Goose Creek Consolidated Independent School District

Stephen F. Austin Elementary

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Reading/English Language Arts
Academic Achievement in Mathematics
Postsecondary Readiness

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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Comprehensive Needs Assessment

Needs Assessment Overview

Stephen F. Austin Elementary is one of 28 campuses in Goose Creek Consolidated Independent School District. Austin serves approximately 750 students in grades Pre-K – 5th grade. The campus organization for grades Pre-K – 1st is self-contained and departmentalized in grades 2 nd – 5th. We have special programs which include gifted and talented, bilingual, resource/inclusion, behavior support, and the district DAEP.

The student population is 8.7% African-American, 27.6% White, 61% Hispanic, and 57% economically disadvantaged. The staff population is 1.4% Asian, 28.6% Hispanic, and   70 % White with 91% female and 9% male. The staff is 100% highly qualified. The overall mobility rate for the campus is approximately 26.02%. The average daily attendance rate for students is 97%

Our special education program consists of 5 teachers and 4 aides. We have 65 students identified as special education students with 30 in resource/inclusion, 8 in behavior support, 5 SILC students, and 42 identified speech students.

Our GATE Program consists of approximately 116 students and 14 GATE certified teachers who work to provide outstanding instruction with acceleration and an emphasis on advanced academics. The students all do an annual project as part of the required GATE Showcase.

Our bilingual program consists of 190 students with 11 certified teachers and two bilingual aides. As part of instruction the teachers plan English language development with an emphasis on listening, speaking, reading and writing.

Austin has two Pre-K teachers and two aides that provide early learning opportunities for bilingual and economically disadvantaged students.

The Parent Involvement Programs are vital to our school and consist of Parent Nights, Reading Nights, STAAR Nights and parent involvement in PTO. Austin has a fine arts performance for each grade level as well as many art and music opportunities through performance and contest. The parents are always invited and also community when appropriate. As a title I school the family involvement coordinator and our staff work on the teacher/parent partnership by providing opportunities for parents to learn, conference with teachers and staff, and have opportunities to be part of our school family. We have one campus instructional specialist who helps in leading our campus through staff development, PLC's, modeling, and tutoring of at-risk students. We also have two physical education teachers and two aides that emphasize having a strong body as well as a strong mind.

Our Instructional Leadership Team (ILT) meets monthly to make site based decisions concerning improvement. The team has a representative from each grade level, specialist and uses current data and collaboration to help make decisions for our campus.

Demographics

Demographics Summary

Austin Elementary serves 240 LEP students, 172 students in the Gifted & Talented program, 21 students identified for 504 services, 28 receiving Dyslexia services, and _____ receiving Special Education services. 57% of the campus population is considered to be economically disadvantaged. Additionally, an RTI Committee meets to address our student needs.

Demographics Strengths

- Low migrant rate (1.3%)
- Low withdrawal rate for homeschooling (2 students) and private schools (0)
- Average class size of 22
- Consistently high attendance rates for 2016 (96.84%) and 2015 (96.99%)
- Attendance signs are placed in classroom windows to identify perfect attendance
- Texas First Bank (Partner in Education) provides continued incentives throughout the year for individual perfect attendance
- The SFA PTO provides rewards throughout the year for highest classroom attendance

Student Achievement

Student Achievement Summary

In order to continue to increase student achievement and the success of our campus, the teachers and staff at Stephen F. Austin Elementary will continue to focus on student talk and learning objectives as a way to engage students in meaningful learning. We will use instructional rounds, PLC's for planning, and data analysis and research based instructional strategies.

Student Achievement Strengths

- Instructional Rounds focused on Student Talk and Student Objectives
- Weekly Team Meetings and Planning
- Data Analysis to identify student needs by using CBA/Benchmark reflection page
- ALT Time dedicated to TEKS remediation
- Planning Day after STAAR Benchmark
- CIS Planning and Modeling with math teachers
- The consistent use of animal facts in each grade level 1st – 5th
- Guided Reading time daily in grades K-2 and introduction to chapter books in 1st grade
- Waterford utilized in grades Pre-K – 1st daily and with some at –risk in 2nd
- Kagan Training has been provided and is used in grades 2nd – 5th

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Common formative assessments will help provide data on areas students need reinforcement and enrichment. **Root Cause**: Teachers need additional training on creating effective formative assessments and using the data during PLC meetings to make instructional decisions that will increase student knowledge and performance.

