

Coppell Independent School District
Austin Elementary
2023-2024 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.

Table of Contents

- Comprehensive Needs Assessment 4
 - Demographics 4
 - Student Learning 5
 - School Processes & Programs 8
 - Perceptions 10
- Priority Problem Statements 12
- Comprehensive Needs Assessment Data Documentation 15
- Goals 17
 - 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. 18
 - 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. 25
 - Goal 3: Well-Being and Mindfulness: At Austin Elementary, we will learn, engage, and work in a safe, inclusive and responsive environment. 29
 - 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. 32
- State Compensatory 36
 - Budget for Austin Elementary 37
- Campus Funding Summary 37

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 plurality Asian student population in grades EC-5. In the 2022-23 school year, total enrollment was 517 which represents a decrease of -24.7% since 2018-19 (687 learners).

In 2022-23, the student population was 47.3% Asian, 31.7% White, 11.6% Hispanic, 4.4% African American, 0% American Indian/Alaskan Native, 0.1% Native Hawaiian/Pacific Islander and 4.6% multi-racial. Females made up 45.4% of the learners and males represented 54.6%. Our economically disadvantaged percentage was 11.9%.

Our Emergent Bilingual (EB) population consisted of 143 learners that made up 27.6% of our campus. The top 5 foreign languages spoken by this student group were: Telugu (33.5%), Tamil (13.2%), Hindi (11.8), Arabic (6.2%), and Nepali (4.9%). Additionally, 7.6% of our EBs were also economically disadvantaged.

Our 40 gifted and talented learners constituted 7.7% of our population. Our gender split in the GT group was 27.5% female and 72.5% male. Of the four major ethnic groups, our GT learners were 75% Asian, 15% White, 5% Hispanic and 0% African American.

We had 100 learners that qualified for special education services, which represented 19.3% of our population. There were 23 learners with 504 accommodations, which was 4.4% of the total enrollment.

The average daily attendance for our campus in 2022-23 was 94.68%, which decreased by 1.48% from the prior year.

STAFFING

Austin employed 37 educators and 11 instructional aides in the 2022-23 school year. The number of teachers increased by 5 from the prior year while the number of aides remained the same. The ethnic breakdown for the teaching staff was 8.1% Asian, 83.7% White, 5.4% Hispanic, 0% African American, 0% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 2.7% multi-racial. Females made up 97.3% of the educators and males represented 2.7%.

Overall, our educators had a varying level of professional experience: 8.1% (3) were new to teaching with 0-1 years of experience, 18.9% (7) had 2-5 years, 24.3% (9) had 6-10 years, 16.2% (6) had 11-15 years, 8.1% (3) had 16-20 years, and 24.3% (9) had more than 20 years.

Looking at longevity within the district, 27% of our teachers had 0-1 years in district, 24.3% had 2-5 years, 21.6% had 6-10 years, 10.8% had 11-15 years, 5.4% had 16-20 years and 10.8% had more than 20 years. The average years of professional experience was 11.7 with 6.8 years in the district.

Advanced degrees were held by 32.4% of our teachers: 12 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 8 years in Coppell. Our assistant principal had 16 years of professional experience and 3 years in the district.

Our educator retention rate from 2021-22 to 2022-23 was 84.85%. For educational aides it was 63.64%. We hired 9 new teachers in 2022-23. The characteristics of our new teachers were as follows: 11.1% Asian, 77.7% White, 11.1% Hispanic, 0% African American, 100% female, 0% male, 22.2% new to teaching, 11.1% with 2-5 years of professional experience, 44.4% with 6-10 years, 11.1% with 11-15 years, 11.1% with 16-20 years, 0% with more than 20 years and 24.3% new to the campus. The average years of professional experience was 7.7 with 1.6 years in the district. 22.2% of our new teachers had advanced degrees.

