Goose Creek Consolidated Independent School District

Stephen F. Austin Elementary

2019-2020 Campus Improvement Plan

Mission Statement

- We, the staff of Stephen F. Austin Elementary, accept the responsibility for providing a safe, orderly environment for learning.
- We believe in every student's ability to learn and realize success. In order to educate the "whole child," we will implement well-balanced educational curriculum that will help each child function in our multi-cultural society.
- We developed this mission based on the following beliefs:
  - All children can learn.
  - All children are unique.
  - All children desire and need a secure environment.
  - All children need opportunities to learn and be successful.

Vision

GATOR PRIDE

Positive and persistent

Relationships strengthened through collaboration

Inspiring others everyday

Developing knowledge and skills to be successful

Empowering students through engagement

Value Statement

Stay committed to being positive and reflective looking within for ways to improve.

Adapt to new situations.

Fully support each other's efforts and encourage one another while working collaboratively to help <u>all</u> students reach their highest potential.

Engage in professional development and professional learning communities to improve student learning and success.

Hold high expectations for student achievement and engage them in meaningful academic experiences while using time effectively and efficiently.

Build relationships with students, parents, colleagues and the community.

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Demographics

Demographics Summary

The class size at Stephen F. Austin Elementary varies among grade levels in 2016-17 and 2017-18 school years. For the 2016-17 year, the average Kindergarten class size was at 18.8 students. The size decreased to 16.4 students in the next year, 2017-18. Comparing the same years as Kindergarten, the First grade class size increased from 16.7 to 16.8 students. The Second grade class size saw a decrease in size—19.8 students in 2016-17 to 18.3 students in 2017-18. Third grade class sizes had a slight increase from 15.1 to 17.6 students. The Fourth grade classes saw the greatest change in sizes, decreasing from 18.1 students in 2016-17 to 12.8 students in 2017-18. Fifth grade sizes also decreased from 19.4 to 17.3 students between the 2016-17 to the 2017-18 school year. Class sizes include all specialty teachers including teachers with one student, which seems to make the regular classrooms look smaller than they actually are.

In 2016-2017, there were 8.4% African American students in attendance at Stephen F. Austin Elementary. This number decreased in the 2017-2018 school year, having only 7.6% African American students. Although this number decreased, we did gain one African American teacher in the 17-18 school year, which is an increase compared to the previous year where there were none.

Between the years of the 2016-17 and 2017-18 school year, Hispanic students increased from 61% to 63%. The Hispanic teachers showed growth as well, rising from 14 to 17 teachers.

The number of White students remained the same from 2016-17 to 2017-18. The number of White teachers, however, decreased from 30 to 29.

The number of students categorized in the 2 or more races group was a very low in both years.

One observation that was made via SFA data is that many of our ELL students are also SPED and that may skew some of our data.

SFA has multiple supports in place for ELs that are highly effective. First of all, every ELL on campus is in a classroom that contains either a ESL certified or bilingual teacher. It is a common practice for these classes to pre-teach vocabulary to the class, avoid idioms in lessons, give wait time for students to gather thoughts, and extra time on assignments. Also, each classroom contains a word wall to assist in language acquisition and pictures of examples with vocabulary. ELL students are allowed peer tutoring as well as highly qualified bilingual tutors. Students have additional supports through use of technology and programs such as Imagine Learning Espanol. Our campus makes use of a PLC time which opens up a system of collaboration and vertical alignment that increases the EL students success rate.

Our school has a friendly atmosphere that encourages new teachers to be honest and quizzical as they learn what it means to be a Gator. SFA has a strong

mentor/buddy program where each new teacher is assigned an experienced teacher that can answer any questions they may have about curriculum, day to day scheduling, etc. This system goes beyond the first year and allows teachers to develop relationships across grade and content levels. We also have staff meetings that are informative about upcoming campus decisions and our weekly PLC meetings are incredibly valuable to new teachers. It gives an opportunity for them to ask questions, look at data, and plan at the level or rigor that is expected across the campus. Our campus also has a highly qualified CIS and administration that will support our new teachers and answer all questions. The CIS will even come into classrooms and assist in lessons.

On our campus our administration will look at the data for the whole school and determine what professional development will be the most useful for the entire staff. Our bilingual department gets specific trainings for our ELL's and each grade level is given the opportunity to send a representative to the district Curriculum Planning meetings. SFA has made it a point to list different PD opportunities to the staff and allots funds to sending any professional interested to those workshops. Some of the professional development are RTI, curriculum, DOK, and behavior.

