities and choices in PK-5 to create an environment that cultivates students' interest, gifts, skills, and academic strengths.

Objective 4. 50% of Fuller Elementary teachers will sponsor an extracurricular/co-curricular club or interest group to create a positive learning environment based on students' interest, gifts, skills, and academic strengths.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Fuller Elementary will publicize availability and promote participation in UIL competitions both regional and invitational to students and parents. (Target Group: All)	Assistant Principal(s), Principal, Teacher(s), UIL / Academic Sponsors	Oct 2021-May 2022	(L)Stipends	10/07/21 - Pending (S)
2. Students will have opportunities to participate in Student Council and Class Representatives. (Target Group: 3rd,4th,5th) (Strategic Priorities: 1)	Student Council Sponsors, Students	Oct 2021-May 2022	(S)Local Funds	10/07/21 - Pending (S)
3. Post Covid 19 restrictions- 100% of students will be surveyed on their interests and participate in Interest Groups at least once a month to share their passions, try new interests, and/or to develop new skills. (Target Group: All) (Strategic Priorities: 3)	Assistant Principal(s), Counselor(s), Principal, Students, Teacher(s)	Pending	(L)Materials, (S)Local Funds	10/07/21 - Pending (S)

AUBREY ISD

Goal 1. We will ensure increased learning opportunities and choices in PK-5 to create an environment that cultivates students' interest, gifts, skills, and academic strengths.

Objective 5. Fuller Elementary will utilize a research-based mental health intervention called RHITHM that provides data to teachers about how ready students are to learn and helps students manage their emotions, health, and wellbeing.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers and Counselors will monitor RHITHM to support students' needs in order to plan for interventions such as small groups, peer support, counseling, and family needs.	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	Sept 2020-June 2021		10/07/21 - Pending (S)

AUBREY ISD

Goal 2. We will ensure an innovative and challenging learning environment in all classrooms PK-5.

Objective 1. The district Pre-K program will complete the TEA Early Childhood Program Self-Assessment to identify strengths, opportunities for growth, and next steps for continuous improvement to increase all components of a high-quality program to 90% proficient and/or exemplary.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Fuller Elementary will complete the Early Childhood Program Self-Assessment two times a year and use the results to create a continuous improvement plan. (Target Group: PRE K) (Strategic Priorities: 1,2)	Assistant Principal(s), Deputy Superintendent , PLC Leader, Principal, Special Ed Teachers, Teacher(s)	Bi-Yearly		10/07/21 - Pending (S)
2. Pre-Kindergarten teachers will use data driven practices and design high-quality instructional activities using the Frog Street Curriculum. (Target Group: PRE K) (Strategic Priorities: 1)	Assistant Principal(s), Principal, Teacher Facilitator, Teacher(s)	Aug 2021-May 2022	(F)District	10/07/21 - Pending (S)

AUBREY ISD

Goal 2. We will ensure an innovative and challenging learning environment in all classrooms PK-5.

Objective 2. All 4 year old Pre-K students will achieve 90% mastery on Kindergarten Readiness Targets.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Fuller Elementary will provide support to Pre-K teachers to plan, implement, and evaluate activities that introduce, reinforce and practice new concepts and skills. (Target Group: PRE K) (Strategic Priorities: 1)	Assistant Principal(s), Principal, Teacher Facilitator, Teacher(s)	Aug 2021-May 2022	(S)Local Funds	10/07/21 - Pending (S)
2. Fuller Elementary will support and ensure that the majority of daily instruction occurs through small group instruction, individualized instruction and learning centers that maximize student choice and utilizes student interests in both indoor and outdoor contexts. (Target Group: PRE K) (Strategic Priorities: 1)	Assistant Principal(s), Principal, Teacher Facilitator, Teacher(s)	Aug 2021-May 2022		10/07/21 - Pending (S)
3. Fuller Elementary will implement and administer the Circle assessment instrument three times a year and use the data to inform instruction to better meet the developmental and linguistic needs of all students. (Target Group: PRE K) (Strategic Priorities: 1)	Assistant Principal(s), Principal, Teacher Facilitator, Teacher(s)	Sept 2021-May 2022	(S)Local Funds	10/07/21 - Pending (S)

AUBREY ISD

Goal 2. We will ensure an innovative and challenging learning environment in all classrooms PK-5.

