Coppell Independent School District

Austin Elementary

2022-2023 Campus Improvement Plan

Mission Statement

Working together, we are committed to creating profound learning experiences for each child, while nurturing meaningful relationships, to positively impact our world.

Core Values

Relationships: We value authentic relationships. When we invest in each other we learn and flourish.
Engagement: We value collective engagement that positively impacts the lives of our children and our world.
Great Teaching: We value great teaching because we believe it is the key to deep learning.
Redefining Success: We value each individual's contribution because the measure of success can be different for everyone.

Guiding Purpose & Beliefs

At Austin Elementary, we are driven to unlock the passion and cultivate the uniqueness inherent in every learner. We believe:

- Our school community works together to develop unique learning opportunities while providing support and encouragement needed for lifelong success.
- An effective school provides the skills necessary to become productive contributors to a global society.
- An effective classroom allows learners and educators to take risks in a physically and emotionally safe and supportive environment.
- Quality instructional programs are chosen for their potential to unlock passions, provide real world experiences, and nurture every learner.
- Our educators embrace professional learning and collaboration as critical components in preparing our learners as they pursue their passions in the 21st century.
- A successful learner pursues their passion while becoming an independent thinker, problem solver, and risk taker.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Austin Elementary is in Coppell ISD, a suburban district with 11 elementary schools, 3 middle schools, 2 high schools, a freshman campus and an alternative education campus.   Austin serves a majority Asian student population in grades PK-5. In the 2021-22 school year, total enrollment was 488 which represents a decrease of 32.3% since 2017-18 (721 learners).

In 2021-22, the student population was 42.6% Asian, 34.4% White, 12.3% Hispanic, 4.9% African American, 0% American Indian/Alaskan Native, 0.2% Native Hawaiian/Pacific Islander and 5.5% multi-racial. Females made up 44.8% of the learners and males represented 55.1%. Our economically disadvantaged percentage was 8.2%.

Our Emergent Bilingual (EB) population consisted of 51 learners that made up 10.4% of our campus. The top 5 foreign languages spoken by this student group were: Tamil (13.7%), Arabic (13.7%), Telugu (13.7), Spanish (11.7%), and Japanese(7.8%). Additionally, 9.8% of our EBs were also economically disadvantaged.

Our 41 gifted and talented learners constituted 8.4% of our population. Our gender split in the GT group was 24.3% female and 75.6% male. Of the four major ethnic groups, our GT learners were 73.1% Asian, 14.6% White, 4.8% Hispanic and 0% African American.

We had 90 learners that qualified for special education services, which represented 18.4% of our population. There were 33 learners with 504 accommodations, which was 6.7% of the total enrollment.

The average daily attendance for our campus in 2021-22 was 96.16%, which decreased by 2.63% from the prior year.

STAFFING

Austin employed 32 educators and 6 instructional aides in the 2021-22 school year. The number of teachers increased by 1 from the prior year while the number of aides decreased by 5. The ethnic breakdown for the teaching staff was 6.2% Asian, 87.5% White, 3.1% Hispanic, 0% African American, 0% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 3.1% multi-racial. Females made up 96.8% of the educators and males represented 3.1%.

Overall, our educators had a varying level of professional experience: 18.7% (6) were new to teaching with 0-1 years of experience, 18.7% (6) had 2-5 years, 15.6% (5) had 6-10 years, 18.7% (6) had 11-15 years, 6.2% (2) had 16-20 years, and 21.8% (7) had more than 20 years.

Looking at longevity within the district, 28.1% of our teachers had 0-1 years in district, 28.1% had 2-5 years, 15.6% had 6-10 years, 12.5% had 11-15 years, 6.2% had 16-20 years and 9.3% had more than 20 years. The average years of professional experience was 12.3 with 8.3 years in the district.

Advanced degrees were held by 31.2% of our teachers: 10 with master's degrees and 0 with doctorates. Our campus principal had 24 years of career experience in a professional position (not necessarily as a principal) and 7 years in Coppell. Our assistant principal(s) had an average of 22 years of professional experience and 5.5 years in the district.

Our educator retention rate from 2020-21 to 2021-22 was 81.25%. For educational aides it was 72.7%. We hired 6 new teachers in 2021-22. The characteristics of our new teachers were as follows: 0% Asian, 100% White, 0% Hispanic, 0% African American, 100% female, 0% male, 50% new to teaching, 16.6% with 2-5 years of professional experience, 0% with 6-10 years, 16.6% with 11-15 years, 0% with 16-20 years, 16.6% with more than 20 years and 18.7% new to the campus. The average years of professional experience was 6.6 with 3.6 years in the district. 50% of our new teachers had advanced degrees.

Demographics Strengths

- Austin Elementary is a diverse school community.
- Our learners have diverse backgrounds.
- Our learners speack a variety of different languages.
- We have a highly qualified staff with 31.2% holding advanced degrees.
- We have a high retention rate of our staff.
- We have a high student attendance rate.
- As a neighborhood school, we have a good relationship with the community.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to enhance communication for families who speak a variety of languages. **Root Cause:** Barriers exist within the current system as it relates to communication.

Problem Statement 2 (Prioritized): There is a need to continue focusing on sheltered instruction strategies to support our Emergent Bilingual learners. **Root Cause:** Educators report a need for more research-based instructional strategies to help support leaners who are learning the English language.