The campus uses the T-TESS appraisal system to monitor and ensure best practices are being implemented in the classroom setting. Our vertical and team planning helps to reinforce these supports and keep consistency across grade levels.

For teachers, we have administration and a campus CIS that will hold staff accountable as well as give advice as needed. Professional developments are offered for those struggling or lacking confidence indifferent areas. Also, paraprofessionals can assist in the classroom setting to help teacher and students that may be struggling. Students have tutoring opportunities, as well as RTI, spiraling of lessons, small groups, repeated instruction, and Alt. time. Our campus has made it a point to use technology to monitor and assist with student strengths and weaknesses. Programs such as Education Galaxy can break these down into grade level TEKs and the use of screeners helps flag which students might be struggling early on.

Demographics Strengths

Austin has a culture that encourages collaboration of staff by making use of programs such as the Mentor/Buddy partnerships, weekly PLC meetings, access and use of the Google Drive and Shared drive. We also attend district trainings with other campuses and report current and best practices. Our campus has a variety of teachers with varying backgrounds and experiences. We are given opportunities to collaborate through vertical planning and team planning as well as having a CIS that facilitates proven methods from our veteran teachers and first year teachers alike. We have a SSI program for our upper grades that helps our struggling learners access the curriculum in smaller group settings.

SFA does a great job of providing multiple venues for PD. Many opportunities are given online with Eduphoria and can be completed at the staff members convenience. There are workshops scheduled during the week, weekends, and outside venues that will supplement those opportunities. During the summer additional trainings are offered.

Student Academic Achievement

Student Academic Achievement Summary

The comprehensive needs assessment process was conducted during April and May 2019 by a team of campus teachers from a variety of grade levels and subjects. The following was acknowledged and determined:

When viewing STAAR Performance Rates by tested grade, subject, and performance levels, Austin is above state and district performance levels across the board. This perspective can give a false sense of success. It is important to remember that accountability ratings come from comparison schools throughout the state. When examining 2018 rates alongside 2017, most fell anywhere from one to fifteen percentage points. If this trend continues, Austin will slip below state and district performance levels.

The following programs were evaluated:

Gifted and Talented- All GT teachers are highly qualified (GT fulfilled and current). Additional training for challenging GT students and getting more of them to the Mastery level of STAAR is a need.

Special Education- Students are served through inclusion support as well as resource pull-out during Alt time. A highly qualified staff ensures students IEPs are being met. We also have a behavior classroom that includes self-contained students and students requiring only in-class support/check-ins. Despite meeting IEP requirements, Austin's SPED students are failing STAAR at a high rate. This is a need.

SCE- Austin used SCE funds to bring in 5 retired teachers and a degreed para to provide pull-out tutorials two days per week during PE or Alt. Another teacher held after-school STEAM club one day per week. Student tutorial groups were created based on data from the previous year's STAAR/Benchmark results, DRA levels, and CBA scores. K-2 tutors focused on students reading below grade level. 3-5 tutors focused on helping students show growth by moving to Approaches, from Approaches to Meets, or Meets to Masters. Due to SCE funded tutors, 124 students received additional small group instruction. This is a strength.

Bilingual/ESL- Highly qualified staff continue to strive to meet the needs of our EL, and exit them when appropriate. Very few ELs exited, so Austin's upper grade level EL numbers were higher than normal. The entire campus received Depth of Knowledge training and implemented sentence stems in their daily instruction. The campus continued to focus on student talk as part of its Instructional Rounds Problem of Practice. Internal Rounds showed an increase in open ended teacher questions and students responding in complete sentences. The integration of technology such as Chatter Pix and See Saw, as well as intentional practice sessions with the new TELPAS Listening and Speaking formats should result in an improved exit rate. Results are pending, but this is a strength compared to last year.

Pre K- Strengths include literacy and numeracy awareness, daily integration of technology through Waterford and Imagine Learning (bilingual only). Small group stations and promote kinesthetic activities, academic language and social skills.

Title I- Strengths include the supplemental support of the Campus Instructional Specialist to assist classroom teachers with academic planning as well as coaching visits to help teachers improve instructional strategies. The Campus Student Success Specialist (CS3) provides multiple parent engagement opportunities to support campus improvement through parent and family sessions, workshops, home visits, attendance support, and leads the Student Success Team meetings. CS3 also works with Community Youth Specialist and campus Counselor to facilitate student social skills groups.

