

Lamar Consolidated Independent School District

Austin Elementary

2022-2023 Campus Improvement Plan



Mission Statement

Stephen F. Austin Elementary is devoted to cultivating a family of stakeholders that will nurture students to become life-long learners, contributing global citizens, and celebrate the diversity of their community. The Austin Family will encourage the whole child, giving them the opportunities for growth academically, socially and emotionally, while providing a safe environment in which to grow.

Vision

At Stephen F. Austin Elementary we are dedicated to continuing a tradition of excellence in an ever-changing world. While providing a relevant, high-quality education within a safe and supportive environment, we prepare our diverse student body for future endeavors. We celebrate our Pioneers of the Future as they achieve and promote pride in themselves, their school and their community.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Austin Student Demographics:

- African American – 16%
- Hispanic – 29%
- White – 43%
- Asian – 3%
- 2 or More Races – 7%
- Economically Disadvantaged – 44%
- English Language Learners – 11%
- Special Education – 18%

Demographics Strengths

Low mobility of students and staff. Our ethnicity percentages remain steady.

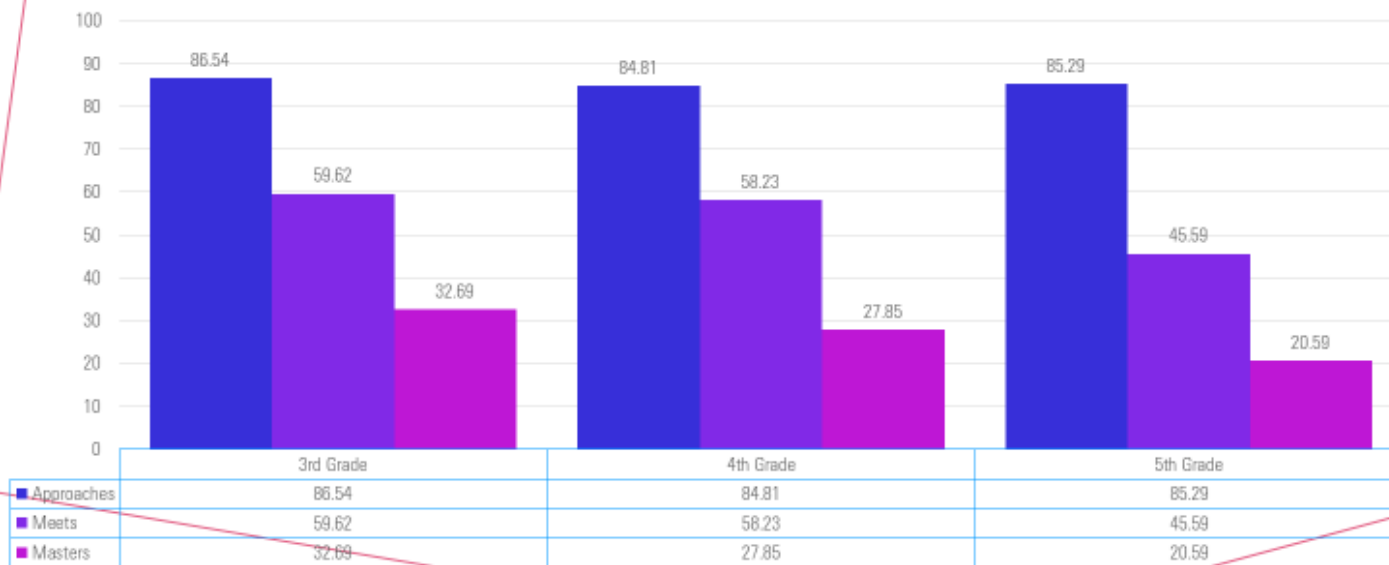
Problem Statements Identifying Demographics Needs

