Goose Creek Consolidated Independent School District

Stephen F. Austin Elementary

2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

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

- **P**ositive and persistent
- **R**elationships strengthened through collaboration
- **I**nspiring others everyday
- **D**eveloping knowledge and skills to be successful
- **E**mpowering 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 all 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.

Table of Contents

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 2nd – 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

- The 2014-2015 school year ended with an enrollment of 782 students. As of April 25th, the population of SFA is 734. We started the year with 735 students.
- Current students that have left to be homeschooled or attend private school-exited for private school—1 and exited for homeschool-2.
- The mobility rate (a measure of how many students are moving in and out of a school) at Austin in 2015- 2016 is 26.02%. That means our stability rate is 73.98%.

Demographics Strengths

- Since rezoning our numbers are staying stable and below our capacity number of 850.
- As our demographics have changed we continue to make progress with all student groups.
- As part of our accountability we will focus on our ELL learners and ED students.

Demographics Needs

- Our Hispanic population has grown and the needs of our Hispanic students must be a priority.

Student Achievement

Student Achievement Summary

The CNA committee discussed the following four questions:

- What does the data indicate when disaggregated by ethnicity, socioeconomic status, and special programs?
- Which student groups exceeded growth expectations toward Level III advanced? Why?
- How does student performance on state assessment 3-5 and CBA assessments K-2 compare with student performance on local benchmarks and/or the student's report card?
- How is student achievement data reviewed and used on your grade level? As a team, what are other ways you can use data to improve grade level achievement?

Student Achievement Strengths

- Our teachers are making progress at closing the achievement gaps.
- We have a large number of students achieving level III and want to continue to strive for level III with all students.
- Our student performance on state tests and local assessments do match what we see in the classroom performance. At times the report card grade is inflated due to students being retaught and retested.
- All grade levels us the same data review sheet after STAAR, benchmark and CBA testing which allows teams to look at strengths and weaknesses of specific objectives and to work together to teach.
- ALT is utilized for guided reading in the primary grades and TEK/Objective reteaching and enrichment in 2nd - 5th grades.
- Teams regularly use testing data to drive their decisions concerning teaching, planning and ALT time.

Student Achievement Needs

- Teaching the TEKS to the specificity and rigor needed will continue to be an emphasis in our planning.
- Work with our bilingual teachers and district specialist to do a better job with teaching our ELL students in order that we close achievement gaps and help students make significant progress on TELPAS.
- Identify struggling students in primary as early and possible and provide the literacy support needed.
- Emphasize phonemic awareness more using the district's updated scope and sequence.
- Continue to work on writing at every grade and in every content area.

School Culture and Climate

School Culture and Climate Summary

- Do campus activities promote widespread student participation?" Activities such as Art, PE, Music, individual/classroom Attendance Races, Fall Festival, Spelling Bee, multiple student art contests, Choir presentations, Wax Museum, 100th Day activities, College Day, College Week, Holiday Meals, Pennies For Justice, UIL, Track Team, 5th Grade Talent Show, PTO meetings, Pennies for Justice, and Relay for Life money donation fundraisers give all students an opportunity to contribute and succeed.
- Are effective procedures in place to promote safety? There are monthly safety drills, (Fire, Shelter in Place, Tornado) WatchDog Program, office sign-in, parent ID tags, hall monitors, locked   doors, (excluding front doors) GatorAides in the gym, and Morning Announcements all provide students with the understanding that their safety comes first. One comment made by students was that they feel safe, even during thunderstorms!
- To what degree do students feel physically safe? Students report that due to layers of protection on our   campus (Front office procedures, monitoring by teachers in and out of   classroom, locked doors, practicing safety drills, etc.) that they feel   protected, with no concern for possible negative events.
- What are the students' and staffs' perceptions of facilities and the physical environment? What is the impact of facilities on culture and climate? Both staff and students report that the facilities are beautifully maintained. Classrooms, restrooms, cafeteria areas, hallways, etc., are consistently monitored by custodial staff. Because of the emphasis placed on cleanliness, all express the belief that this transfers to the learning environment.

School Culture and Climate Strengths

- We have many activities for students that give them opportunities to participate and feel part of our Austin Family.
- Our school is a warm and safe place.
- With the new vestibule added to the front, this has added another layer of safety.
- We have consistent school rules that are taught and followed and each grade level has a behavior plan in place.

School Culture and Climate Needs

- Maintain the needs of the outside of the building due to age.
- Continue to emphasize the importance of our building being clean and all staff doing their part to make our school beautiful.

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.