As we reviewed 2018 STAAR results, we found that our SPED and LEP students consistently and significantly underperformed all other groups. Although not as glaring, our AA students and ED students also tended to score lower than other student groups. When trying to decide where best to place our focus, it was decided that ED represented a much larger number of students (80+) than AA (<11). It should also be noted that since Austin is a Title I school, some of our AA students are also included in the larger ED population.

Student Academic Achievement Strengths

In 2017-2018, Austin performed well on third grade math and reading, fourth grade writing, and fifth grade math. In 2018-2019,Austin's ELL STAAR scores increased in 3rd reading, 4th grade reading, 4th grade math (meets and masters), 4th grade writing, and 5th grade reading. Austin's SPED STAAR scores increased in 3rd grade reading, 3rd grade math, 5th grade reading, 5th grade math, and 5th grade science. We continue to have strong scores in 4th reading, math and writing.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Austin LEP students are struggling specifically with the speaking portion of the TELPAS and are struggling with STAAR. **Root Cause**: Austin has few campus wide strategies/resources to address this population.

School Processes & Programs

School Processes & Programs Summary

The comprehensive needs assessment process was completed during April and May 2019 through the campus teams and the campus instructional leadership team. To continue to increase student achievement in each of the four indices of the state accountability system the following was acknowledged and determined:

- Teachers and staff at Austin Elementary will continue to use Kagan strategies to increase student talk in the classroom and Depth of Knowledge tools to clarify and consider the cognitive demand of learning expectations.
- At Austin, we allot time to work collaboratively by having PLC's and weekly team planning meetings to analyze data, modify lesson plans, reteach for mastery, and increase all student engagement. During PLC days, we will meet as vertical teams and meet with ELA teachers from across the district to develop and consolidate materials for ELA and Social Studies.
- Austin will continue referencing the TEKS in lesson plans and creating Content and Language objectives that are written from the TEKS/ELPS.
- Austin has a 1-1 ratio of technology for our students for grades 4 through 5 (Chrome-books, laptops, ipads, desktops, etc). Teachers will continue to attend professional development trainings to become proficient in the use of technology in their classrooms (i.e. laptop, desktop, Promethean Board, Active Slate, clickers, and Epson document camera). In addition, district technology specialists have been available to assist teachers with connecting technology and content and maximizing use of technology. There are many programs that are utilized to help close the academic and language gaps, but additional time needs to be devoted in training in order to effectively use the computer programs provided by the district (i.e. Imagine Learning, BrainPop, Prodigy & Ed Galaxy, Accelerated Reading, Waterford, SeeSaw, EduSmart, Epic, United Streaming, Studies Weekly, Book Flex, Green Screen, Chatter Pix, etc.).

Areas of concern identified by the committee:

- Austin leadership team have been available to assist teachers with RTi and PLC's, but additional time needs to be devoted in training campus leaders and staff in order to provide a more structure process and effectively communicate clear expectations for forms, data, and timelines.
- Re-implementing library time to help advance student's performance in reading and a greater push and encouragement towards student's participation in the AR Program.
- A need for a campus reading specialist to meet with teachers, help with resources, and help with appropriate skill and rigor development. In addition, building stamina through a school-wide strong literacy program and the consistency of ongoing vertical alignment to use common strategies among grade levels.
- Star 360 may give skewed data results because teachers claim that students do not take the time to read through this computer programmed assessment and they simply just click through it. Students also need more time to become familiar with use of computers in order to be successful with the test.
- Extending and maximizing technological support to Bilingual students would help ensure that the students are working towards becoming more familiarized with technology and SeeSaw activities. In turn, this would assist in helping them perform better on the computer-based test, TELPAS. The committee found that there should be more subject level staff development based on TEKS of greatest concern. With that, we discussed that there

should be a follow up provided to untrained staff.

