Coppell Independent School District

Austin Elementary

2025-2026 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.

Value Statement

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

Demographics

Demographics Summary

DEMOGRAPHICS

Austin Elementary is in Coppell ISD, a suburban district with 10 elementary schools, 3 middle schools, 2 high schools, a freshman campus and an alternative education campus. For the 2025-2026 school year, Coppell ISD will have 10 elementary schools.   Austin serves a majority Asian student population in grades EC-5. In the 2024-25 school year, total enrollment was 556 which represents an increase of 15.8% since 2020-21 (480 learners).

In 2024-25, the student population was 47.3% Asian, 27.5% White, 15.5% Hispanic, 4.5% African American, 0.5% American Indian/Alaskan Native, and 4.7% multi-racial. Females made up 44.4% of the learners and males represented 55.6%. Our economically disadvantaged percentage was 11.7%.

Our Emergent Bilingual (EB) population consisted of 67 learners that made up 12.1% of our campus. The top 5 foreign languages spoken by this student group were: Telugu (25.4%), Hindi (9%), Tamil (7.5%), Arabic (7.5%), and Russian (6%). Additionally, 17.9% of our EBs were also economically disadvantaged.

Our 41 gifted and talented learners constituted 7.4% of our population. Our gender split in the GT group was 34.1% female and 65.9% male. Of the four major ethnic groups, our GT learners were 61% Asian, 29.3% White, 7.3% Hispanic and 2.4% African American.

We had 115 learners that qualified for special education services, which represented 20.7% of our population. There were 25 learners with 504 accommodations, which was 4.5% of the total enrollment.

The average daily attendance for our campus in 2024-25 was 95.93%, which remained the same from the prior year.

STAFFING

Austin employed 39 educators and 13 instructional aides in the 2024-25 school year. The number of teachers decreased by 2 from the prior year while the number of aides remained the same. The ethnic breakdown for the teaching staff was 5.1% Asian, 84.7% White, 5.1% Hispanic, and 5.1% multi-racial. Females made up 97.4% of the educators and males represented 2.6%.

Overall, our educators had a varying level of professional experience: 15.4% (6) were new to teaching with 0-1 years of experience, 25.6% (10) had 2-5 years, 10.3% (4) had 6-10 years, 20.5% (8) had 11-15 years, 12.8% (5) had 16-20 years, and 15.4% (6) had more than 20 years. Looking at longevity within the district, 28.2% of our teachers had 0-1 years in district, 28.2% had 2-5 years, 12.8% had 6-10 years, 20.5% had 11-15 years, 2.6% had 16-20 years and 7.7% had more than 20 years. The average years of professional experience was 11.3 with 7.5 years in the district.

Advanced degrees were held by 20.5% of our teachers: 8 with master's degrees. Our campus principal had 26 years of career experience in a professional position (not necessarily as a principal) and 10 years in Coppell. Our assistant principal had 18 years of professional experience and 5 years in the district.

Our educator retention rate from 2023-24 to 2024-25 was 87.8%. For educational aides it was 69.2%. We hired 4 new teachers in 2024-25. The characteristics of our new teachers were as follows: 25% Asian, 75% White, 100% female, 25% new to teaching, 25% with 2-5 years of professional experience, 25% with 6-10 years, 25% with 11-15 years, and

10.2% new to the campus. The average years of professional experience was 5.5 with 3 years in the district. 25% 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 25% holding advanced degrees.
- We have a high student attendance rate.
- As a neighborhood school, we have a good relationship with the community.
- The new firehouse located near our school provides both extra safety along with opportunities for partnerships between school and 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: Families who speak different languages do not always receive information in clear, accessible, and timely ways, which creates gaps in school-to-home communication.

Problem Statement 2 (Prioritized): There is a need to continue focusing on sheltered instruction strategies to support our Emergent Bilingual learners.
Root Cause: The diversity of languages and the presence of EB and newcomer students make it challenging to consistently support grade-level content and academic language development.

Problem Statement 3 (Prioritized): There is a need to provide high-quality and timely interventions for specific student subpopulations.
Root Cause: Learners have diverse academic needs, and some subpopulations require targeted support to ensure timely progress toward grade-level expectation

Problem Statement 4 (Prioritized): There is a need to provide support and onboarding for new educators.
Root Cause: When new staff members join the campus, it is essential to provide guidance and resources that help them successfully navigate both district expectations and campus practices.

Problem Statement 5 (Prioritized): There is a need to improve daily attendance rates to support consistent student learning.
Root Cause: Families need ongoing support, clear communication, and a stronger understanding of how regular attendance directly impacts student success.

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. Students are demonstrating progress in Reading, with growth scores indicating that instructional practices are having an impact. EB students are progressing in Reading and language proficiency, which provides a foundation to build upon as we continue strengthening supports across content areas.Many students are meeting grade-level expectations overall, and building on these strengths will be important as we address gaps in Math and among sub populations.

mCLASS K-5:

Click HERE for Kindergarten-5th grade mCLASS composite score differentials between 24-25 BOY, MOY, EOY

NWEA MAP:
Click HERE for the Student Growth Summary Report which shows aggregate growth from Fall 24 to Spring 25. Click HERE for an explanation if needed.

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
Austin Elementary					
Total Students	27	20	13	13	14
Date Taken	03/01/25	03/01/25	03/01/25	03/01/25	03/01/25
Lower/Same Level	0%	25%	84.62%	46.15%	35.71%
1 Level Higher	0%	60%	7.69%	30.77%	35.71%
2 Levels Higher	0%	10%	0%	0%	0%
3 Levels Higher	0%	0%	0%	0%	0%
TELPAS Composite Score	3	3.29	2.84	2.65	3.05
No Rating	0%	0%	0%	0%	0%
Beginning	3.70%	0%	0%	7.69%	0%
Intermediate	18.52%	15%	38.46%	30.77%	14.29%
Advanced	40.74%	25%	53.85%	53.85%	42.86%
Advanced High	37.04%	60%	7.69%	7.69%	42.86%

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
Listening Raw Score	0	0	21.23	21.15	20.57
Listening Scale Score	0	0	1627.69	1638.69	1576.79
Speaking Raw Score	0	0	24.92	26	28.07
Speaking Scale Score	0	0	1514.08	1537.92	1563.79
Writing Raw Score	0	0	14.31	16.62	26.21
Writing Scale Score	0	0	1511.31	1496.85	1526.21
Reading Raw Score	0	0	18.85	16.46	23.93
Reading Scale Score	0	0	1536.92	1500.77	1602.64
Economic Disadvantage					
Total Students	1	1	3	4	-
Date Taken	03/01/25	03/01/25	03/01/25	03/01/25	-
Lower/Same Level	0%	0%	100%	50%	-
1 Level Higher	0%	100%	0%	50%	-
2 Levels Higher	0%	0%	0%	0%	-
3 Levels Higher	0%	0%	0%	0%	-
TELPAS Composite Score	1.5	2.5	2.37	2.48	-
No Rating	0%	0%	0%	0%	-
Beginning	0%	0%	0%	0%	-
Intermediate	100%	0%	66.67%	50%	-
Advanced	0%	100%	33.33%	50%	-
Advanced High	0%	0%	0%	0%	-
Listening Raw Score	0	0	20.67	19.5	-
Listening Scale Score	0	0	1619.33	1603.75	-
Speaking Raw Score	0	0	22	26.25	-
Speaking Scale Score	0	0	1458.67	1528.5	-
Writing Raw Score	0	0	11	16	-
Writing Scale Score	0	0	1464.33	1486.5	-