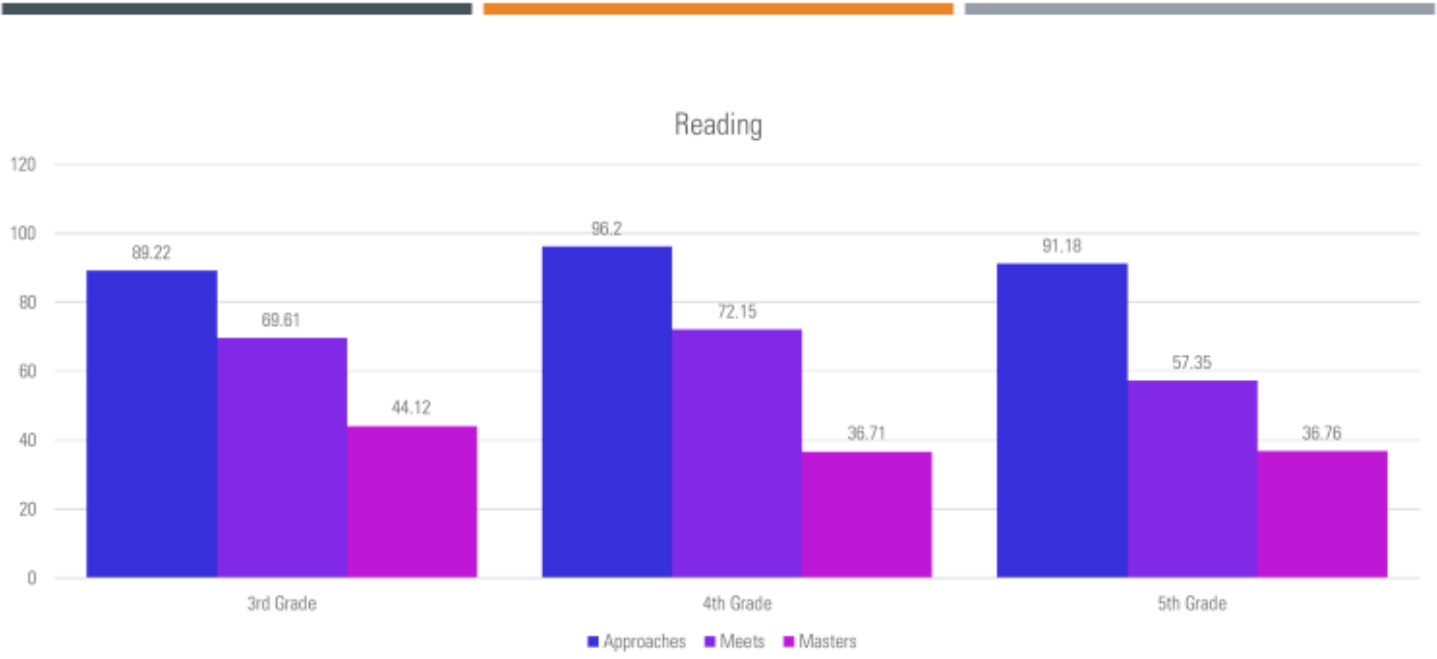
Problem Statement 1: Increasing ESL populations and Economically Disadvantaged student numbers are increasing. **Root Cause:** Neighborhood is increasing the number of rental properties that bring in new families to the school and more students are qualifying for PreK.