School Processes & Programs Strengths

The Processes and Programs Committee analyzed data in the following areas: Curriculum, Instruction, Assessment and Technology. The data indicates:

- TEKS are referenced and aligned in all lesson plans
- Data analysis in PLC's has helped determine areas of strengths and weaknesses. Vertical alignment meetings, grade level and subject area team meetings ensure curriculum, instruction, and assessments are aligned. Teachers are able to modify lesson plans and reteach for mastery and provide reinforcement during ALT time for Reading and Math across all grade levels.
- Kagan strategies have increased student talk.
- Depth of Knowledge tools have helped clarify and consider the cognitive demand of learning expectations of all students campus wide.
- Teachers deliver interactive and engaging lessons through technology using the programs mentioned. District technology experts have helped maximize use of technology.
- PLC days have allotted time to meet and work collaboratively with subject and grade level teams.
- Content and Language objectives are written from the TEKS/ELPS.
- We are typically performing higher in Math than in Reading

Perceptions

Perceptions Summary

In review, SFA has a warm and friendly culture and climate.

The campus survey results show that students feel safe and welcome. It shows that teachers are prepared and care about their students.

The students are proud to be an Austin Alligator.

We provide campus activities for students to be involved in.

Parents are welcome on our campus, and we provide numerous activities for family involvement. We would like to see more parent engagement.

The data reveals most of the discipline referrals are from failure to follow rules, bus misconduct, classroom disruptions, and disrespect. Most referrals are happening on Thursdays. The highest reported incident is failure to follow rules. Interventions are in place to help increase appropriate behavior. Teachers provide positive notes, stickers, calls home, treats, and numerous rewards.

Perceptions Strengths

SFA is a safe place with caring teachers.

Students enjoy coming to school because they know they are cared about and loved not only by their teacher, but by the faculty and staff.

Our Pre-Kindergarten Program better prepares our students for kindergarten.

Our Safe Schools program provides a consistent behavior program across the grade levels.

SFA has numerous family and parent engagement opportunities such as: Family Night, Science Night, CATCH, Book Fair, Watch Dogs, Jump Rope for Heart

Priority Problem Statements

Problem Statement 1: Austin LEP students are struggling specifically with the speaking portion of the TELPAS and are struggling with STAAR.
Root Cause 1: Austin has few campus wide strategies/resources to address this population.
Problem Statement 1 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district 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

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline,attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- 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
- TTESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: October 07, 2019

Goal 1: Stephen F. Austin Elementary will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.

Performance Objective 1: Stephen F. Austin Elementary will use the GCCISD grade level curriculum and the Scope and Sequence to plan and implement a well- balanced instructional program to ensure academic success for each child by achieving 90% mastery on their grade level assessments and exceeding the state average on STAAR.

      Evaluation Data Source(s) 1: Results from STAAR, TELPAS, and district assessments

      Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Implement the Austin 2019-2020 STAAR Action plan and best practices learned in trainings such as Kagan (3rd-5th), Jeff Anderson and Bill McDonald and Writing Academy Writing Trainings, Student Led Conferences, Visible Learning training, El Saber Depth of Knowledge training as well as classroom coaching to insure higher performance on STAAR and to increase percentage of students attaining the meets and mastery levels of achievement.	2.4	Campus Administrators All Teachers	Increase in the number of students scoring at the "Meets" and "Mastery" levels, in all subject areas, on the spring administration of STAAR.			
	Funding Sources: Coordination of Local, State, and Federal Funds - 75000.00					
2) Provide explicit and systematic phonics instruction in all K-5 Language Arts classrooms using our adopted curriculum, Project Read and Neuhaus. Provide additional phonics training to LA teachers and paraprofessional staff.	2.4	Campus Administrators Teachers	Austin Elementary students will see an increase in the number of students reading at grade level as determined by EOY DRA levels			
	Funding Sources: Local Funds - 2500.00					

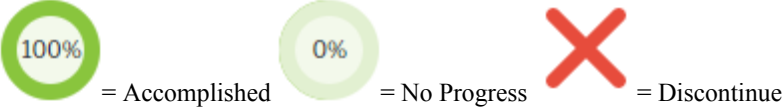| Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
3) Provide PLC period once a week for each grade level to meet with the principal, the CIS, and the CAS to build capacity in staff members through exploring curriculum and content to increase district test and STAAR "Meets" and "Mastery" performance levels with a specific focus on Math and Reading with the following sub groups: All Students Hispanic White EL African American Economically Disadvantaged Continuously Enrolled	2.4	Campus Administrators	Austin Elementary will have an increase in students who attain the "Meets" and "Mastery" performance levels			
4) Use ALT time to have planned intervention and enrichment of TEKS in all STAAR tested areas in grades 3-5. In grades K-2 ALT will be used for TEKS practice and reading/math remediation. Provide small group tutoring for at-risk and below level students in grades K-5 during the school day based on data and availability of staff.	2.6	Campus Administrators	Austin Elementary will have an increase in students who attain the "Meets" and "Mastery" performance levels			
	100% = Accomplished		0% = No Progress		✕ = Discontinue	

Goal 2: Stephen F. Austin Elementary will provide a well-balanced and appropriate curriculum to all students.

