

Goose Creek Consolidated Independent School District

Stephen F. Austin Elementary

2021-2022 Campus Improvement Plan



Mission Statement

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

Vision

GATOR PRIDE

Positive and persistent

Relationships strengthened through collaboration

Inspiring others everyday

Developing knowledge and skills to be successful

Empowering students through engagement

Value Statement

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

Adapt to new situations.

Fully support each other's efforts and encourage one another while working collaboratively to help 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 5
 - Demographics 5
 - Student Learning 5
 - School Processes & Programs 7
 - Perceptions 9
- Priority Problem Statements 10
- Comprehensive Needs Assessment Data Documentation 11
- Goals 13
 - 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. 14
 - Goal 2: Stephen F. Austin Elementary will provide a well-balanced and appropriate curriculum to all students. 16
 - 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. 19
 - Goal 4: Stephen F. Austin Elementary will provide and maintain a safe, positive learning environment. 21
 - Goal 5: Stephen F. Austin Elementary will recruit, develop, and retain highly effective personnel. 23
 - Goal 6: Stephen F. Austin Elementary will establish and maintain parental and community partnerships in education to enhance student achievement. 24
 - Goal 7: Stephen F. Austin Elementary will provide the technology infrastructure and tools to maximize student achievement. 26
- Campus Funding Summary 27

Comprehensive Needs Assessment

Demographics

Demographics Summary

The class size at Stephen F. Austin Elementary varies among grade levels. In the 2018-2019 the Kindergarten Class average class size was 18.9 students. The size decreased to average 18 students in 2019-20. The average class size for first grade in 2018-19 was 15.6 students. The size increased to 18.5 students in 2019-20. The second-grade average class size in 2018-19 was 21.9 students. The size decreased to an average of 18 students in 2019-20. The third-grade average class size was 16.6 students for 2018-19. The average class size decreased to 16.4 students in 2019-20. The fourth-grade average class size was 19.9 students for 2018-19. The average class size decreased to 13.1 students in 2019-20. The fifth-grade average class size was 21.9 students for 2018-19. The average class size decreased to 17.6 students in 2019-20.

In 2019-20 there were 7.5% African American students at SFA. This number decreased from 2018-19 which was 9.3%. In 2019-20, SFA had 4 African American employees. SFA had 2 African American instructional staff in 2020-21. Between the year of the 2018-19 and 2019-20, Hispanic students increased from 63.5% to 65.6%. The Hispanic teachers showed growth/loss as going from 25 Hispanic teachers in 2019-20 to 2020/21. The number of White students decreased from 24.3% in 2018-19 to 24.2% in 2019-20. The number of students categorized in the 2 or more races group was very low both years.

Demographics Strengths

SFA has multiple supports in place for EL students that are highly effective. Every EL student on campus has a classroom teacher that contains either an ESL certified or bilingual teacher. It is common practice for these classes to pre-teach vocabulary to the class, avoid idioms in lessons, give wait time for students to gather thoughts, have students speak in complete sentences and extra time on assignments. Also each classroom contains word walls to assist in language acquisition and pictures of examples with vocabulary. EL students are allowed peer tutoring. Students have additional supports through use of technology an programs such as Imagine Learning Espanol, Razpluz, and Summit. Our campus makes use of 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 2021 by a team of campus teachers from a variety of grade levels and subjects. The following was acknowledged and determined:

The traditional method of utilizing STAAR data to track student growth has been significantly impacted by COVID. It is not yet known how Austin fared among its comparison schools throughout the state. While comparisons within the district do not affect state accountability, it should be noted that Austin outperformed the GCCISD average in approaches, meets, and masters levels on all tests except the following: 5th reading (all levels), 3rd reading (meets and masters), and 5th science (meets). In these few instances where Austin did not meet district average, it was by no more than 4 percentage points.

In comparing 5th grade STAAR results to 2019 3rd grade STAAR scores, there were increases in math masters level, and reading meets level. All other performance levels decreased as noted: math approaches (-12), math meets (-11), reading approaches (-10), and reading masters (-2).

The following programs were evaluated:

Gifted and Talented: All GT teachers have completed their required certification classes and the yearly update. Additional training and resources are needed to meet the high academic needs of GT students and propel more of them to mastery level on STAAR.

Bilingual/ESL: Highly qualified staff receives quality intentional professional development through district-wide bilingual PLCs and support from district bilingual specialists. The following priorities for the upcoming year were indicated: incorporate Summit K-12 at the beginning of the year, use sentence stems/academic vocabulary to improve spoken and written communication, prioritize written expression using open ended questions across curriculum areas, and better prepare students for English transition. The following proposed initiatives, strategies, and/or activities were noted: ensure that bilingual paraprofessionals are consistently available to provide support in assigned classrooms, vertical bilingual alignment meetings, and district guidance on Summit K12 activities and time constraints.