Problem Statement 3 (Prioritized): There is a need to focus on quality and timely intervention and extension within the school day. **Root Cause:** We have a variety of learners with a variety of educational needs who need to be supported in a timely manner.

Problem Statement 4 (Prioritized): There is a need for additional professional learning for staff members to eliminate potential bias while addressing equity and inclusivity. **Root Cause:** Continued professional learning is needed in the area of unconscious bias.

Problem Statement 5 (Prioritized): There is a need to provide support and onboarding for new educators. **Root Cause:** With the addition of sections in each grade level, we have several new staff members at Austin.

Student Learning

Student Learning Summary

Due to the impact of COVID-19 during the 2021-2022 school year, both face-to-face and virtual learning were offered to families the first nine weeks of school for PreK-6th grade students. This added a challenging element to ensure all academic and social emotional needs of learners were being met as we began the school year. The district worked with families and learners to track engagement levels through our learning management system, Schoology. We provided both synchronous and asynchronous opportunities for learning. While Austin educators and families worked in a collaborative spirit, we do realize the challenges presented during the 2021-2022 school year have the potential to result in loss of learning/unfinished learning both academically and social emotionally. We also know we had many strengths during our previous year in how we were facilitating instruction, intervening, connecting with families and learners for feedback and engagement purposes. We continued to offer numerous opportunities for tutoring or learners, summer learning opportunities and will continue looking at how we can provide support moving forward into this school year. Educators at Austin Elementary worked diligently to meet the needs of all learners and, as a Professional Learning Community, shared students across grade levels to ensure both academic and social emotional needs were being met.

As we go into 2022-2023, we will continue to use various data collection tools that help support and track learner growth and specific areas of need:

- NWEA MAP
- Istation
- Dreambox
- Tools such as Reflex Math, Raz Kids Plus, Peardeck
- Panorama Data
- LAS - Language Testing
- TELPAS
- Grades
- Assignments and Engagement Levels of Learners
- Observations from Educators
- Progress Monitoring Tools
- Bulb Digital Portfolios
- Referral and Progress Data for Specialized Services of Support - Special Education/Dyslexia/GTi/504/English Learner
- Data Collection for House Bill 4545 - Tutoring/ Documentation of Learner Growth and Accelerated Learning Committee Meetings (ALCs)

Spring 2021- Spring 2022 STAAR Results:

Admin	Grade	STAAR - Reading - Number Tested	STAAR - Reading - Did Not Meet - %	STAAR - Reading - Approaches - %	STAAR - Reading - Meets - %	STAAR - Reading - Masters - %
Spring 2021	3	888	14	86	65	39
Spring 2021	4	936	16	84	63	35
Spring 2022	3	891	9	91	74	54
Spring 2022	4	966	10	90	78	54
Spring 2021	3	59	14	86	63	36
Spring 2021	4	69	17	83	59	35
Spring 2022	3	71	18	82	59	44
Spring 2022	4	64	3	97	84	52

Admin	Grade	STAAR - Mathematics - Number Tested	STAAR - Mathematics - Did Not Meet - %	STAAR - Mathematics - Approaches - %	STAAR - Mathematics - Meets - %	STAAR - Mathematics - Masters - %
Spring 2021	3	887	18	82	56	36
Spring 2021	4	933	17	83	64	47
Spring 2022	3	890	13	87	68	43
Spring 2022	4	965	14	86	70	51
Spring 2021	3	59	24	76	51	27
Spring 2021	4	69	20	80	57	45
Spring 2022	3	71	25	75	52	24

Admin	Grade	STAAR - Mathematics - Number Tested	STAAR - Mathematics - Did Not Meet - %	STAAR - Mathematics - Approaches - %	STAAR - Mathematics - Meets - %	STAAR - Mathematics - Masters - %
Spring 2022	4	64	14	86	64	48

Admin	Grade	STAAR - Reading - Number Tested	STAAR - Reading - Did Not Meet - %	STAAR - Reading - Approaches - %	STAAR - Reading - Meets - %	STAAR - Reading - Masters - %	STAAR - Mathematics - Number Tested	STAAR - Mathematics - Did Not Meet - %	STAAR - Mathematics - Approaches - %	STAAR - Mathematics - Meets - %	STAAR - Mathematics - Masters - %
Spring 2021	5	64	14	86	64	56	64	9	91	70	50
Spring 2022	5	81	6	94	81	62	81	6	94	67	47

Admin	Grade	STAAR - Science - Number Tested	STAAR - Science - Did Not Meet - %	STAAR - Science - Approaches - %	STAAR - Science - Meets - %	STAAR - Science - Masters - %
Spring 2021	5	64	16	84	59	27
Spring 2022	5	81	9	91	65	47

Student Learning Strengths

- Reading continues to be strength in all grade areas with 52% of our fourth graders and 62% of our fifth graders demonstrating mastery.

- Third grade reading saw an increase in student mastery from 36% to 44%

- Science continues to be a strength and we saw an increase in student mastery from 27% to 47% .

- We have seen growth in our fourth grade math scores from 2021 to 2022.

- Fifth Grade math continues to be a strength with almost 50% of students demonstrating mastery.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause:** Professional development is needed to strengthen Tier 1 instruction and interventions.

Problem Statement 2 (Prioritized): There is a need to implement data protocols in order to analyze data and implement timely intervention and enrichment. **Root Cause:** Protocols have not been utilized with fidelity when analyzing data.