Performance Objective 1: All teachers will plan collaboratively in PLC teams and follow the district grade level curriculum/TEKS and scope and sequence for their subject matter.

Evaluation Data Source(s) 1: Results from STAAR and district assessments

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Each teacher will keep an updated data notebook which includes curriculum assessments and other campus/student data.The data is to be reviewed regularly in PLC meetings to identify student needs and address achievement gaps (especially for our targeted groups which are special education, economically disadvantaged and EL) through the use of curriculum remediation, ALT, and in school and extended day tutorials. The librarian will also meet with students to work on enriching activities throughout the year.	2.4	Campus Administrators Teachers Librarian	Austin Elementary will have an increase in students who attain the "Meets" and "Mastery" performance levels			
Problem Statements: Student Academic Achievement 1 **Funding Sources**: Coordination of Local and State Funds - 25000.00						
2) Identify special needs and accommodations (Spec. Ed., 504) of individual students and work collaboratively to ensure objectives and accommodations/modifications are met.		Campus Administrators	Austin Elementary will be in compliance with SPED, 504 students' accommodations/modifications throughout the year			
Funding Sources: Coordination of Local and State Funds - 200.00						
3) Implement consistent reading strategies as developmentally appropriate for students across all genres and encourage non-fiction reading. Reading teachers will require independent reading in the classroom and at home using accelerated reader (1st-5th) and/or reading logs (K) encouraging students to read beyond the minimum grade level expectation using incentives.	2.5	Campus Administrators Teachers Librarian	Austin Elementary students will see an increase in the number of students reading at grade level as determined by EOY DRA levels			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
4) Implement consistent vocabulary word walls in all subject areas to support all students with vocabulary acquisition, in particularly our EL population.	2.5	Campus Administrators Teachers	Austin Elementary will have at least a 5% increase in the number of EL students who pass STAAR at the "Approaching", "Meets" and "Mastery" levels			
Funding Sources: Coordination of Local and State Funds - 300.00						
5) Implement consistent K-5 science instruction using content vocabulary and grade level TEKS while providing opportunity for hands-on learning and discovery using Scientific Minds.	2.5	Campus Administrators Teachers	Austin Elementary will have at least a 5% increase in the number students passing STAAR at the "Approaching", "Meets" and "Mastery" levels			
100% = Accomplished 0% = No Progress ✗ = Discontinue						

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Austin LEP students are struggling specifically with the speaking portion of the TELPAS and are struggling with STAAR. **Root Cause 1**: Austin has few campus wide strategies/resources to address this population.

Goal 3: Stephen F. Austin Elementary, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

Performance Objective 1: Attendance rate will be above 97% and students will be successful and have goals to complete their education.

Evaluation Data Source(s) 1: Student Success Team minutes and attendance reports

Summative Evaluation 1:

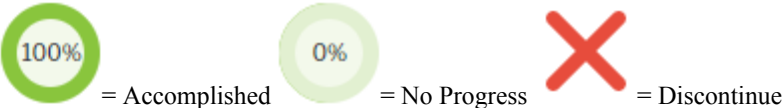| Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Encourage excellent attendance (98% or higher) by charting attendance in each classroom and contacting a parent after the 2nd consecutive day out. Have a drawing each 6 weeks in each grade for a gift card to be awarded to a student and teacher with perfect attendance, recognize the 1st and 2nd place classes in each grade level with the highest attendance rate each 6 weeks. Provide Prompt and Present parties at the end of each semester for students who have perfect attendance and zero tardies or early dismissals. Recognize and reward individual students for accomplishing 100% attendance for the school year and award a bicycle to one boy and one girl. Incentives are provided by our PTO and our Partner in Education, Texas First Bank.	2.5	Campus Administrators Teachers CSSS	Austin Elementary will maintain a 97% or higher attendance rate each 6 weeks as evidenced by 6 weeks attendance reports			
2) Provide help to students in need by utilizing our Student Success Team and the help of our social worker.		Campus Administrators All Staff	The number of reoccurring students needs support will decrease by May 2018			
3) PK teachers will collaborate with Kinder teachers to ensure successful transition. Provide Kindergarten round up for incoming Kinder students and a Parent Night prior to the start of school. Collaborate with feeder pattern schools in order to ensure success of our 5th grade students moving to Junior School.		Campus Administrators Counselor CSSS Pre-K Teachers Kindergarten Teachers 5th Grade Teachers	Austin Elementary will see a higher percentage of students completing registration correctly			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
4) Encourage students to set goals to complete high school and make college and career decisions. This includes participation in GCCISD College Week, having college shirt day every Thursday to remind students about the importance of high school and college attendance, and create other grade level opportunities that encourage college and career goals.		Campus Administrators Counselor CSSS Teachers	Student awareness of college and careers will increase			
	100% = Accomplished		0% = No Progress	✕ = Discontinue		

