

Lamar Consolidated Independent School District

Austin Elementary

2024-2025 Campus Improvement Plan

Accountability Rating: B



Mission Statement

Stephen F. Austin Elementary, we promote lifelong learning and celebrate community diversity. Our mission is nurture the whole child through opportunities for academic, social, and emotional growth in a safe and supportive environment.

Vision

At Stephen F. Austin Elementary, we are committed to upholding a tradition of excellence by providing a quality education that instills pride in our students for themselves, their school, and their community as Pioneers of the Future.

Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Learning	4
School Processes & Programs	6
Perceptions	7
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	9
Goals	12
Goal 1: By May of 2025, Austin Elementary students will improve scores in Reading by 5% on summative assessments such as MAP Reading Fluency (on grade level) and STAAR (approaches, meets, and masters).	12
Goal 2: By May of 2025, Austin Elementary students will improve scores in Math by 5% on summative assessments such as MAP (student growth), TX-KEA (on track, monitor, support), and STAAR (approaches, meets, and masters).	18
Goal 3: By May of 2025, 5th grade students will improve scores in Science by 5% on summative assessments and STAAR (approaches, meets, and masters).	25
Goal 4: By May 2025, the score on our campus climate survey reporting the campus receiving an A for overall quality of our campus will increase for parents by 10% and staff by 20%.	29
State Compensatory	34
Budget for Austin Elementary	34
Site Based Decision Making Committee	35
Campus Funding Summary	36

Comprehensive Needs Assessment

Revised/Approved: May 23, 2025

Demographics

Demographics Summary

During our meeting which was held on April 17, 2024, the Site Based Team discussed the purpose for the meeting including the process for identifying our campus needs and the methods for analyzing data. We identified several pieces of data that would assist the team including the Federal Report Card, NWEA Map data, STAAR Benchmark data, and the 22-23 Texas Academic Performance Report. During the meeting, we assigned individuals to collect the data to be reported to the team at the next meeting. During the second meeting which was held on May 15, 2024, the Site Based Team evaluated data and identified strengths and problems in each area. Each team member was given the opportunity to present their data. The Site Based Team worked together to identify strengths and problems of the campus. After identifying the strengths and problems, the team decided on five areas of focus for the school year. Documentation of the process includes meeting minutes, agendas, sign-in sheets, and copies of data reviewed.

Austin Student Demographics:

- African American – 20.56%
- Hispanic – 33.04%
- White – 33.92%
- American Indian- 0%
- Asian – 7.03%
- Pacific Islander- 0.2%
- 2 or More Races – 5.10%
- Economically Disadvantaged – 47.45%
- English Language Learners – 17.05%
- Special Education – 20.56%

Demographics Strengths

The consistency of our campus systems which helps support our changing demographics as our campus becomes more diverse in areas of our African American population and Sped student population.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Staff needs professional development in order to identify and address the needs of our diverse student population. **Root Cause:** Our Sped population continues to increase as well as our economically disadvantaged population maintaining over 40%.

Student Learning

Student Learning Summary

When looking at our MOY MAP data, we were able to determine the students we needed to target for intervention/small group instruction. We felt our STAAR results are aligned with other data points collected throughout year.

Our STAAR scores look good when compared to other campuses in the district. When you look at each individual grade levels, our percentages have declined within our approaches, meets, and masters categories.

Math

3rd grade Approaches 86%, Meets 62%, Masters 28%

4th grade Approaches 89%, Meets 60%, Masters 33%

5th grade Approaches 90%, Meets 71%, Masters 21%

Reading

3rd grade Approaches 86%, Meets 57%, Masters 28%

4th grade Approaches 90%, Meets 64%, Masters 36%

5th grade Approaches 91%, Meets 67%, Masters 32%

Science

5th grade Approaches 74%, Meets 30%, Masters 12%

Student Learning Strengths

Our Black/African American students are making gains in Math, Reading, and Science curriculum and showing growth from the beginning to the end of the school year. Our ELL students are making gains in Math, Reading, and Science curriculum and showing growth from the beginning to the end of the school year.