Problem Statement 3 (Prioritized): There is a need to target specific high priority learning standards in the areas of reading, writing, and math with a focus on learning progressions. **Root Cause:** Continued professional learning is needed to understand the vertical alignment of high priority learning standards and the learning progressions.

Problem Statement 4 (Prioritized): There is a continued need to use both qualitative and quantitative data to establish evidence of learning to advance our Emerging Bilinguals (EB) towards meeting targeted goals. **Root Cause:** There has been a lack of multiple data sources across the district being used to show evidence of learner growth.

Problem Statement 5 (Prioritized): There is a need to focus on high quality Tier 1 math instruction as evidenced by both formative and summative assessments. **Root Cause:** Professional development is needed to unpack math standards, understand vertical alignment, and learning progressions.

Problem Statement 6 (Prioritized): There is a need to focus on digital safety, digital citizenship, and digital footprint. **Root Cause:** Digital well-being of our students is a high priority as they continue to navigate and use technology.

Problem Statement 7 (Prioritized): There is a need for students to showcase their learning in a variety of ways as we work to redefine success. **Root Cause:** Students have strengths in a variety of areas (academic, social-emotional, etc.).

School Processes & Programs

School Processes & Programs Summary

The curriculum, instruction, and assessment focus at Austin Elementary is guided by the TEKS and Coppell ISD curriculum and instruction expectations which allows for a guaranteed and viable curriculum. Austin Elementary provides a flexible learning environment to meet the diverse needs of our learners as well as promote collaboration. These flexible spaces within the building includes the following: Literacy Lab for learner and educator resources, a dedicated learning space for educators to conduct Collaborative Team Time (CTT), an outdoor learning garden, motor lab, and a broadcasting studio.

At Austin Elementary, educators and administrators collaborate to engage in the four critical questions of a professional learning community: What do we want students to know and be able to do? How will we know when they have learned it? How will we respond when they haven't learned it? What will we do to extend the learning when they already know it? We will continue to focus on streamlining the processes within the Professional Learning Community (PLC) system. This year, we have a campus goal that is aligned to questions 3 and 4 of a PLC in which we have dedicated four days a week to school-wide intervention and extension (Mustang Time). We have dedicated Professional Learning (PL) Wednesdays in which we will spend time using protocols to unpack high priority learning standards, learning more about creating effective Common Formative Assessments (CFA), analyzing data from CFAs, and creating efficient and timely intervention and extension groups based on data analysis. We have created a master schedule that allows educators to work bi-weekly during Collaborative Team Time (CTT) to move through the cycle of the four critical questions of a PLC with support from administrators and our instructional coach.

We will continue to streamline the processes of Multi-Tiered Systems of Support (MTSS). Educators will use data points to create specific learning goals based on the High Priority Learning Standards (HPLS) in order to help students move along the learning continuum. We will monitor student progression on their learning goals in a timely manner and adjust goals as needed. Additionally, we will use aligned strategies to support all learners in the classroom in regards to behavior as well as draw from a bank of research-based strategies for learners who need additional behavior support. We will use Panorama Education to monitor our supports throughout the year.

Our educators primary instructional structure is the workshop model. This research-based model of instruction allows educators to meet the diverse needs of learners as the teach whole group mini-lessons and then shift to one-on-one and/or small group instruction to focus on differentiated learning. We will continue to strengthen our small group instruction and create small learning groups based on assessment data.

We continue to use the Austin House System to cultivate relationships across grade levels. Vertical House meetings are held each month and in which students with vertical grade peers on our character traits of the month. This system helps foster strong relationships among both learners and educators.

We continue to focus on both the physical and emotional safety of our staff and students. We have regularly scheduled drills and our Austin Admin team meet regularly to debrief drills and ensure all campus personal are updated and made aware of their specific responsibilities

related to implementing safety drills.

Austin educators and administrators engage in the following activities to support our professional learning community:

- Collaborative Team Time - Educators have extended planning time to engage in the cyclical processes of collaborative teams
- Campus Professional Learning - Educators learn together on topics of focus for the campus
- Educator Design Days - Educators meet three times per year for a full day, to design learning experiences to meet the needs of all learners
- Schoolwide Behavior Expectations - Positive Behavior Interventions and Supports (PBIS)
- School-wide House system to promote community and recognize student leadership
- Response to Intervention

School Processes & Programs Strengths

- Job-embedded professional learning as part of CTT
- Common protocols and agendas for collaborative teams and planning
- Campus professional learning opportunities
- Austin Student Council
- Austin House System
- School garden
- Flexible learning environment
- Digital learning opportunities
- School-wide enrichment opportunities
- Learner led broadcasting team
- Principal Advisory Committee (learners in grades 3-5)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need to focus on professional learning related to the four essential questions of a PLC. **Root Cause:** We have several new staff members and there is a need for onboarding.

Problem Statement 2 (Prioritized): There is a need to streamline data collection within Tiers 2 and 3 of our Multi Tiered Systems of Support (MTSS) framework. **Root Cause:** Professional development is needed in the use of Panorama to track learner data.

Problem Statement 3: There is a need to provide specific and timely interventions and extensions to our learners. **Root Cause:** We have a variety of leaners with specific academic

needs.

Problem Statement 4 (Prioritized): There is a continued need to focus on school safety. **Root Cause:** Students, staff, and families have a need to feel safe and secure while at school.