Goal 4: Stephen F. Austin Elementary will provide and maintain a safe, positive learning environment.

Performance Objective 1: Stephen F. Austin Elementary will maintain high expectations toward a safe and structured environment including positive student behavior and elevated morale for all students and staff.

Evaluation Data Source(s) 1: Review of 360 reports, student, parent, and teacher district surveys, and grade level discipline plans

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) As part of our Positive Behavior Management System,teachers will use Review 360 to record classroom behaviors requiring demerits or detention and office referrals for all students at Stephen F. Austin allowing us to accurately identify and track behaviors and where they occur.		Campus Administrators Counselor Teachers	Behavior incidents will decrease			
2) All teachers will directly teach and consistently monitor the S.F.A Behavior Expectations (updated by our PBIS team) and procedures during the first six weeks of school and reinforce these rules throughout the school year. Emphasis will be on appropriate classroom, hallway, and cafeteria behavior.		Campus Administrators Counselor Teachers	Behavior incidents will decrease			
3) Grade level teams will have a coordinated and consistent discipline plan that encourages positive SFA behavior.		Campus Administrators Teachers	The number of office referrals will decrease by 10%			
4) Provide guidance and bullying lessons and Olweus curriculum and guidance counselor lessons that address the social needs of our students.		Campus Administrators Counselor Teachers	The number of office referral pertaining to bullying will decrease by 10%			
5) Teach students to utilize the Gators Against Bullying website to self refer incidents of alleged bullying to the counselor. Parents will be informed about the website as a tool to help with anti-bullying tips and suggestions.		Campus Administrators Counselor All Staff	The number of office referral pertaining to bullying will decrease by 10%			

100% = Accomplished   0% = No Progress   ✗ = Discontinue

Goal 5: Stephen F. Austin Elementary will recruit, develop, and retain highly effective personnel.

Performance Objective 1: Attract highly effective teachers.

Evaluation Data Source(s) 1: District Hiring Report, Staff Development Records

Summative Evaluation 1:

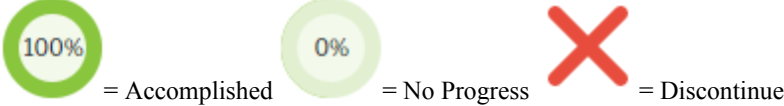| Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	**Feb**	**June**
1) Ensure campus personnel decision makers are available during peak recruiting/hiring times.		Principal	Campus submits staffing assignments by June 25			
2) Encourage and solicit teachers to add subject area certifications.		Principal Teachers	Austin Elementary will have 100% highly effective teachers			
3) Encourage all teachers to become ESL and GT certified.		Principal Teachers	Austin will see an increase in the number of teachers with ESL and GT certification			
100% = Accomplished 0% = No Progress ❌ = Discontinue						

Goal 6: Stephen F. Austin Elementary will establish and maintain parental and community partnerships in education to enhance student achievement.

Performance Objective 1: Stephen F. Austin faculty will participate and support our staff, PTO, Partner in Education and other businesses to provide opportunities and experiences that enhance our student achievement and parental involvement.