Student Learning

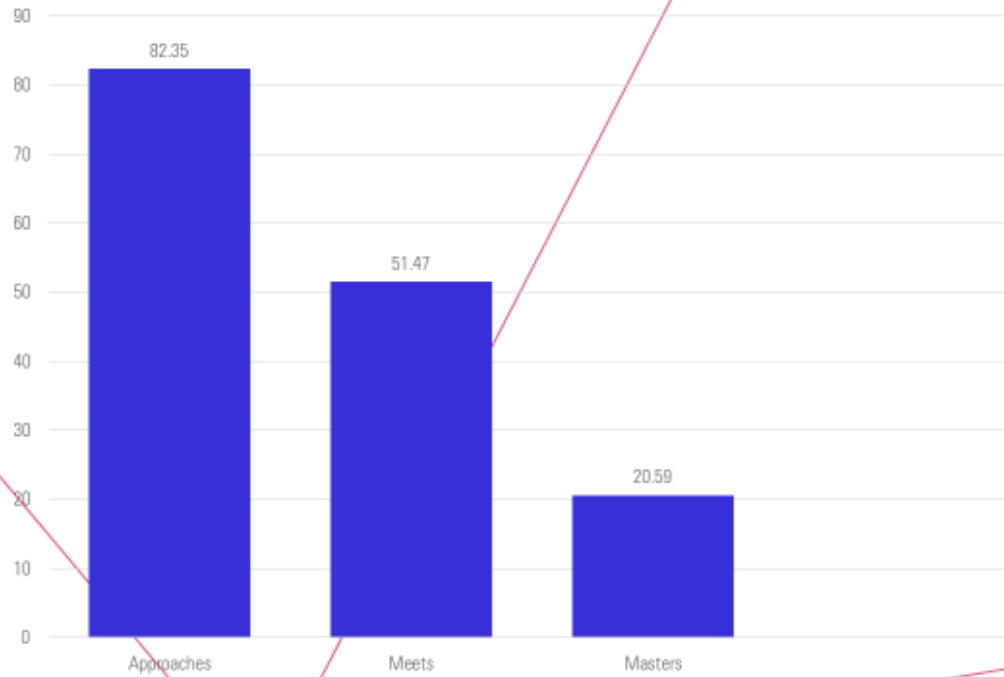
Student Learning Summary

STAAR MATH DATA 2022





STAAR SCIENCE DATA 2022



Kinder

Yearly Target Goals				
2020	2021	2022	2023	2024
76%	81%	85%	89%	93%

First & Second

Yearly Target Goals				
2020	2021	2022	2023	2024
72%	76%	80%	84%	88%

Third Grade

Yearly Target Goals

2020	2021	2022	2023	2024
69%	72%	76%	79%	82%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	69%	59%	69%	**	**	**	83%	0%	61%	**	**	69%	70%
2021	72%	62%	72%	**	**	**	86%	3%	64%	**	**	72%	73%
2022	76%	66%	76%	**	**	**	90%	7%	68%	**	**	76%	77%
2023	79%	69%	79%	**	**	**	93%	10%	71%	**	**	79%	80%
2024	82%	72%	82%	**	**	**	96%	13%	74%	**	**	82%	83%

MATH Long Range:

Yearly Target Goals

2020	2021	2022	2023	2024
76%	79%	83%	86%	89%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	69%	65%	81%	**	**	**	67%	33%	79%	**	**	77%	74%
2021	72%	68%	84%	**	**	**	70%	36%	82%	**	**	80%	77%
2022	76%	72%	88%	**	**	**	74%	40%	86%	**	**	84%	81%
2023	79%	75%	91%	**	**	**	77%	43%	89%	**	**	87%	84%
2024	82%	78%	94%	**	**	**	80%	46%	92%	**	**	90%	87%

Student Learning Strengths

Most students are progressing through the reading curriculum and showing growth from the beginning to the end of the school year. In first grade 23% of students who were reading below the expected level were on or above the expected reading level at the end of the year. In second grade 35% of students who were reading below the expected level were on or above the expected reading level at the end of the year.

Glow

- 3rd Math almost made 90, 60, 30
- 3rd Reading Masters Rating surpassed 30
- 4th Math almost made 90, 60, 30
- 4th Reading Met 90, 60, 30
- 5th Reading Met 90 and 30
- Bilingual students performed well on 5th Reading

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Grades 3-5 math students have significantly decreased passing percentages in state qualifying standards over the past 2 years. **Root Cause:** Increase in economically disadvantaged students and increase in ELL students. Teachers have to adjust teaching styles with the change in student population.

Problem Statement 2 (Prioritized): Grades 3-5 reading students have decreased passing percentages in state qualifying standards over the past 2 years. **Root Cause:** Increase in economically disadvantaged students and increase in ELL students. Teachers have to adjust teaching styles with the change in student population.

Problem Statement 3 (Prioritized): In grades K-2 many students enter the grade level already reading below the expected level (K-35%, First-50%, Second-19%) **Root Cause:** ELAR instruction has a lack of consistency across and within grade levels K-2 due to large number of Sped. students in 1st grade and an increase in economically disadvantaged students.

School Processes & Programs

School Processes & Programs Summary

New administration has implemented new procedures and systems to address concerns shared by staff.

Perceptions

Perceptions Summary

We identified the following behaviors that are affecting the inconsistent procedures, protocols, rules and student behavior.

Including but not limited to:

- * arrival procedures
- * tardies/absences
- * dress code
- * hallway/bathroom expectations
- * cafeteria expectations
- * dismissal procedures

New administration has implemented a PBIS program to address the items listed above. This should increase the score on our campus climate survey of teachers reporting the campus receiving an A from 50% to 75%.

Perceptions Strengths

Overall the campus is cohesive with low turnover rate. The majority of the staff reported the principal or direct supervisor was available when needed. Teachers at this school work together to ensure student success. Students know there are staff members they can go to for help with both academic and personal problems. Staff is aware of what administrators expect as a member of this school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Staff has varied expectations of student behaviors due to inconsistent clearly defined campus procedures. **Root Cause:** A clearly defined written plan of procedures for staff to implement and follow to support student behaviors is not being implemented/communicated with fidelity.

Priority Problem Statements

Problem Statement 2: Grades 3-5 math students have significantly decreased passing percentages in state qualifying standards over the past 2 years.

Root Cause 2: Increase in economically disadvantaged students and increase in ELL students. Teachers have to adjust teaching styles with the change in student population.