Perceptions

Perceptions Summary

Austin Elementary is dedicated to meeting the academic, physical, and social emotional needs of its staff and students. Safety is a top priority for our learners and staff. We continue to follow all district protocols in order to keep all learners and staff safe. We conduct regular monthly drills, exterior door audits, and have a trained MAT team for medical emergencies. We have implemented the new Raptor Alert program to conduct secure, lock down, shelter, evacuation, and hold drills. Safety is also our number one goal for learners during arrival, dismissal and recess. Staff are "all hands on deck" when guarding and enforcing student safety.

Recent data points indicate that our learners continue to have strong relationships with each other as well as with their educators. Our spring Panorama data showed in an increase in growth mindset and a positive feeling about school. The implementation of the "House System" provides a positive climate for staff and students. This cross-age system allows learners to build relationships across the campus. All students from PreK to 5th grade take part in the House System at Austin. Learners also have the opportunity to participate in student council, campus internships, learner-led announcements, and principal advisory committee. We believe that positive student-to-student interaction allows for strong relationships. We will continue this by increasing the number of student mentors as our older Mustangs work with our younger Mustangs.

At Austin Elementary we believe in cultivating deep roots with our families. Our Panorama data from the spring of 2022 indicates that our families feel Austin Elementary has a great school climate. We are proud of our strong Parent Teacher Organization and value the partnership we have with our families. This year our campus will sponsor parent/family book studies, as well as a parent learning academy focused on math, both designed to strengthen school-wide connections and communication. We will conduct a book study in the spring on The Gift of Failure by Jessica Lahey.

As part of the CISD Strategic Design work, Austin will continue to focus on the four core values: Relationships, Engagement, Great Teaching, and Redefining Success. We will continue to use our Advocacy Deck cards and will highlight educators and learners who exemplify these core values. Our teachers take part in highlighting one another each month as they witness their colleagues demonstrating the core values.

Perceptions Strengths

- House systems continue to add to a positive school climate.
- Classroom buddy classes allow for mentoring opportunities.
- Mustang of the Week
- Morning meetings, class check-ins and restorative practices have shown positive results.

- Student mentoring programs fosters relationship building.
- Strategies of mindfulness are taught and practiced each day.
- Strong sense of family is felt by all stakeholders.
- Austin is a safe environment for risk taking and independent thinking.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a continued need to focus on social emotional learning and well-being. **Root Cause:** There is an increased need for mental health awareness and care due to changes in society.

Problem Statement 2: There is a need to establish and maintain strong, positive relationships with all learners. **Root Cause:** Barriers exist due to the fact that some students started the school year in a temporary virtual setting while others started in the school year in person.

Problem Statement 3 (Prioritized): There is a continued need to provide opportunities for family engagement. **Root Cause:** We have many families who are seeking a variety of opportunities to be involved in our school.

Priority Problem Statements

Problem Statement 14: There is a need to enhance communication for families who speak a variety of languages.
Root Cause 14: Barriers exist within the current system as it relates to communication.
Problem Statement 14 Areas: Demographics

Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions.
Root Cause 1: Professional development is needed to strengthen Tier 1 instruction and interventions.
Problem Statement 1 Areas: Student Learning

Problem Statement 5: There is a need to focus on professional learning related to the four essential questions of a PLC.
Root Cause 5: We have several new staff members and there is a need for onboarding.
Problem Statement 5 Areas: School Processes & Programs

Problem Statement 4: There is a continued need to focus on social emotional learning and well-being.
Root Cause 4: There is an increased need for mental health awareness and care due to changes in society.
Problem Statement 4 Areas: Perceptions

Problem Statement 13: There is a need to continue focusing on sheltered instruction strategies to support our Emergent Bilingual learners.
Root Cause 13: Educators report a need for more research-based instructional strategies to help support leaners who are learning the English language.
Problem Statement 13 Areas: Demographics

Problem Statement 11: There is a need to implement data protocols in order to analyze data and implement timely intervention and enrichment.
Root Cause 11: Protocols have not been utilized with fidelity when analyzing data.
Problem Statement 11 Areas: Student Learning

Problem Statement 2: There is a need to streamline data collection within Tiers 2 and 3 of our Multi Tiered Systems of Support (MTSS) framework.
Root Cause 2: Professional development is needed in the use of Panorama to track learner data.
Problem Statement 2 Areas: School Processes & Programs

Problem Statement 6: There is a need to focus on quality and timely intervention and extension within the school day.
Root Cause 6: We have a variety of learners with a variety of educational needs who need to be supported in a timely manner.
Problem Statement 6 Areas: Demographics

Problem Statement 10: There is a need to target specific high priority learning standards in the areas of reading, writing, and math with a focus on learning progressions.

Root Cause 10: Continued professional learning is needed to understand the vertical alignment of high priority learning standards and the learning progressions.

Problem Statement 10 Areas: Student Learning

Problem Statement 15: There is a continued need to provide opportunities for family engagement.

Root Cause 15: We have many families who are seeking a variety of opportunities to be involved in our school.

Problem Statement 15 Areas: Perceptions

Problem Statement 12: There is a need for additional professional learning for staff members to eliminate potential bias while addressing equity and inclusivity.

Root Cause 12: Continued professional learning is needed in the area of unconscious bias.

Problem Statement 12 Areas: Demographics

Problem Statement 9: There is a continued need to use both qualitative and quantitative data to establish evidence of learning to advance our Emerging Bilinguals (EB) towards meeting targeted goals.

Root Cause 9: There has been a lack of multiple data sources across the district being used to show evidence of learner growth.