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
Reading Raw Score	0	0	13	13.25	-
Reading Scale Score	0	0	1469	1459	-
Asian					
Total Students	22	18	10	8	10
Date Taken	03/01/25	03/01/25	03/01/25	03/01/25	03/01/25
Lower/Same Level	0%	27.78%	80%	37.50%	20%
1 Level Higher	0%	55.56%	10%	25%	50%
2 Levels Higher	0%	11.11%	0%	0%	0%
3 Levels Higher	0%	0%	0%	0%	0%
TELPAS Composite Score	3.15	3.3	2.98	2.63	3.16
No Rating	0%	0%	0%	0%	0%
Beginning	0%	0%	0%	12.50%	0%
Intermediate	13.64%	16.67%	30%	25%	10%
Advanced	45.45%	22.22%	60%	50%	30%
Advanced High	40.91%	61.11%	10%	12.50%	60%
Listening Raw Score	0	0	21.4	20.63	21.1
Listening Scale Score	0	0	1630.2	1631.88	1588.1
Speaking Raw Score	0	0	25.8	26.13	28
Speaking Scale Score	0	0	1530.7	1549.13	1565.3
Writing Raw Score	0	0	15.3	16.25	26.6
Writing Scale Score	0	0	1525.4	1491.13	1530.6
Reading Raw Score	0	0	20.6	16.63	25.4
Reading Scale Score	0	0	1557.3	1502.88	1621.5
Black/African American					
Total Students	-	-	1	2	-
Date Taken	-	-	03/01/25	03/01/25	-
Lower/Same Level	-	-	100%	50%	-

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
1 Level Higher	-	-	0%	50%	-
2 Levels Higher	-	-	0%	0%	-
3 Levels Higher	-	-	0%	0%	-
TELPAS Composite Score	-	-	2.3	2.65	-
No Rating	-	-	0%	0%	-
Beginning	-	-	0%	0%	-
Intermediate	-	-	100%	50%	-
Advanced	-	-	0%	50%	-
Advanced High	-	-	0%	0%	-
Listening Raw Score	-	-	21	22	-
Listening Scale Score	-	-	1611	1629.5	-
Speaking Raw Score	-	-	24	25	-
Speaking Scale Score	-	-	1486	1502	-
Writing Raw Score	-	-	12	19	-
Writing Scale Score	-	-	1486	1534.5	-
Reading Raw Score	-	-	8	14.5	-
Reading Scale Score	-	-	1416	1477.5	-
Hispanic					
Total Students	3	2	2	1	-
Date Taken	03/01/25	03/01/25	03/01/25	03/01/25	-
Lower/Same Level	0%	0%	100%	100%	-
1 Level Higher	0%	100%	0%	0%	-
2 Levels Higher	0%	0%	0%	0%	-
3 Levels Higher	0%	0%	0%	0%	-
TELPAS Composite Score	2.17	3.15	2.4	2.3	-
No Rating	0%	0%	0%	0%	-
Beginning	0%	0%	0%	0%	-

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
Intermediate	66.67%	0%	50%	100%	-
Advanced	33.33%	50%	50%	0%	-
Advanced High	0%	50%	0%	0%	-
Listening Raw Score	0	0	20.5	25	-
Listening Scale Score	0	0	1623.5	1703	-
Speaking Raw Score	0	0	21	26	-
Speaking Scale Score	0	0	1445	1520	-
Writing Raw Score	0	0	10.5	13	-
Writing Scale Score	0	0	1453.5	1441	-
Reading Raw Score	0	0	15.5	7	-
Reading Scale Score	0	0	1495.5	1373	-
White					
Total Students	2	-	-	2	4
Date Taken	03/01/25	-	-	03/01/25	03/01/25
Lower/Same Level	0%	-	-	50%	75%
1 Level Higher	0%	-	-	50%	0%
2 Levels Higher	0%	-	-	0%	0%
3 Levels Higher	0%	-	-	0%	0%
TELPAS Composite Score	2.55	-	-	2.9	2.78
No Rating	0%	-	-	0%	0%
Beginning	50%	-	-	0%	0%
Intermediate	0%	-	-	0%	25%
Advanced	0%	-	-	100%	75%
Advanced High	50%	-	-	0%	0%
Listening Raw Score	0	-	-	20.5	19.25
Listening Scale Score	0	-	-	1643	1548.5
Speaking Raw Score	0	-	-	26.5	28.25

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
Speaking Scale Score	0	-	-	1538	1560
Writing Raw Score	0	-	-	17.5	25.25
Writing Scale Score	0	-	-	1510	1515.25
Reading Raw Score	0	-	-	22.5	20.25
Reading Scale Score	0	-	-	1579.5	1555.5
Currently Emergent Bilingual					
Total Students	27	20	13	13	14
Date Taken	03/01/25	03/01/25	03/01/25	03/01/25	03/01/25
Lower/Same Level	0%	25%	84.62%	46.15%	35.71%
1 Level Higher	0%	60%	7.69%	30.77%	35.71%
2 Levels Higher	0%	10%	0%	0%	0%
3 Levels Higher	0%	0%	0%	0%	0%
TELPAS Composite Score	3	3.29	2.84	2.65	3.05
No Rating	0%	0%	0%	0%	0%
Beginning	3.70%	0%	0%	7.69%	0%
Intermediate	18.52%	15%	38.46%	30.77%	14.29%
Advanced	40.74%	25%	53.85%	53.85%	42.86%
Advanced High	37.04%	60%	7.69%	7.69%	42.86%
Listening Raw Score	0	0	21.23	21.15	20.57
Listening Scale Score	0	0	1627.69	1638.69	1576.79
Speaking Raw Score	0	0	24.92	26	28.07
Speaking Scale Score	0	0	1514.08	1537.92	1563.79
Writing Raw Score	0	0	14.31	16.62	26.21
Writing Scale Score	0	0	1511.31	1496.85	1526.21
Reading Raw Score	0	0	18.85	16.46	23.93
Reading Scale Score	0	0	1536.92	1500.77	1602.64
Special Ed Indicator					

	0325 TELPAS Kindergarten	0325 TELPAS Grade 1	0325 TELPAS Grade 2	0325 TELPAS Grade 3	0325 TELPAS Grade 4
Total Students	4	3	2	4	2
Date Taken	03/01/25	03/01/25	03/01/25	03/01/25	03/01/25
Lower/Same Level	0%	33.33%	50%	50%	50%
1 Level Higher	0%	66.67%	0%	0%	50%
2 Levels Higher	0%	0%	0%	0%	0%
3 Levels Higher	0%	0%	0%	0%	0%
TELPAS Composite Score	1.9	3.27	2	2.18	2.75
No Rating	0%	0%	0%	0%	0%
Beginning	0%	0%	0%	25%	0%
Intermediate	75%	33.33%	100%	50%	0%
Advanced	25%	0%	0%	25%	100%
Advanced High	0%	66.67%	0%	0%	0%
Listening Raw Score	0	0	17	20	18.5
Listening Scale Score	0	0	1556.5	1627.5	1534.5
Speaking Raw Score	0	0	21	20.75	27.5
Speaking Scale Score	0	0	1445	1448.25	1546
Writing Raw Score	0	0	9	13.75	28
Writing Scale Score	0	0	1437	1453.75	1543.5
Reading Raw Score	0	0	9	14	18.5
Reading Scale Score	0	0	1426.5	1469.5	1536.5

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR R
Austin Elementary			
Total Students	66	67	85

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR R
Raw Score	29	24	31
Scale Score	1507	1535	1602
Percent Score	56.44%	63.61%	60.38%
Approaches Grade Level (TX)	84.85%	85.07%	85.88%
Meets Grade Level (TX)	60.61%	58.21%	65.88%
Masters Grade Level (TX)	28.79%	34.33%	31.76%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	7.58%	5.97%	8.24%
Did Not Meet High	7.58%	8.96%	5.88%
Approaches Low	9.09%	13.43%	7.06%
Approaches High	15.15%	13.43%	12.94%
Meets	31.82%	23.88%	34.12%
Masters	28.79%	34.33%	31.76%
Economic Disadvantage			
Total Students	10	10	15
Raw Score	20	15	21
Scale Score	1371	1364	1462
Percent Score	37.69%	41.08%	40.64%
Approaches Grade Level (TX)	70%	70%	73.33%
Meets Grade Level (TX)	0%	0%	20%
Masters Grade Level (TX)	0%	0%	0%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	20%	10%	13.33%
Did Not Meet High	10%	20%	13.33%
Approaches Low	30%	50%	26.67%