Demographics Strengths

- Austin Elementary is a diverse school community.
- Our learners have diverse backgrounds.
- Our learners speak a variety of different languages.
- We have a highly qualified staff with 32.4% 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 learners 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:** Barriers exist within our educational system due to lack of understanding or varied experiences.

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

Austin 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.

- **NWEA MAP: Please refer to Plan Addendum Section for NWEA MAP Fall 2022-Spring 2023 Student Growth Summary Report. For help: https://teach.mapnwea.org/assist/help_map/Content/Data/SampleReports/StudentGrowthSummaryReport.htm**
- **mCLASS: Please refer to the link to view 22-23 performance levels across grade levels at BOY, MOY, EOY: https://drive.google.com/file/d/1yQ7F4xA63uYmIqTw258_cmtAGYWxgqib/view?usp=sharing**

Admin	Grade	STAAR - Reading - Number Tested	STAAR - Reading - Average Scale Score	STAAR - Reading - Did Not Meet - %	STAAR - Reading - Approaches - %	STAAR - Reading - Meets - %	STAAR - Reading - Masters - %	STAAR - Mathematics - Number Tested	STAAR - Mathematics - Average Scale Score	STAAR - Mathematics - Did Not Meet - %	STAAR - Mathematics - Approaches - %	STAAR - Mathematics - Meets - %	STAAR - Mathematics - Masters - %	STAAR - Science - Number Tested
Spring 2022	3	71	1496	18	82	59	44	71	1464	25	75	52	24	
Spring 2022	4	64	1638	3	97	84	52	64	1656	14	86	64	48	
Spring 2022	5	81	1701	6	94	81	62	81	1712	6	94	67	47	81
Spring 2023	3	86	1485	17	83	60	23	86	1546	10	90	62	38	
Spring 2023	4	77	1655	9	91	70	49	78	1629	26	74	56	41	
Spring 2023	5	71	1754	1	99	92	72	71	1821	3	97	87	59	71

TELPAS 2023															
Grade	Listening - Beginning - %	Listening - Intermediate - %	Listening - Advanced - %	Listening - Advanced High - %	Speaking - Beginning - %	Speaking - Intermediate - %	Speaking - Advanced - %	Speaking - Advanced High - %	Reading - Beginning - %	Reading - Intermediate - %	Reading - Advanced - %	Reading - Advanced High - %	Writing - Beginning - %	Writing - Intermediate - %	Writing - Advanced - %
K		23	32	45		27	41	32		27	55	18	5	27	59
1	6	12	35	47	6	12	29	53	6	6	24	65	6	6	35
2		10	40	50	20	80			10	50	40		10	30	60
3			27	73	13	80	7		7	7	40	47	7	20	60
4	12	6	50	31		56	44		6	12	12	69	6	19	50
5			38	62		25	75				12	88		12	62

As we go into 2023-2024, we will continue to use various data collection tools that help support and track learner growth and specific areas of need:

- NWEA MAP
- mCLASS
- 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 Accelerated Instruction - Tutoring/ Documentation of Learner Growth

Student Learning Strengths

- Reading continues to be strength in all grade areas with 49% of our fourth graders and 72% of our fifth graders demonstrating mastery.

- The percentage of students who mastered the reading STAAR in 5th grade increased from 62% to 72% from 2022-2023.
- Both fifth and third grades saw an increase in percentage of students who mastered as well as students who met standard on math STAAR from 2022-2023.
- Fifth Grade math continues to be a strength with nearly 60% of students demonstrating mastery.
- Additionally, fifth grade continues to close the gap as the same cohort of students who scored approaches or better increased from 86% in fourth grade (2022) to 97% during their 5th grade year (2023).
- Science continues to be a strength and we saw an increase in students who met standard from 65% to 75%.

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 and extensions. **Root Cause:** Continued professional development is needed to strengthen Tier 1 instruction and timely interventions and extensions.

Problem Statement 2 (Prioritized): There is a need to analyze data in a more regular and frequent basis in order to inform instruction and monitor student achievement. **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 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.).