Problem Statement 2 Areas: Student Learning

Problem Statement 1: Staff has varied expectations of student behaviors due to inconsistent clearly defined campus procedures.

Root Cause 1: A clearly defined written plan of procedures for staff to implement and follow to support student behaviors is not being implemented/communicated with fidelity.

Problem Statement 1 Areas: Perceptions

Problem Statement 3: Grades 3-5 reading students have decreased passing percentages in state qualifying standards over the past 2 years.

Root Cause 3: Increase in economically disadvantaged students and increase in ELL students. Teachers have to adjust teaching styles with the change in student population.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: In grades K-2 many students enter the grade level already reading below the expected level (K-35%, First-50%, Second-19%)

Root Cause 4: ELAR instruction has a lack of consistency across and within grade levels K-2 due to large number of Sped. students in 1st grade and an increase in economically disadvantaged students.

Problem Statement 4 Areas: Student Learning

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
- HB3 CCMR 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
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- 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
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data

- Budgets/entitlements and expenditures data
- Other additional data

Goals

Goal 1: By May of 2023, Austin Elementary students will improve scores in Reading by 5% on summative assessments such as GRA (on grade level) and STAAR (approaches, meets, and masters).

Performance Objective 1: Ensure access to engaging, rigorous, real world learning opportunities utilizing up-to-date technology supporting quality Tier I instruction for all students.


Evaluation Data Sources: Lesson Plans, Walk-throughs, Agendas for Vertical Team and PLC Meetings


Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Reading vertical team will meet each semester after BOY and MOY testing to conduct collaborative discussions of best practices for instruction and challenges relating to campus literacy.</p> <p>Strategy's Expected Result/Impact: Teachers can identify student needs and collaborate to provide optimal instruction.</p> <p>Staff Responsible for Monitoring: Classroom Teachers and Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campus instructional coach will provide modeling and coaching on guided reading instruction and implementation of The Next Step Forward in Guided Reading framework/GRA structure with individualized feedback for each K-5 teacher at least 1 time per semester.</p> <p>Strategy's Expected Result/Impact: Teachers will implement The Next Step Forward in Guided Reading framework in small groups and follow the GRA structure for assessment.</p> <p>Staff Responsible for Monitoring: Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will integrate TEKS and ELPS into the lesson plans through language and content objectives, using sentence stems, and vocabulary documented in their plans.</p> <p>Strategy's Expected Result/Impact: Specific strategies identified for use with developing Reading, writing, and speaking skills of ELL/EB students.</p> <p>Staff Responsible for Monitoring: Classroom Teacher, ESL Coach, Instructional Coach, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers will implement guided reading with fidelity in grades K-2 using best practice tools such as The Next Step Forward in Guiding Reading by Jan Richardson.</p> <p>Strategy's Expected Result/Impact: Students will enter each grade level on or above the expected GRA instructional reading level.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Teachers will be provided additional training throughout the 2022-2023 school year, including peer observations. The training will focus on best practices in Guided Reading using The Next Step Forward in Guided Reading framework.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to effectively and confidently implement Jan Richardson's reading program in their classrooms.</p> <p>Staff Responsible for Monitoring: Classroom Teachers and Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: EB students will be provided additional support as needed through the use of supplementary materials, technology Summit K-12, training (7 steps) for teachers, and additional support during small group instruction. Increase opportunities for listening and speaking.</p> <p>Strategy's Expected Result/Impact: Increased TELPAS scores</p> <p>Staff Responsible for Monitoring: ESL Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Supplies and materials - 199 PIC 25 State Bilingual/ESL - \$1,890</p>	Formative		
	Nov	Feb	June

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Kindergarten through 2nd grade will implement Really Great Reading Phonics to introduce high-leverage phonics concepts and strategies in a way that keeps pace with students' reading and writing.</p> <p>Strategy's Expected Result/Impact: Students will learn how, when, and why they can use phonics to read and write.</p> <p>Staff Responsible for Monitoring: Classroom Teachers and Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
<p>Strategy 8: Teachers will implement small group instruction in grades 3-5 using best practice tools such as The Next Step Forward in Guided Reading by Jan Richardson.</p> <p>Strategy's Expected Result/Impact: Students will enter each grade level on or above the expected GRA instructional level.</p> <p>Staff Responsible for Monitoring: Classroom Teachers and Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
Strategy 9 Details	Formative Reviews		
<p>Strategy 9: PK staff will utilize an evidence-based curriculum aligned to the Texas Prekindergarten Guidelines. Staff will use authentic hands-on approaches to integrate Emergent Reading, Emergent Writing, Math, Science and Social Studies concepts through a variety of models and settings.</p> <p>Strategy's Expected Result/Impact: Prepare students for Kindergarten.</p> <p>Funding Sources: - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$61,972</p>	Formative		
	Nov	Feb	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 1: By May of 2023, Austin Elementary students will improve scores in Reading by 5% on summative assessments such as GRA (on grade level) and STAAR (approaches, meets, and masters).