Objective 3. All students, K-5 will achieve 90% approaches, 65% meets, and 35% masters on STAAR and End of Year Reading and Math Assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Fuller Elementary will identify students in need of assistance early and provide students with researched-based interventions through the RTI process. (Target Group: All) (Strategic Priorities: 2)	Assistant Principal(s), Counselor(s), Dyslexia specialist, ESL Teacher, Principal, Special Ed Teachers, Student Support Coordinator, Teacher(s)	Sept 2021-May 2022	(L)Materials, (S)Local Funds	10/07/21 - Pending (S)
2. Enhance writing, reading, and math alignment throughout all grade levels through the process of Professional Learning Communities in each grade level, teaming days, data days, and professional development. (Target Group: All) (Strategic Priorities: 2)	Assistant Principal(s), PLC Leader, Principal, Teacher Facilitator, Teacher(s)	Aug 2021-May 2022	(S)Local Funds	10/07/21 - Pending (S)
3. Fuller Elementary will hire quality tutors to assist with targeted student interventions. (Target Group: AtRisk) (Strategic Priorities: 1)	Assistant Principal(s), Principal, Teacher(s)	Oct 2021-May 2022	(F)District	10/07/21 - Pending (S)
4. Fuller Elementary will provide intensive and targeted interventions or extensions for reading and math during CHAP team time, including required 30 hours per subject for HB4545. (Target Group: All) (Strategic Priorities: 2)	Dyslexia specialist, ESL Teacher, Special Ed Teachers, Student Support Coordinator, Teacher(s)	Sept 2021-May 2022		10/07/21 - Pending (S)
5. Fuller Elementary will target our subpopulations with instructional strategies such as one-on-one assistance, small groups instruction, tutoring, and CHAP team time. (Target Group: H,W,AA,ECD,ESL,LEP,SPED,AtRisk,Dys) (Strategic Priorities: 2)	Assistant Principal(s), Dyslexia specialist, ESL Teacher, Principal, Special Ed Teachers, Teacher(s)	Sept 2021-May 2022		10/07/21 - Pending
6. At FES students will demonstrate learning by verbalizing thinking and writing across all content areas while applying appropriate academic vocabulary. (Target Group: All) (Strategic Priorities: 2,4)	Assistant Principal(s), Campus Technology Coordinator, Core Subject Teachers, Dyslexia specialist, ESL Teacher, Principal, Special Ed Teachers, Students, Teacher Facilitator	Aug 2021-May 2022		
7. At FES students will develop and sustain	Assistant Principal(s), Core	Aug 2021-May		

AUBREY ISD

Goal 2. We will ensure an innovative and challenging learning environment in all classrooms PK-5.

Objective 3. All students, K-5 will achieve 90% approaches, 65% meets, and 35% masters on STAAR and End of Year Reading and Math Assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
foundational language skills through phonics and phonological awareness instruction. (Target Group: All) (Strategic Priorities: 2,4)	Subject Teachers, Dyslexia specialist, ESL Teacher, Principal, Special Ed Teachers, Teacher Facilitator	2022		

AUBREY ISD

Goal 2. We will ensure an innovative and challenging learning environment in all classrooms PK-5.

Objective 4. Fuller Elementary will provide authentic, engaging, and student centered instructional strategies across the curriculum.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will plan and implement Kagan structures learned from Kagan Day 1-3 Training to allow for cooperative learning and impact student engagement and learning outcomes. (Target Group: All)	Assistant Principal(s), Principal, Teacher Facilitator, Teacher(s)	Aug 2021-May 2022		10/13/21 - Pending (S)
2. Each grade level will plan and implement problem based STEAM activities at least once per semester. (Target Group: All) (Strategic Priorities: 2)	Assistant Principal(s), Deputy Superintendent , Principal, Teacher Facilitator, Teacher(s)	Sept 2021-May 2022	(S)Local Funds	Criteria: Lesson plans, agendas and sign-in sheets from training meetings, student products
3. Implement authentic Readers and Writers workshop in all Language Arts classrooms to ensure all students have opportunities to read and write daily in order to improve benchmark, DRA, and STAAR results. (Target Group: All) (Strategic Priorities: 1,2)	Assistant Principal(s), Principal, Teacher Facilitator, Teacher(s)	Aug 2021-May 2022		Criteria: Lesson Plans, walk-thrus, T-Tess, Student Assessment results

AUBREY ISD

Goal 2. We will ensure an innovative and challenging learning environment in all classrooms PK-5.