School Culture and Climate

School Culture and Climate Summary

Austin Elementary staff will continue to -monitor campus-wide behavioral expectations to insure success, and to utilize Austin Proud skills to enhance behavior, which in turn strengthens the academic learning environment. District PLC days will be utilized to monitor maintenance of campus behavioral plans. We will continue our efforts to increase parental volunteer involvement as well as to recognize positive behavior on the part of individual students and staff. The consistent use of behavior data from Review 360 through our PBIS team and grade level discipline committee will help monitor individual students with discipline issues and areas where more supervision is needed. Behavior meetings where data is reviewed and addressed have not been as consistent as needed in order to address concerns quickly. Consistent monitoring of campus-wide behavioral expectations must be done by all administrators, teachers, and support staff. Our student population has changed and there are more at-risk students and more student mobility. We also have a behavior class that addresses our special education needs and we house in our portable the district DAEP class.

School Culture and Climate Strengths

- Austin Proud plan establishes campus-wide expectations for staff and students
- School-wide behavioral plan is in place and enforced
- Positive behaviors identified and rewarded
- Many campus-wide activities that provide a wide range of student participation are provided
- Prevention skills (Fire, Shelter in Place, Tornado/Bad Weather) are taught and reinforced through regularly-scheduled drills
- New facility upgrades (Locking doors, fence, security cameras) create safer-feeling environment
- Staff has reputation with parents/visitors for creating a welcoming atmosphere
- Students speak of staff in a consistently positive manner

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The staff at Stephen F. Austin performs their job at a high level as evident by the success of our students. The staff attends staff development regularly and participate in all school improvement initiatives and activities. Our interview team strives to hire the most qualified person who will bring positive qualities to our staff. All teachers need to continue growth through obtaining ESL and GATE certifications and by attending professional development that improves their teaching effectiveness. Due to time constraints and the concern that they may not pass the test, some teachers are hesitant to get additional certifications.

Staff Quality, Recruitment, and Retention Strengths

- Austin has an interview team with a representative from each grade level and from our specialty team. Teachers participate in the interview process and in selecting the best candidate for a position.
- PLC campus which strengthens our collaboration and planning for student success.
- High involvement in supporting our students through tutoring, ALT time, and extra curricular like UIL, choir, and physical education activities.
- Provide and support teachers in being able to attend trainings as needed to learn professionally.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

To continue to increase student achievement in each of the four indices of the state accountability system, teachers and staff at Austin Elementary will continue to use Kagan strategies to increase student talk in the classroom, analyze data in PLC, grade level, and subject area teams to modify lesson plans and reteach for mastery and increase student engagement. We will continue referencing the TEKS in lesson plans, creating Content/Language objectives that are written from the TEKS/ELPS, and increase the use of technology in the classroom. We will also meet as vertical teams during PLC days, meet with ELA teachers from across the district when possible, and develop and consolidate materials for ELA and Social Studies. Writing scores for our 4th grade students was at 67% and while this was one of the best in the district, improvement is needed. There must be time built in to the pacing guides and curriculum for teaching foundation skills in grammar, composition, and phonics. There are teachers who have not had Kagan Strategies Training and need it to increase engagement in the classrooms. Those who are trained need periodic updates. All 2nd - 5th grade teachers, unless new to our campus have been trained and utilize these strategies. Pre-K - 1st have not been trained yet due to time and instructional decisions.

Curriculum, Instruction, and Assessment Strengths

- TEKS are referenced in all lesson plans
- Data analysis in PLC, team meetings, and departmental meetings to plan for reteach or modify lessons for next year – half groups for guided reading and math reinforcement across all grade levels
- Kagan strategy use has increased student talk
- Technology use is increasing in lesson plans and classroom – iPads in 4th grade and laptops in 5th grade
- Subject area and grade level teams meet on PLC days
- Content/Language objectives are written from the TEKS/ELPS

Family and Community Involvement

Family and Community Involvement Summary

We will continue to work closely bringing our families, school, and community together. We are working to increase our parent education participation. To help with this, we plan to add some family instructional nights with make and take type activities, technology assistance, and bilingual education sessions. We will continue to encourage teachers to develop a reliable method of communication through Remind or weekly newsletters.