Problem Statement 7 (Prioritized): There is a need for greater differentiation in math workshop in order to meet all learners' needs. **Root Cause:** Professional development and learning walks are needed to ensure strong workshop structures and instructional strategies are in place.

Problem Statement 8 (Prioritized): There is a need to provide equitable access and consistent monitoring of curriculum implementation to ensure growth and consistency with learning opportunities. **Root Cause:** Lack of alignment with full implementation of curriculum and the comprehensive understanding of how to implement certain research-based learning instruction across the campus.

Problem Statement 9 (Prioritized): There is a need to use both qualitative and quantitative data to establish evidence of learning to advance learners towards targeted goals. **Root Cause:** Lack of multiple data sources across the district being used to show evidence of learner growth.

School Processes & Programs

School Processes & Programs Summary

Austin follows the state standards (TEKS) and the CISD curriculum documents and resources in order to provide a guaranteed and viable curriculum for all learners. 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, school library, STEAM lab, and motor lab.

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 and the four critical questions of a PLC. In order to support our work as a PLC and to align instructional practices, we have implemented literacy, science and math Vertical Teams. We have dedicated professional learning each month to focus on vertical alignment in grades PreK-5. Educators focus on unpacking standards, common academic vocabulary and utilizing research-based instructional practices.

Additionally, to further support the work of our PLC, 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. Our master schedule also includes school-wide intervention and extension time, "Mustang Time," to provide just in time intervention and extension to support students mastery of High Priority Learning Standards (HPLS).

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 district- 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. A newly formed behavior committee was formed to focus on Positive Behavior Interventions and Supports (PBIS) to help align practices across the campus. Resources, expectations, and school-wide practices will be reviewed, created and implemented by the Austin staff. Additionally, our admin team gathers together for a "kid talk" discussion to review data that encompasses the following areas: RTI, office referrals, threat assessments, 504 and Special Education Referrals.

School Processes & Programs Strengths

- Job-embedded professional learning as part of CTT, Individual Coaching with Instructional Coach, and Learning Walks
- Common protocols and agendas for collaborative teams and planning
- Campus professional learning opportunities, including collaborating in Vertical Teams
- Campus Behavior Committee
- Austin Student Council
- Austin House System
- STEAM Class
- School garden
- Flexible learning environment
- Digital learning opportunities
- School-wide enrichment opportunities
- Learner led broadcasting team
- KTO (Kid-Teacher-Organization) student volunteers and service projects
- 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 (Prioritized): There is a need to provide specific and timely interventions and extensions to our learners. **Root Cause:** We have a variety of learners 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.

Problem Statement 5 (Prioritized): There is a need to focus on our support systems for behavior (PBIS- Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems and Supports), and align/strengthen discipline practices, review training needs, and use data/documentation of behavioral growth. **Root Cause:** There has not previously been a comprehensive framework for MTSS.

Problem Statement 6 (Prioritized): There is a need to focus on collaborative planning as grade level teams work to ensure high-quality instruction is aligned to research-based resources. **Root Cause:** There is a need to ensure lesson planning is collaborative with a focus on differentiated instruction.

Problem Statement 7 (Prioritized): There is a need to focus on vertical alignment in the following core academic subjects: literacy, math and science. **Root Cause:** Educators need to ensure there is common academic language, instructional practices, and deep understanding of the standards from PreK-5th grade.

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 safety drills, exterior door audits, and have a trained MAT team for medical emergencies. We continue to utilize the 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 student grit and supportive relationships. 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 2023 indicates that the majority of families feel Austin Elementary has a great school climate and that there is a mutual respect between staff and students. We are proud of our strong Parent Teacher Organization and value the partnership we have with our families. We continue to focus on ways to engage our families and provide ways for our families to take part in school-wide events and learning at Austin. We will honor National Grandparents' Day by hosting a Grandparent/Special Friends lunch in September. We will host our first Austin Multicultural Night in October in conjunction with our campus book fair. We continue to honor our Austin Veterans by holding a campus-wide Veterans' Day Assembly in November. We celebrate our school-wide fundraising by hosting a Color Run and Family Picnic in November. Beginning in October, we hold Friday Family Lunches. We continue to hold a variety of volunteer opportunities for our families within the school.