For Preliminary STAAR Scores for 2024-2025, 3rd-5th Math, 3rd-5th Reading, 5th Science scored above District and State performances in approaches, meets, and masters.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Grades 3-5 White students have significantly decreased passing percentages in state qualifying standards from the previous year. **Root Cause:** Instruction and interventions weren't addressing and monitoring specific sub-populations throughout the school.

Problem Statement 2: Grades 3-5 reading students continue to struggle with increasing our performance with the extended constructed response. **Root Cause:** Extended constructed responses were not consistently focused on from BOY to EOY. Reading comprehension was our focus throughout the year.

Problem Statement 3: In grades K-1 many students enter the grade level already reading below the expected level (K-24%, First-40%). **Root Cause:** K-2 ELAR teachers are learning how to implement a new phonics program and teachers are continuing implement the program with fidelity.

School Processes & Programs

School Processes & Programs Summary

It is an expectation for all grade levels to plan on a designated day of the week so that administration and instructional coach can be present to share district expectations, curriculum updates, and assessment timelines. Wednesday is the designated day of the month for all leaderships meetings: faculty meeting, team leader, site based, vertical team, and PBIS. Professional development is provided at faculty meetings and district designated staff development days. Weekly newsletters are provided for parents and staff with updated events, timelines, due dates, and district updates.

School Processes & Programs Strengths

Communication was shared as a strength due to weekly newsletter for staff and parents. Support with implementation of campus PBIS plan, procedures, safety protocols, and systems in place for transitions throughout the building.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Parents unsure of where to access campus and grade level information. **Root Cause:** Information is being shared in different platforms across grade levels.

Perceptions

Perceptions Summary

Administration has implemented new procedures and systems to address concerns shared by staff. Staff has shared that discipline is not enforced fairly to all students. PBIS program was successful with reinforcing procedures for transitions in the building and in the classroom, cafeteria, gym, and recess. Communication has improved and is consistent with parent and staff weekly newsletter. Administration is present at weekly planning meetings.

Perceptions Strengths

The majority of the staff reported the principal or direct supervisor was available when needed. Teachers at this school work together to ensure student success. Students know there are staff members they can go to for help with both academic and personal problems. Staff is aware of what administrators expect as a member of this school.

Staff shared that students are provided a safe, structured, cohesive learning environment.

Staff feels safe and supported, heard and valued.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Staff has varied expectations of student behaviors due to inconsistent clearly defined campus procedures. **Root Cause:** Inconsistent implementation by staff members of student behaviors is not being implemented/communicated with fidelity.

Priority Problem Statements

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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

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 released test questions
- STAAR Emergent Bilingual (EB) 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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

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
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

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
- Equity data
- T-TESS data
- T-P ESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals





Goal 1: By May of 2025, Austin Elementary students will improve scores in Reading by 5% on summative assessments such as MAP Reading Fluency (on grade level) and STAAR (approaches, meets, and masters).

Performance Objective 1: Ensure access to engaging, rigorous, real world learning opportunities utilizing up-to-date technology supporting quality Tier I instruction for all students.

Evaluation Data Sources: Lesson Plans, Walk-throughs, Agendas for Vertical Team/Faculty Meetings and PLC Meetings

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Reading vertical team will meet periodically throughout the year to conduct collaborative discussions of best practices for instruction and challenges related to campus literacy-based assessments.</p> <p>Strategy's Expected Result/Impact: Teachers can identify student needs and collaborate to provide optimal instruction.</p> <p>Staff Responsible for Monitoring: Classroom Teachers and Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campus instructional coach will provide professional development and coaching cycles on guided reading instruction and implementation of The Next Step Forward in Guided Reading framework with individualized feedback for each K-5 teacher at least 1 time per semester.</p> <p>Strategy's Expected Result/Impact: Teachers will implement The Next Step Forward in Guided Reading framework in small groups and use MAP Reading Fluency and MAP Growth to create assessments.</p> <p>Staff Responsible for Monitoring: Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June





Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will integrate TEKS and ELPS into the lesson plans through language and content objectives, using sentence stems, and vocabulary documented in their plans.</p> <p>Strategy's Expected Result/Impact: Specific strategies identified for use with developing reading, writing, and speaking skills of ELL/EB students.</p> <p>Staff Responsible for Monitoring: Classroom Teacher, EB Specialist, Instruction Coach, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers will implement guided reading/small group with fidelity in grades K-5 using best practice tools such as The Next Step Forward in Guided Reading by Jan Richardson.</p> <p>Strategy's Expected Result/Impact: Students will show expected growth through MAP Reading Fluency, MAP Growth, and STAAR (approaches, meets, and masters)</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Teachers will be provided additional training throughout the 2024-2025 school year, including peer observations. The training will focus on best practices in Guided Reading using The Next Step Forward in Guided Reading framework.</p> <p>Strategy's Expected Result/Impact: Teachers will be able to effectively and confidently implement Jan Richardson's reading framework in their classroom.</p> <p>Staff Responsible for Monitoring: Classroom Teachers and Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: EB students will be provided additional support as needed through the use of supplemental materials, technology Summit K-12, training (7 steps) for teachers, and additional support during small group instruction and increase opportunities for listening and speaking.</p> <p>Strategy's Expected Result/Impact: Increased TELPAS scores</p> <p>Staff Responsible for Monitoring: EB Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: 1,455.00 - 199 PIC 25 State Bilingual/ESL - \$1,455</p>	Formative		
	Feb	Apr	June

Strategy 7 Details	Formative Reviews		
<p>Strategy 7: K-2 will implement UFLI phonics and Heggerty phonemic awareness to introduce high-leverage phonics concepts and strategies in a way that keeps pace with students' reading and writing.</p> <p>Strategy's Expected Result/Impact: Students will learn how, when, and why they can use phonics to read and write.</p> <p>Staff Responsible for Monitoring: Classroom Teachers and Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	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 1: By May of 2025, Austin Elementary students will improve scores in Reading by 5% on summative assessments such as MAP Reading Fluency (on grade level) and STAAR (approaches, meets, and masters).

Performance Objective 2: Review all sources of data systematically

Evaluation Data Sources: Eduphoria Reports, Data Team Meetings





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Regular review and discussion of data will be held in order to determine interventions and additional support before, during, and after the school day for the students. MTSS will be utilized to document interventions and track progress of all students and student groups.</p> <p>Strategy's Expected Result/Impact: Ensure progress of academic growth of all students.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Instructional Coach, and Administrators.</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All IEP progress report cards will be reviewed and updated every 9 weeks to ensure that students are meeting the expected academic progress.</p> <p>Strategy's Expected Result/Impact: All Special Education students will show growth toward mastering their IEP goals.</p> <p>Staff Responsible for Monitoring: Special Education Department and Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Test data from Eduphoria and MAP will be reviewed by data teams each grading period. Test data will be sorted various ways to identify where to target instruction with an emphasis on extended constructed responses.</p> <p>Strategy's Expected Result/Impact: All students are showing growth towards expected performance levels each nine weeks.</p> <p>Staff Responsible for Monitoring: Administrators, Classroom Teachers, and Instructional Coach.</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: By May of 2025, Austin Elementary students will improve scores in Reading by 5% on summative assessments such as MAP Reading Fluency (on grade level) and STAAR (approaches, meets, and masters).

Performance Objective 3: Additional intervention time for identified students.