Family and Community Involvement Strengths

- Family Nights (Literacy, STAAR, Math, Science, AR)
- Veteran's Day Program
- Sterling Pals
- PTO Involvement
- Backpack Buddies
- PIE participation
- Watch Dog Program
- Fall Festival
- Choir Programs
- Beach Club
- Jump Rope for Heart
- Relay for Life
- Community donation
- CYS involvement
- Public School Lunch
- ILT community member
- LPAC community member
- 5th grade play day
- Gator fun day
- GATE Showcase
- Kinder ABC parade
- UIL
- Spelling Bee
- Battle of the Books
- Book Fairs

- DARE
- Talent Show
- Grandparent's Day
- 5th grade track meet
- Field trips
- FIC home visits/attendance and parent conferences

School Context and Organization

School Context and Organization Summary

We will continue to maximize instructional time by having as few possible transitions in the master schedule and ensuring that large blocks of time are available. We will continue the built-in ALT time to allow for small group tutoring and RTI intervention. Time will be provided for teachers and CISs to meet regularly to plan lessons that actively engage students based on the TEKS. Student instructional needs will be discussed during regularly scheduled ILT and PLC meetings.

School Context and Organization Strengths

- Master schedule minimizes transition time
- Small group tutors for struggling students
- PLC days for planning
- Weekly team meetings
- ILT
- Built in ALT time effective for K-4
- SFA Weekly schedule for teachers
- Accelerated Reader before school available
- Free breakfast
- Teachers awareness of absenteeism

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Bilingual classes with a high number of at-risk and ED students need more support during the school day from para-professionals and tutors. **Root Cause**: The bilingual population has grown since receiving the bilingual students from our neighboring school. Some of these students struggle with language and lack of skills.

Technology

Technology Summary

We will continue to incorporate technology into our everyday curriculum. To help with this, we will utilize district technology specialists to help model and apply digital tools in classrooms and provide resources to students to advance their learning and connect to real world experiences to be successful post-secondary.

Technology Strengths

- 4th and 5th 1:1
- Library laptops for check out
- iPads for check out
- Educational Technology Specialist- (Robyn Sewell)
- Prepared for Post-Secondary
- Parent Involvement (ClassDojo, Remind 101, Google Drive, SeeSaw)
- Google Drive

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) 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: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- 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
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- 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
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

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

Support Systems and Other Data

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

Goals

Goal 1: Stephen F. Austin Elementary will increase student achievement by providing rigorous learning opportunities and curriculum 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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Implement the strategies and best practices learned in Kagan (3rd-5th), Jeff Anderson and Abydos Writing Trainings, Depth of Knowledge, Rigor and Relevance, Marzano's, and Transformational Thinking for 21st Century Students to insure higher performance on STAAR and to increase level III achievement.	2, 4	Campus Administrators, All Teachers	Increase in the number of students scoring at the "Mastery" level, in all subject areas, on the spring administration of STAAR.			
2) Provide explicit and systematic phonics instruction in all K-5 Language Arts classrooms using our adopted Journey's series, Fountas and Pinnell, and Neuhaus. Provide additional phonics training to LA teachers and paraprofessional staff.	1	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.			
3) Utilize our CIS, At-risk Intervention Teacher, Campus Student Success Specialist, outside tutors, and grade level collaborative teams to build capacity in all staff members and to explore curriculum and content to increase district test and STAAR "Meets" and "Mastery" performance levels with a specific focus on our English Language Learners and Economically Disadvantaged.	9	Campus Administrators	Austin Elementary will have an increase in students who attain the "Meets" and "Mastery" performance levels.			
		Problem Statements: School Context and Organization 1				

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.	10	Campus Administrators	Austin Elementary will have an increase in students who attain the "Meets" and "Mastery" performance levels.		
	Problem Statements: School Context and Organization 1 Funding Sources: Coordination of Local and State Funds - 10000.00				

✔ = Accomplished　◕ = Considerable　◔ = Some Progress　⬤ = No Progress　✖ = Discontinue

Performance Objective 1 Problem Statements:

School Context and Organization
Problem Statement 1: Bilingual classes with a high number of at-risk and ED students need more support during the school day from para-professionals and tutors. **Root Cause 1**: The bilingual population has grown since receiving the bilingual students from our neighboring school. Some of these students struggle with language and lack of skills.