Staff Quality, Recruitment, and Retention Strengths

- Implemented our second year as a 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.

Staff Quality, Recruitment, and Retention Needs

- Continue to work in collaborative PLC teams
- Continue to encourage all teachers to be ESL and GATE certified.
- Continue to utilize our interview team to hire the very best staff.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Are assessments being used effectively? What do teachers do with the data?

- We are using them effectively at the class and district level
- Isolate strengths and weaknesses per standards
- Determine missed problems and reteach
- Create/maintain small groups
- Remediation

How are differentiation and learning scaffolds addressed? What about the use of technology, questioning strategies, manipulatives and other instructional strategies?

- Our classrooms range from moderately to extremely differentiated
- We use EPIC, Istation, Waterford, Think Through Math, FastForward, and Imagine Learning
- Leveled books on same topics
- We use manipulatives often and when appropriate, but we also ween kids off of them as needed
- Bloom's taxonomy questions – we ask questions at all levels and apply different questions to different leveled students
- Guided reading and Accelerated Reader are used at the student's level
- Kagan, Student to Student, one-on-one, drill practice, cooperative groups, guided reading, accelerated reader, Cloze, centers, modeling, computers.

How are professional learning communities and/or departments organized? How are they tracking student progress and performance? What is the expectation when progress is not occurring?

- We track progress and performance using CBA and benchmark results
- Use common planning to collaborate, discuss, and plan
- When students are not progressing, we check the standard and see why they missed it, then plan for reteach and differentiation
- We ask ourselves why are they not being successful and then try to meet that need.

Curriculum, Instruction, and Assessment Strengths

- The science scope and sequence is thorough and well organized.

- Each subject area is attempting to follow a good curriculum guide set out by science.
- We are using Kagan strategies in grades 3-5.

Curriculum, Instruction, and Assessment Needs

- Some items listed in the curriculum guides are not available on all campuses.
- The math curriculum is considered weak when compared to the other subject areas.
- PLC tends to focus mostly on data, but it doesn't always go beyond that.
- K-2 would like to incorporate Kagan strategies, and training for those who have not had it yet.
- There has been a lack of support for the changing of TEKS (rolling up/down, changing, adding/removing).
- We involve parents at every stage but especially when progress is not occurring.

Family and Community Involvement

Family and Community Involvement Summary

- What evidence exists that families and community members are involved in meaningful activities that support student's learning. What are the activities? Which parents and community members are involved? What trends and patterns do we observe? Each event at Stephen F. Austin requires a sign in sheet. Having large numbers attend these events shows evidence that our families are involved. We also have a large number of Watch DOGS participate each week, which was sponsored by a few community members. We hold a large Literacy Night and STAAR night for our students and parents. The family involvement coordinator conducts many home visits to make sure parents are involved and aware of our school activities. Our FIC offers parent ESL classes with other feeder pattern schools. SFA also holds a large Jump Rope for Heart event, Choir trips and performances, UIL participation and awards, Field trips, and our Fall Festival/Fun Run. People keep coming back each year to help and participate.
- How are families and the community members involved in school decisions? There are many opportunities for parents and community members to be involved in school decisions. Some include: Parent surveys, public school lunches, ILT committee where a parent and a community member sit on, PTO opportunities, LPAC committee and Fall Festival opportunities, as well as 5th grade Play Day.
- If families speak languages other than English, what are these languages? How does the school communicate in those languages? Our families speak English or Spanish. We communicate these languages in all of our correspondence home to the parents. Our website has a translate option. Our IRIS calls go out in both languages as well as the student's report cards.
- Does the campus focus on a home/school connection to educate and engage parents in understanding how to support student learning? How do you know? Our teachers hold parent conferences and explain all of the Title I resources we offer. We have a Community Youth Specialist as well as a Family Involvement Coordinator that conduct home visits for support. The school offers many opportunities for parents to learn about different topics to help have a better connection with the children. The teachers have assignment sheets for the parents to see/sign and communicate. There are AR nights so the parents can understand about the AR reading program.
- How are parents and the community involved with the school? Are they involved in the meaningful ways that support student learning? How do you know? The community is involved donating bikes and gift cards for attendance, waters and snacks for STAAR testing, and sponsoring our Watch DOG program. Our PTO provides teachers money each year to buy supplies needed to further the learning in their classrooms. We see parent involvement with parties, field trips, Watch DOGS, and Fall Festival activities. Our sign in sheets prove that parents and community members attend. We also have a high number of parents attending our literacy nights and our Prepping for STAAR events.
- What are the teachers' expectations for parental involvement? SFA believes that parents should monitor and promote attendance, oversee completion of homework, maintain regular communication with teachers, support campus discipline plan, help children resolve conflicts in positive ways, be involved in school activities, spend time each day with their child reading, writing, listening, or just talking and respect cultural differences of students, their families, and school staff.