Evaluation Data Source(s) 1: Sign in sheets and PTO Agendas, PIE Agendas and Reports, Family Night agendas and sign-in sheets

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) The campus Parent and Family Engagement Policy and the School Compact will be jointly developed and updated periodically with parents in order to meet the changing needs of parents and the school. These documents will be distributed to parents and family members as well as made available to the local community in an understandable and uniform format.	3.1	CSSS	Increase in parent participation			
2) The campus will convene an annual Title I meeting as well as engage parents in meaningful ways to support student academic progress through parent-teacher conferences, family nights, and other parent-related services. The campus will schedule these opportunities at times that will optimize participation by parents and family members.	3.2	Campus Administrators Teachers CSSS Campus Instructional Specialist	Austin Elementary will have an increase in parent participation			
Funding Sources: Coordination of Local, State, and Federal Funds - 4700.00						
3) Utilize campus website, School Messenger, Gator Vision, and Austin Updates to inform students, staff and the public of important school information and activities and to enhance the school/community partnership.		Campus Administrators Counselor Webmaster CSSS Teachers	Parents and staff will always be informed of activities and important school information as evidenced by parent participation in school activities and events			
4) Emphasize independent reading (Accelerated Reader, Battle of the Books Jr.) and math fact fluency through grade level initiatives that include an at home partnership.		Campus Administrators Teachers	Austin Elementary will see an increase in Accelerated Reader points earned by students Students' fact fluency will increase as evidenced by the Animal Facts program			
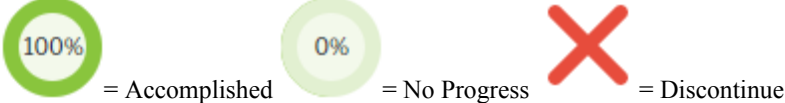
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
5) Support our PTO by continuing to recruit active parent and teacher members. Encourage parents and teachers to attend all meetings and include student performances or recognition at all meetings.		Campus Administrators Teachers	The PTO participation will increase			
	100% = Accomplished		0% = No Progress		✕ = Discontinue	

Goal 7: Stephen F. Austin Elementary will provide the technology infrastructure and tools to maximize student achievement.

Performance Objective 1: Stephen F. Austin teachers will use technology in their classrooms and attend staff development to increase their knowledge.

Evaluation Data Source(s) 1: Staff development reports, Lesson Plans, and Observations

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Increase the use of technology in the classroom and library, to introduce, practice, and reinforce the TEKS (ex. Edusmart, Active Inspire, Pearson's Math and Science, Brain Pop, United Streaming, Waterford, Reasoning Mid, Kurzwell, Google Drive, A-Z Reader, Accelerated Reading, Edmodo, Think Through Math, Study Jams, Book Flix, Imagine Learning, Tumble Books, Peeble Go, Maps 101, Go Noodle, Cog Med, Fast Forward)		Campus Administrators Librarian Teachers	Austin Elementary will have an increase in students who attain the "Meets" and "Mastery" performance levels			
2) Utilize laptops/I-PADS in the classrooms and student response tools to maximize learning.	2.4	Campus Administrators Teachers	Austin Elementary will have an increase in students who attain the "Meets" and "Mastery" performance levels			
3) Provide continuous campus technology trainings and encourage teachers to increase their proficiency by earning digital badges.		Campus Administrators Teachers	There will be an increase of technology usage by students and teachers			
100% = Accomplished 0% = No Progress ✕ = Discontinue						

Instructional Leadership Team

Committee Role	Name	Position
Administrator	Michelle Duhon	Principal
Classroom Teacher	Maria Borrego	Teacher
Classroom Teacher	Rosalyn Gleason	Teacher
Classroom Teacher	Alexis Hancock	Teacher
Classroom Teacher	Adelaida Sandoval	Teacher
Classroom Teacher	Trisha Rojas	Teacher
Classroom Teacher	Brianna Lee	Teacher
Classroom Teacher	Crystal Tatum	Teacher
Community Representative	Suzy Hunter	Community
Parent	Eric Henrichsen	Parent
Business Representative	Rosa Cuellar	Business
Classroom Teacher	Katie Cote	Teacher
District-level Professional	Karen Thomas	Area Executive Director

Campus Funding Summary

Local Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Training costs		$2,500.00
				Sub-Total	$2,500.00

Coordination of Local, State, and Federal Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Campus Instructional Specialist focused instructional coaching	Title I Part A	$75,000.00
6	1	2	Materials and supplies for parent academic sessions	Title I, Part A	$700.00
6	1	2	Campus Student Success Specialist to support parent academic training sessions	Title I Part A	$4,000.00
				Sub-Total	$79,700.00

Coordination of Local and State Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Payroll, materials, and supplies for tutorials to support intervention	SCE Funds	$25,000.00
2	1	2	Supplemental instructional materials	Special Education Funds	$200.00
2	1	4	Supplemental instructional materials	Bilingual/ESL Funds	$300.00
				Sub-Total	$25,500.00
				Grand Total	$107,700.00