

Lamar Consolidated Independent School District

Austin Elementary

2023-2024 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

Revised/Approved: May 17, 2023

Demographics

Demographics Summary

During our first meeting which was held on April 19, 2023, the Site Based Team discussed the purpose for the meeting including the process for identifying our campus needs and the methods for analyzing data. We identified several pieces of data that would assist the team including the Federal Report Card, Campus Climate Survey, NWEA Map data, STAAR Benchmark data, and the 21-22 Texas Academic Performance Report. During the meeting, we assigned individuals to collect the data to be reported to the team at the next meeting. During the second meeting which was held on May 17, 2023, the Site Based Team evaluated data and identified strengths and problems in each area. Each team member was given the opportunity to present their data. The Site Based Team worked together to identify strengths and problems of the campus. After identifying the strengths and problems, the team decided on five areas of focus for the school year. Documentation of the process includes meeting minutes, agendas, sign-in sheets, and copies of data reviewed.

Austin Student Demographics:

- African American – 16.7%
- Hispanic – 34.2%
- White – 37.5%
- American Indian- 0.7%
- Asian – 3.9%
- Pacific Islander- 0.2%
- 2 or More Races – 6.8%
- Economically Disadvantaged – 48.8%
- English Language Learners – 17.5%
- Special Education – 18%

Demographics Strengths

The consistency of our staff helps support our changing demographics as our campus becomes more diverse in areas of our Hispanic population and ELL student population.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Staff needs professional development in order to identify and address the needs of our diverse student population. **Root Cause:** Our ELL population continues to increase as well as our economically disadvantaged population increasing to over 40%.

Student Learning

Student Learning Summary

When looking at our MOY MAP data, we were able to determine the students we needed to target for intervention/small group instruction. We felt our STAAR results did not fully align with other data points collected throughout year. Maybe this is due to the new testing platform and item types for the state assessment.

Our STAAR scores look good when compared to other campuses in the district. When you look at each individual grade levels, our percentages have declined within our approaches, meets, and masters categories.

Math

3rd grade Approaches 88%, Meets 62%, Masters 27%

4th grade Approaches 92%, Meets 64%, Masters 28%

5th grade Approaches 89%, Meets 54%, Masters 24%

Reading

3rd grade Approaches 88%, Meets 58%, Masters 26%

4th grade Approaches 94%, Meets 67%, Masters 30%

5th grade Approaches 97%, Meets 77%, Masters 38%

Science

5th grade Approaches 73%, Meets 28%, Masters 15%

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 26% 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 24% of students who were reading below the expected level were on or above the expected reading level at the end of the year.

For Preliminary STAAR Scores for 2022-2023, 3rd Math, 4th Math, 4th Reading, 5th Reading scored the 7th highest campus amongst 29 campuses in the district.

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 3 years. **Root Cause:** Tier 1 instruction is not aligned with the needs of our changing population. Best practices learned in professional development is not consistently implemented across the grade level.

Problem Statement 2 (Prioritized): Grades 3-5 reading students continue to struggle with increasing our performance of growth within the meets and masters categories. **Root Cause:** Tier 1 instruction is not aligned with the needs of our changing population. Best practices learned in professional development is not consistently implemented across the grade level.

Problem Statement 3 (Prioritized): In grades K-2 many students enter the grade level already reading below the expected level (K-35%, First-59%, Second-44%). **Root Cause:** ELAR teachers have not had opportunities for vertical alignment discussions

School Processes & Programs

School Processes & Programs Summary

It is an expectation for all grade levels to plan on a designated day of the week so that administration and instructional coach can be present to share district expectations, curriculum updates, and assessment timelines. Wednesday is the designated day of the month for all leaderships meetings: faculty meeting, team leader, site based, vertical team, and PBIS. Professional development is provided at faculty meetings and district designated staff development days. Weekly newsletters are provided for parents and staff with updated events, timelines, due dates, and district updates.

School Processes & Programs Strengths

Communication was shared as a strength due to weekly newsletter for staff and parents. Support with implementation of campus PBIS plan, procedures, safety protocols, and systems in place for transitions throughout the building.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Parents unsure of where to access campus and grade level information. **Root Cause:** Information is being shared in different platforms across grade levels.

Perceptions

Perceptions Summary

New administration has implemented new procedures and systems to address concerns shared by staff. Staff has shared that administration is present throughout the building. PBIS program was successful with reinforcing procedures for transitions in the building and in the classroom, cafeteria, gym, and recess. Communication has improved and is consistent with parent and staff weekly newsletter. Administration is present at weekly planning meetings.