Problem Statement 9 Areas: Student Learning

Problem Statement 17: There is a continued need to focus on school safety.

Root Cause 17: Students, staff, and families have a need to feel safe and secure while at school.

Problem Statement 17 Areas: School Processes & Programs

Problem Statement 7: There is a need to provide support and onboarding for new educators.

Root Cause 7: With the addition of sections in each grade level, we have several new staff members at Austin.

Problem Statement 7 Areas: Demographics

Problem Statement 3: There is a need to focus on high quality Tier 1 math instruction as evidenced by both formative and summative assessments.

Root Cause 3: Professional development is needed to unpack math standards, understand vertical alignment, and learning progressions.

Problem Statement 3 Areas: Student Learning

Problem Statement 8: There is a need to focus on digital safety, digital citizenship, and digital footprint.

Root Cause 8: Digital well-being of our students is a high priority as they continue to navigate and use technology.

Problem Statement 8 Areas: Student Learning

Problem Statement 16: There is a need for students to showcase their learning in a variety of ways as we work to redefine success.

Root Cause 16: Students have strengths in a variety of areas (academic, social-emotional, etc.).

Problem Statement 16 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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- 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

Student Data: Student Groups

- 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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

- 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

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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Personal Growth and Experiences: At Austin Elementary, we will achieve our full potential by learning at high levels and taking ownership of our learning.

Performance Objective 1: All Pre-K - 5th grade learners will be provided high quality Tier I instruction that is aligned to the TEKS.

HB3 Goal

Evaluation Data Sources: STAAR data, response to intervention data, district universal screener data, district professional learning, and campus professional learning opportunities, curriculum office hours.

Strategy 1 Details	Reviews			
Strategy 1: Instructional leaders will provide professional learning and support for classroom educators in implementing Tier 1 instructional strategies with a specific focus on small group instruction and using formative assessments in the classroom.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Educators are able to provide timely small group intervention and extension based on data from common formative assessments. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach **Title I:** 2.4, 2.6 **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
Strategy 2: House Bill 3 implementation of reading goals and training with elementary Reading Academies will occur.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Educators and administrator will increase their knowledge and implementation of evidence-based literacy practices in order to impact student achievement.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach **Problem Statements:** Student Learning 1				

Strategy 3 Details	Reviews			
Strategy 3: House Bill 3 implementation of math goals supporting intervention and tracking data for elementary math will occur.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Educators will strengthen their math skills and and implement effective math strategies. Educators will track learner progress through state and district assessments and provide timely intervention and extensions. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach **Problem Statements:** Student Learning 5				

Strategy 4 Details	Reviews			
Strategy 4: Educators will utilize collaborative team time and design days to unpack high priority learning standards, create common assessments, and plan for intervention and enrichment.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Educators will design high quality Tier I instruction. Educators will design quality intervention and enrichment to meet the needs of all learners. Grade levels will have monthly documentation of collaborative planning agendas, design day agendas, unit planners, common assessment data, lesson plans for intervention. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach Educators **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 3 - Student Learning 1, 3, 5 **Funding Sources:** Educator Substitutes for Design Days (K-5th Grade) - 211 - Title I, Part A - 211-11-6112-00-103-24-000-2130 - $9,000				

Strategy 5 Details	Reviews			
Strategy 5: We will implement structures and processes for our educators to take part in learning walks (within and outside of our campus) in order to collaborate and increase their instructional knowledge.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Educators will be able to have real-time professional learning Instructional coach will be able to debrief with educators after learning walks Instructional strategies can be implemented quickly Collaboration among colleagues (within and outside of our campus) **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach **Title I:** 2.5 **Problem Statements:** Demographics 5				

Strategy 6 Details	Reviews			
Strategy 6: We will implement a mentor program, New Mustang Cohort, to support our new Austin educators.	**Formative**			**Summative**
Strategy's Expected Result/Impact: New educators will be prepared to implement school-wide processes and procedures. They will have intentional time to meet with designated mentors.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach **Title I:** 2.5 **Problem Statements:** Demographics 5				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: There is a need to focus on quality and timely intervention and extension within the school day. **Root Cause**: We have a variety of learners with a variety of educational needs who need to be supported in a timely manner.
Problem Statement 5: There is a need to provide support and onboarding for new educators. **Root Cause**: With the addition of sections in each grade level, we have several new staff members at Austin.
Student Learning
Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause**: Professional development is needed to strengthen Tier 1 instruction and interventions.

Student Learning
Problem Statement 3: There is a need to target specific high priority learning standards in the areas of reading, writing, and math with a focus on learning progressions. **Root Cause**: Continued professional learning is needed to understand the vertical alignment of high priority learning standards and the learning progressions.
Problem Statement 5: There is a need to focus on high quality Tier 1 math instruction as evidenced by both formative and summative assessments. **Root Cause**: Professional development is needed to unpack math standards, understand vertical alignment, and learning progressions.

Goal 1: Personal Growth and Experiences: At Austin Elementary, we will achieve our full potential by learning at high levels and taking ownership of our learning.

Performance Objective 2: Multiple modalities of qualitative and quantitative data will be analyzed and utilized to respond to the needs of all learners.