Dyslexia: Strengths include a knowledgeable and dedicated at-risk interventionist/dyslexia specialist, Neuhaus curriculum, referral review committee, and frequent communication with SPED department. No new priorities or initiatives were noted.

Homeless Services and Supports: The 4 students who are identified as homeless are coded that way because they live with family. It is a strength that students are not faced with this hardship. We will continue to identify students coded as homeless, ensure transportation is arranged, and enroll these students in the backpack buddy program.

Parent and Family Engagement: Strengths include virtual open house and free meal pickup. The priority for the upcoming school year is to increase parent involvement through face to face family nights for math, science, CATCH, etc. The proposed initiative is to do a more thorough job of celebrating cultural diversity.

Pre-Kindergarten: Strengths include new curriculum and extensive teacher training. There is a need for field trips and parent involvement. Initiatives are left brain/right brain teaching, and teach through play.

Safe Schools: Strengths include dots on cafeteria benches to promote social distancing, hand sanitizer stations, PPE carts, and desk shields. Weaknesses

include flimsy desk shields that are sharp and obscure view/sound, overcrowded classrooms, and breakfast in the classroom. Should COVID policies remain in place for next year, priorities desk shields, and ensuring that classroom furniture matches room size (larger rooms should have tables, smaller rooms should have desks only). Breakfast should be moved back to the cafeteria to save instructional time. An inventory should be done on classroom size and types of furniture. Add table shields to cafeteria tables (depending on guidelines).

State Compensatory Education: Strengths include quality and consistency of reading tutors, rigorous and targeted materials, and small group size. There is a need for math tutors, which were hard to find due to COVID. Priorities for next year are math tutors for all grade levels, reading tutors for all grade levels, and a bilingual tutor. Austin should continue to use SCE funds to pay retired teachers as reading and math tutors for at-risk students.

Title I: Strengths include a campus instructional specialist and parent nights (virtual). The priority for next year is to hold more face to face family involvement opportunities.

Student Learning Strengths

One on one technology is a strength on our campus, and we have applied to be an Apple Certified campus.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is discrepancy between reading levels and student grades, as well as, student grades and STAAR results. Report card grades are higher than what reading levels and STAAR results show. **Root Cause:** The need for deeper conversations about the students, as well as providing more independent on grade level work to get a true measure of what the students are able to do. For Kinder and first grades there are a lot of teacher assisted TEKS which can make grades look inflated. Also in these grade levels assessments are given orally which can also inflate grades.

School Processes & Programs

School Processes & Programs Summary

The comprehensive needs assessment process was completed May 2021 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.

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

Austin has a 1-1 ratio of technology for our students for grades K through 5 (iPads and desktops, etc). Teachers will continue to attend professional development training to become proficient in the use of technology in their classrooms (i.e. laptop, desktop, Smart Board, and Epson document camera). New teachers will also complete the necessary training to join our other Apple Certified teachers. In addition, district technology specialists have been available to assist teachers with connecting technology and content, 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, Brain Pop, Prodigy & Ed Galaxy, Accelerated Reading, Waterford, See Saw, Edu Smart, Epic, United Streaming, Studies Weekly, Book Flex, Green Screen, Chatter Pix, Google Classroom, Flocabulary, etc.).

School Processes & Programs Strengths

Technology: 1 to 1 iPads, Apple School

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 and technology 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.

Planning days have allotted time to plan several weeks ahead.

Content and Language objectives are written from the TEKS/ELPS.

Perceptions

Perceptions Summary

Communication on behavior to staff could be improved. Behavior rules and expectations are sometimes inconsistent and/or unclear.

Staff does not know each other well due to covid. We have not been able to do team-building, etc.

Bullying happens infrequently, and is addressed with the counselor, and by practicing social skills.

Student survey is not kid-friendly. It is hard for students to understand.

The results of the survey show that students and staff feel safe. There are many effective procedures in place. (All doors are locked, clear plan in place for safety). Students and staff are happy to be here at Austin.

The most common student behavior issues are failure to follow rules and classroom disruptions. These are most commonly seen on Tuesday and Wednesday. Teachers feel behaviors are handled mostly in the classroom.

There are rewards systems in individual classes, but none schoolwide this year. Gator Bucks were used in the past, and students really enjoyed them.

Parents need instructions on how to view student grades online. They are unaware of grades because they don't get report cards on paper. Many teachers use class dojo or remind, but parent involvement through those is hit or miss. This year, parents are not allowed in school because of Covid.

Perceptions Strengths

Students and staff feel very safe, and excellent safety procedures are in place, that are clearly communicated.