Family and Community Involvement Strengths

- Tutorials and time devoted to student learning
- Parents feel school is overall positive
- STAAR night- teachers liked the talk in the auditorium and the activities in the classroom
- Primary night – teachers liked the stations
- FIC involvement (attendance, conferences, home visits and help)
- Community Youth Specialist

Family and Community Involvement Needs

- Discipline Committee needs to meet and evaluate to improve procedures by teams and administration
- Teachers Utilize 360 more
- Have more parent sessions on campus (how to deal with stress, peer pressure, parenting and discipline)
- Need a parent program on reading at the Sterling Library or technology night for APPS to improve learning at home and school
- Provide more time for teachers to conference with parents (possibly use a 1/2 day for conferences)

School Context and Organization

School Context and Organization Summary

- How is adequate time/extended time devoted to subjects in which students perform poorly? Stephen F. Austin offers a variety of small group tutoring classes each day in math and reading for all grade levels. We provide an ALT time daily for remediation and individualized reading instruction, as well as math. After school tutorials are also an option for STAAR grade levels during the second semester of school, held from 4:00 – 5:00 two days per week. Stephen F. Austin offers Accelerated Reading nights throughout the year for students to earn extra points and computer time. The library is also open two days a week early for students to go in and work on their reading and take AR tests. 5th grade has a daily morning computer tutorial held before school where the students work on reading skills.
- How do teachers have a voice in decision making and school decisions and policies? Teachers have a voice in many areas. ILT is a committee where teachers work as a team with their administrator on decisions that will impact the student body. The PTO (parent teacher organization) is another area where teachers and parents can have a vote in decisions made for the school involving money as well as school ideas. There are beginning/end of year and surveys for teachers to have input on what they liked/didn't and what they would like to see in the future. Teachers help make decisions for the ARD and IEP process to further their students' progress to be successful. Finally. Our PLC grade levels collect data from all the assessments and as a team work on a plan on how to locate weaknesses/strengths.
- What are the students', parents' and community perceptions of the school? Stephen F. Austin has the Watch DOG program on our campus, and when the dads leave they are asked to take a survey about their day and our school. We have only positive results from this survey. At the end of the year the parents are given a survey on did the school do their job on effectively further their child's education and was it a warm and inviting school. We have received good ratings on that survey as well. We also have substitutes that want to come back to work at our building because of our kids and the environment. Parent conferences have also had positive feedback, especially with parents who have had their child somewhere else before coming to us, or they are glad they have returned to our campus.
- Is the campus focused on improving students' academic achievement? Is there a sense of urgency and strong commitment? What processes are in place to ensure that the daily demands of the campus do not overshadow a focus on improvement? Yes, Stephen F. Austin is extremely focused on improving academic achievement. Our teachers and administrators have very high expectations. We have a built in ALT time as it is specified to students whether they are above or below grade level. We use the RTI process to make sure each student who is below grade level receive each RTI tier to move to the next step in their learning. The school provides before and after school tutorials. Each grade level has PLC's to evaluate the student's data and make a plan to further their education and be successful.
- What programs are available before school? After school? Stephen F. Austin offers several programs before and after school; Beach Club, tutorials, choir, and UIL, AR Library time as well as free breakfast for all school children.
- Does the master schedule maximize the amount of time spent in instruction? Is instruction protected from unnecessary interruptions?   Stephen F. Austin has a scheduling committee that makes sure each subject has the correct amount of time that the state specifies. The schedule is attached.   We have minimal interruptions that are not instruction based related.

School Context and Organization Strengths

- SFA provides small group tutoring, ALT time, and before and after school tutoring using data to decide on groups and to decide what objectives are covered.
- Accelerated reading is encouraged and AR Nights provided to encourage independent reading and to give parents the opportunity to be involved in our library and reading.
- SFA has an active ILT, PTO, and PLC's. Collaboration and shared decision making is encouraged.
- Based on school surveys, parent participation etc. we receive positive feedback on our school culture. Parents enjoy being part of their child's education. We added a Watchdog program that was very successful this school year.

School Context and Organization Needs

- Look for opportunities to add to our parent involvement and education. This is our second year to have a Family Involvement Coordinator and we are adding to this each year.
- As a title one school, emphasize more the partnership between school and home.
- Continue to pay close attention to time being used effectively throughout the school day.

