

Goose Creek Consolidated Independent School District

Stephen F. Austin Elementary

Campus Improvement Plan

2020-2021



Board Approval Date: November 2, 2020
Public Presentation Date: November 2, 2020

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 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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The class size at Stephen F. Austin Elementary varies among grade levels in 2017-18 and 2018-19 school years per available TAPR Reports. For the 2017-18 year, the average Kindergarten class size was at 16.4 students. The size increased to 18.9 students in the next year, 2018-19. Comparing the same years as kindergarten, the first-grade class size decreased from 16.8 to 15.6 students. The second-grade class size saw an increase in size—18.3 students in 2017-18 to 21.9 students in 2018-19. Third grade class sizes had a slight decrease from 17.6 to 16.6 students. The fourth-grade classes increased from 12.8 students in 2017-18 to 19.4 students in 2018-19. Fifth grade sizes also increased from 17.3 to 21.9 students between the 2017-18 to the 2018-19 school year. Class sizes include all specialty teachers including teachers with one student, which seems to make the regular classrooms look smaller than they actually are.

In 2017-2018, there were 7.6% African American students in attendance at Stephen F. Austin Elementary. This number increased in the 2018-2019 school year to 9.3% African American students. In 18-19, SFA had 2 African American employees. SFA had 4 African American employees in 19-20.

Between the years of the 2017-18 and 2018-19 school year, Hispanic students increased from 63% to 63.5%. The Hispanic teachers showed growth as well in the 19-20 school year, rising from 17 to 25 teachers.

The number of White students remained the same from 2017-18 to 2018-19. The number of White teachers, however, decreased from 29 to 24.3.

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

Demographics Strengths

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

Student Learning

Student Learning Summary

The comprehensive needs assessment process was conducted during April and May 2020 by a team of campus teachers from a variety of grade levels and subjects. The following was acknowledged and determined:

When viewing STAAR Performance Rates by tested grade, subject, and performance levels, Austin is above state and district performance levels across the board. This perspective can give a false sense of success. It is important to remember that accountability ratings come from comparison schools throughout the state. When examining 2018 rates alongside 2019, a decline was noted in all areas except 4th grade reading, writing, math and 5th grade science. Austin performed better than the district and state in the following areas: 3rd approaches in reading, 3rd meets reading and math, 4th all areas of reading and math, 4th writing approaches, meets, 5th approaches and meets in science.

The following programs were evaluated:

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

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

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

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

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

Title I- Strengths include the supplemental support of the Campus Instructional Specialist to assist classroom teachers with academic planning as well as

coaching visits to help teachers improve instructional strategies. The Campus Student Success Specialist (CS3) provides multiple parent engagement opportunities to support campus improvement through parent and family sessions, workshops, home visits, attendance support, and leads the Student Success Team meetings. CS3 also works with Community Youth Specialist and campus Counselor to facilitate student social skills groups.

As we reviewed 2019 STAAR results, we found that our SPED and LEP students consistently and significantly under-perform when compared to all other groups. Although not as glaring, our AA students and Economically Disadvantaged students also tended to score lower than other student groups. When trying to decide where best to place our focus, it was decided that ED represented a much larger number of students (80+) than AA (<11). It should also be noted that since Austin is a Title I school, some of our AA students are also included in the larger ED population.

Student Learning Strengths

Students have shown growth several areas. When comparing benchmark data from Dec 2018 to Dec 2019 for 4th grade reading students we saw a 21% point gain in the Approaches level and a 4% point gain in the Meets level. The 5th grade students show growth in reading at the Meets and Masters. In math the 5th grade students grew in all three categories. This is attributed to strong PLCs, strong Tier 1 instruction and student goal setting.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a disconnect between student grades, guided reading levels and RtI. The grades are higher than what the reading level shows. **Root Cause:** The need for having deeper conversations about the students, as well as, providing more independent on grade level work to get a true measure of what the student is able to do.

School Processes & Programs

School Processes & Programs Summary

The comprehensive needs assessment process was completed May 2020 through the campus teams and the campus instructional leadership team. To continue to increase student achievement in each of the four indices of the state accountability system the following was acknowledged and determined:

Teachers and staff at Austin Elementary will continue to use Kagan strategies to increase student talk in the classroom and Depth of Knowledge tools to clarify and consider the cognitive demand of learning expectations.

At Austin, we allot time to work collaboratively by having PLC's and weekly team planning meetings to analyze data, modify lesson plans, reteach for mastery, and increase all student engagement. During PLC days, we will meet as vertical teams and meet with ELA teachers from across the district to develop and consolidate materials for ELA and Social Studies.