Evaluation Data Sources: STAAR data, response to intervention data, district universal screener data, collaborative team time data (pre and post assessments, common formative assessments), learning walks, walkthroughs, learner data notebooks

Strategy 1 Details	Reviews			
Strategy 1: Educators will continue the utilization of data analysis protocols in order to track student learning and make data-driven instructional decisions.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Educators will be proficient in using protocols to analyze both formative and summative data. Educators will have discussions with their colleagues about instructional practices. Students will receive timely intervention and/or enrichment based on data driven decisions. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach Educators **Title I:** 2.6 **Problem Statements:** Demographics 3 - Student Learning 2				

Strategy 2 Details	Reviews			
Strategy 2: We will continue to provide training and support to all educators in the understanding and implementation of MTSS (Multi-Tiered Systems of Support).	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Learners will receive targeted intervention and extensions. Learners will make anticipated growth on assessments. Educators will discuss high quality instructional strategies. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach Educators **Title I:** 2.6 **Problem Statements:** School Processes & Programs 2				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: There is a need to focus on quality and timely intervention and extension within the school day. **Root Cause**: We have a variety of learners with a variety of educational needs who need to be supported in a timely manner.
Student Learning
Problem Statement 2: There is a need to implement data protocols in order to analyze data and implement timely intervention and enrichment. **Root Cause**: Protocols have not been utilized with fidelity when analyzing data.
School Processes & Programs
Problem Statement 2: There is a need to streamline data collection within Tiers 2 and 3 of our Multi Tiered Systems of Support (MTSS) framework. **Root Cause**: Professional development is needed in the use of Panorama to track learner data.

Goal 1: Personal Growth and Experiences: At Austin Elementary, we will achieve our full potential by learning at high levels and taking ownership of our learning.

Performance Objective 3: Student achievement and progress levels will exceed state standards/averages for all student groups.

    Evaluation Data Sources: STAAR data, TELPAS data, Learning Walks, Common Formative Assessments

Strategy 1 Details	Reviews			
Strategy 1: We will provide resources and training to spport educators to identify the proficiency levels of Emergent Bilingual Learners and plan appropriate classroom instructional strategies.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Educators will utilize instructional strategies to help support our EB learners.
Assessment data will indicate that we are closing achievement gaps.
    Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
Language Acquisition Specialist
 	
    Title I:
2.4, 2.6
    Problem Statements: Demographics 2 - Student Learning 4				

Strategy 2 Details	Reviews			
Strategy 2: We will provide resources and specific training to campus educators in supporting and providing interventions to all learners including: special education, 504, English, Migrant , Tier II, Tier II, and GT learners.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Assessment data will indicate we are closing gaps within student groups.
Educators will strengthen instructional strategies to meet the needs of all student groups.
    Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Coach
 	
    Title I:
2.4, 2.6
    Problem Statements: Demographics 2, 3 - Student Learning 4				

Strategy 3 Details	Reviews			
Strategy 3: We will implement specific tutoring plans, per House Bill 4545, that focus on learners who have not met standard on state assessments and are in need of additional learning support.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Student growth in targeted reading/ math goals. Teacher growth in instructional practices. **Staff Responsible for Monitoring:** Principal Assistant Principal Educators **Title I:** 2.4, 2.6 **Problem Statements:** Demographics 3				

Strategy 4 Details	Reviews			
Strategy 4: We will provide timely and targeted interventions to all learners (K-5) who are at-risk of not meeting grade level standards.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in academic achievement and growth Targeted intervention on Hight Priority Learning Standards **Staff Responsible for Monitoring:** Principal Assistant Principal Educators **Title I:** 2.4, 2.6 **Problem Statements:** Demographics 3 - Student Learning 1 **Funding Sources:** We will provide a tutor to work with our K-2nd grade students within the school day. - 199 - State Comp Ed - 199-11-6128-00-103-24-000 - $4,305.75, We will provide a tutor to work with our 3rd - 5th grade students within the school day. - 211 - Title I, Part A - 211-11-6128-00-103-24-000-2130 - $5,368.32				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: There is a need to continue focusing on sheltered instruction strategies to support our Emergent Bilingual learners. **Root Cause**: Educators report a need for more research-based instructional strategies to help support leaners who are learning the English language.
Problem Statement 3: There is a need to focus on quality and timely intervention and extension within the school day. **Root Cause**: We have a variety of learners with a variety of educational needs who need to be supported in a timely manner.

Student Learning
Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause**: Professional development is needed to strengthen Tier 1 instruction and interventions.
Problem Statement 4: There is a continued need to use both qualitative and quantitative data to establish evidence of learning to advance our Emerging Bilinguals (EB) towards meeting targeted goals. **Root Cause**: There has been a lack of multiple data sources across the district being used to show evidence of learner growth.

Goal 2: Authentic Contributions: At Austin Elementary, we will demonstrate personal responsibility and integrity by using our unique passions, gifts, and talents as productive members of the global community.

Performance Objective 1: All Pre-K through 5th grade learners will participate in learning experiences that are focused on real-wold connections, and career, college, and life readiness.

> **Evaluation Data Sources:** Curriculum documents, Panorama Survey data, lessons, campus internship opportunities

Strategy 1 Details	Reviews			
Strategy 1: We will provide training and resources to educators to help enhance curriculum connections to real-world connections.	**Formative**			**Summative**
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Educators will have a toolkit of resources and strategies to create real-word experiences for learners. Students will have the opportunity to connect their learning to authentic situations. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach Educators **Title I:** 2.5				

Strategy 2 Details	Reviews			
Strategy 2: Learners will have the opportunity to participate in campus internships (early childhood, library, nurse, counseling) and committees (Mustang Mutual, Austin Student Council, Principal Advisory Committee, Mustang Live Broadcasting, Kid Teacher Organization, after school clubs, and school learning garden to expose them to real-world	**Formative**			**Summative**
	Nov	Feb	Apr	June

experiences.