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	Title I	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 economically disadvantaged and ELL) through the use of curriculum remediation, ALT, and in school and extended day tutorials.	8	Campus Administrators, Teachers	Austin Elementary will have an increase in students who attain the "Meets" and "Mastery" performance levels.			
2) Identify special needs and accommodations (Spec. Ed., 504) of individual students and work collaboratively to ensure objectives and accommodations/modifications are met.	7	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.		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.			
4) Implement consistent vocabulary word walls in all subject areas to support all students with vocabulary acquisition, in particularly our ELL population.	1, 2	Campus Administrators, Teachers	Austin Elementary will have at least a 5% increase in the number of ELL students who pass STAAR at the "Approaching", "Meets" and "Mastery" levels.			
Funding Sources: Coordination of Local and State Funds - 300.00						
Critical Success Factors CSF 1 5) Implement consistent science instruction using content vocabulary and grade level TEKS while providing opportunity for hands-on learning and discovery.	1	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.			
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue						

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	Title I	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. 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.		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, K, and 5th Grade Teachers	Austin Elementary will see a higher percentage of students completing registration correctly.			
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.			
✔ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = 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	Title I	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% by May 2018.			
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% by May 2018.			
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% by May 2018.			
✔ = Accomplished = Considerable = Some Progress = 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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) Ensure campus personnel decision makers are available during peak recruiting/hiring times.	3, 5	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.			
✔ = Accomplished = Considerable = Some Progress = 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	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	June
1) 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.			
2) Utilize campus website, austingators.com,School Messenger, Gator Vision, Gatortales, 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.			
3) 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.			
4) Emphasize student achievement and state testing expectations at all parent meetings throughout the school year such as Open House, Title I Parent Meetings and Conferences, Family Nights, STAAR Nights, and PTO Meetings.	6	Campus Administrators, Teachers, CSSS, and Campus Instructional Specialist	Austin Elementary will have an increase in students who attain the "Meets" and "Mastery" performance levels.			
✔ = Accomplished ◔ = Considerable ◔ = Some Progress ⬤ = 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	Title I	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, Spelling City, 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.		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 attend district technology staff development.		Campus Administrators, Teachers	There will be an increase of technology usage by students and teachers.			
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue						

Campus Instructional Leadership Team

Committee Role	Name	Position
Classroom Teacher	Maria Borrego	Kindergarten
Classroom Teacher	Dana Loria	1st Grade
Classroom Teacher	Evah Leigh Primeaux	2nd Grade
Classroom Teacher	Carlos Ojeda	3rd Grade
Classroom Teacher	Trisha Rojas	4th Grade
Classroom Teacher	Charlise Cunningham	5th Grade
Classroom Teacher	Tiffany Coffman	PE Teacher
Parent	Lauren Till	Parent
Community Representative	Mary Jane Ethridge	
Business Representative	Rosa Cuellar	

Campus Advisory Committee

Committee Role	Name	Position
Classroom Teacher	Doris Keith	Kindergarten
Classroom Teacher	Nova Stippel	1st Grade
Classroom Teacher	Coral Ramirez	2nd Grade
Classroom Teacher	Adelaida Sandoval	3rd Grade
Classroom Teacher	Brenda Mendoza	4th Grade
Classroom Teacher	Monica Findley	5th Grade
Classroom Teacher	Tina Clark	Specials Teacher
Paraprofessional	Karen Isaacs	Instructional Aide

PBIS Team

Committee Role	Name	Position
Administrator	Kim Barnes	Assistant Principal
Administrator	Mindy Merling	Counselor
Classroom Teacher	Jessica Woolard	SPED Teacher
Classroom Teacher	Charlotte Williams	Specials Teacher
Classroom Teacher	Charlise Cunningham	5th Grade