Evaluation Data Sources: SuccessEd, SST meeting notes, Kid Watch meetings.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Tutorials will continue to be provided for identified at-risk students utilizing planned activities and curriculum that targets reading standards. Interventions will be documented in SuccessED.</p> <p>Strategy's Expected Result/Impact: At-risk students will make adequate progress as compared to non-identified peers.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Instructional Coach, and Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: 4,290.00 - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$4,290</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Sped students will be provided additional support as needed through the use of supplementary materials, technology and additional support during small group instruction. The general education teacher will plan with the Sped teacher and work together to support the students receiving Sped services.</p> <p>Strategy's Expected Result/Impact: Struggling Sped students will receive the appropriate amount of support to ensure success.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Sped Teachers, and Administrators.</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Regular review of students that receive inclusion support through Sped, will be held at progress report and report card terms. Data on students that are not making adequate progress will be reviewed to determine the need for increased support.</p> <p>Strategy's Expected Result/Impact: Struggling Sped students will be monitored to ensure the appropriate support is being provided.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Sped Teachers, and Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Accelerated learning will be provided for identified 3rd, 4th, and 5th grade students as required by HB1416.</p> <p>Strategy's Expected Result/Impact: Intensive instruction will be tailored to the student's needs, the learner will show growth toward meeting state expectations.</p> <p>Staff Responsible for Monitoring: Classroom Teachers and Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	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 2: By May of 2025, Austin Elementary students will improve scores in Math by 5% on summative assessments such as MAP (student growth), TX-KEA (on track, monitor, support), and STAAR (approaches, meets, and masters).


Performance Objective 1: Ensure access to engaging, rigorous, real world learning opportunities utilizing up-to-date technology supporting quality Tier 1 instruction for all students.


Evaluation Data Sources: Lesson plans, Walkthroughs, Agendas for Vertical Teams, Faculty Meetings, and PLC Meetings

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Instructional Coach will provide professional development in team planning utilizing Guided Math instructional approach with an emphasis on higher level questioning, hands on problem solving, short answer response, and multiple opportunities to talk through their thinking.</p> <p>Strategy's Expected Result/Impact: If all of the strategies are implemented successfully then there will be an increase in student classroom/district assessments.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Instructional Coach, and Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Instructional Coach will model, co-teach, and observe guided math and small group lessons in math classrooms at least once per semester to ensure that teachers are teaching at rigorous level.</p> <p>Strategy's Expected Result/Impact: The Instructional Coach will ensure that all teachers are teaching and delivering material at the expected level.</p> <p>Staff Responsible for Monitoring: Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Math teachers will teach concepts using the CRA model (concrete, representational, abstract). They will model, guide, scaffold, and practice short answer responses on daily assignments and assessments.</p> <p>Strategy's Expected Result/Impact: The students will have a better understanding of the concepts being taught due to material being presented in various ways.</p> <p>Staff Responsible for Monitoring: Math Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Instructional Coach and Math Teachers will meet by grade level after BOY, MOY, and EOY assessments and Unit assessments to align TEKS objectives and will work together to create common grade level assessments that are rigorous and include short answer response opportunities as well as the new question types as required by TEA in grades 1-5.</p> <p>Strategy's Expected Result/Impact: Higher performance on major grade assessments along with district assessments.</p> <p>Staff Responsible for Monitoring: Classroom Teacher, Instructional Coach, and Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Teachers will provide engaging rigorous activities to ensure that all students are learning at high levels using guided math framework. K-3 Math Teachers will continue to utilize District Math Cadre strategies and collaborate with 4-5 Math Teachers to implement District Math Cadre strategies.</p> <p>Strategy's Expected Result/Impact: Students will make at least one years growth from BOY to EOY.</p> <p>Staff Responsible for Monitoring: Math Teachers, Instructional Coach, and Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: EB students will be provided additional support as needed through the use of supplementary materials, technology Summit K-12, training (7 Steps) for teachers, and additional support during small group instruction. Increase opportunities for listening and speaking.</p> <p>Strategy's Expected Result/Impact: Increased TELPAS scores</p> <p>Staff Responsible for Monitoring: EB Specialist</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: 1,455.00 - 199 PIC 25 State Bilingual/ESL - \$1,455</p>	Formative		
	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue


Goal 2: By May of 2025, Austin Elementary students will improve scores in Math by 5% on summative assessments such as MAP (student growth), TX-KEA (on track, monitor, support), and STAAR (approaches, meets, and masters).


Performance Objective 2: Review all scores of data systematically.