Performance Objective 2: Review all sources of data systematically

Evaluation Data Sources: Eduphoria Reports, Data Team Meetings





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Regular review and discussion of data will be held in order to determine interventions and additional support before, during, and after the school day for the students. MTSS will be utilized to document interventions and track progress of all students and student groups.</p> <p>Strategy's Expected Result/Impact: Ensure progress of academic growth of all students.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Coaches, and Administrators.</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All IEP progress reports and report cards will be reviewed and updated every 9 weeks to ensure that students are meeting the expected academic progress.</p> <p>Strategy's Expected Result/Impact: All Special Education students will show growth toward mastering their IEP goals.</p> <p>Staff Responsible for Monitoring: Special Education Department and Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Test data from Eduphoria and GRA tracking chart will be reviewed by data teams each grading period. Test data will be sorted various ways to identify where to target instruction.</p> <p>Strategy's Expected Result/Impact: All students are showing growth towards expected performance levels each nine weeks.</p> <p>Staff Responsible for Monitoring: Administrators, Classroom Teachers, Coaches</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: By May of 2023, Austin Elementary students will improve scores in Reading by 5% on summative assessments such as GRA (on grade level) and STAAR (approaches, meets, and masters).

Performance Objective 3: Additional intervention time for identified students.

Evaluation Data Sources: SuccessEd, SST Meeting Notes, Kid Watch Meetings

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Tutorials will continue to be provided for identified at-risk students utilizing planned activities and curriculum that targets reading standards and strategies. Interventions will be documented in SuccessED.</p> <p>Strategy's Expected Result/Impact: At Risk students will make adequate progress as compared to non-identified peers.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Coaches, and Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$3,465</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Sped Students will be provided additional support as needed through the use of supplementary materials, technology and additional support during small group instruction. The general education teacher will plan with the Sped teacher and work together to support the students receiving Sped services.</p> <p>Strategy's Expected Result/Impact: Struggling Sped students will receive the appropriate amount of support to ensure success.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Sped teachers, and administrators.</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Regular review of students that receive inclass support through Sped, will be held at progress report and report cards terms. Data on students that are not making adequate progress will be reviewed to determine the need for increased support.</p> <p>Strategy's Expected Result/Impact: Struggling Sped students will be monitored to ensure the appropriate support is being provided.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Sped teachers, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Accelerated learning will be provided for identified 4th and 5th grade students as required by HB4545.</p> <p>Strategy's Expected Result/Impact: With intensive instruction tailored to the student's needs, the learner will show growth toward meeting state expectations.</p> <p>Staff Responsible for Monitoring: Classroom teacher and administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: By May of 2023, Austin Elementary students will improve scores in Math by 5% on summative assessments such as MAP (student growth), TX-KEA (on track, monitor, support), and STAAR (approaches, meets, and masters).

Performance Objective 1: Ensure access to engaging, rigorous, real world learning opportunities utilizing up-to-date technology supporting quality Tier I instruction for ALL students.

Evaluation Data Sources: Lesson Plans, Walk-throughs, Agendas for Vertical Team and PLC Meetings