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR R
Approaches High	40%	20%	26.67%
Meets	0%	0%	20%
Masters	0%	0%	0%
Asian			
Total Students	27	28	41
Raw Score	32	27	36
Scale Score	1551	1609	1665
Percent Score	62.39%	72.97%	68.81%
Approaches Grade Level (TX)	85.19%	92.86%	90.24%
Meets Grade Level (TX)	70.37%	78.57%	85.37%
Masters Grade Level (TX)	44.44%	50%	48.78%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	11.11%	3.57%	7.32%
Did Not Meet High	3.70%	3.57%	2.44%
Approaches Low	7.41%	10.71%	0%
Approaches High	7.41%	3.57%	4.88%
Meets	25.93%	28.57%	36.59%
Masters	44.44%	50%	48.78%
Black/African American			
Total Students	7	7	3
Raw Score	21	15	24
Scale Score	1396	1354	1509
Percent Score	41.21%	39.38%	46.79%
Approaches Grade Level (TX)	71.43%	42.86%	100%
Meets Grade Level (TX)	28.57%	14.29%	33.33%
Masters Grade Level (TX)	0%	0%	0%

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR R
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	14.29%	14.29%	0%
Did Not Meet High	14.29%	42.86%	0%
Approaches Low	28.57%	28.57%	33.33%
Approaches High	14.29%	0%	33.33%
Meets	28.57%	14.29%	33.33%
Masters	0%	0%	0%
Hispanic			
Total Students	9	9	12
Raw Score	26	19	23
Scale Score	1458	1436	1475
Percent Score	49.36%	51.95%	43.75%
Approaches Grade Level (TX)	100%	88.89%	66.67%
Meets Grade Level (TX)	44.44%	22.22%	33.33%
Masters Grade Level (TX)	0%	0%	8.33%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	25%
Did Not Meet High	0%	11.11%	8.33%
Approaches Low	22.22%	22.22%	25%
Approaches High	33.33%	44.44%	8.33%
Meets	44.44%	22.22%	25%
Masters	0%	0%	8.33%
Two or More Races			
Total Students	5	5	1
Raw Score	32	25	14

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR R
Scale Score	1546	1577	1370
Percent Score	61.54%	68.11%	26.92%
Approaches Grade Level (TX)	80%	80%	0%
Meets Grade Level (TX)	60%	60%	0%
Masters Grade Level (TX)	40%	60%	0%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	0%
Did Not Meet High	20%	20%	100%
Approaches Low	0%	0%	0%
Approaches High	20%	20%	0%
Meets	20%	0%	0%
Masters	40%	60%	0%
White			
Total Students	18	18	28
Raw Score	29	23	30
Scale Score	1498	1530	1582
Percent Score	55.56%	63.06%	57.83%
Approaches Grade Level (TX)	83.33%	88.89%	89.29%
Meets Grade Level (TX)	66.67%	61.11%	57.14%
Masters Grade Level (TX)	27.78%	33.33%	21.43%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	5.56%	11.11%	3.57%
Did Not Meet High	11.11%	0%	7.14%
Approaches Low	0%	11.11%	7.14%
Approaches High	16.67%	16.67%	25%

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR R
Meets	38.89%	27.78%	35.71%
Masters	27.78%	33.33%	21.43%
Currently Emergent Bilingual			
Total Students	12	13	14
Raw Score	24	21	27
Scale Score	1422	1467	1535
Percent Score	45.51%	55.51%	51.92%
Approaches Grade Level (TX)	66.67%	84.62%	78.57%
Meets Grade Level (TX)	41.67%	38.46%	57.14%
Masters Grade Level (TX)	16.67%	23.08%	7.14%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	25%	7.69%	14.29%
Did Not Meet High	8.33%	7.69%	7.14%
Approaches Low	8.33%	30.77%	0%
Approaches High	16.67%	15.38%	21.43%
Meets	25%	15.38%	50%
Masters	16.67%	23.08%	7.14%
First Year of Monitoring			
Total Students	1	1	3
Raw Score	43	32	31
Scale Score	1700	1706	1598
Percent Score	82.69%	86.49%	59.62%
Approaches Grade Level (TX)	100%	100%	66.67%
Meets Grade Level (TX)	100%	100%	66.67%
Masters Grade Level (TX)	100%	100%	33.33%
Date Taken	05/01/25	05/01/25	05/01/25

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR R
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	33.33%
Did Not Meet High	0%	0%	0%
Approaches Low	0%	0%	0%
Approaches High	0%	0%	0%
Meets	0%	0%	33.33%
Masters	100%	100%	33.33%
Second Year of Monitoring			
Total Students	7	7	8
Raw Score	40	31	39
Scale Score	1665	1725	1693
Percent Score	77.20%	84.56%	74.52%
Approaches Grade Level (TX)	100%	100%	100%
Meets Grade Level (TX)	100%	100%	100%
Masters Grade Level (TX)	71.43%	71.43%	62.50%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	0%
Did Not Meet High	0%	0%	0%
Approaches Low	0%	0%	0%
Approaches High	0%	0%	0%
Meets	28.57%	28.57%	37.50%
Masters	71.43%	71.43%	62.50%
Third Year of Monitoring			
Total Students	-	-	-
Raw Score	-	-	-
Scale Score	-	-	-

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR R
Percent Score	-	-	-
Approaches Grade Level (TX)	-	-	-
Meets Grade Level (TX)	-	-	-
Masters Grade Level (TX)	-	-	-
Date Taken	-	-	-
Excluded	-	-	-
Did Not Meet Low	-	-	-
Did Not Meet High	-	-	-
Approaches Low	-	-	-
Approaches High	-	-	-
Meets	-	-	-
Masters	-	-	-
Special Ed Indicator			
Total Students	20	20	20
Raw Score	22	16	22
Scale Score	1402	1374	1463
Percent Score	42.31%	42.57%	41.54%
Approaches Grade Level (TX)	65%	60%	60%
Meets Grade Level (TX)	30%	20%	30%
Masters Grade Level (TX)	5%	5%	5%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	20%	20%	25%
Did Not Meet High	15%	20%	15%
Approaches Low	5%	25%	20%
Approaches High	30%	15%	10%
Meets	25%	15%	25%

	May 2025 STAAR Reading Language Arts, Grade 3	May 2025 STAAR Mathematics, Grade 3	May 2025 STAAR R
Masters	5%	5%	5%

 As we go into 2025-2026, 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 Multi-Tiered Systems of Support (MTSS) Including Accelerated Instruction - Tutoring/ Documentation of Learner Growth

Student Learning Strengths

mClass Strengths:

- Overall Growth Across the Year: By EOY, 48% of students scored at/above benchmark on the composite score, an increase from 40% at BOY.

- Reading Accuracy is a Major Strength: Accuracy rose from 79% at BOY to 95% at EOY, showing strong foundational decoding and accuracy skills.

- Reading Fluency Gains: Students at/above benchmark in Oral Reading Fluency rose from 34% at BOY to 47% at EOY.

- Comprehension (Maze) Growth: At EOY, 71% of students were at/above benchmark in comprehension, up from 62% at BOY

MAP Strengths:

- Reading is a campus-wide strength, especially in early grades (K–2) where growth and achievement are both very high.

- Science shows standout achievement, particularly in 5th grade.

- Math achievement percentiles are high across all grades, even if growth projections were not met by as many students.

- Across content areas, students are performing above national norms.

STAAR Strengths:

- Strong 5th grade math performance, with nearly all students meeting or exceeding expectations.

- Reading achievement is solid across grades, with steady growth shown from year to year.

- Emergent Bilingual (EB) monitored students are thriving, with many reaching *Meets* and *Masters*.

- Asian student subgroup demonstrates consistently high achievement in both math and reading.

- Many grade levels show high percentages at Approaches (80%+), indicating broad foundational learning.

- Evidence of growth in Meets and Masters levels, particularly in 4th and 5th grade.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to strengthen Tier I instruction and ensure the consistent use of research-based interventions and extensions to meet the needs of all learners.
Root Cause: Ongoing professional learning is needed to deepen teacher expertise in delivering rigorous Tier I instruction and in implementing timely, differentiated interventions and extensions.

Problem Statement 2 (Prioritized): There is a need to analyze data on a regular and frequent basis in order to inform instruction and monitor student achievement.
Root Cause: There is a need to strengthen consistency in how teams engage in data conversations and use established protocols following district assessments.

Problem Statement 3 (Prioritized): There is a need to target specific high priority learning standards in the areas of reading, writing, science, 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 strengthen Tier 1 math instruction based on assessment data.
Root Cause: Teachers need support and professional learning to dive into new curriculum documents, unpack standards, and understand alignment and learning progressions.