Attendence Review Committee

Committee Role	Name	Position
Administrator	Michelle Duhon	Principal
Administrator	Kimberly Barnes	Assistant Principal
Administrator	Carol Hall	Math Specialist
Administrator	Kim Eneks	CS3

Campus Funding Summary

Coordination of Local and State Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Payroll costs for tutors	SCE Funds	$10,000.00
2	1	2	Supplemental instructional materials	Special Education Funds	$200.00
2	1	4	Supplemental instructional materials	Bilingual/ESL Funds	$300.00
				Sub-Total	$10,500.00
				Grand Total	$10,500.00

Addendums

Campus Needs Assessment and CIP Groups
Meeting Dates:
April 5, 12, 19 and 26, 2017

Mtg.
April 17th, 2017

	A	B	C
1	**Demographics/School Culture**	**Curriculum/ Instruc. /Assess.**	**Student Achievement**
2	Admin. - Randy Cunningham	Admin. - Andrew Kruger	Admin. - Laura Smith
3	Reyna Pesina – Pre-K	Sheri Thomas (At- Risk)	Carol Hall CIS Math
4	Kelly Nicholds - K	Maria Borrego - K	Laura Postoak – Pre-K
5	Nova Stippel – 1st	Dana Loria – 1st	Clark Haney - K
6	Carol Theiss – 2nd	Viviana Romo – 1st Bil.	Monica Karabanoff – 1st Bil.
7	Adelaida Sandoval – 3rd	Evah Leigh Primeaux – 2nd	Kristi Tucker – 2nd
8	Elizabeth Benitez – 4th	Laura Dyer – 3rd	Eric Henrichsen – 3rd
9	Claire Mercaldo - RS	Jackie Brown – 4th	Carlos Ojeda – 3rd
10	Chako Williams - PE	Charlise Cunningham – 5th	Gail Spears – 4th
11	Tiffany Coffman - PE	Jessica Woolard – Sp. Ed.	Dee Carrillo – 5th
12	Heather Moore – Sp. Ed.		Curt Gamble – Sp. Ed.
13	Scott Charlson - DAEP		
14			
15			
16			

	D	E	F
1	**School Org./Family Involvement**	**Technology**	**Staff Quality/Recruitment and Retention**
2	Family Involvement - Mindy Merling	Librarian – Karen Trujillo	Complete by interview team
3	Kim Eneks – K	Lan Lee - K	
4	Doris Keith - K	Susan Hillin - 1st	
5	Lanell Stephens – 1st	Amber Garnica - 2nd	
6	Elaine Lucke – 2nd	Sherry Flores - 3rd	
7	Sobeida Rodriquez – 2nd	Trisha Rojas - 4th	
8	Rosie Aguillon – 3rd	Katherine Hull - 5th	
9	Stacey Nethery – 4th		
10	Aracelly Orellana		
11	Carol Colven – Fine Arts		
12	Tina Clark – Fine Arts		
13	Anastasia Riley – Sp. Ed.		
14			
15			

Campus Needs Assessment and CIP Groups
Meeting Dates:
April 5,12,19 and 26, 2017

	A	B 4/17 5/3			C
1	**Demographics/School Culture**	**Curriculum/ Instruc. /Assess** 5/10			**Student Achievement**
2	Admin. - Randy Cunningham	Admin. - Andrew Kruger	AK		✓	Admin. - Laura Smith
3	Reyna Pesina – Pre-K	Sheri Thomas (At- Risk)	SHT	✓		Carol Hall CIS Math
4	Kelly Nicholds - K	Maria Borrego - K	MB	✓	✓	Laura Postoak – Pre-K
5	Nova Stippel – 1st	Dana Loria – 1st	DL	✓	✓	Clark Haney - K
6	Carol Theiss – 2nd	Viviana Romo – 1st Bil.	VR	✓	✓	Monica Karabanoff – 1st Bil.
7	Adelaida Sandoval – 3rd	Evah Leigh Primeaux – 2nd	ELP	✓	✓	Kristi Tucker – 2nd
8	Elizabeth Benitez – 4th	Laura Dyer – 3rd	D	✓	✓	Eric Henrichsen – 3rd
9	Claire Mercaldo - PE	Jackie Brown – 4th	JB	✓	✓	Carlos Ojeda – 3rd
10	Chako Williams - PE	Charlise Cunningham – 5th		✓	✓	Gail Spears – 4th
11	Tiffany Coffman - PE	Jessica Woolard – Sp. Ed.	JW	✓		Dee Carrillo – 5th
12	Heather Moore – Sp. Ed.		4/17		5/10	Curt Gamble – Sp. Ed.
13	Scott Charlson - DAEP			5/3		
14						
15						
16						
17						