Austin will continue referencing the TEKS in lesson plans and creating Content and Language objectives that are written from the TEKS/ELPS.

Austin has a 1-1 ratio of technology for our students for grades 4 through 5 (Chrome-books, laptops, iPads, desktops, etc). Teachers will continue to attend professional development trainings to become proficient in the use of technology in their classrooms (i.e. laptop, desktop, Promethean Board, Active Slate, clickers, and Epson document camera). Teachers will also complete the necessary trainings to become an Apple Certified teacher. In addition, district technology specialists have been available to assist teachers with connecting technology and content and maximizing use of technology. There are many programs that are utilized to help close the academic and language gaps, but additional time needs to be devoted in training in order to effectively use the computer programs provided by the district (i.e. Imagine Learning, BrainPop, Prodigy & Ed Galaxy, Accelerated Reading, Waterford, SeeSaw, EduSmart, Epic, United Streaming, Studies Weekly, Book Flex, Green Screen, Chatter Pix, Google Classroom, Flocabulary, etc.).

School Processes & Programs Strengths

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

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

- We are typically performing higher in math than in reading

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): With COVID 19, it came to light that teacher need to utilize Google Classroom and SeeSaw on a regular basis in the classroom. Students and parents alike were frustrated with the work due to having to learn a digital platform. **Root Cause:** Although many teachers at Austin use technology on a regular basis, not all teachers do.

Perceptions

Perceptions Summary

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

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

The students are proud to be an Austin Alligator.

We provide campus activities for students to be involved in.

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

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

Perceptions Strengths

SFA is a safe place with caring teachers. We have a collaborative work culture through PLCs to ensure effective instruction throughout our campus.

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

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

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

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

Priority Problem Statements

Problem Statement 1: With COVID 19, it came to light that teacher need to utilize Google Classroom and SeeSaw on a regular basis in the classroom. Students and parents alike were frustrated with the work due to having to learn a digital platform.

Root Cause 1: Although many teachers at Austin use technology on a regular basis, not all teachers do.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: There is a disconnect between student grades, guided reading levels and RtI. The grades are higher than what the reading level shows.

Root Cause 2: The need for having deeper conversations about the students, as well as, providing more independent on grade level work to get a true measure of what the student is able to do.

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-P ESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals





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

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

Evaluation Data Sources: Results from STAAR, TELPAS, and district assessments

Summative Evaluation: None

<p>Strategy 1: Continue the implementation of the Austin STAAR Action plan and best practices learned in trainings such as Kagan (3rd-5th), Jeff Anderson and Bill McDonald and Writing Academy Writing Trainings, Student Led Conferences, Visible Learning training, Lead4ward training, El Saber Depth of Knowledge training as well as classroom coaching to insure higher performance on STAAR and to increase percentage of students attaining the meets and mastery levels of achievement.</p> <p>Strategy's Expected Result/Impact: Increase in the number of students scoring at the "Meets" and "Mastery" levels, in all subject areas, on the spring administration of STAAR.</p> <p>Staff Responsible for Monitoring: Campus Administrators All Teachers</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Lead4Ward training - Local Funds - Local - \$6,840</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: Provide explicit and systematic phonics instruction in all K-5 Language Arts classrooms using our adopted curriculum, Project Read and Neuhaus. Provide additional phonics training to LA teachers and paraprofessional staff.</p> <p>Strategy's Expected Result/Impact: Austin Elementary students will see an increase in the number of students reading at grade level as determined by EOY DRA levels</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers</p> <p>Title I Schoolwide Elements: 2.4</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June

<p>Strategy 3: Provide PLC period once a week for each grade level to meet with the principal, the CIS, and the CAS to build capacity in staff members through exploring curriculum and content to increase district test and STAAR "Meets" and "Mastery" performance levels with a specific focus on Math and Reading with the following sub groups: All Students Hispanic White EL African American Economically Disadvantaged Continuously Enrolled</p> <p>Strategy's Expected Result/Impact: Austin Elementary will have an increase in students who attain the "Meets" and "Mastery" performance levels</p> <p>Staff Responsible for Monitoring: Campus Administrators, CIS, CAS, and Teachers</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - \$500</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Austin Elementary will have an increase in students who attain the "Meets" and "Mastery" performance levels on STAAR.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I Schoolwide Elements: 2.6</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 5: Teachers and administrators will work with students in creating learning goals for reading and math. These goals will be monitored throughout the year and feedback on goal attainment will be provided. Parents will be invited to participated in student led conferences.</p> <p>Strategy's Expected Result/Impact: Students will take more ownership in their own learning. Students will be able to track their learning, self assess, and create a plan for improvement.</p> <p>Staff Responsible for Monitoring: Administrators and teachers.</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: There is a disconnect between student grades, guided reading levels and RtI. The grades are higher than what the reading level shows. Root Cause: The need for having deeper conversations about the students, as well as, providing more independent on grade level work to get a true measure of what the student is able to do.</p>