Evaluation Data Sources: Eduphoria reports, Data Team Meetings

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Regular review and discussion of data will be held in order to determine interventions and additional support before, during, and after the school day for the students. SuccessED will be utilized to document interventions and track progress of all students and student groups.</p> <p>Strategy's Expected Result/Impact: To ensure that no student is left behind and that the needs of all students are being met at the expected level of rigor.</p> <p>Staff Responsible for Monitoring: Classroom Teacher and Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Tutorials will be provided before, during, and after intervention time in school for at-risk/struggling students. Planned activities and curriculum that targets math objectives and strategies depending on student needs.</p> <p>Strategy's Expected Result/Impact: To increase student performance percentages meeting or exceeding grade level requirements.</p> <p>Staff Responsible for Monitoring: Tutors, Classroom Teacher, and Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Test data from Eduphoria, Benchmarks, Unit assessments will be reviewed by data teams each grading period. Test data will be sorted various ways to identify where to target instruction.</p> <p>Strategy's Expected Result/Impact: To determine adjustments and extra support needed to meet the needs of our at-risk students.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Instructional Coach, and Administrators.</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Goal 2: By May of 2025, Austin Elementary students will improve scores in Math by 5% on summative assessments such as MAP (student growth), TX-KEA (on track, monitor, support), and STAAR (approaches, meets, and masters).

Performance Objective 3: Additional intervention time for identified students.

Evaluation Data Sources: SuccessED, SST meeting notes, Kid Watch meetings

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Tutorial and resources will continue to be provided for specific students utilizing planned activities and curriculum that targets math standards and strategies. Interventions will be documented in SuccessED.</p> <p>Strategy's Expected Result/Impact: At-risk students will make adequate progress as compared to non-identified peers.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Instructional Coach, and Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: 4,290.00 - 199 PIC 24 State Compensatory Ed (SCE) Accelerated - \$4,290</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Sped students will be provided additional support as needed through the use of supplementary materials, technology and additional support during small group instruction. The general education teacher will plan with the Sped teacher and work together to support the students receiving Sped services.</p> <p>Strategy's Expected Result/Impact: Struggling Sped students will receive the appropriate amount of support to ensure success.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Sped Teachers, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Regular review of students that receive inclusion support through Sped, will be held at progress report and report card terms. Data on students that are not making adequate progress will be reviewed to determine the need for increased support.</p> <p>Strategy's Expected Result/Impact: Struggling Sped students will be monitored to ensure the appropriate support is being provided.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Sped Teachers, and Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Accelerated learning will be provided for identified 3rd, 4th, and 5th grade students as required by HB1416.</p> <p>Strategy's Expected Result/Impact: Intensive Instruction will be tailored to the student's needs, the learner will show growth toward meeting state expectations.</p> <p>Staff Responsible for Monitoring: Classroom Teachers and Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	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 3: By May of 2025, 5th grade students will improve scores in Science by 5% on summative assessments and STAAR (approaches, meets, and masters).

Performance Objective 1: Ensure access to engaging, rigorous, real world learning opportunities utilizing up-to-date technology supporting quality Tier 1 instruction for all students.

Evaluation Data Sources: Report cards and MOY and EOY assessments.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Science vertical team will meet each semester after BOY and MOY testing to conduct collaborative discussions of best practices for instruction and challenges relating to grades K-5.</p> <p>Strategy's Expected Result/Impact: Teachers can identify student needs and collaborate to provide optimal instruction.</p> <p>Staff Responsible for Monitoring: Classroom Teachers and Administrators.</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers will integrate TEKS and ELPS into the lesson plans through language and content objectives , using sentence stems, and vocabulary documented in their plans.</p> <p>Strategy's Expected Result/Impact: Specific strategies identified for use with developing reading, writing, and speaking skills of ELL/EB students.</p> <p>Staff Responsible for Monitoring: Classroom Teacher, EB Specialist, and Administrators.</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will implement best practices and incorporate hands-on experiences, higher level questioning, dual-code questions and academic vocabulary.</p> <p>Strategy's Expected Result/Impact: Students will enter each grade level with appropriate grade level science knowledge.</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: EB students will be provided additional support as needed through the use of supplementary materials, technology Summit K-12, training (7 steps) for teachers, and additional support during small group instruction and increase opportunities for listening and speaking.</p> <p>Strategy's Expected Result/Impact: Increased TELPAS scores</p> <p>Staff Responsible for Monitoring: EB Specialists</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	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 3: By May of 2025, 5th grade students will improve scores in Science by 5% on summative assessments and STAAR (approaches, meets, and masters).