Problem Statement 6 (Prioritized): There is a need to provide students with multiple avenues to showcase their learning as we work to broaden the definition of success.
Root Cause: Students demonstrate diverse strengths across academic, social, and emotional domains that require varied opportunities for expression and recognition.

School Processes & Programs

School Processes & Programs Summary

Austin Elementary 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 provides a flexible learning environment to meet the diverse needs of learners and promote collaboration. Flexible spaces within the building include the Literacy Lab for learner and educator resources, a dedicated space for Collaborative Team Time (CTT), an outdoor learning garden, the school library, a STEAM lab, and a motor lab.

Educators and administrators collaborate around the four critical questions of a professional learning community (PLC): 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? To support this work, Austin has a master schedule that allows educators to work bi-weekly during CTT with support from administrators and learning coaches. The schedule also includes school-wide intervention and extension time, "Mustang Time," to provide just-in-time intervention and extension to support student mastery of High Priority Learning Standards (HPLS). This year, team leaders will also engage in a year-long book study of *The Teacher Team Leader Handbook* to strengthen their capacity to lead collaborative teams, ensure responsibilities are shared equitably among all members, and deepen the effectiveness of PLC work across the campus.

This year, Austin will prioritize vertical team collaboration to strengthen instructional alignment across PreK–5th grade. Grade-level educators, along with special education teachers, the librarian, GT educator, language acquisition specialist, and counselor, will engage in vertical teams to align instructional practices such as academic language, the workshop model, and small group instruction. Meetings will focus on data conversations that inform instructional decisions, improve student learning, and close achievement gaps in various subpopulations.

As a campus, we will continue to streamline the processes of Multi-Tiered Systems of Support (MTSS). Educators use data points to create specific learning goals based on HPLS in order to help students move along the learning continuum. Student progression on learning goals will be monitored and adjusted as needed. District-aligned strategies will be used to support learners in both academics and behavior, including research-based interventions for students needing additional support. Panorama will be used to monitor these supports and create meaningful small groups throughout the year.

Our educators' primary instructional structure is the workshop model, which allows for differentiated instruction through whole group mini-lessons and targeted one-on-one or small group instruction. We will continue to strengthen small group instruction and form learning groups based on assessment data.

Austin continues to use the House System to build relationships across grade levels. Monthly vertical House meetings provide opportunities for students to connect with peers and educators while learning about monthly character traits, fostering positive relationships across the campus.

We remain focused on both the physical and emotional safety of staff and students. Regularly scheduled drills are followed by administrative team debriefs to ensure personnel are updated on safety responsibilities. The Student Culture Committee continues to align Positive Behavior Interventions and Supports (PBIS) across the campus, reviewing and adjusting resources and expectations as needed. Additionally, the admin team conducts "kid talk" discussions to review data on MTSS, attendance, office referrals, threat assessments, 504, and Special Education referrals.

School Processes & Programs Strengths

- Job-embedded professional learning as part of CTT, Individual Coaching with CISD Learning Coaches, and Learning Walks
- Common protocols and agendas for collaborative teams and planning
- Differentiated professional learning sessions
- Student Culture Committee

- Austin Student Council
- Austin House System
- STEAM Class
- School garden
- Flexible learning environment
- 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)
- Austin Morning Greeters (learners in 4th-5th)
- Marimba Band (5th grade)

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: With new staff and newly formed teams, there is a need to ensure that PLC processes are clearly aligned and consistently implemented across grade levels.

Problem Statement 2 (Prioritized): There is a need to streamline data collection within Tiers 2 and 3 of the MTSS framework.
Root Cause: Teachers are continuing to build capacity in using Panorama to track learner data and to create purposeful small groups for Tier 2 and Tier 3 interventions.

Problem Statement 3 (Prioritized): There is a continued need to focus on school safety.
Root Cause: Students, staff, and families must feel consistently safe and secure while on campus.

Problem Statement 4 (Prioritized): There is a need to strengthen collaborative planning so grade-level teams can ensure high-quality instruction that is aligned to research-based resources.
Root Cause: Collaborative planning practices need to be more consistent and intentionally focused on differentiation to meet the diverse needs of learners.

Problem Statement 5 (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.

Problem Statement 6 (Prioritized): There is a need to strengthen alignment between teacher goals (T-TESS and SLOs) and high-priority learning standards to ensure student growth is consistently monitored and supported.
Root Cause: Teachers need ongoing support in developing T-TESS goals and SLOs that are tightly connected to student growth measures and campus priorities, as well as consistent feedback on progress toward these goals.

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 an increase in supportive relationships, sense of belonging, and school safety. 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. In addition, staff members will be paired with individual students to serve as a "champion." These champion relationships provide students with a trusted adult who consistently supports their social-emotional and academic growth, strengthens their sense of belonging, and helps them reach their full potential.

At Austin Elementary we believe in cultivating deep roots with our families. Our Panorama data from the spring indicates that the majority of families feel Austin Elementary has a good 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 continue to host our Austin Multicultural Night in October in conjunction with our campus book fair. This was an incredible success in 2023 and brought many families together to share about their cultures. 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 the fall. 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. In addition, we will work to highlight our efforts throughout the year that align with the seven pillars of the CISD Community-Based Accountability System (CBAS).

Perceptions Strengths

- Multicultural night celebrates a variety of cultures throughout our school.
- STEAM night gives families an opportunity to understand the STEAM program and highlights student learning.
- House systems continue to add to a positive school climate.
- Classroom buddy classes allow for mentoring opportunities.
- "Mustang of the Week" celebrates positive behaviors tied to our Character Traits
- 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 the social, emotional, and wellness needs of learners and staff.
Root Cause: Students and staff need more opportunities to build connections, practice positive coping skills, and access age-appropriate supports that strengthen social, emotional, and overall wellness.

Problem Statement 2 (Prioritized): There is a continued need to provide opportunities for family engagement.
Root Cause: Families need multiple and meaningful ways to engage with the school that reflect their diverse needs, schedules, and interests.

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: Parents need clearer opportunities to understand what learning looks like in the classroom and how their child is progressing toward grade-level expectations.

Problem Statement 4 (Prioritized): There is a need to embed Technology TEKS while maintaining a balance between digital learning and hands-on, experiential opportunities.
Root Cause: Teachers need support in integrating technology purposefully into instruction while ensuring students also develop skills through collaborative, hands-on learning experiences.

Priority Problem Statements

Problem Statement 1: There is a need to strengthen Tier I instruction and ensure the consistent use of research-based interventions and extensions to meet the needs of all learners.

Root Cause 1: Ongoing professional learning is needed to deepen teacher expertise in delivering rigorous Tier I instruction and in implementing timely, differentiated interventions and extensions.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: There is a need to strengthen Tier 1 math instruction based on assessment data.

Root Cause 2: Teachers need support and professional learning to dive into new curriculum documents, unpack standards, and understand 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 the MTSS framework.

Root Cause 3: Teachers are continuing to build capacity in using Panorama to track learner data and to create purposeful small groups for Tier 2 and Tier 3 interventions.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: There is a need to focus on professional learning related to the four essential questions of a PLC.

Root Cause 4: With new staff and newly formed teams, there is a need to ensure that PLC processes are clearly aligned and consistently implemented across grade levels.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: There is a need to provide high-quality and timely interventions for specific student subpopulations.

Root Cause 5: Learners have diverse academic needs, and some subpopulations require targeted support to ensure timely progress toward grade-level expectation

Problem Statement 5 Areas: Demographics

Problem Statement 6: 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 6: There has been a lack of multiple data sources across the district being used to show evidence of learner growth.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: There is a need to target specific high priority learning standards in the areas of reading, writing, science, and math with a focus on learning progressions.

Root Cause 7: Continued professional learning is needed to understand the vertical alignment of high priority learning standards and the learning progressions.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: There is a need to analyze data on a regular and frequent basis in order to inform instruction and monitor student achievement.

Root Cause 8: There is a need to strengthen consistency in how teams engage in data conversations and use established protocols following district assessments.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: There is a need to continue focusing on sheltered instruction strategies to support our Emergent Bilingual learners.