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 Sources: Results from STAAR and district assessments

Summative Evaluation: None

<p>Strategy 1: Each teacher will keep an updated data notebook which includes curriculum assessments and other campus/student data. The data will be reviewed regularly in PLC meetings to identify student needs and address achievement gaps (especially for our targeted groups which are special education, economically disadvantaged and EL) through the use of curriculum remediation, ALT, and in school and extended day tutorials. The librarian will also meet with students to work on enriching activities throughout the year.</p> <p>Strategy's Expected Result/Impact: Austin Elementary will have an increase in students who attain the "Meets" and "Mastery" performance levels</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers Librarian</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Funding Sources: Payroll, materials, and supplies for tutorials to support intervention - Coordination of Local and State Funds - SCE Funds - \$8,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: Identify special needs and accommodations (Spec. Ed., 504) of individual students and work collaboratively to ensure objectives and accommodations/modifications are met.</p> <p>Strategy's Expected Result/Impact: Austin Elementary will be in compliance with SPED, 504 students' accommodations/modifications throughout the year</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Special Education Funds - \$450</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Austin Elementary students will see an increase in the number of students reading at grade level as determined by EOY DRA levels</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers Librarian</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June

<p>Strategy 4: Implement consistent vocabulary word walls in all subject areas to support all students with vocabulary acquisition, in particularly our EL population.</p> <p>Strategy's Expected Result/Impact: Austin Elementary will have at least a 5% increase in the number of EL students who pass STAAR at the "Approaching", "Meets" and "Mastery" levels</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Bilingual/ESL Funds - \$1,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 5: Implement consistent K-5 science instruction using content vocabulary and grade level TEKS and provide opportunities for hands-on learning and discovery .</p> <p>Strategy's Expected Result/Impact: Austin Elementary will have at least a 5% increase in the number students passing STAAR at the "Approaching", "Meets" and "Mastery" levels</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  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 Sources: Student Success Team minutes and attendance reports

Summative Evaluation: None

<p>Strategy 1: Encourage excellent attendance (98% or higher) by charting attendance in each classroom and contacting a parent after the 2nd consecutive day out. Have a drawing each 6 weeks in each grade for a gift card to be awarded to a student and teacher with perfect attendance, recognize the 1st and 2nd place classes in each grade level with the highest attendance rate each 6 weeks. Provide Prompt and Present parties at the end of each semester for students who have perfect attendance and zero tardies or early dismissals. Recognize and reward individual students for accomplishing 100% attendance for the school year and award a bicycle to one boy and one girl. Incentives are provided by our PTO and our Partner in Education, Texas First Bank.</p> <p>Strategy's Expected Result/Impact: Austin Elementary will maintain a 97% or higher attendance rate each 6 weeks as evidenced by 6 weeks attendance reports</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers CSSS</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: Provide help to students in need by utilizing our Student Success Team and the help of our social worker.</p> <p>Strategy's Expected Result/Impact: The number of reoccurring students needs support will decrease by May 2021.</p> <p>Staff Responsible for Monitoring: Campus Administrators All Staff</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Austin Elementary will see a higher percentage of students completing registration correctly</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor CSSS Pre-K Teachers Kindergarten Teachers 5th Grade Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June

Strategy 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.

Strategy's Expected Result/Impact: Student awareness of college and careers will increase by 15%.

Staff Responsible for Monitoring: Campus Administrators

Counselor

CSSS

Teachers

Reviews			
Formative			Summative
Nov	Feb	June	June



No Progress



Accomplished



Continue/Modify



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

Summative Evaluation: None

<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Behavior incidents will decrease from previous year.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Behavior incidents will decrease by 10%.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 3: Grade level teams will have a coordinated and consistent discipline plan that encourages positive SFA behavior.</p> <p>Strategy's Expected Result/Impact: The number of office referrals will decrease by 10%.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 4: Provide guidance and bullying lessons and Olweus curriculum and guidance counselor lessons that address the social needs of our students.</p> <p>Strategy's Expected Result/Impact: The number of office referral pertaining to bullying will decrease by 10%</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 5: Teach students to utilize the District Bullying link to report incidents of alleged bullying to the counselor and principal. Parents will be informed about the website as a tool to help with anti-bullying tips and suggestions.</p> <p>Strategy's Expected Result/Impact: The number of office referral pertaining to bullying will decrease by 10%</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor All Staff</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

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

Performance Objective 1: Attract highly effective teachers.