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 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 mental health, social emotional, and wellness needs for learners and staff. **Root Cause:** Barriers exist with understanding/supporting/providing resources for all needs.

Problem Statement 2 (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.

Problem Statement 3 (Prioritized): There is a need to provide more frequent updates on academic progress and clear communication in regards to learning in the classroom. **Root Cause:** With a shift to the workshop model of instruction, there are less opportunities to share learner work samples.

Priority Problem Statements

Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions and extensions.

Root Cause 1: Continued professional development is needed to strengthen Tier 1 instruction and timely interventions and extensions.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: There is a need to focus on high quality Tier 1 math instruction as evidenced by both formative and summative assessments.

Root Cause 2: Professional development is needed to unpack math standards, understand vertical alignment, and learning progressions.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a need to streamline data collection within Tiers 2 and 3 of our Multi Tiered Systems of Support (MTSS) framework.

Root Cause 3: Professional development is needed in the use of Panorama to track learner data.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: There is a continued need to focus on mental health, social emotional, and wellness needs for learners and staff.

Root Cause 4: Barriers exist with understanding/supporting/providing resources for all needs.

Problem Statement 4 Areas: Perceptions

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 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 7: 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 7: There has been a lack of multiple data sources across the district being used to show evidence of learner growth.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: 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 8: Continued professional learning is needed to understand the vertical alignment of high priority learning standards and the learning progressions.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: There is a need to analyze data in a more regular and frequent basis in order to inform instruction and monitor student achievement.

Root Cause 9: Protocols have not been utilized with fidelity when analyzing data.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: There is a need for additional professional learning for staff members to eliminate potential bias while addressing equity and inclusivity.

Root Cause 10: Barriers exist within our educational system due to lack of understanding or varied experiences.

Problem Statement 10 Areas: Demographics

Problem Statement 11: There is a need to continue focusing on sheltered instruction strategies to support our Emergent Bilingual learners.

Root Cause 11: Educators report a need for more research-based instructional strategies to help support learners who are learning the English language.

Problem Statement 11 Areas: Demographics

Problem Statement 12: There is a need to enhance communication for families who speak a variety of languages.

Root Cause 12: Barriers exist within the current system as it relates to communication.

Problem Statement 12 Areas: Demographics

Problem Statement 13: There is a continued need to provide opportunities for family engagement.

Root Cause 13: We have many families who are seeking a variety of opportunities to be involved in our school.

Problem Statement 13 Areas: Perceptions

Problem Statement 14: There is a need for students to showcase their learning in a variety of ways as we work to redefine success.

Root Cause 14: Students have strengths in a variety of areas (academic, social-emotional, etc.).

Problem Statement 14 Areas: Student Learning

Problem Statement 15: There is a continued need to focus on school safety.

Root Cause 15: Students, staff, and families have a need to feel safe and secure while at school.

Problem Statement 15 Areas: School Processes & Programs

Problem Statement 16: There is a need to provide support and onboarding for new educators.

Root Cause 16: With the addition of sections in each grade level, we have several new staff members at Austin.

Problem Statement 16 Areas: Demographics

Problem Statement 17: There is a need for greater differentiation in math workshop in order to meet all learners' needs.

Root Cause 17: Professional development and learning walks are needed to ensure strong workshop structures and instructional strategies are in place.

Problem Statement 17 Areas: Student Learning

Problem Statement 18: There is a need to provide equitable access and consistent monitoring of curriculum implementation to ensure growth and consistency with learning opportunities.

Root Cause 18: Lack of alignment with full implementation of curriculum and the comprehensive understanding of how to implement certain research-based learning instruction across the campus.