	D	E	F
1	**School Org./Family Involvement**	**Technology**	**Staff Quality/Recruitment**
2	Family Involvement - Mindy Merling	Librarian – Karen Trujillo	**and Retention**
3.	Kim Eneks – K	Lan Lee - K	Complete by interview team
4.	Doris Keith - K	Susan Hillin - 1st	
5.	Lanell Stephens – 1st	Amber Garnica - 2nd	
6.	Elaine Lucke – 2nd	Sherry Flores - 3rd	
7.	Sobeida Rodriquez – 2nd	Trisha Rojas - 4th	
8.	Rosie Aguillon – 3rd	Katherine Hull - 5th	
9.	Stacey Nethery – 4th		
10	Aracelly Orellana		
11	Carol Colven – Fine Arts		
12	Tina Clark – Fine Arts		
13	Anastasia Riley – Sp. Ed.		
14			
15			

Campus Needs Assessment and CIP Groups
Meeting Dates:
April 5,12,19 and 26, 2017

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12	Heather Moore – Sp. Ed.		Curt Gamble – Sp. Ed.
13	Scott Charlson - DAEP		
14			
15			
16			
17			

	D	E	F
1	**School Org./Family Involvement**	**Technology**	**Staff Quality/Recruitment and Retention**
2	Family Involvement - Mindy Merling	Librarian – Karen Trujillo	Complete by interview team
3.	Kim Eneks – K	Lan Lee – K	
4.	Doris Keith - K	Susan Hillin – 1st	
5.	Lanell Stephens – 1st	Amber Garnica – 2nd	
6.	Elaine Lucke – 2nd	Sherry Flores – 3rd	
7.	Sobeida Rodriquez – 2nd	Trisha Rojas – 4th	
8.	Rosie Aguillon – 3rd	Katherine Hull – 5th	
9.	Stacey Nethery – 4th		
10	Aracelly Orellana		
11	Carol Colven – Fine Arts		
12	Tina Clark – Fine Arts		
13	Anastasia Riley – Sp. Ed.		
14			
15			

Campus Needs Assessment Sign In – School Org./Family Involvement

Please Initial under the correct date.

Group Member	April 17, 2017	May 3, 2017	May 10, 2017
Mindy Merling	*mm*	*mm*	*mp*
Kinder Kim Eneks	KE	KE	KE
1st Lanell Stephens	LS	LS	LS
2nd Elaine Lucke	EL	EL	EL
2nd Sobeida Rodriguez	SR	SR	SR
Rosie Aguillon 3rd	RA	RA	RA
4th Stacey Nethery	SN	SN	SN
5th Aracely Orellana	RAO	RAO	RAO
Carol Colvin	CC	CC	CC
Tina Clark	TC	TC	TC
Spec Anastasia Riley	AR	AR	AR

Campus Needs Assessment Sign In – Technology

Please Initial under the correct date.