Root Cause 9: The diversity of languages and the presence of EB and newcomer students make it challenging to consistently support grade-level content and academic language development.

Problem Statement 9 Areas: Demographics

Problem Statement 10: There is a need to enhance communication for families who speak a variety of languages.

Root Cause 10: Families who speak different languages do not always receive information in clear, accessible, and timely ways, which creates gaps in school-to-home communication.

Problem Statement 10 Areas: Demographics

Problem Statement 11: There is a continued need to provide opportunities for family engagement.

Root Cause 11: Families need multiple and meaningful ways to engage with the school that reflect their diverse needs, schedules, and interests.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: There is a need to provide students with multiple avenues to showcase their learning as we work to broaden the definition of success.

Root Cause 12: Students demonstrate diverse strengths across academic, social, and emotional domains that require varied opportunities for expression and recognition.

Problem Statement 12 Areas: Student Learning

Problem Statement 13: There is a continued need to focus on school safety.

Root Cause 13: Students, staff, and families must feel consistently safe and secure while on campus.

Problem Statement 13 Areas: School Processes & Programs

Problem Statement 14: There is a need to provide support and onboarding for new educators.

Root Cause 14: When new staff members join the campus, it is essential to provide guidance and resources that help them successfully navigate both district expectations and campus practices.

Problem Statement 14 Areas: Demographics

Problem Statement 15: There is a need to strengthen collaborative planning so grade-level teams can ensure high-quality instruction that is aligned to research-based resources.

Root Cause 15: Collaborative planning practices need to be more consistent and intentionally focused on differentiation to meet the diverse needs of learners.

Problem Statement 15 Areas: School Processes & Programs

Problem Statement 16: There is a need to focus on vertical alignment in the following core academic subjects: literacy, math and science.

Root Cause 16: Educators need to ensure there is common academic language, instructional practices, and deep understanding of the standards from PreK-5th grade.

Problem Statement 16 Areas: School Processes & Programs

Problem Statement 17: There is a need to provide more frequent updates on academic progress and clear communication in regards to learning in the classroom.

Root Cause 17: Parents need clearer opportunities to understand what learning looks like in the classroom and how their child is progressing toward grade-level expectations.

Problem Statement 17 Areas: Perceptions

Problem Statement 18: There is a need to improve daily attendance rates to support consistent student learning.

Root Cause 18: Families need ongoing support, clear communication, and a stronger understanding of how regular attendance directly impacts student success.

Problem Statement 18 Areas: Demographics

Problem Statement 19: There is a need to strengthen alignment between teacher goals (T-TESS and SLOs) and high-priority learning standards to ensure student growth is consistently monitored and supported.

Root Cause 19: Teachers need ongoing support in developing T-TESS goals and SLOs that are tightly connected to student growth measures and campus priorities, as well as consistent feedback on progress toward these goals.

Problem Statement 19 Areas: School Processes & Programs

Problem Statement 20: There is a continued need to focus on the social, emotional, and wellness needs of learners and staff.

Root Cause 20: Students and staff need more opportunities to build connections, practice positive coping skills, and access age-appropriate supports that strengthen social, emotional, and overall wellness.

Problem Statement 20 Areas: Perceptions

Problem Statement 21: There is a need to embed Technology TEKS while maintaining a balance between digital learning and hands-on, experiential opportunities.

Root Cause 21: Teachers need support in integrating technology purposefully into instruction while ensuring students also develop skills through collaborative, hands-on learning experiences.

Problem Statement 21 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			
Strategy 1: Instructional leaders will provide professional learning and support for classroom educators in implementing Tier 1 instructional strategies, including small group instruction within the workshop model and during school-wide intervention/extension (Mustang Time). Educators will use formative assessment data (common formative assessments, district assessments, and MAP) to plan and deliver small group instruction at least four times per week. By the end of the 2024-2025 school year, 70% of all students will demonstrate growth in reading and math as measured by MAP and campus common assessments.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: High quality Tier 1 instruction will impact student learning Strong collaboration among grade level teachers Timely interventions provided to learners will increase student growth on common formative assessments and district assessments **Staff Responsible for Monitoring:** Administrators Learning Coach Educators **Title I:** 2.51, 2.52, 2.53 **Problem Statements:** Student Learning 1, 2 **Funding Sources:** Tutor during the school day to support Mustang Time - 211 - Title I, Part A - 211-11-6128-00-103-24-21160 - $7,828, Tutor during the school day to support Mustang Time - 199 - State Comp Ed - 199-11-6128-00-103-24-000 - $5,390, Lead4Ward Conference - 211 - Title I, Part A - 211-11-6299-00-103-11-000-21160 - $4,563				

Strategy 2 Details	Reviews			
Strategy 2: The percentage of 3rd grade students earning Meets Grade Level and above on the STAAR Reading test will increase from 56% in June 2024 to 66% in June 2029.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy's Expected Result/Impact: NWEA MAP data and different reports to track student growth in the area of early reading foundational skills and reading comprehension Texas Reading Academies, we are training all state mandated positions as well as key instructional leaders in the Science of Reading and research based best practices for early reading instruction. CISD Content Academies provide opportunities for teachers to engage in professional learning targeted to their grade and the current literacy needs of our students based on current data. Aware Assessment and Analytics Platform to create and administer common assessments to collect student data in between assessment windows to monitor progress and growth of students in their early literacy skills and reading comprehension. mClass Intervention is used three times a year to assess foundational reading skills. Students below benchmark are then placed in intervention groups and receive intervention aligned with their goal. They continue to receive the timely and focused intervention lessons until the next assessment window which then determines if there is a need for further intervention. Data Talks with campus Instructional Leaders, we look at trends in the NWEA MAP and mCLASS data that show or do not show growth and achievement of students in their early literacy skills. When we see areas of opportunity, we make a plan to support the students through intervention and teachers through professional learning. Heggerty Phonemic Awareness Instruction: Students in PreK, Kindergarten, and First Grade receive daily phonemic awareness instruction through the Heggerty resource. Teachers in 2nd-5th grade have the Bridge the Gap resource to intervene when they have students needing foundational skills. High-Quality PreK, the early childhood curriculum writing team finalized "Early Childhood Program Standards" to serve as a guide to Early Childhood Special Education (ECSE)/PreK staff and administrators on evidence-based practices including required instructional components, an accessible professional learning library, administrative crosswalks and "Look Fors." Early Childhood staff receive Heggerty professional learning to increase their knowledge and skills on our targeted daily focus of phonemic awareness during literacy. In addition, they've also received developmentally appropriate play-based practices to support emergent writing and math. **Staff Responsible for Monitoring:** Administrators Director of Elementary Literacy and SS Learning Coach **Problem Statements:** Student Learning 1				

Strategy 3 Details	Reviews

Strategy 3 Details	Reviews			
Strategy 3: The percentage of 3rd grade students earning Meets Grade Level and above on the STAAR Math test will increase from 60% in June 2024 to 70% in June 2029.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: NWEA MAP data and different reports to track student growth in the area of early math foundational skills

DreamBox adaptive math program that integrates math curriculum and continuous formative assessment to personalize instruction, develop conceptual understanding, build critical skills, and improve achievement for every student within MTSS interventions or extensions

CISD Content Academies provide opportunities for teachers to engage in professional learning targeted to their grade and the current math needs of our students based on current data. Teachers get to observe best practices, try strategies, learn new strategies, and plan for implementation within their own math workshop.

Continue deepening the Math Workshop Model. This model provides the rigor and relevance necessary for skills that students will need in the future. Guided math workshop group: A small group of students working with the teacher to address specific needs, Learning stations: Activities that students work on independently or collaboratively to practice new topics or review past topics, often taking place while the teacher is working with a guided math group. Student reflection: Students think and share about their learning.

Reflex Math as an adaptive and individualized system for mastering basic facts in addition, subtraction, multiplication, and division for grades 2+. Reflex Math takes students at every level and helps them quickly gain math fact fluency and confidence.