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The Instructional Coach will be a resource for team planning utilizing the Guided Math instructional approach with an emphasis on higher level questioning, hands on problem solving, short answer response, and multiple opportunities to talk through their thinking.</p> <p>Strategy's Expected Result/Impact: If all of these strategies are implemented successfully then there should be an increase in student classroom/district testing performance.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Instructional Coach, and administrators.</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Instructional Coach will model, co-teach, and observe guided math and small group lessons in math classrooms at least once per semester to ensure that teachers are teaching at a rigorous level.</p> <p>Strategy's Expected Result/Impact: By doing this, the Instructional Coach will ensure that all teachers are teaching and delivering material at the expected level.</p> <p>Staff Responsible for Monitoring: Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Math teachers will teach concepts using the CRA model (concrete, representational, abstract). They will model, guide, scaffold, and practice short answer responses on daily assignments and assessments.</p> <p>Strategy's Expected Result/Impact: The students will have a better understanding of the concepts being taught due to the material being presented in various ways.</p> <p>Staff Responsible for Monitoring: Math teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Instructional Coach and classroom math teachers will meet by grade level after BOY and MOY testing to align TEKS objectives and will work together to create common assessments that are rigorous and include short answer response opportunities as well as the new question types as required by TEA in grades 3-5.</p> <p>Strategy's Expected Result/Impact: Higher performance on major grade assessments along with district assessments.</p> <p>Staff Responsible for Monitoring: Classroom teacher, Instructional Coach, and administration.</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Teachers will provide engaging rigorous activities to ensure that all students are learning at high levels using guided math framework.</p> <p>Strategy's Expected Result/Impact: Students will make at least one years growth from BOY to EOY.</p> <p>Staff Responsible for Monitoring: Teachers, Coaches, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: EB students will be provided additional support as needed through the use of supplementary materials, technology Summit K-12, training (7 steps) for teachers, and additional support during small group instruction. Increase opportunities for listening and speaking.</p> <p>Strategy's Expected Result/Impact: Increased TELPAS scores</p> <p>Staff Responsible for Monitoring: ESL Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 2: By May of 2023, Austin Elementary students will improve scores in Math by 5% on summative assessments such as MAP (student growth), TX-KEA (on track, monitor, support), and STAAR (approaches, meets, and masters).

Performance Objective 2: Review all sources of data systematically

Evaluation Data Sources: Eduphoria Reports, Data Team Meetings





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Regular review and discussion of data will be held in order to determine interventions and additional support before, during, and after the school day for the students. SuccessED will be utilized to document interventions and track progress of all students and student groups.</p> <p>Strategy's Expected Result/Impact: To ensure that no student is left behind and that the needs of all students are being met at the expected level of rigor.</p> <p>Staff Responsible for Monitoring: Classroom teachers and Instructional Coach.</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Tutorials will be provided before during and after intervention time in school for at-risk/struggling students. Planned activities and curriculum that targets math objectives and strategies depending on student needs</p> <p>Strategy's Expected Result/Impact: To increase student performance percentages meeting or exceeding grade level requirements.</p> <p>Staff Responsible for Monitoring: Classroom teachers and Instructional Coach.</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Tutors/Supplemental personnel - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$3,465</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: PLC's will take place after all math district assessments and benchmark tests.</p> <p>Strategy's Expected Result/Impact: To determine adjustments and extra support needed to meet the needs of our at risk students.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Instructional Coach, and Administration.</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: By May of 2023, Austin Elementary students will improve scores in Math by 5% on summative assessments such as MAP (student growth), TX-KEA (on track, monitor, support), and STAAR (approaches, meets, and masters).

Performance Objective 3: Additional intervention time for identified students.

Evaluation Data Sources: SuccessEd, SST Meeting Notes, Kid Watch Meetings

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Tutorials will continue to be provided for specific students utilizing planned activities and curriculum that targets math standards and strategies. Interventions will be documented in SuccessED.</p> <p>Strategy's Expected Result/Impact: At Risk students will make adequate progress as compared to non-identified peers.</p> <p>Staff Responsible for Monitoring: Classroom teachers, coaches, and administrators.</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Sped Students will be provided additional support as needed through the use of supplementary materials, technology and additional support during small group instruction. The general education teacher will plan with the Sped teacher and work together to support the students receiving Sped services.</p> <p>Strategy's Expected Result/Impact: Struggling Sped students will receive the appropriate amount of support to ensure success.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Sped teachers, and administrators.</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Regular review of students that receive inclass support through Sped, will be held at progress report and report cards terms. Data on students that are not making adequate progress will be reviewed to determine the need for increased support.</p> <p>Strategy's Expected Result/Impact: Struggling Sped students will be monitored to ensure the appropriate support is being provided.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Sped teachers, and Administrators.</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Accelerated learning will be provided for identified 3rd, 4th and 5th grade students as required by HB4545.</p> <p>Strategy's Expected Result/Impact: With intensive instruction tailored to the student's needs, the learner will show growth toward meeting state expectations.</p> <p>Staff Responsible for Monitoring: Classroom teachers and Administrators.</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 3: By May of 2023, 5th grade students will improve scores in Science by 5% on summative assessments such as MAP (student growth) and STAAR (approaches, meets, and masters).

Performance Objective 1: Ensure access to engaging, rigorous, real world learning opportunities utilizing up-to-date technology supporting quality Tier I instruction for all students.