Objective 5. Fuller Elementary will monitor 100% of our students in transition between grade-level/campuses for ease of student success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide vertical PLC meetings between transitional grade levels: 5th going to 6th, Pre-K going to Kindergarten (Target Group: PRE K,5th)	Assistant Principal(s), Counselor(s), PLC Leader, Principal, Teacher(s)	April 2022-June 2022		10/13/21 - Pending (S)
2. Fifth Grade students will participate in a visit to AMS to visit classrooms, meet teachers and school staff, eat lunch, and be familiar with the building to help ease the transition to middle school. (Target Group: 5th)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	May 2022	(F)District	10/13/21 - Pending (S)

AUBREY ISD

Goal 3. We will ensure appropriate facilities, resources, and training for continued growth.

Objective 1. Fuller Elementary will provide on-going facilitation to nurture excellence in instruction and digital learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers and Students will become familiar with online platforms and assessments: Google Classroom, SeeSaw, Go Formative, Istation, Study Island, STAAR, TELPAS (Target Group: All)	Assistant Principal(s), Director of Technology, Dyslexia specialist, ESL Teacher, Principal, Students, Teacher Facilitator, Teacher(s)	Aug 2021-May 2022	(L)Materials	10/07/21 - Pending (S)
2. Fuller Elementary will implement the ChromeBook carts and Ipads to incorporate technology assessments and learning explorations within the classroom setting. (Target Group: All)	Assistant Principal(s), Director of Instructional Media and Libraries, Principal, Teacher(s)	Aug 2021-May 2022	(L)Materials	10/07/21 - Pending (S)
3. Teachers will attend monthly Technology Professional Development sessions led by peers and/or the district technology director. (Target Group: All)	Director of Instructional Media and Libraries, Teacher(s)	Aug 2021- May 2022	(L)Materials	10/07/21 - Pending (S)
4. Fuller Elementary will provide teachers in grades K-3 and administration with the opportunity to attend Reading Academies to enhance reading instruction and intervention. (Target Group: All) (Strategic Priorities: 1)	Assistant Principal(s), Deputy Superintendent , Principal, Teacher Facilitator, Teacher(s)	Aug 2021-June 2022		10/13/21 - Pending (S)

AUBREY ISD

Goal 3. We will ensure appropriate facilities, resources, and training for continued growth.

Objective 2. Fuller Elementary will proactively develop, retain, and recruit high quality personnel.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Fuller Elementary will utilize a hiring committee that includes a variety of staff members to review resumes, interview, and give feedback in the hiring decisions. (Target Group: All) (Strategic Priorities: 1)	Assistant Principal(s), Principal	Aug 2021-Aug 2022		10/08/21 - Pending (S)

AUBREY ISD

Goal 3. We will ensure appropriate facilities, resources, and training for continued growth.

Objective 3. Fuller Elementary will utilize the building's flexible indoor and outdoor collaboration spaces to nurture innovation.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Fuller Elementary teachers and staff will be intentional in planning to include opportunities for students to learn and explore in our: collaboration spaces, science lab, maker space, outdoor courtyards and other flexible areas. (Target Group: All) (Strategic Priorities: 2)	Teacher(s)	Aug 2021-May 2022	(S)Local Funds	10/08/21 - Pending (S)

AUBREY ISD

Goal 3. We will ensure appropriate facilities, resources, and training for continued growth.

Objective 4. Fuller Elementary will establish leadership and career development opportunities to increase the capacity of all staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A Campus Leadership Team composed of teachers from each grade level, specials areas, and district level, will be established. The CLT will have leadership development training and assist with campus level decision making. (Strategic Priorities: 1)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	Aug 2021-Aug 2022		10/08/21 - Pending (S)
2. Teachers will be nurtured and empowered to reflect on their future goals and inspired to actively engage in instructional insight, decision making, and leadership opportunities such as: CLT Member, PLC Leader, New Teacher Mentor, Student Teacher Mentor, Planning and Implementing Professional Development, Pursuing Graduate Degrees, Internships (Strategic Priorities: 1)	Assistant Principal(s), Principal, Teacher(s)	Aug 2021- May 2022		10/08/21 - Pending

AUBREY ISD

Goal 3. We will ensure appropriate facilities, resources, and training for continued growth.

Objective 5. All Fuller Elementary Teachers and Principal will be trained in Special Education Process, RTI, SST, 504, STAAR Testing, and ARD Decision Making.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. District and Campus Leadership will offer on-going support, mentoring, and coaching for teachers to ensure that all students receive the appropriate accommodations, referrals, and interventions. (Target Group: All) (Strategic Priorities: 1)	Assistant Principal(s), Counselor(s), Dyslexia specialist, ESL Teacher, Principal, Special Ed Teachers, Student Services Coordinator, Teacher Facilitator, Teacher(s)	Aug 2021-May 2022		10/08/21 - Pending (S)

AUBREY ISD

Goal 4. We will foster a working partnership between the schools and community.