Technology

Technology Summary

Questions answered by each grade level team.

- What technology do we have for your grade level?
- In which content areas are we using technology and how? What is the effect?
- How is technology utilized to support curriculum, instruction, and assessment integration and implementation?

Technology Strengths

- Reinforces skills
- Interactive and engaging
- Helpful programs
- Promethean Boards with laptops an document cameras
- Many sources to accommodate our students.
- Immediate Feedback
- Higher Interest for students

Technology Needs

- Need more classroom student computers
- Need a math program that addresses the TEKS
- Not having access to labs during testing
- At times there is more than one class using the lab due to Sp. Ed. reading program during resource time
- More training needed for STAAR A students so they can manipulate the tools more effectively

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
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

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, Scope and Sequence, and Core Initiatives 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.

Summative Evaluation: Results from STAAR, TELPAS, and district assessments

| Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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 Revelance, Marzano's, and Transformational Thinking for 21st Century Students to insure higher performance on STAAR and to increase level III achievement.	1, 2, 4	Campus Administrators, All Teachers	CNA results, Lesson Plans, Walk-throughs, Increased met or exceeded progress measure per subject area			
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, 2, 4	Campus Administrators, Teachers, Instructional Para-professionals	Lesson Plans, Walk-throughs, Improved Reading Levels, Staff Development sign in sheet			
3) Utilize our at-risk specialist, family involvement coordinator, district personnel, master teachers, 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 level II and III performance.	9	Campus Administrators, At-Risk Specialist, All Staff	Meeting Agendas, Lesson Plans, Walk-throughs, Improved Assessment Data			
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, Teachers, At-Risk Specialist, Campus Instructional Specialist, Tutors	Lesson Plans, Walk-throughs, Improved assessment data, Attendance sign in			

5) 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, 9, 10	Campus Administrators, Teachers, At-Risk Specialist, Family Involvement Coordinator, and Content Instructional Specialist	Meeting Agendas, Sign in sheets, Eduphoria			
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = 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.

Summative Evaluation: Results from STAAR and district assessments

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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, At-Risk Specialist, Content Instructional Specialist, and Family Involvement Coordinator	Assessment results, STAAR Accountability, Common Formative Assessments			
2) Attend subject, grade level PLC meetings and content area staff development and district meetings to support success for all students in mastering the TEKS.	8	Campus Administrators, All Staff	Meeting agendas, Staff Development Reports and Sign-In Sheets			
3) Identify special needs and accommodations (Spec. Ed., 504) of individual students and address any need or concern with the appropriate staff member. Special Ed., At Risk Specialist, CIS, and teachers will work collaboratively to ensure objectives and accommodations/modifications are met.	7, 9	Campus Administrators, Special Ed Teacher, Teachers, At-Risk Specialist, Content Instructional Specialist	Accommodation/Modifications Folders, Data Notebooks, IEP Progress			
4) 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.	1, 2	Campus Administrators, Teachers, At-Risk Specialist, Librarian	Meeting agendas, lesson plans, Walk-throughs			
5) Implement consistent problem solving model (UPS/) in math instruction and Animal Facts for math facts fluency.	1, 2	Campus Administrators, Teachers	Meeting Agendas, Lesson Plans, Walk-Throughs, Animal Fact Progress Charts			
6) Implement consistent science instruction using content vocabulary and grade level TEKS while providing opportunity for hands-on learning and discovery.	1, 2	Campus Administrators, Teachers	Lesson Plans, Walk-Throughs, Journals, Edusmart and Check up Quizzes			
7) Directly teach and model correct content vocabulary words across all content areas.	1, 2	Campus Administrators, Teachers	Lesson Plans, Walk-throughs, Journals, Word Walls			

✓ = Accomplished ◔ = Considerable ◔ = Some Progress ⬤ = No Progress ✗ = Discontinue

Goal 3: Stephen F. Austin Elementary, through enhanced and 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.

Summative Evaluation: Student Success Team minutes and attendance reports

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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, Attendance Clerk, Teachers, Family Involvement Coordinator	Improved student attendance, contact log, attendance chart			
2) Provide help to students in need by utilizing our Student Success Team and the help of our social worker.	10	Campus Administrators, All Staff	Student Success Team Notes			
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.	7	Campus Administrators, Counselor, Family Involvement Coordinator, Pre-K, K, and 5th Grade Teachers	School Calendar			
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 on Thursdays 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, Family Involvement Coordinator, Teachers	Agenda, Lesson plans			
✔ = 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.