Performance Objective 2: Review all sources of data systematically





Evaluation Data Sources: Eduphoria reports, Data Team meetings

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Regular review and discussion of data will be held in order to determine interventions and additional support, before, during, and after the school day for the 5th grade students.</p> <p>Strategy's Expected Result/Impact: Ensure progress of academic growth of all students.</p> <p>Staff Responsible for Monitoring: Classroom Teachers and Administrators.</p> <p>ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: All IEP progress report cards will be reviewed and updated every 9 weeks to ensure that Sped students are meeting the expected academic progress.</p> <p>Strategy's Expected Result/Impact: All Special Education students will show growth toward mastering their IEP goals.</p> <p>Staff Responsible for Monitoring: Sped Teachers and Administrators</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Science data for grades 2-5 from Unit assessments will be reviewed by data teams. Test data will be sorted various ways to identify where to target instruction.</p> <p>Strategy's Expected Result/Impact: All students are showing growth towards expected performance levels each 9 weeks.</p> <p>Staff Responsible for Monitoring: Classroom Teachers and Administrators</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: By May of 2025, 5th grade students will improve scores in Science by 5% on summative assessments and STAAR (approaches, meets, and masters).

Performance Objective 3: Additional intervention time for identified students.

Evaluation Data Sources: SuccessED, SST meeting notes, Kid Watch meetings





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Tutorials will continue to be provided for specific students utilizing planned activities and curriculum that targets science standards and strategies.</p> <p>Strategy's Expected Result/Impact: Identified students will make progress connecting hands-on experiences to peer pencil tasks as compared to non-identified peers.</p> <p>Staff Responsible for Monitoring: Classroom Teachers and Administrators</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Sped students will be provided additional support as needed through the use of supplementary materials, technology and additional support during small group instruction. The general education teacher will plan with the Sped teacher and work together to support the students receiving Sped services.</p> <p>Strategy's Expected Result/Impact: Struggling Sped students will receive the appropriate amount of support to ensure success.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Sped Teachers, and Administrators.</p> <p>ESF Levels: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Regular review of students that receive inclusion support through Sped, will be held at progress report cards terms. Data on students that are not making adequate progress will be reviewed to determine the need for increased support.</p> <p>Strategy's Expected Result/Impact: Struggling Sped students will be monitored to ensure the appropriate support is being provided.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Sped Teachers, and Administrators.</p> <p>ESF Levels: Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: By May 2025, the score on our campus climate survey reporting the campus receiving an A for overall quality of our campus will increase for parents by 10% and staff by 20%.

Performance Objective 1: Review and implement with fidelity consistent written procedures for staff to promote a cohesive environment.

Evaluation Data Sources: Campus Climate Survey


Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Review/revise and implement procedures for staff to follow in these areas: *tardies/absences *dress code *hallway/restroom expectations *cafeteria expectations *dismissal expectations</p> <p>Strategy's Expected Result/Impact: All staff and students to be on the same cohesive plan. Staff Responsible for Monitoring: Each grade level representative will report at monthly SBDM meeting.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: There will be staff training to explain the written procedures that will be followed and monitored throughout the year. Strategy's Expected Result/Impact: All staff members will be trained on the written guidelines. Staff Responsible for Monitoring: Core Team, Team Leaders, and Administrators.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Feb	Apr	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Core Team will meet weekly to review the instructional programs, campus climate, discipline, and student/staff wellness.</p> <p>Strategy's Expected Result/Impact: Ensure progress of academic growth and social emotional wellness of all students and staff.</p> <p>Staff Responsible for Monitoring: Core Team</p> <p>ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: By May 2025, the score on our campus climate survey reporting the campus receiving an A for overall quality of our campus will increase for parents by 10% and staff by 20%.

Performance Objective 2: Increase parent involvement.