Evaluation Data Sources: District Hiring Report, Staff Development Records

Summative Evaluation: None

Strategy 1: Ensure campus personnel decision makers are available during peak recruiting/hiring times. Strategy's Expected Result/Impact: Campus submits staffing assignments by June 25. Staff Responsible for Monitoring: Principal	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 2: Encourage and solicit teachers to add subject area certifications. Strategy's Expected Result/Impact: Austin Elementary will have 100% highly effective teachers. Staff Responsible for Monitoring: Principal Teachers	Reviews			
	Formative			Summative
	Nov	Feb	June	June
Strategy 3: Encourage all teachers to become ESL and GT certified. Strategy's Expected Result/Impact: Austin will see an increase in the number of teachers with ESL and GT certification. Staff Responsible for Monitoring: Principal Teachers	Reviews			
	Formative			Summative
	Nov	Feb	June	June
 No Progress  Accomplished  Continue/Modify  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 Sources: Sign in sheets and PTO Agendas, PIE Agendas and Reports, Family Night agendas and sign-in sheets

Summative Evaluation: None

<p>Strategy 1: The campus Parent and Family Engagement Policy and the School Compact will be jointly developed and updated periodically with parents in order to meet the changing needs of parents and the school. These documents will be distributed to parents and family members as well as made available to the local community in an understandable and uniform format.</p> <p>Strategy's Expected Result/Impact: Increase in parent participation from previous year.</p> <p>Staff Responsible for Monitoring: CSSS</p> <p>Title I Schoolwide Elements: 3.1</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 2: The campus will convene an annual Title I meeting as well as engage parents in meaningful ways to support student academic progress through parent-teacher conferences, family nights, and other parent-related services. The campus will schedule these opportunities at times that will optimize participation by parents and family members.</p> <p>Strategy's Expected Result/Impact: Austin Elementary will have an increase in parent participation from previous year.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers CSSS Campus Instructional Specialist</p> <p>Title I Schoolwide Elements: 3.2</p> <p>Funding Sources: Materials and supplies for parent academic sessions - Coordination of Local, State, and Federal Funds - Title I, Part A - \$500, Campus Student Success Specialist to support parent academic training sessions - Coordination of Local, State, and Federal Funds - Title I Part A - \$4,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June
<p>Strategy 3: Utilize campus website, School Messenger, Gator Vision, and Austin Updates to inform students, staff and the public of important school information and activities and to enhance the school/community partnership.</p> <p>Strategy's Expected Result/Impact: Parents and staff will always be informed of activities and important school information as evidenced by parent participation in school activities and events.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Webmaster CSSS Teachers</p>	Reviews			
	Formative			Summative
	Nov	Feb	June	June

Strategy 4: 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.

Strategy's Expected Result/Impact: The PTO participation will increase from previous year.

Staff Responsible for Monitoring: Campus Administrators
Teachers

Reviews			
Formative			Summative
Nov	Feb	June	June



No Progress



Accomplished



Continue/Modify







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 Sources: Staff development reports, Lesson Plans, and Observations

Summative Evaluation: None

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

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: With COVID 19, it came to light that teacher need to utilize Google Classroom and SeeSaw on a regular basis in the classroom. Students and parents alike were frustrated with the work due to having to learn a digital platform. Root Cause: Although many teachers at Austin use technology on a regular basis, not all teachers do.</p>

Campus Funding Summary

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Lead4Ward training	Local	\$6,840.00
Sub-Total					\$6,840.00
Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	2	Materials and supplies for parent academic sessions	Title I, Part A	\$500.00
6	1	2	Campus Student Success Specialist to support parent academic training sessions	Title I Part A	\$4,000.00
Sub-Total					\$4,500.00
Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Supplemental instructional materials	GT Funds	\$500.00
2	1	1	Payroll, materials, and supplies for tutorials to support intervention	SCE Funds	\$8,000.00
2	1	2	Supplemental instructional materials	Special Education Funds	\$450.00
2	1	4	Supplemental instructional materials	Bilingual/ESL Funds	\$1,000.00
Sub-Total					\$9,950.00
Grand Total					\$21,290.00