Problem Statement 18 Areas: Student Learning

Problem Statement 19: There is a need to use both qualitative and quantitative data to establish evidence of learning to advance learners towards targeted goals.

Root Cause 19: Lack of multiple data sources across the district being used to show evidence of learner growth.

Problem Statement 19 Areas: Student Learning

Problem Statement 20: There is a need to provide specific and timely interventions and extensions to our learners.

Root Cause 20: We have a variety of learners with specific academic needs.

Problem Statement 20 Areas: School Processes & Programs

Problem Statement 21: There is a need to focus on our support systems for behavior (PBIS- Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems and Supports), and align/strengthen discipline practices, review training needs, and use data/documentation of behavioral growth.

Root Cause 21: There has not previously been a comprehensive framework for MTSS.

Problem Statement 21 Areas: School Processes & Programs

Problem Statement 22: There is a need to focus on collaborative planning as grade level teams work to ensure high-quality instruction is aligned to research-based resources.

Root Cause 22: There is a need to ensure lesson planning is collaborative with a focus on differentiated instruction.

Problem Statement 22 Areas: School Processes & Programs

Problem Statement 23: There is a need to focus on vertical alignment in the following core academic subjects: literacy, math and science.

Root Cause 23: Educators need to ensure there is common academic language, instructional practices, and deep understanding of the standards from PreK-5th grade.

Problem Statement 23 Areas: School Processes & Programs

Problem Statement 24: There is a need to provide more frequent updates on academic progress and clear communication in regards to learning in the classroom.

Root Cause 24: With a shift to the workshop model of instruction, there are less opportunities to share learner work samples.

Problem Statement 24 Areas: Perceptions

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
- 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
- T-TESS 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
- 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			
<p>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.</p> <p>Strategy's Expected Result/Impact: Educators are able to provide timely small group intervention and extension based on data from common formative assessments.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: House Bill 3 implementation of reading goals and training with elementary Reading Academies will occur.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: House Bill 3 implementation of math goals supporting intervention and tracking data for elementary math will occur.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Educators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2, 3, 5</p> <p>Funding Sources: Educator Substitutes for Design Days (K-5th Grade) - 211 - Title I, Part A - 211-11-6128-00-103-24-000-21140 - \$9,375</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>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.</p> <p>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)</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach</p> <p>Title I: 2.5</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Along with the CISD BEAM program, we will continue our campus mentor program, New Mustang Cohort, to support all new staff and ensure onboarding of district curriculum.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Counselor</p> <p>Title I: 2.5</p> <p>Problem Statements: Demographics 5</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 7 Details	Reviews			
<p>Strategy 7: We will provide timely and targeted interventions to all learners (K-5) who are at-risk of not meeting grade level standards.</p> <p>Strategy's Expected Result/Impact: Increase in academic achievement and growth Targeted intervention on High Priority Learning Standards</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Educators</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1, 3</p> <p>Funding Sources: We will provide a tutor to work with our K-2 students within the school day. - 199 - State Comp Ed - 199-11-6128-00-103-24-000 - \$8,201, We will provide a tutor to work with our 3rd-5th grade students within the school day. - 211 - Title I, Part A - 211-11-6128-00-103-24-00 - \$6, Fountas and Pinnel IBenchmark Assessment System - 211 - Title I, Part A - 211-11-6329-00-103-24-000-21140 - \$2,103.79</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8 Details	Reviews			
<p>Strategy 8: We will implement high functioning vertical teams in order to align instructional practices, academic vocabulary, and the understanding of High Priority Learning Standards (HPLS).</p> <p>Strategy's Expected Result/Impact: We will see common instructional practices in grades PreK-5. We will use common academic vocabulary. We will have a deep knowledge of the academic rigor in grades PreK-5.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Coaching Team Vertical Team Leaders</p> <p>Title I: 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2, 3, 4, 5</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>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.</p>

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 and extensions. **Root Cause:** Continued professional development is needed to strengthen Tier 1 instruction and timely interventions and extensions.