Deepen our use of STEMscopes Math which uses the Concrete-Representational-Abstract (CRA) approach, that encourages students to rely on critical thinking, compelling reflection, and collaborative exploration within each scope. The 5E+IA learning model (Engage, Explore, Explain, Elaborate, Evaluate, Intervention, and Acceleration) is designed to enhance STEM education through math concepts found in our everyday world while being compatible with Math Workshop and Guided Math

Aware Assessment and Analytics Platform to create and administer common assessments to collect student data in between assessment windows to monitor progress and growth of students in their early math skills. This gives us more data points to see trends in student learning and opportunities to intervene in a timely manner if necessary

Data Talks with campus Instructional Leaders, we look at trends in the NWEA MAP and mCLASS data that show or do not show growth and achievement of students in their early math skills.

Research Based Instructional Strategies (RBIS) professional learning at Region 10 Education Service Center (ESC), district content directors and learning coaches will learn about the cognitive shifts that are research based proven best practices in math instruction and how the balance of conceptual and procedural, depth & coherence of key concepts and productive struggle can create meaningful connections that accelerate math instruction to positively impact mathematics staff in CISD

Staff Responsible for Monitoring: Administrators
Director of Elementary Math and Science
Learning Coach

Problem Statements: Student Learning 1

Strategy 4 Details	Reviews			
Strategy 4: Educators will utilize design days to review assessment data, collaborate on high-quality Tier 1 instructional strategies, and plan for small group instruction.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Additional planning time for educators will lead to student academic growth. Focused time to review district and common formative assessments will ensure small group instruction is tailored to students' needs. **Staff Responsible for Monitoring:** Administrators Learning Coach Educators **Title I:** 2.534 **Problem Statements:** School Processes & Programs 4 **Funding Sources:** Educator Substitutes for Design Days (K-5th Grade) - 211 - Title I, Part A - 211-11-6112-00-103-11-000-21160 - $3,640				

Strategy 5 Details	Reviews			
Strategy 5: We will continue our mentor training program and provide structures of support for our new educators.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: New educators will be prepared to implement school-wide processes and procedures. Supports for new educators will lead to teacher retention. **Staff Responsible for Monitoring:** Administrators Educators Learning Coach Counselor **Title I:** 2.534 **Problem Statements:** Demographics 4				

Strategy 6 Details	Reviews			
Strategy 6: PreK-5th grade vertical teams will collaborate to strengthen math, literacy, and science instruction while reviewing student performance across all sub-populations including special education, economically disadvantaged, and GT to close achievement gaps.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Vertically align strong Tier 1 instructional strategies in math to ensure consistency and rigor across grade levels (increased student mastery of TEKS). Regularly review formative and summative data with a focus on historically low-performing sub-populations (HPLS) to guide planning and intervention (improved equity and growth). Provide targeted intervention and extension during Mustang Time based on identified student needs (reduced achievement gaps across sub-pops). **Staff Responsible for Monitoring:** Administrators Learning Coach Educators **Title I:** 2.52, 2.534 **Problem Statements:** School Processes & Programs 5				

No Progress   Accomplished   ➡️ Continue/Modify   ✖️ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: There is a need to provide support and onboarding for new educators.   **Root Cause**: When new staff members join the campus, it is essential to provide guidance and resources that help them successfully navigate both district expectations and campus practices.

Student Learning
Problem Statement 1: There is a need to strengthen Tier I instruction and ensure the consistent use of research-based interventions and extensions to meet the needs of all learners. **Root Cause**: Ongoing professional learning is needed to deepen teacher expertise in delivering rigorous Tier I instruction and in implementing timely, differentiated interventions and extensions.
Problem Statement 2: There is a need to analyze data on a regular and frequent basis in order to inform instruction and monitor student achievement.   **Root Cause**: There is a need to strengthen consistency in how teams engage in data conversations and use established protocols following district assessments.

School Processes & Programs
Problem Statement 4: There is a need to strengthen collaborative planning so grade-level teams can ensure high-quality instruction that is aligned to research-based resources. **Root Cause**: Collaborative planning practices need to be more consistent and intentionally focused on differentiation to meet the diverse needs of learners.

School Processes & Programs
Problem Statement 5: 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.

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: By May 2026, all grade-level PLCs, including MTSS meetings, will meet every other week to analyze student data and implement targeted academic and behavioral interventions during Mustang Time, focusing on the four essential PLC questions (What do we want students to learn? How will we know they are learning? What will we do if they don't learn it? What will we do if they already know it?), resulting in at least 70% of students demonstrating growth in identified areas.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Aligned CTT structure and access to district PLC documents will ensure student growth across grade levels. Intentional data digs with aligned district assessment platforms will result in student growth. Panorama Student Success Platform will help educators create student groups to meet needs for small group instruction. Targeted data protocols will ensure data conversations after district assessments. **Staff Responsible for Monitoring:** Administrators Learning Coach Educators Counselor **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
Strategy 2: By May 2026, all educators will participate in ongoing, job-embedded training to effectively use data analysis protocols (including NWEA MAP, AWARE, and Panorama) to inform instruction and create specific academic and behavioral goals for learners as part of the MTSS process, with all educators demonstrating proficiency as measured by PLC artifacts, CTT agendas, and walk-through observations.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Aligned CTT structure and access to district PLC documents will ensure student growth across grade levels. Intentional data digs with aligned district assessment platforms will result in student growth. Panorama Student Success Platform will help educators create student groups to meet needs for small group instruction. Targeted data protocols will ensure data conversations after district assessments. **Staff Responsible for Monitoring:** Administrators Learning Coach Educators **Problem Statements:** School Processes & Programs 2				

Strategy 3 Details	Reviews			
Strategy 3: We will continue to focus on supporting our Emergent Bilingual Learners by targeting academic vocabulary as part of our vertical team focus in literacy, math and science.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Educators will implement academic vocabulary into their lesson design. Educators will spend time at the start of each new unit to focus academic vocabulary. We will see increased TELPAS results. **Staff Responsible for Monitoring:** Administrators Educators Learning Coach Language Acquisition Specialist **Problem Statements:** Demographics 2				

Strategy 4 Details	Reviews			
Strategy 4: Through our Student Culture Committee, we will continue to strengthen and focus on support systems for behavior (PBIS), align and strengthen discipline practices, provide training, and maintain structures for data review and documentation of behavioral growth.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase of school-wide expectations. Decrease of behavior referrals Decrease of threat assessments Increase of positive student interactions and student school-wide ownership. **Staff Responsible for Monitoring:** Administrators Educators Counselor **Problem Statements:** School Processes & Programs 3				

Strategy 5 Details	Reviews			
Strategy 5: By May 2026, we will continue strengthening attendance monitoring, family communication, and targeted interventions to increase overall student attendance by at least 5%.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: There will be an increase in our attendance rates as a campus. There will be increased communication between schools, learners, and families regarding attendance and the impact on instruction. There will be an increase in funding from the state as a result of growth in attendance. **Staff Responsible for Monitoring:** Administrators Educators Counselor Campus Secretary Attendance Clerk **Title I:** 2.53 **Problem Statements:** Demographics 5				

○ No Progress	○ Accomplished	→ Continue/Modify ✕ Discontinue

Performance Objective 2 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**: The diversity of languages and the presence of EB and newcomer students make it challenging to consistently support grade-level content and academic language development.

Problem Statement 5: There is a need to improve daily attendance rates to support consistent student learning. **Root Cause**: Families need ongoing support, clear communication, and a stronger understanding of how regular attendance directly impacts student success.

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**: With new staff and newly formed teams, there is a need to ensure that PLC processes are clearly aligned and consistently implemented across grade levels.

Problem Statement 2: There is a need to streamline data collection within Tiers 2 and 3 of the MTSS framework. **Root Cause**: Teachers are continuing to build capacity in using Panorama to track learner data and to create purposeful small groups for Tier 2 and Tier 3 interventions.

Problem Statement 3: There is a continued need to focus on school safety. **Root Cause**: Students, staff, and families must feel consistently safe and secure while on campus.

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 PreK-5 learners will engage in learning that values relationships, encourages curiosity, and connects to real-world experiences, with choice and hands-on activities that build community and foster a service mindset.