Objective 1. Campus Leadership will work with community members and parents to establish a Parent Teacher Organization (PTO).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Fuller Elementary will advertise using various forms to recruit PTO board members, committee chairs, and members. (Target Group: All)	Assistant Principal(s), Parent Volunteers, Principal, PTO, Teacher(s)	June 2021-Aug 2022	(O)PTO Funds, (S)Local Funds	10/08/21 - Pending
2. The PTO and campus leadership will collaboratively plan for events that will support the mission and vision such as: membership drives, fundraisers, family events, monthly PTO meetings (Target Group: All)	Assistant Principal(s), Principal, PTO	Oct 2021-May 2022	(O)PTO Funds	10/08/21 - Pending (S)

AUBREY ISD

Goal 4. We will foster a working partnership between the schools and community.

Objective 2. Fuller Elementary will foster the parent and school relationships that contribute to the success of all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Fuller Elementary will communicate with parents weekly, monthly, and as needed through at least one form of electronic media using language options when available. (Target Group: All)	Assistant Principal(s), Communications and Website Specialist, PIEMS Coordinator, Principal, Teacher(s)	Aug 2021-May 2022		Criteria: Parent Surveys, Statistic data from Smore and Blackboard, campus and classroom newsletters, documentation of translation services 10/09/21 - Pending (S)
2. At least 90% of all parents will sign up for Parent Portal. (Target Group: All)	Assistant Principal(s), Communications and Website Specialist, PIEMS Coordinator, Principal, Teacher(s)	Aug 2021-May 2022		10/09/21 - Pending (S)
3. Fuller Elementary will have 50% participation in the parent survey by link sent home, e-mail, parent newsletters, text messages, social media (Target Group: All)	Assistant Principal(s), Principal	March 2022		Criteria: Parent Survey Data Results
4. Fuller Elementary will form a Character Committee comprised of parents, students, teachers, and staff members that will meet once per semester to guide our Character Education Program. (Target Group: All)	Assistant Principal(s), Counselor(s), Parent Volunteers, Principal, Teacher(s)	Nov 2021-May 2022		10/09/21 - Pending (S)

AUBREY ISD

Goal 4. We will foster a working partnership between the schools and community.

Objective 3. Fuller Elementary will develop and implement grade level and campus service projects that will benefit our community.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A campus committee or student organization meeting will be held to discuss what type of service projects will benefit our community. (Target Group: All)	Counselor(s), Students, Teacher(s)	Oct 2021-May 2022		10/09/21 - Pending (S)

AUBREY ISD

Goal 4. We will foster a working partnership between the schools and community.

Objective 4. Fuller Elementary students will be provided cultural awareness training throughout the school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Our counselor will provide guidance to students about cultural awareness through monthly guidance lessons connected to character traits. (Target Group: All)	Counselor(s)	Sept 2021- May 2022	(S)Local Funds	10/09/21 - Pending (S)

AUBREY ISD

Goal 4. We will foster a working partnership between the schools and community.

Objective 5. Fuller Elementary will implement and foster a campus wide Character Education Program where students have opportunities to demonstrate their character at school, at home, and in our community through their actions, thoughts, words, and feelings.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Principal's Book of the Month will be used to introduce each month's character trait that will be shared with students, families, and community on social media. (Target Group: All)	Principal	Aug 2021-May 2022	(L)Library Resources	10/09/21 - Pending (S)
2. The Character Committee will meet at the end of the year to reflect on the relevance and impact of current core values and character traits, and using multiple sources of campus data to select the following years' focus. (Target Group: All)	Assistant Principal(s), Counselor(s), Parent Volunteers, Principal, Students, Teacher(s)	April 2022-May 2022		10/09/21 - Pending (S)
3. Fuller Elementary will articulate our character related goals and expectations through visible statements of our core and performance values. (Target Group: All)	Assistant Principal(s), Counselor(s), Principal, PTO, Students, Teacher(s)	Aug 2021- May 2022	(S)Local Funds	10/09/21 - Pending (S)
4. Character Education is infused throughout all settings of Fuller Elementary.	Assistant Principal(s), Parent Volunteers, Principal, PTO, Students, Teacher(s)	Aug 2021-May 2022		10/09/21 - Pending (S)