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.

Staff shared that students are provided a safe, structured, cohesive learning environment.

Staff feels safe and supported, heard and valued.

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:** Inconsistent implementation by staff members of student behaviors is not being implemented/communicated with fidelity.

Priority Problem Statements

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

Root Cause 1: Inconsistent implementation by staff members of student behaviors is not being implemented/communicated with fidelity.

Problem Statement 1 Areas: Perceptions

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

Root Cause 2: Tier 1 instruction is not aligned with the needs of our changing population. Best practices learned in professional development is not consistently implemented across the grade level.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Grades 3-5 reading students continue to struggle with increasing our performance of growth within the meets and masters categories.

Root Cause 3: Tier 1 instruction is not aligned with the needs of our changing population. Best practices learned in professional development is not consistently implemented across the grade level.

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-59%, Second-44%).

Root Cause 4: ELAR teachers have not had opportunities for vertical alignment discussions

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Staff needs professional development in order to identify and address the needs of our diverse student population.

Root Cause 5: Our ELL population continues to increase as well as our economically disadvantaged population increasing to over 40%.

Problem Statement 5 Areas: Demographics

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 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 2024, 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/small group with fidelity in grades K-5 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 2023-2024 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 - \$2,760</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
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Goal 1: By May of 2024, 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> <p>Funding Sources: - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$937</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 2024, 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 - \$3,500</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 inclusion 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 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 teacher and administrators</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 2024, 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, MOY, and EOY testing to align TEKS objectives and will work together to create common grade level assessments that are rigorous and include short answer response opportunities as well as the new question types as required by TEA in grades 1-5.</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. K-3rd grade will participate in the District Guided Math Cadre.</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		
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<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: By May of 2024, 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, tutor, 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 - \$3,500</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Test data from Eduphoria, benchmark, formative assessments will be reviewed by data teams each grading. Test data will be sorted various ways to identify where to target instruction.</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 2024, 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 and resources 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> <p>Funding Sources: - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$940</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 inclusion 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 2024, 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 K-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>	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>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will implement best practices and incorporate hands-on experiences, 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 Levels: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: By May of 2024, 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>	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>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: By May of 2024, 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>	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 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Regular review of students that receive inclusion 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 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: By May 2024, 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 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 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 Levels: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: By May 2024, 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
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide students with incentives for perfect attendance each nine weeks and for attending campus activities.</p> <p>Strategy's Expected Result/Impact: Improve attendance rate and parent involvement.</p> <p>Staff Responsible for Monitoring: Administrators, all campus staff.</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	June
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: By May 2024, 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.</p> <p>Strategy's Expected Result/Impact: Through media such as social contracts, posters, parent newsletter, teacher newsletters, and morning announcements.</p> <p>Staff Responsible for Monitoring: Staff and students</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, 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.</p> <p>Strategy's Expected Result/Impact: Lower percent (34%) of students feeling teased and annoyed by other students as evidenced by SEL screener.</p> <p>Staff Responsible for Monitoring: Classroom teachers, Counselor and Administrators.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, 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. Students will wear Character Counts color the 1st Tuesday of the month. Students who display good character will be recognized during morning announcements and will receive a prize.</p> <p>Strategy's Expected Result/Impact: Celebrated students recognized for exhibiting character traits during morning announcements.</p> <p>Staff Responsible for Monitoring: Teachers and Counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- 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
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

State Compensatory

Budget for Austin Elementary

Total SCE Funds: \$8,877.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

A math tutor and reading tutor will be hired to provide additional support/intervention for at-risk students. Resources will be provided to support interventions for at-risk students.

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	Emily Grimes	3rd Grade
Classroom Teacher	Samantha Bruke	4th Grade
Classroom Teacher	Tara Lepler	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	Jayna Dahl	Counselor

Campus Funding Summary

199 PIC 24 State Compensatory Ed (SCE) Accelerated					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$937.00
1	3	1			\$3,500.00
2	2	2	Tutors/Supplemental personnel		\$3,500.00
2	3	1			\$940.00
Sub-Total					\$8,877.00
Budgeted Fund Source Amount					\$8,877.00
+/- Difference					\$0.00
199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Supplies and materials		\$2,760.00
Sub-Total					\$2,760.00
Budgeted Fund Source Amount					\$2,760.00
+/- Difference					\$0.00
Grand Total Budgeted					\$11,637.00
Grand Total Spent					\$11,637.00
+/- Difference					\$0.00