Bullying and social skills are addressed with students.

Typically we have a very involved PTO. When we have family events, we typically have a large turnout.

Priority Problem Statements

Problem Statement 1: There is discrepancy between reading levels and student grades, as well as, student grades and STAAR results. Report card grades are higher than what reading levels and STAAR results show.

Root Cause 1: The need for deeper conversations about the students, as well as providing more independent on grade level work to get a true measure of what the students are able to do. For Kinder and first grades there are a lot of teacher assisted TEKS which can make grades look inflated. Also in these grade levels assessments are given orally which can also inflate grades.

Problem Statement 1 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 goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- Covid-19 Factors and/or waivers

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

- Student surveys and/or other feedback

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data





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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Continue the implementation of the Austin STAAR Action plan and best practices learned in training such as Kagan (3rd-5th), Jeff Anderson and Bill McDonald and Writing Think Big Academy Writing Training, Student Led Conferences, Visible Learning training, Lead4ward training, El Saber Depth of Knowledge , as well as providing timely feedback and 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>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<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>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide PLC time 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>Problem Statements: Student Learning 1</p> <p>Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - GT Funds - \$500</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<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>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<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 participate 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>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: There is discrepancy between reading levels and student grades, as well as, student grades and STAAR results. Report card grades are higher than what reading levels and STAAR results show. **Root Cause:** The need for deeper conversations about the students, as well as providing more independent on grade level work to get a true measure of what the students are able to do. For Kinder and first grades there are a lot of teacher assisted TEKS which can make grades look inflated. Also in these grade levels assessments are given orally which can also inflate grades.

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

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide coaching and professional development to teachers in order improve student performance in reading, writing, math, science, and social studies. I</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: 2.4</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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 various programs 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>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 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>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 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>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: 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>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: 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.</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>	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: 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'</p>	Formative		
	Nov	Feb	June

accommodations/modifications throughout the year
Staff Responsible for Monitoring: Campus Administrators

Funding Sources: Supplemental instructional materials - Coordination of Local and State Funds - Special Education Funds - \$450



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: Incorporate strategies to improve the performance of identified at-risk students in the areas of attendance, academic, and/or behavior so they will be successful and have goals to complete their education.

Evaluation Data Sources: Student Success data reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide identified students with accelerated instruction and remediation through highly effective tutorials.</p> <p>Strategy's Expected Result/Impact: Increase in student performance</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers</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>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<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> <p>Funding Sources: Campus Student Success Specialist costs - Coordination of Local, State, and Federal Funds - Title I, Part A - \$65,000</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Encourage excellent attendance (98% or higher) by charting attendance in each classroom and contacting a parent after the 2nd consecutive day out. Provide donut parties for the homerooms that spell PERFECT ATTENDANCE each six weeks. Letters are earned each day a homeroom has perfect attendance. The campus is grouped K-2 and 3-5. Provide Prompt and Present parties at the end of each quarter 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, our Partners in Education, Texas First Bank, Aria at Rollingbrook and the campus.</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>	Formative		
	Nov	Feb	June





Strategy 4 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Student awareness of college and careers will increase by 15%.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor CSSS Teachers</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: As part of our Positive Behavior Management System, teachers will use Review 360 to record classroom behaviors 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>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<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>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<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>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide guidance and bullying lessons and guidance counselor lessons that address the social and emotional 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>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<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>	Formative		
	Nov	Feb	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





Strategy 1 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Encourage all teachers to attend district Curriculum and Pedagogy (C&P) workshops in order to increase teacher clarity. Strategy's Expected Result/Impact: Austin will see an increase in the number of students who score Meets and Masters on STAAR. Staff Responsible for Monitoring: Principal Teachers TEA Priorities: Build a foundation of reading and math	Formative		
	Nov	Feb	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





Strategy 1 Details	Formative Reviews		
<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>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<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>	Formative		
	Nov	Feb	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize campus website, School Messenger, the SFA social media pages 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>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: The PTO participation will increase from previous year.</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers</p>	Formative		
	Nov	Feb	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

Strategy 1 Details	Formative Reviews		
<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>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<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>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide continuous campus technology training 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>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Campus Funding Summary

Coordination of Local, State, and Federal Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Campus Student Success Specialist costs	Title I, Part A	\$65,000.00
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					\$69,500.00
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	3	Supplemental instructional materials	Bilingual/ESL Funds	\$1,000.00
2	1	7	Supplemental instructional materials	Special Education Funds	\$450.00
3	1	1	Payroll, materials, and supplies for tutorials to support intervention	SCE Funds	\$8,000.00
Sub-Total					\$9,950.00
Grand Total					\$79,450.00