Problem Statement 2: There is a need to analyze data in a more regular and frequent basis in order to inform instruction and monitor student achievement. **Root Cause:** Protocols have not been utilized with fidelity when analyzing data.

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 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.





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			
<p>Strategy 1: As part of our Professional Learning Community (PLC), educators will continue the utilization of data analysis protocols in order to track student learning and make data-driven instructional decisions.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Educators</p> <p>Title I: 2.6</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>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).</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Educators</p> <p>Title I: 2.6</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: We will continue to focus on supporting our Emergent Bilingual Learners by targeting academic vocabulary.</p> <p>Strategy's Expected Result/Impact: Educators will work in vertical teams in the following core content areas: literacy, science and math and will create a bank of academic vocabulary in each content area. Educators will spend time at the start of each new unit to focus academic vocabulary. We will increased TELPAS results.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Language Acquisition Specialist</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: We will strengthen and focus on support systems for behavior (PBIS - Positive Behavior Interventions and Supports) and align/strengthen discipline practices, provide training and align structures for data review/documentation of behavioral growth.</p> <p>Strategy's Expected Result/Impact: Increase of school-wide expectations Decrease of behavior referrals Decrease of threat assessments</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Austin Behavior Committee</p> <p>Title I: 2.5, 2.6</p> <p>Problem Statements: School Processes & Programs 5</p>	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 2: There is a need to analyze data in a more regular and frequent basis in order to inform instruction and monitor student achievement. Root Cause: Protocols have not been utilized with fidelity when analyzing data.</p>
School Processes & Programs
<p>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.</p>

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.





Problem Statement 5: There is a need to focus on our support systems for behavior (PBIS- Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems and Supports), and align/strengthen discipline practices, review training needs, and use data/documentation of behavioral growth. **Root Cause:** There has not previously been a comprehensive framework for MTSS.

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 at least two courses/activities focused on career, college, and life readiness.

Evaluation Data Sources: STEAM specials, Mustang Time extensions, Career Day, Participation in the following: learner led announcements, morning greeters, Student Council, Recycling Club, Campus Internships, Campus Mentoring

Strategy 1 Details	Reviews			
<p>Strategy 1: We will provide training and resources to educators to help enhance curriculum connections to real-world connections.</p> <p>Strategy's Expected Result/Impact: Educators will have a toolkit of resources and strategies to create real-world experiences for learners. Students will have the opportunity to connect their learning to authentic situations.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Educators</p> <p>Title I: 2.5</p> <p>Problem Statements: Student Learning 6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Learners will have the opportunity to participate in campus internships (early childhood, library, nurse, counseling) and committees (Austin Student Council, Principal Advisory Committee, Mustang Live Broadcasting, Kid Teacher Organization), and after school clubs to expose them to real-world experiences.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Educators</p> <p>Title I: 2.5</p> <p>Problem Statements: Student Learning 6</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: We will implement STEAM (Science, Technology, Engineering, Art and Mathematics) into our elementary specials classes.</p> <p>Strategy's Expected Result/Impact: Learners will be exposed to the engineering design process, have ongoing opportunities for critical thinking and cross-curricular connections while gaining an awareness for potential career opportunities.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal, STEAM teacher Classroom Educators</p> <p>Title I: 2.5</p> <p>Problem Statements: Student Learning 6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Partner with parents and the community in order to teach learners about different career options.</p> <p>Strategy's Expected Result/Impact: Learners will work to develop interests and learn more about potential career paths.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Coaching Team Counselor</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:





Student Learning
<p>Problem Statement 6: 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.).</p>