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			
Strategy 1: Learners will have opportunities to participate in campus internships (early childhood, library, nurse, counseling) and experiences such as Student Council, Mustang Live Broadcasting, Kid Teacher Organization, Morning Greeters, and Recycling Club to expose them to real-world learning.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased student engagement as learners connect classroom learning to real-world experiences, fostering curiosity and motivation. Development of leadership and collaboration skills through participation in internships and campus experiences that build responsibility, teamwork, and problem-solving abilities. Enhanced sense of community and service as students develop a stronger connection to their school and contribute positively through meaningful roles and activities. **Staff Responsible for Monitoring:** Administrators Educators Counselor **Title I:** 2.52 **Problem Statements:** Student Learning 6				

Strategy 2 Details	Reviews			
Strategy 2: We will strengthen STEAM (Science, Technology, Engineering, Art, and Mathematics) learning in elementary specials classes and engage parents and students through a STEAM Night to showcase student learning.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Increased student engagement: Students explore and apply STEAM concepts through hands-on learning.
 	
Family involvement: Parents gain insight into student learning and celebrate accomplishments.
 	
Strengthened STEAM skills: Students develop critical thinking, creativity, and problem-solving abilities.
    Staff Responsible for Monitoring: Administrators
STEAM teacher
Educators
 	
    Title I:
2.532
    Problem Statements: Perceptions 2
    Funding Sources: Materials for STEAM Night - 211 - Title I, Part A - 211-61-6399-00-103-11-000-21160 - $1,000				

Strategy 3 Details	Reviews			
Strategy 3: We will host a Multicultural Night for students and families to celebrate and showcase their unique talents, customs, and traditions.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Increased understanding of learners' diverse backgrounds among staff and students.
 	
Higher parent and family engagement in school activities.
 	
Strengthened school community and cultural appreciation as students and families share and learn from one another.
    Staff Responsible for Monitoring: Administrators
Educators
Language Acquisition Specialist
 	
    Problem Statements: Perceptions 2
    Funding Sources: Multicultural Night Materials - 211 - Title I, Part A - 211-61-6399-00-103-11-000-21160 - $1,000				

○ No Progress   ○ Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 6: There is a need to provide students with multiple avenues to showcase their learning as we work to broaden the definition of success.   **Root Cause**: Students demonstrate diverse strengths across academic, social, and emotional domains that require varied opportunities for expression and recognition.

Perceptions
Problem Statement 2: There is a continued need to provide opportunities for family engagement.   **Root Cause**: Families need multiple and meaningful ways to engage with the school that reflect their diverse needs, schedules, and interests.

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, grade level academic showcase for parents

Strategy 1 Details	Reviews			
Strategy 1: Establish clear expectations for Bulb Digital Portfolio usage in supporting staff goal setting/evidence collection, highlighting learner processes and products of through experiences learning and tracking learner growth with Student Learning Objective (SLO) goals for Teacher Incentive Allotment (TIA).	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improved teacher reflection and goal-setting as staff can document evidence of instructional practices and track progress toward SLO goals. Enhanced visibility of student learning: Learners' processes and products are showcased, highlighting growth over time. Data-driven decision making as administrators and teachers use digital portfolios to inform instructional adjustments and support TIA requirements. **Staff Responsible for Monitoring:** Administrators Educators Learning Coach **Problem Statements:** School Processes & Programs 6				

Strategy 2 Details	Reviews			
Strategy 2: Educators will showcase student learning through parent-teacher conferences and by having each grade level host at least one academic event for families.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased family engagement: as families participate in meaningful academic events and connect with their child's learning. Enhanced student confidence and ownership as students take pride in sharing their work and accomplishments. Stronger school community as students showcase their learning fostering collaboration and connection among students, families, and educators. **Staff Responsible for Monitoring:** Administrators Educators **Problem Statements:** Student Learning 6 - Perceptions 3 **Funding Sources:** Subs for parent / teacher conferences - 211 - Title I, Part A - 211-61-6112-00-103-11-000-21160 - $5,860				

○ No Progress ◯ Accomplished → Continue/Modify ✕ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 6: There is a need to provide students with multiple avenues to showcase their learning as we work to broaden the definition of success. **Root Cause**: Students demonstrate diverse strengths across academic, social, and emotional domains that require varied opportunities for expression and recognition.

School Processes & Programs
Problem Statement 6: There is a need to strengthen alignment between teacher goals (T-TESS and SLOs) and high-priority learning standards to ensure student growth is consistently monitored and supported. **Root Cause**: Teachers need ongoing support in developing T-TESS goals and SLOs that are tightly connected to student growth measures and campus priorities, as well as consistent feedback on progress toward these goals.

Perceptions
Problem Statement 3: There is a need to provide more frequent updates on academic progress and clear communication in regards to learning in the classroom. **Root Cause**: Parents need clearer opportunities to understand what learning looks like in the classroom and how their child is progressing toward grade-level expectations.

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 3: We will intentionally integrate digital learning in PreK-5 to ensure full implementation of the state Technology TEKS, embed innovative uses of technology, balance technology with hands-on learning, and leverage digital tools to promote critical thinking and differentiated learning experiences for all students.

Evaluation Data Sources: Curriculum documents, lesson plans, learner products, classroom observations, learning walks

Strategy 1 Details	Reviews			
Strategy 1: Provide training and lesson design ideas focused on intentional use of digital learning tools, embedding the updated Technology TEKS for learning, and creating a shared balance of technology tools with intentional hands-on learning experiences while also ensuring our learners are using technology appropriately.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Educators will use digital tools effectively and creatively to support problem-solving and applied learning. Learners will use technology safely and responsibly to enhance their learning. **Staff Responsible for Monitoring:** Administrators Educators Learning Coach STEAM Educator **Problem Statements:** Perceptions 4				

⬭ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 4: There is a need to embed Technology TEKS while maintaining a balance between digital learning and hands-on, experiential opportunities. **Root Cause**: Teachers need support in integrating technology purposefully into instruction while ensuring students also develop skills through collaborative, hands-on learning experiences.

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

Performance Objective 1: Austin Elementary educators will review current and new curriculum documents, provide training, and implement specific programs to provide needed support/resources 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 K-12 curriculum and provide resources to support social-emotional learning and character education, while continuing morning meetings and monthly character traits to foster a positive school culture and student growth.	**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:** Administrators Counselor Educators **Problem Statements:** Perceptions 1				

Strategy 2 Details	Reviews			
Strategy 2: Continue building on our health curriculum supports for implementation of health TEKS and specific requirements set by the state for selection and training (mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide related risk factors and warning signs) (including human sexuality, child abuse, family violence, dating violence and sex trafficking and specific opt-in procedures for this content.)	Formative			Summative
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improvement in student health and wellness Increased alignment of campus and district practices Learner growth through student survey on SEL goals Continued partnership with SHAC Utilization of health curriculum supports for mental health within lesson design **Staff Responsible for Monitoring:** Administrators Counselor P.E. Teacher Nurse **Problem Statements:** Perceptions 1				

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: There is a continued need to focus on the social, emotional, and wellness needs of learners and staff.   **Root Cause**: Students and staff need more opportunities to build connections, practice positive coping skills, and access age-appropriate supports that strengthen social, emotional, and overall wellness.

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

Performance Objective 2: Austin Elementary will continue to communicate systems and provide intentional training on the importance of relationships, mental health, behavior and aligned discipline and behavior supports.

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

Strategy 1 Details	Reviews			
Strategy 1: We will continue training staff to align practices and review discipline, behavior, bullying, and threat assessment data to ensure equitable interventions and supports for all learners.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Educators will increase their knowledge of implementing PBIS strategies. Staff will consistently analyze office referral data to inform interventions. Learners and educators will receive consistent supports and interventions. Kid Talk meetings will provide a structured forum to discuss and plan interventions for learn **Staff Responsible for Monitoring:** Administrators Educators Counselor **Title I:** 2.531 **Problem Statements:** Perceptions 1				
⭕ No Progress ⭕ Accomplished ➡️ Continue/Modify ❌ Discontinue				

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: There is a continued need to focus on the social, emotional, and wellness needs of learners and staff.   **Root Cause**: Students and staff need more opportunities to build connections, practice positive coping skills, and access age-appropriate supports that strengthen social, emotional, and overall wellness.

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 Elementary will provide aligned professional learning opportunities and gather feedback from participants on their growth and the impact of training.