Group Member	April 04, 2017	May 03, 2017	May 17, 2017
Karen Trujillo	*(signature)*	*(signature)*	*(signature)*
Doris Keith	*(signature)*	*(signature)*	*(signature)*
Susan Hillin	*(signature)*	*(signature)*	*(signature)*
Amber Garnica	*(signature)*	*(signature)*	*(signature)*
Sherry Flores	*(signature)*	*(signature)*	*(signature)*
Trisha Rojas	*(signature)*	*(signature)*	*(signature)*
Katherine Hull	*(signature)*	*(signature)*	*(signature)*

Campus Program Evaluation
for
Gifted and Talented-Program Intent "21"

Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year	-GT Showcase that integrates the use of technology along with the support of Robyn Sewell - Parent Involvement
Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year	The date of the showcase needs to be moved to the end of May to avoid state assessment.
Indicate the Root Cause for each identified need:	- Conflict with state assessments

Campus Program Evaluation
for
Special Education-Program Intent "23"

Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year	- Comprehensive folders for new teachers - differentiated instruction - computer programs - inclusive environments - at risk + RTI improvements
Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year	- PBIS - school wide system
Indicate the Root Cause for each identified need:	We have taken steps to implement PBIS but not with fidelity.

Campus Program Evaluation
for
State Compensatory Education-Program Intent "24, 26, 28, and 30"

Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year	- Tutorial program -
Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year	- Additional focus on supporting ELLs, + ECO Disadvantaged. With hands on learning opportunities targeting weaknesses.
Indicate the Root Cause for each identified need:	- rising ELL population - rising ECO dis. population - need for intentional targeted instruction

Campus Program Evaluation
for
Bilingual/ESL-Program Intent "25"

Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year	- Bilingual paraprofessional helping w/th guided reading or pull outs (LA class) - Bilingual budget that allows teachers to get resources -books + supplies needed to teach ELLs - Bilingual PLCs for planning and sharing of ideas.
Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year	- Bilingual paraprofessional help w/ math - Vertical meeting among grade levels to discuss weaknesses + strengths of students coming to next grade.
Indicate the Root Cause for each identified need:	- Bilingual students need supports in all subject areas - Time is not always allotted for bilingual specifically

School Year: 2016-2017   Date Completed: 6-13-17

Campus Program Evaluation for Pre-Kindergarten-Program Intents "32-35"	
Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year	Students were better prepared for Kinder
Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year	- Student still need extra support to ~~date~~ further develop phonemic awareness + overall phonics skills
Indicate the Root Cause for each identified need:	- Students don't always have ~~home~~ support from home to develop needed skills - Parents working 2 jobs less interaction w/ kids

Campus Program Evaluation
for
Parent Involvement Opportunities

Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year	- Family Nights - STAAR Prepare + Share Primary Reading Strategies Make + Take - Title 1 + Parent Involvement Policy Compact
Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year	- Parent Conferencing - Working together with families
Indicate the Root Cause for each identified need:	- Parents working - Lack of transportation

Campus Program Evaluation
for
NCLB-Title I, Part A-Improving Basic Programs

Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year	AR Animal Facts
Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year	Student develop basic reading skills and fact fluency.
Indicate the Root Cause for each identified need:	Students perform poorly on CBAs, Benchmarks and STAAR.

Campus Program Evaluation
for
NCLB-Title I, Part C-Migrant Education Program

Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year	- additional support for struggling students - add. support assessment
Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year	full time support to assist with migrant student.
Indicate the Root Cause for each identified need:	- the number of students needing assistance - .

School Year: __2017-2018__   Date Completed: __9/8/17__

Campus Program Evaluation
for
NCLB-Title III, Part A-Limited English Proficient

Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year	Our program strengths : Imagine Learning grades 2 + 1 Waterford K Guided Reading Support
Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year	Grades 2 (Focus on getting to Level 16 Spanish DTR) in order to transition to English ; Grade K – Need a license for Imagine Learning to access Spanish books
Indicate the Root Cause for each identified need:	Need to keep Spanish strong and transition to English. Focus on being fluent in dual languages.

Campus Program Evaluation
for
Safe Schools

Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year	Austin Proud plan establishes campus wide expectations School wide behavior plan in place Positive behaviors identified and rewarded Prevention skills (drills) faculty upgrades - doors, fence, etc) - Olweus - The who Program
Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year	Behavior data reviewed, but not being addressed Behavior class housed in middle of school - so all can see and hear disruptions
Indicate the Root Cause for each identified need:	Consistant use of 360 through PBIS team and discipline committee and helping in areas that need more discipline Consistent monitoring of campus wide behaviorae expectations must be done by all administrators, teachers, and support staff.