Summative Evaluation: Review of 360 reports, student, parent, and teacher district surveys, and grade level discipline plans

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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.		Campus Administrators, Counselor, Teachers	Review 360 Reports, Discipline Committee Meeting Agendas			
2) All teachers will directly teach and consistently monitor the Austin Proud Rules (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	Rules posted, improved school behavior, fewer office referrals			
3) Grade level teams will have a coordinated and consistent discipline plan that encourages positive Austin Proud behavior.	9	Campus Administrators, Teachers	Plans on file with admin., improved classroom behavior, fewer office referrals			
4) Provide guidance and bullying lessons and Olweus curriculum and guidance counselor lessons that address the social needs of our students.	9	Campus Administrators, Counselor, Teachers	Lesson Plans, Counselor Plans, improved classroom behavior, fewer office referrals			
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.	6	Campus Administrators, Counselor, All Staff	Documentation of site use			
6) Encourage positive staff morale by encouraging participation in the school social fund and have a staff social committee to schedule monthly birthday celebrations, parties, and recognize those staff members who deserve honor or those that are ill or need special attention. Administration will encourage positive staff morale/team building.		Campus Administrators, Family Involvement Coordinator, Teachers	Staff involvement increases, improved school climate, weekly teacher newsletter			
✓ = Accomplished ◔ = Considerable ◔ = Some Progress ● = No Progress ✗ = Discontinue						

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

Performance Objective 1: Attract High Quality, Highly Qualified teachers.

Summative Evaluation: District Hiring Report, Staff Development Records, NCLB Audit

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Feb	June
1) Select only HQ teachers from the applicant pool.	3	Campus Administrators	HQ audit report			
2) Implement a HQ Teacher Intervention Plan for all non HQ teachers.		Principal	Intervention Plan on file and submitted to personnel within 6 weeks of hire.			
3) Ensure campus personnel decision makers are available during peak recruiting/hiring times.	5	Principal	Campus submits staffing assignments by June 25.			
4) Terminate teachers who have not met HQ requirements by the end of the year.		Principal	Teachers who are not HQ in their subject will not be recommended for renewal.			
5) Encourage and solicit teachers to add subject area certifications.		Principal, Teachers	Additional HQ teachers with additional subject area certification.			
6) Encourage all teachers to become ESL and GT certified.		Principal, Teachers	Increase 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 PTO and work with our FIC ,partner in education and other businesses to provide opportunities and experiences that enhance our student achievement and parental involvement.

Summative Evaluation: Sign in sheets and PTO Agendas, PIE Agendas and Reports, Family Night agendas and sign-in sheets

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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, At-Risk Specialist, Content Instructional Specialist, Family Involvement Coordinator, Librarian	Increased number of Accelerated Reader points, Increased scores on math facts			
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. (When possible information will be available in Spanish)		Campus Administrators, Counselor, Webmaster, Family Involvement Coordinator, Teachers	Copies on file, School Messenger reports			
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	Membership records			
4) Seek out business opportunities for grants, presentations, and materials to support student and parent learning. Continue to participate in the Baytown Chamber of Commerce Partner in Education with Texas First Bank.		Campus Administrators, FIC, Teachers	Agendas, added materials			
✓ = 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.

Summative Evaluation: Staff development reports, Lesson Plans, and Observations

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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, I-Station, 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	Reports, Lesson plans, Walk-throughs			
2) Utilize laptops/I-PADS in the classrooms and student response tools to maximize learning.		Campus Administrators, Teachers	Increased use of laptops/I-PADS			
3) Provide continuous campus technology trainings and encourage teachers to attend district technology staff development.	4	Campus Administrators, Teachers	Increased use of technology on campus			
✔ = Accomplished = Considerable = Some Progress = No Progress ✘ = Discontinue						

2016-2017 Campus Instructional Leadership Team

Committee Role	Name	Position
Administrator	Laura Smith	Principal
Administrator	Andrew Kruger	Assistant Principal
Business Representative	Rosa Cuellar	Partner in Ed. Tx. First Bank
Classroom Teacher	Elizabeth Benitez	4th Grade Teacher (Bil.)
Classroom Teacher	Tiffany Coffman	PE Teacher (Specialty)
Classroom Teacher	Charlise Cunningham	5th Grade Teacher
Classroom Teacher	Amber Garnica	2nd Grade Teacher
Classroom Teacher	Lan Lee	Kindergarten Teacher
Classroom Teacher	Dana Loria	1st grade teacher
Classroom Teacher	Carlos Ojeda	3rd Grade Teacher (Bil.)
Community Representative	Mary Jane Ethridge	
Parent	Kelly Beniot	PTO President and Parent