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			
<p>Strategy 1: Educators will continue utilizing digital portfolios (Bulb platform) to provide opportunities for highlighting the processes and products of learning.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Digital Learning Coach STEAM Teacher Educators</p> <p>Title I: 2.5</p> <p>Problem Statements: Student Learning 6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Timely and specific feedback to learners Learner goal setting Learner reflections Rubrics for academic and social-emotional growth</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Educators</p> <p>Title I: 2.5</p> <p>Problem Statements: Student Learning 6</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: We will host a Multicultural Night in the fall in order for students and families to showcase their unique talents, customs and traditions.</p> <p>Strategy's Expected Result/Impact: We will have an increased understanding of our learners' diverse backgrounds.</p> <p>Staff Responsible for Monitoring: Multicultural Committee Language Acquisition Specialist</p> <p>Title I: 4.2</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:





Student Learning
<p>Problem Statement 6: 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.).</p>
Perceptions
<p>Problem Statement 2: 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.</p>

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			
<p>Strategy 1: We will implement current PK - 5th grade curriculum documents and resources to include learning supports for social emotional learning and character education. We will utilize the Austin House System to focus on specific character traits each month.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Educators</p> <p>Title I: 2.5</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We will align the implementation of social-emotional support structures: class meetings, Second Step curriculum, and restorative practices.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Educators</p> <p>Title I: 2.5</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Our school counselor will conduct a parent/family book study in the fall on the book How to Talk so Kids Will Listen ... And Listen So Kids Will Talk by Adele Faber and Elaine Mazlish.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I: 4.1</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: We will continue to coordinate with our school nurse, counselor and educators to align campus practices and specific district opt-in procedures as we continue to implement the new state Health TEKS</p> <p>Strategy's Expected Result/Impact: Improvement in student health and wellness Increased alignment of campus and district practices</p> <p>Staff Responsible for Monitoring: Campus Leadership Team School Nurse P.E. Teacher Director of Science</p> <p>Title I: 2.5</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:





Perceptions
<p>Problem Statement 1: There is a continued need to focus on mental health, social emotional, and wellness needs for learners and staff. Root Cause: Barriers exist with understanding/supporting/providing resources for all needs.</p>

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			
<p>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.</p> <p>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</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Austin Behavior Committee Counselor</p> <p>Title I: 2.5</p> <p>Problem Statements: School Processes & Programs 5 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
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 Discontinue





Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 5: There is a need to focus on our support systems for behavior (PBIS- Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems and Supports), and align/strengthen discipline practices, review training needs, and use data/documentation of behavioral growth. Root Cause: There has not previously been a comprehensive framework for MTSS.</p>
Perceptions
<p>Problem Statement 1: There is a continued need to focus on mental health, social emotional, and wellness needs for learners and staff. Root Cause: Barriers exist with understanding/supporting/providing resources for all needs.</p>

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			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach Educators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 3</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We will align and provide support for our campus concerning needs for professional learning.</p> <p>Strategy's Expected Result/Impact: Campus needs assessment feedback will drive our professional learning. Educators will have voice concerning needs for professional learning.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

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 and extensions. **Root Cause:** Continued professional development is needed to strengthen Tier 1 instruction and timely interventions and extensions.

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.





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.

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			
<p>Strategy 1: We will continue implementing a CISD Community Based Accountability System (CBAS). 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.</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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			
<p>Strategy 1: We will complete all required safety drills throughout the school year. All staff, learners, and families will understand Austin Elementary safety protocols.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Safety Team Educators</p> <p>Title I: 2.6</p> <p>Problem Statements: School Processes & Programs 4</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
<p>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.</p>

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)	211-11-6128-00-103-24-000-21140	\$9,375.00
1	1	7	We will provide a tutor to work with our 3rd-5th grade students within the school day.	211-11-6128-00-103-24-00	\$6.00
1	1	7	Fountas and Pinnel IBenchmark Assessment System	211-11-6329-00-103-24-000-21140	\$2,103.79
Sub-Total					\$11,484.79
199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	We will provide a tutor to work with our K-2 students within the school day.	199-11-6128-00-103-24-000	\$8,201.00
Sub-Total					\$8,201.00