Evaluation Data Sources: Climate survey.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: EB Specialist will host a Title III Parent Involvement activity to inform parents about ESL program, TELPAS, and strategies to grow their English language at home.</p> <p>Strategy's Expected Result/Impact: Parent Involvement and increased volume of language and vocabulary development.</p> <p>Staff Responsible for Monitoring: EB Specialist</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campus will host parent informational nights and family events.</p> <p>Strategy's Expected Result/Impact: Increase parent campus involvement.</p> <p>Staff Responsible for Monitoring: Staff and Administrators.</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide students with incentives for perfect attendance each 9 weeks and for attending campus activities.</p> <p>Strategy's Expected Result/Impact: Improve attendance rate and parent involvement.</p> <p>Staff Responsible for Monitoring: Staff and Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Feb	Apr	June
			

Goal 4: By May 2025, the score on our campus climate survey reporting the campus receiving an A for overall quality of our campus will increase for parents by 10% and staff by 20%.

Performance Objective 3: Promote positive student and staff social and emotional wellness.

Evaluation Data Sources: Campus climate survey, BOY and EOY SEL screener (grades 3-5)

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: PBIS will be used to promote a safe, effective learning environment and positive culture for all staff and students.</p> <p>Strategy's Expected Result/Impact: Through media such as social contracts, posters, parent newsletter, teacher newsletters, and morning announcements.</p> <p>Staff Responsible for Monitoring: Staff and students.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Feb	Apr	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Continue to implement No Place for Hate activities to promote school safety, cultural inclusivity, and positive climate.</p> <p>Strategy's Expected Result/Impact: Lower percent (34%) of students feeling teased and annoyed by other students as evidenced by SEL screener.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, Counselor, and Administrators.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative		
	Feb	Apr	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Continue to utilize Character Counts and Counselor guidance lessons to reinforce Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. Students will wear Character Counts color the 1st Tuesday of the month. Students who display good character will be recognized during morning announcements and will receive a prize.</p> <p>Strategy's Expected Result/Impact: Celebrated students recognized for exhibiting character traits during morning announcements.</p> <p>Staff Responsible for Monitoring: Teachers and Counselor</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Feb	Apr	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Students will be provided mindfulness tools to manage stress and anxiety.</p> <p>Strategy's Expected Result/Impact: Decrease percentage of students who feel stressed out, anxious and worried as evidence by the SEL screener of 3rd - 5th grade.</p> <p>Staff Responsible for Monitoring: Counselor and Teachers.</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative		
	Feb	Apr	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>			

State Compensatory

Budget for Austin Elementary

Total SCE Funds: \$8,580.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Tutoring and resources.

Site Based Decision Making Committee

Committee Role	Name	Position
Business Owner	Don Dulin	Business Owner
Parent	Jennifer Petty	Parent
Parent	Cristal Clark	Parent
Campus Based Member	Sonya Hernandez	Counselor
Campus Based Member	Michelle Mosley	Instructional Coach
Campus Based Member	Tara Lepler	5th Grade Teacher
Campus Based Member	Samantha Burke	4th Grade Teacher
Campus Based Member	Emily Grimes	3rd Grade Teacher
Campus Based Member	Denise Tom	2nd Grade Teacher
Campus Based Member	Faye Harris	1st Grade Teacher
Campus Based Member	Mario Temporal	Assistant Principal
Campus Based Member	Steffenie Horelica	Principal

Campus Funding Summary

199 PIC 24 State Compensatory Ed (SCE) Accelerated					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	4,290.00		\$4,290.00
2	3	1	4,290.00		\$4,290.00
Sub-Total					\$8,580.00
Budgeted Fund Source Amount					\$8,580.00
+/- Difference					\$0.00
199 PIC 25 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	1,455.00		\$1,455.00
2	1	6	1,455.00		\$1,455.00
Sub-Total					\$2,910.00
Budgeted Fund Source Amount					\$2,910.00
+/- Difference					\$0.00
Grand Total Budgeted					\$11,490.00
Grand Total Spent					\$11,490.00
+/- Difference					\$0.00