    Strategy's Expected Result/Impact: Learners will have exposure to real world experiences and have interest-based learning opportunities beyond the school day through after school clubs.
Educators will design learning experiences that connect to real-world experiences.
Educators will utilize the school garden as a tool for learning in a variety of content areas.

    Staff Responsible for Monitoring: Principal
Assistant Principal
Educators

    Title I:
2.5
    Problem Statements: Student Learning 7

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 7: There is a need for students to showcase their learning in a variety of ways as we work to redefine success. **Root Cause**: Students have strengths in a variety of areas (academic, social-emotional, etc.).

Goal 2: Authentic Contributions: At Austin Elementary, we will demonstrate personal responsibility and integrity by using our unique passions, gifts, and talents as productive members of the global community.

Performance Objective 2: All Pre-K through 5th grade learners will have multiple opportunities to highlight and showcase evidence of academic, social emotional learning and interest/passions. (i.e. service learning, digital portfolios, presentations, goal setting tools, etc.)

Evaluation Data Sources: Learner digital portfolios, digital resources, rubrics, goal setting forms/templates

Strategy 1 Details	Reviews			
Strategy 1: Educators will continue utilizing digital portfolios (Bulb platform) to provide opportunities for highlighting the processes and products of learning.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Learners will showcase growth and evidence of learning to include enrichment experiences, presentations, other self-selected works. Bulb digital portfolios will be used throughout the year and include written reflections. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach Digital Learning Coach Educators **Problem Statements:** Student Learning 7				

Strategy 2 Details	Reviews			
Strategy 2: Educators will assess their learners in a variety of ways and will provide opportunities for learners to showcase their understanding through innovative and creative practices.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Timely and specific feedback to learners Learner goal setting Learner reflections Rubrics for academic and social-emotional growth **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach Educators **Problem Statements:** Student Learning 7				

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 7: There is a need for students to showcase their learning in a variety of ways as we work to redefine success. **Root Cause**: Students have strengths in a variety of areas (academic, social-emotional, etc.).

Goal 3: Well-Being and Mindfulness: At Austin Elementary, we will learn, engage, and work in a safe, inclusive and responsive environment.

Performance Objective 1: Austin Elementary will work with our educators to review new curriculum documents and provide training on the implementation of specific programs for counseling and social emotional learning.

    Evaluation Data Sources: Educator feedback, Counselor data, Threat Assessment Data, Panorama survey data

Strategy 1 Details	Reviews			
Strategy 1: We will implement current PK - 5th grade curriculum documents and resources to include learning supports for social emotional learning including character traits such as: trustworthiness, integrity, respect, responsibility, caring, good citizenship, school pride, and gratitude. We will utilize our Austin House System to teach character traits through monthly meetings.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Learners will understand and apply what they learned about the character traits.
Learners will be able to identify character traits in themselves and others.
Educators will utilize aligned lessons and vocabulary within morning meetings and house meetings.
 	
    Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor
Educators
 	
    Problem Statements: Perceptions 1				

Strategy 2 Details	Reviews			
Strategy 2: Integrate curriculum supports for the implementation of the new health TEKS as work with our counselor to incorporate the Second Steps Program.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Educators will utilize the aligned curriculum for morning meetings and be able to have collaborative discussions with their team about the topics discussed.
Learners will have a shared vocabulary when it comes to character traits and social emotional strategies for success.
    Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor
Educators
 	
    Problem Statements: Perceptions 1				

Strategy 3 Details	Reviews			
Strategy 3: We will align implementation of social emotional support structures such as class meetings, check-ins, and restorative practices.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: All educators will implement SEL structures with fidelity. Learners will be provided social-emotional support in all classrooms. Learner social-emotional growth will be evident in Panorama survey data. Educators will be able to identify the function of student behavior and provide timely support. Positive behavior interventions and supports will be implemented with fidelity **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor Educators **Problem Statements:** Perceptions 1				

Strategy 4 Details	Reviews			
Strategy 4: We will continue to provide training and supports for digital learning with a focus on academic integrity, digital safety, digital citizenship, and cyber-bullying.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase appropriate use of digital resources Learner feedback and educator feedback Fewer discipline referrals in this focus area. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor Educators **Problem Statements:** Perceptions 1				

Strategy 5 Details	Reviews			
Strategy 5: We will conduct a parent/family book study in the fall on the book The Gift of Failure by Jessica Lahey.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Collaboration between parents and school to foster student independence as they learn from mistakes. Students will work through tough problems. A decrease of student frustration in the area of academics and SEL. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor **Title I:** 4.1 **Problem Statements:** Perceptions 1, 3	**Nov**	**Feb**	**Apr**	**June**

0% **No Progress**	100% **Accomplished**	→ **Continue/Modify**	✗ **Discontinue**	

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: There is a continued need to focus on social emotional learning and well-being. **Root Cause**: There is an increased need for mental health awareness and care due to changes in society.
Problem Statement 3: There is a continued need to provide opportunities for family engagement. **Root Cause**: We have many families who are seeking a variety of opportunities to be involved in our school.

Goal 3: Well-Being and Mindfulness: At Austin Elementary, we will learn, engage, and work in a safe, inclusive and responsive environment.