Evaluation Data Sources: Report Cards
EOY Assessments





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Science vertical team will meet each semester after BOY and MOY testing to conduct collaborative discussions of best practices for instruction and challenges relating to grades 2-5.</p> <p>Strategy's Expected Result/Impact: Teachers can identify student needs and collaborate to provide optimal instruction.</p> <p>Staff Responsible for Monitoring: Classroom Teachers and Administrators</p> <p>ESF Levers: Lever 4: High-Quality Curriculum</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will integrate TEKS and ELPS into the lesson plans through language and content objectives, using sentence stems, and vocabulary documented in their plans.</p> <p>Strategy's Expected Result/Impact: Specific strategies identified for use with developing Reading, writing, and speaking skills of ELL/EB students.</p> <p>Staff Responsible for Monitoring: Classroom Teacher, ESL Coach, Administrators</p> <p>ESF Levers: Lever 4: High-Quality Curriculum</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will implement best practices and incorporate hands-on experiences, a higher level questioning and academic vocabulary.</p> <p>Strategy's Expected Result/Impact: Students will enter each grade level with appropriate grade level science knowledge.</p> <p>Staff Responsible for Monitoring: Classroom teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: EB students will be provided additional support as needed through the use of supplementary materials, technology Summit K-12, training (7 steps) for teachers, and additional support during small group instruction. Increase opportunities for listening and speaking.</p> <p>Strategy's Expected Result/Impact: Increased TELPAS scores</p> <p>Staff Responsible for Monitoring: ESL Coach</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: By May of 2023, 5th grade students will improve scores in Science by 5% on summative assessments such as MAP (student growth) and STAAR (approaches, meets, and masters).

Performance Objective 2: Review all sources of data systematically





Evaluation Data Sources: Eduphoria Reports, Data Team Meetings

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Regular review and discussion of data will be held in order to determine interventions and additional support before, during, and after the school day for the 5th grade students.</p> <p>Strategy's Expected Result/Impact: Ensure progress of academic growth of all students.</p> <p>Staff Responsible for Monitoring: Classroom Teachers and Administrators.</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All IEP progress reports and report cards will be reviewed and updated every 9 weeks to ensure that Sped students are meeting the expected academic progress.</p> <p>Strategy's Expected Result/Impact: All Special Education students will show growth toward mastering their IEP goals.</p> <p>Staff Responsible for Monitoring: Special Education Department and Administrators</p> <p>ESF Levers: Lever 4: High-Quality Curriculum</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science data for grades 2-5 from BOY and MOY MAP testing will be reviewed by data teams. Test data will be sorted various ways to identify where to target instruction.</p> <p>Strategy's Expected Result/Impact: All students are showing growth towards expected performance levels each nine weeks.</p> <p>Staff Responsible for Monitoring: Administrators and Classroom Teachers</p> <p>ESF Levers: Lever 4: High-Quality Curriculum</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: By May of 2023, 5th grade students will improve scores in Science by 5% on summative assessments such as MAP (student growth) and STAAR (approaches, meets, and masters).

Performance Objective 3: Additional intervention time for identified students.

Evaluation Data Sources: SuccessEd, SST Meeting Notes, Kid Watch Meetings





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Tutorials will continue to be provided for specific students utilizing planned activities and curriculum that targets science standards and strategies.</p> <p>Strategy's Expected Result/Impact: Identified students will make progress connecting hands-on experiences to paper pencil tasks as compared to non-identified peers.</p> <p>Staff Responsible for Monitoring: Classroom teachers and Administrators</p> <p>ESF Levers: Lever 4: High-Quality Curriculum</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Sped Students will be provided additional support as needed through the use of supplementary materials, technology and additional support during small group instruction. The general education teacher will plan with the Sped teacher and work together to support the students receiving Sped services.</p> <p>Strategy's Expected Result/Impact: Struggling Sped students will receive the appropriate amount of support to ensure success.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Sped teachers, and administrators.</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Regular review of students that receive inclass support through Sped, will be held at progress report and report cards terms. Data on students that are not making adequate progress will be reviewed to determine the need for increased support.</p> <p>Strategy's Expected Result/Impact: Struggling Sped students will be monitored to ensure the appropriate support is being provided.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Sped teachers, Administrators</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: By May 2023, the score on our campus climate survey reporting the campus receiving an A for overall quality of our campus will increase for parents by 10% and staff by 20%.

Performance Objective 1: Review and implement with fidelity consistent written procedures for staff to promote a cohesive environment.