  Evaluation Data Sources: Panorama Staff Feedback, Campus Needs Assessment, Staff Survey

Strategy 1 Details	Reviews			
Strategy 1: Austin educators, including support staff, will collaborate in PreK-5th grade vertical teams to align instructional strategies in literacy, math, and science. These meetings will analyze assessment data (such as MAP, STAAR, and Common Formative Assessments), review accountability reports, and examine high-priority standards to identify areas of vertical alignment, particularly where students and sub-populations have historically struggled, and to group students vertically for timely interventions.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Educators will implement vertically aligned instructional strategies that address gaps in literacy, math, and science. Targeted interventions and groupings will provide timely support for students and sub-populations who have historically struggled. Data-driven collaboration will strengthen consistency across grade levels and improve overall student growth. **Staff Responsible for Monitoring:** Administrators Learning Coach Educators **Title I:** 2.534 **Problem Statements:** Student Learning 1, 2, 3 - School Processes & Programs 5				

Strategy 2 Details	Reviews			
Strategy 2: Team leaders will engage in a year-long book study of The Teacher Team Leader Handbook to grow professionally, build leadership capacity, and enhance collaboration as part of the PLC process and collaborative team time.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Team leaders will strengthen their leadership skills and effectively guide their PLCs to improve instructional practices. Collaborative team time will be enhanced, fostering a culture of shared responsibility and continuous professional growth. **Staff Responsible for Monitoring:** Administrators Educators **Title I:** 2.534 **Problem Statements:** School Processes & Programs 1				

○ No Progress   ⬤ Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: There is a need to strengthen Tier I instruction and ensure the consistent use of research-based interventions and extensions to meet the needs of all learners. **Root Cause**: Ongoing professional learning is needed to deepen teacher expertise in delivering rigorous Tier I instruction and in implementing timely, differentiated interventions and extensions.
Problem Statement 2: There is a need to analyze data on a regular and frequent basis in order to inform instruction and monitor student achievement.   **Root Cause**: There is a need to strengthen consistency in how teams engage in data conversations and use established protocols following district assessments.
Problem Statement 3: There is a need to target specific high priority learning standards in the areas of reading, writing, science, 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**: With new staff and newly formed teams, there is a need to ensure that PLC processes are clearly aligned and consistently implemented across grade levels.
Problem Statement 5: 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.

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, implement, and evaluate tools, resources, assessments that monitor growth within the educational system.

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 the CISD Community-Based Accountability System (CBAS) to intentionally track our work throughout the year in alignment with its pillars.	**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. Educators will focus on redefining success.. **Staff Responsible for Monitoring:** Administrators Educators **Problem Statements:** Perceptions 3	**Nov**	**Feb**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: We will continue to implement the Teacher Incentive Allotment (TIA) plan as we work with educators on creating T-TESS Goals and Student Learning Objectives (SLO) that reflect student growth aligned to high priority learning standards.	**Formative**			**Summative**
Strategy's Expected Result/Impact: There will be alignment across campuses with the TIA plan and evaluation practices. Educators will be aware of and understand the TIA process. **Staff Responsible for Monitoring:** Administrators Learning Coach Educators **Problem Statements:** School Processes & Programs 6	**Nov**	**Feb**	**Apr**	**June**

No Progress   Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 6: There is a need to strengthen alignment between teacher goals (T-TESS and SLOs) and high-priority learning standards to ensure student growth is consistently monitored and supported.   **Root Cause**: Teachers need ongoing support in developing T-TESS goals and SLOs that are tightly connected to student growth measures and campus priorities, as well as consistent feedback on progress toward these goals.

Perceptions
Problem Statement 3: There is a need to provide more frequent updates on academic progress and clear communication in regards to learning in the classroom.   **Root Cause**: Parents need clearer opportunities to understand what learning looks like in the classroom and how their child is progressing toward grade-level expectations.

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 leverage a variety of communication tools and partnership to increase clarity and consistency of district information and processes for stakeholders.

Evaluation Data Sources: Panorama Parent Survey Feedback
Panorama Educator Survey Feedback
Feedback provided to Austin from CISD Administrators

Strategy 1 Details	Reviews			
Strategy 1: Continue efforts with communication to all staff, families and community members as we work through processes with sharing learning happening across the district, strategic design efforts, budgeting needs and decisions regarding needs and working through bond projects.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Staff, families, and community members will be well-informed and engaged in district learning, strategic design, budgeting, and bond project updates. Transparent and consistent communication will build trust and strengthen partnerships between the school and community. **Staff Responsible for Monitoring:** Administrators **Problem Statements:** Perceptions 3				
○ No Progress ◯ Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 3: There is a need to provide more frequent updates on academic progress and clear communication in regards to learning in the classroom. **Root Cause**: Parents need clearer opportunities to understand what learning looks like in the classroom and how their child is progressing toward grade-level expectations.

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 4: 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. All Austin employees and students will work in a safe environment. **Staff Responsible for Monitoring:** Administrators Educators Student Resource Officer Nurse **Problem Statements:** School Processes & Programs 3				

Strategy 2 Details	Reviews			
Strategy 2: Austin Elementary students will follow the personal device policies and procedures outlined by Coppell ISD.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will demonstrate responsible and appropriate use of personal devices in school.	**Nov**	**Feb**	**Apr**	**June**
Consistent adherence to the policy will support a focused and productive learning environment. **Staff Responsible for Monitoring:** Administrators Educators **Problem Statements:** School Processes & Programs 3				

No Progress   Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 3: There is a continued need to focus on school safety.   **Root Cause**: Students, staff, and families must feel consistently safe and secure while on campus.

State Compensatory

Budget for Austin Elementary

Total SCE Funds: $5,390.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

We have hired two certified retired educators 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	1	Tutor during the school day to support Mustang Time	211-11-6128-00-103-24-21160	$7,828.00
1	1	1	Lead4Ward Conference	211-11-6299-00-103-11-000-21160	$4,563.00
1	1	4	Educator Substitutes for Design Days (K-5th Grade)	211-11-6112-00-103-11-000-21160	$3,640.00
2	1	2	Materials for STEAM Night	211-61-6399-00-103-11-000-21160	$1,000.00
2	1	3	Multicultural Night Materials	211-61-6399-00-103-11-000-21160	$1,000.00
2	2	2	Subs for parent / teacher conferences	211-61-6112-00-103-11-000-21160	$5,860.00
				Sub-Total	$23,891.00
			199 - State Comp Ed		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Tutor during the school day to support Mustang Time	199-11-6128-00-103-24-000	$5,390.00
				Sub-Total	$5,390.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student and Staff Services and Campus Administrators	7/24/2023	Robyn Webb	8/21/2025
Child Abuse and Neglect	Assistant Superintendent of Curriculum and Instruction, Campus Administrators and Campus Counselors	1/8/2025	Robyn Webb	8/21/2025
Coordinated Health Program	Coordinator of Health Services and Director of Child Nutrition, Campus Administrators	1/8/2023	Robyn Webb	8/21/2025
Decision-Making and Planning Policy Evaluation	Superintendent	7/5/2023	Robyn Webb	8/21/2025
Disciplinary Alternative Education Program (DAEP)	Director of Student and Staff Services and Campus Administrators	1/30/2023	Robyn Webb	8/21/2025
Dropout Prevention	Assistant Superintendent of C&I	1/8/2025	Robyn Webb	8/21/2025
Dyslexia Treatment Program	Executive Director of Intervention Services and Campus Administrators	1/8/2025	Robyn Webb	8/21/2025
Pregnancy Related Services	Assistant Superintendent of C&I and Campus Counselors	4/1/2025	Robyn Webb	8/21/2025
Post-Secondary Preparedness	Assistant Superintendent of C&I		Robyn Webb	8/21/2025
Recruiting Teachers and Paraprofessionals	Assistant Superintendent of C&I and Assistant Superintendent of Administrative Services	1/30/2023	Robyn Webb	8/21/2025
Student Welfare: Crisis Intervention Programs and Training	Assistant Superintendent of C&I and Support Counselors	6/10/2025	Robyn Webb	8/21/2025
Student Welfare: Discipline/Conflict/Violence Management	Assistant Superintendent of C&I and Support Counselors	9/21/2023	Robyn Webb	8/21/2025
Technology Integration	Assistant Superintendent of C&I and Executive Director of Technology	5/30/2025	Robyn Webb	8/21/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Operations Officer	6/24/2024	Robyn Webb	8/21/2025