Performance Objective 2: Austin Elementary will continue to bring clarity, communicate systems and provide intentional training to ensure alignment with practices and supports across the district.

Evaluation Data Sources: Discipline referral data
Panorama survey feedback
Curriculum embedded resources

Strategy 1 Details	Reviews			
Strategy 1: Continue providing training to align practices and review and analyze discipline, behavior, bullying and threat assessment data to look at equitable practices and interventions/supports for learners.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Educator knowledge on implementing PBIS strategies Consistent data analysis of office referrals Provide consistent supports and interventions to learners and educators Kid Talk meetings to discuss interventions to support learners **Staff Responsible for Monitoring:** Principal Assistant Principal **Problem Statements:** Perceptions 1				
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: There is a continued need to focus on social emotional learning and well-being. **Root Cause**: There is an increased need for mental health awareness and care due to changes in society.

Goal 4: Organizational Improvement and Strategic Design: At Austin Elementary, we will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation, and performance needs.

Performance Objective 1: Austin will provide aligned professional learning opportunities and gather feedback from participants on their growth and the impact of training.

Evaluation Data Sources: PLC continuums, Collaborative Team Time Agendas, Panorama Staff Feedback, T-TESS Observations

Strategy 1 Details	Reviews			
Strategy 1: Educators and administration will engage in the continued improvement process of Professional Learning Communities(PLC)/ Multi-Tiered Systems of Support (MTSS) in order to effectively meet the needs of all learners.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Educators will use campus protocols to address the four critical questions of professional learning communities Campus will collaboratively develop professional learning aligned to campus needs and goals. Campus will use data analysis protocols to analyze and compare grade level data for the purpose of evaluating effective instructional strategies. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach Educators **Problem Statements:** School Processes & Programs 1, 2				

Strategy 2 Details	Reviews			
Strategy 2: We will align and provide support for our campus concerning needs for professional learning.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Campus needs assessment feedback will drive our professional learning.	**Nov**	**Feb**	**Apr**	**June**
Educators will have voice concerning needs for professional learning. **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Coach				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

**Performance Objective 1 Problem Statements:**

School Processes & Programs
Problem Statement 1: There is a need to focus on professional learning related to the four essential questions of a PLC. **Root Cause**: We have several new staff members and there is a need for onboarding.

School Processes & Programs
Problem Statement 2: There is a need to streamline data collection within Tiers 2 and 3 of our Multi Tiered Systems of Support (MTSS) framework. **Root Cause**: Professional development is needed in the use of Panorama to track learner data.

Goal 4: Organizational Improvement and Strategic Design: At Austin Elementary, we will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation, and performance needs.

Performance Objective 2: We will continue to investigate and provide tools/strategies in order to create a comprehensive, balanced assessment system as a means to monitor student growth and to inform instructional practices.

Evaluation Data Sources: Panorama Data
Bulb Portfolios
Assessment Data (STAAR, CFA, MAP, etc.)
Attendance Data

Strategy 1 Details	Reviews			
Strategy 1: We will continue implementing a CISD Community Based Accountability System (CBAS).	**Formative**			**Summative**
Strategy's Expected Result/Impact: Learners will show growth in multiple areas (academic, social, behavior, etc.) Educators will use multiple measures to determine success. Educators will focus on student growth in all areas. **Title I:** 2.5	**Nov**	**Feb**	**Apr**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: Organizational Improvement and Strategic Design: At Austin Elementary, we will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation, and performance needs.

Performance Objective 3: Austin will continue to review and maintain safety and security practices and will work to implement any additional strategies/protocols put in place by the state.

    Evaluation Data Sources: Raptor Reports
    Safety Audits
    Exterior Door Sweep Reports

Strategy 1 Details				Reviews			
Strategy 1: We will complete all required safety drills throughout the school year. All staff. learners, and families will understand Austin Elementary safety protocols.				**Formative**			**Summative**
				Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: All drills (evacuation, hold, secure, lockdown, and shelter) will be conducted per CISD requirements.
 All Austin employees and students will understand their roles in maintaining a safe campus.
 	
     Staff Responsible for Monitoring: Principal
 Assistant Principal
 Safety Team
 Educators
 	
     Problem Statements: School Processes & Programs 4							

Strategy 2 Details				Reviews			
Strategy 2: We will implement door sweeps on our campus at least once a week during instructional days.				**Formative**			**Summative**
				Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: The assurance that our staff and students are keeping all exterior doors closed and locked at all times.
 	
     Staff Responsible for Monitoring: Principal
 Assistant Principal
 Safety Team
 	
     Problem Statements: School Processes & Programs 4							

0% No Progress		100% Accomplished		Continue/Modify		Discontinue	

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 4: There is a continued need to focus on school safety. **Root Cause**: Students, staff, and families have a need to feel safe and secure while at school.

State Compensatory

Budget for Austin Elementary

Total SCE Funds: $7,799.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

We have hired a certified retired educator to work with our students in the area of reading and math.

Campus Funding Summary

211 - Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Educator Substitutes for Design Days (K-5th Grade)	211-11-6112-00-103-24-000-2130	$9,000.00
1	3	4	We will provide a tutor to work with our 3rd - 5th grade students within the school day.	211-11-6128-00-103-24-000-2130	$5,368.32
				Sub-Total	$14,368.32
199 - State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	4	We will provide a tutor to work with our K-2nd grade students within the school day.	199-11-6128-00-103-24-000	$4,305.75
				Sub-Total	$4,305.75