

Goose Creek Independent School District
Stephen F. Austin Elementary
2015-2016 Campus Improvement Plan

Mission Statement

MISSION

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.

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Comprehensive Needs Assessment

Needs Assessment Overview

Stephen F. Austin Elementary is one of sixteen elementary campuses in Goose Creek Consolidated Independent School District. Our school opened its doors in 1996 and serves predominantly middle class (type) families. Stephen F. Austin serves 739 students in grades pre-k to 5th. Our campus classes are self-contained in pre-k thru 1st grade and departmentalized in grades 2-5.

The current student population is 8.64% African-American, 31.17% Anglo, .27% Asian, 57.35 % Hispanic, with a low socioeconomic status of 51%. The staff population is 68 % Anglo, .01% Asian, 27% Hispanic, 10% male and 90% female. Our staff consist of 100 % Highly Qualified teachers and 100% of Highly Qualified paraprofessionals.

The overall mobility rate for the campus is approximately 24.78%. The average daily attendance rate for students is 96.7%. There is a total of 102 incident/discipline referrals this year which is an increase of 10.9% from last year (increase was due to two behavior students who now have off campus placements).

Stephen F. Austin serves 226 English Language Learner students, 102 students in the Gifted and Talented program. We currently have 34 students identified for 504 services.

The site-based decision-making team looked at last year's program evaluations, survey results, and the following data: Universal Screeners, CBA's, Benchmarks, STAAR results, and Attendance.

Committees were formed to look for areas of weaknesses and strengths. The data showed:

Curriculum, Instruction, and Assessment:

Strengths: dedication of staff to meet the needs of our students, collaboration and planning among staff

Needs: lack of direct phonics instruction within scope and sequence, fact fluency, weak vocabulary and language fluency, pacing of curriculum (not enough time for mastery)

Demographics:

Strengths: Even with our change in demographics this year we made excellent academic progress

Needs: Focus more attention on the progress of our ELL students

Family and Community Involvement:

Strengths: PTO, UIL, Fall Festival, Literacy Nights, Book Fairs, Talent Show, Open Houses, GATE Showcases, Home/school projects, Spelling Bee

Needs: Watch Dog Program, Sp. Ed. and Bilingual information nights, Dance for students with STAAR Nights to increase attendance, Grandparents Day

School Context and Organization:

Strengths: tutorials, mentoring, job fair, promote additional certifications, provide materials needed, support workshop opportunities

Needs: host campus staff development after school to decrease travel time

School Culture and Climate:

Strengths: high expectations, happy students, faculty treated as professionals

Needs: safe vestibule, fencing around school

Staff Quality, Recruitment and Retention:

Strengths: 100% Highly Qualified, retention of staff is very high, continue to find the best applicants

Needs: Look for strong math candidates

Student Achievement:

Strengths: Only 11 out of 37 bil. students scored below level on Eng. ISIP, data has helped determine groups for I-Station, ALT time, and tutoring, growth from BOY to EOY, 23% of 3rd graders at level III on STAAR, reading and writing showed growth from previous year, 86% of kindergarten students scored on or above grade level, improvements with our ED student achievement, reading intervention students passed on the 1st administration

Needs: The ISIP scores/test are not a valid reflection of the student's academic progress. Matrix cards need some adjustments (add reading CBA and adjust ISIP scores – kids on level (18-20) receive) points. Instructional time was decreased due to special programs, writing needs to be a priority in all grades and subjects, more parent involvement, progress for our Sp. Ed. students, need more intervention for math and science

Technology:

Strengths: Every teacher has a promethean board, clickers, and document camera

Needs: Not enough 1:1 for all students

The CNA was used in developing our campus improvement plan. Being our first year as a title I campus we insured that all ten components of a Title I schoolwide program were included.

Comprehensive Needs Assessment Data Documentation


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

Goals

Goal 1: Stephen F. Austin Elementary will increase student achievement by providing rigorous learning opportunities and curriculum that meets students' needs for achieving advanced 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: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Implement the strategies and best practices learned in Kagan (4th/5th), 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.	Campus Administrators, Teachers	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 and provide additional phonics training to LA teachers and paraprofessional staff.	Campus Administrators, Teachers	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 level II and III performance.	Campus Administrators, At-Risk Specialist	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.	Campus Administrators, Teachers, At-Risk Specialist	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 Parent Night, Reading and Math Nights.	Campus Administrators, Teachers, At-Risk Specialist	Meeting Agendas, Sign in sheets				
						

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 and follow the district grade level curriculum/TEKS and scope and sequence for their subject matter.


Summative Evaluation: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	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 team meetings to identify student needs and address achievement gaps (especially for our targeted groups which are African American, economically disadvantaged, ELL) through the use of curriculum remediation, ALT, and in school and extended day tutorials.	Campus Administrators, Teachers, At-Risk Specialist	Assessment results, STAAR Accountability				
2) Attend subject, grade level, vertical team meetings and content area staff development to support success for all students in mastering the TEKS.	Campus Administrators, Teachers, At-Risk Specialist	Meeting agendas, Staff Development Reports				
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.	Campus Administrators, Special Ed Teacher, Teachers, At-Risk 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 encouraging students to read beyond the minimum grade level expectation using incentives.	Campus Administrators, Teachers	Meeting agendas, lesson plans, Walk-throughs				
5) Implement consistent problem solving model (UPS/) in math instruction and Animal Facts for math facts fluency.	Campus Administrators, Teachers	Meeting agendas, lesson plans, Walk-throughs				
6) Directly teach and model correct content vocabulary words across all content areas.	Campus Administrators, Teachers	Lesson Plans, Walk-throughs, Journals				
						

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: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	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 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	Improved student attendance, contact log, attendance chart				
2) Provide help to students in need by utilizing our administrative team (HOPE) and the help of our social worker and CIS professionals.	Campus Administrators, Counselor	HOPE 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.	Campus Administrators, Counselor, 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 levels opportunities that encourage college and career goals.	Campus Administrators, Counselor, Teachers	Agenda, Lesson plans				
						

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: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	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				
2) All teachers will directly teach and consistently monitor the Austin Proud Rules (updated by our PBAS 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.	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.	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.	Campus Administrators, Counselor	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, Teachers	Staff involvement increases, improved school climate, weekly teacher newsletter				
						

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: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Select only HQ teachers from the applicant pool.	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.	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	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.				
						

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 partner in education and other businesses to provide opportunities and experiences that enhance our student achievement.

Summative Evaluation: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	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	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	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 learning. Continue to participate in the Baytown Chamber of Commerce Partner in Education with Texas First Bank.	Campus Administrators, Teachers	Agendas, added materials				
						

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: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	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, Study Island, 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 in the classrooms and student response tools to maximize learning.	Campus Administrators, Teachers	Increased use of laptops				
3) Provide continuous campus technology trainings and encourage teachers to attend district technology staff development.	Campus Administrators, Teachers	Increased use of technology on campus				