Evaluation Data Sources: Campus Climate Survey





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Review/revise and implement procedures for staff to follow in these areas:</p> <ul style="list-style-type: none"> * arrival procedures * tardies/absences * dress code * hallway/ restroom expectations * cafeteria expectations * dismissal procedures <p>Strategy's Expected Result/Impact: All staff and students to be on the same cohesive plan.</p> <p>Staff Responsible for Monitoring: Each grade level representative will report at monthly SBDM meeting.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: There will be a staff training to explain the written procedures that will be followed and monitored throughout the year.</p> <p>Strategy's Expected Result/Impact: All staff members will be trained on the written guidelines.</p> <p>Staff Responsible for Monitoring: Administrators, Core Team, and Team Leaders</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Core Team will meet weekly to review the instructional programs, campus climate, discipline, and student/staff wellness.</p> <p>Strategy's Expected Result/Impact: Ensure progress of academic growth and social emotional wellness of all students and staff.</p> <p>Staff Responsible for Monitoring: Core Team</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 4: By May 2023, the score on our campus climate survey reporting the campus receiving an A for overall quality of our campus will increase for parents by 10% and staff by 20%.

Performance Objective 2: Increase parent involvement.

Evaluation Data Sources: Climate Survey.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: ESL Coach will host a Title III Parent Involvement activity to inform parents about the ESL program, TELPAS, and strategies to grow their English language at home.</p> <p>Strategy's Expected Result/Impact: Parent Involvement and increased volume of language and vocabulary development.</p> <p>Staff Responsible for Monitoring: ESL Coach</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campus will host parent informational nights and family events.</p> <p>Strategy's Expected Result/Impact: Increase parent campus involvement.</p> <p>Staff Responsible for Monitoring: Staff and Administrators</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: By May 2023, the score on our campus climate survey reporting the campus receiving an A for overall quality of our campus will increase for parents by 10% and staff by 20%.

Performance Objective 3: Promote positive student and staff social and emotional wellness.

Evaluation Data Sources: Campus climate survey, BOY and EOY SEL screener (grades 3-5).

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: PBIS will be used to promote a safe, effective learning environment and positive culture for all staff and students. Strategy's Expected Result/Impact: Through media such as social contracts, posters, parent newsletter, teacher newsletters, and morning announcements. Staff Responsible for Monitoring: Staff and students</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue to implement No Place for Hate Activities to promote school safety, cultural inclusivity, and positive climate. Strategy's Expected Result/Impact: Lower percent (34%) of students feeling teased and annoyed by other students as evidenced by SEL screener. Staff Responsible for Monitoring: Classroom teachers, Counselor and Administrators.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Continue to utilize Character Counts guidance lessons to reinforce Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. Strategy's Expected Result/Impact: Celebrated students recognized for exhibiting character traits during morning announcements. Staff Responsible for Monitoring: Teachers and Counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students will be provided mindfulness tools to manage stress and anxiety.</p> <p>Strategy's Expected Result/Impact: Decrease percentage of students who feel stressed out, anxious and worried as evidence by the SEL screener for 3rd-5th grade.</p> <p>Staff Responsible for Monitoring: Counselor and teachers.</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

State Compensatory

Budget for Austin Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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Personnel for Austin Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Elizabeth Ochoa	Pre K Para	1
Leslie Dulin	Pre K Para	1

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Janice Harvey	Principal
Administrator	Steffenie Horelica	Assistant Principal
Classroom Teacher	Jenna Countryman	Kinder
Classroom Teacher	Faye Harris	1st Grade
Classroom Teacher	Denise Tom	2nd Grade
Classroom Teacher	Karen Slavinski	3rd Grade
Classroom Teacher	Jenny Cawthon	4th Grade
Classroom Teacher	Christine Frewin	5th Grade
Classroom Teacher	Becky Smith	Sped Teacher
Non-classroom Professional	Jennifer Wagner	Librarian
Non-classroom Professional	Michelle Mosley	Instructional Coach
Business Representative	Don Dulin	Business Owner
Parent	Cristal Clark	Parent
Parent	Jennifer Petty	Parent
Counselor	Elaine Thomas	Counselor
Classroom Teacher	Jennifer Montier	PK

Campus Funding Summary

199 PIC 24 State Compensatory Ed (SCE) Accelerated					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9			\$61,972.00
1	3	1			\$3,465.00
2	2	2	Tutors/Supplemental personnel		\$3,465.00
Sub-Total					\$68,902.00
Budgeted Fund Source Amount					\$68,902.00
+/- Difference					\$0.00
199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Supplies and materials		\$1,890.00
Sub-Total					\$1,890.00
Budgeted Fund Source Amount					\$1,890.00
+/- Difference					\$0.00
Grand Total Budgeted					\$70,792.00
Grand Total Spent					\$70,792.00
+/- Difference					\$0.00