

Coppell Independent School District
Austin Elementary
2024-2025 Campus Improvement Plan



Mission Statement

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

Core Values

Relationships: We value authentic relationships. When we invest in each other we learn and flourish.

Engagement: We value collective engagement that positively impacts the lives of our children and our world.

Great Teaching: We value great teaching because we believe it is the key to deep learning.

Redefining Success: We value each individual's contribution because the measure of success can be different for everyone.

Guiding Purpose & Beliefs

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

DEMOGRAPHICS

Austin Elementary is in Coppell ISD, a suburban district with 11 elementary schools, 3 middle schools, 2 high schools, a freshman campus and an alternative education campus. Austin serves a plurality Asian student population in grades EC-5. In the 2023-24 school year, total enrollment was 538 which represents an increase of 12% since 2019-20 (480 learners).

In 2023-24, the student population was 48.3% Asian, 28.8% White, 13.3% Hispanic, 4.4% African American, 0.3% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 4.6% multi-racial. Females made up 46.1% of the learners and males represented 53.9%. Our economically disadvantaged percentage was 13.5%.

Our Emergent Bilingual (EB) population consisted of 143 learners that made up 26.5% of our campus. The top 5 foreign languages spoken by this student group were: Telugu (9%), Tamil (5.5%), Arabic (4.2), Spanish (3.5%), and Hindi (3.5%). Additionally, 11.8% of our EBs were also economically disadvantaged.

Our 40 gifted and talented learners constituted 7.4% of our population. Our gender split in the GT group was 35% female and 65% male. Of the four major ethnic groups, our GT learners were 65% Asian, 25% White, 5% Hispanic and 2.5% African American.

We had 118 learners that qualified for special education services, which represented 21.9% of our population. There were 30 learners with 504 accommodations, which was 5.5% of the total enrollment.

The average daily attendance for our campus in 2023-24 was 95.89%, which increased by 1.21% from the prior year.

STAFFING

Austin employed 41 educators and 13 instructional aides in the 2023-24 school year. The number of teachers increased by 4 from the prior year while the number of aides increased by 2. The ethnic breakdown for the teaching staff was 2.4% Asian, 85.3% White, 4.8% Hispanic, 0% African American, 0% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 7.3% multi-racial. Females made up 97.5% of the educators and males represented 2.5%.

Overall, our educators had a varying level of professional experience: 21.9% (9) were new to teaching with 0-1 years of experience, 21.9% (9) had 2-5 years, 12.2% (5) had 6-10 years, 19.5% (8) had 11-15 years, 9.7% (4) had 16-20 years, and 14.6% (6) had more than 20 years. Looking at longevity within the district, 39% of our teachers had 0-1 years in district, 24.3% had 2-5 years, 12.2% had 6-10 years, 14.6% had 11-15 years, 2.4% had 16-20 years and 7.3% had more than 20 years. The average years of professional experience was 10.1 with 6.2 years in the district.

Advanced degrees were held by 19.5% of our teachers: 8 with master's degrees and 0 with doctorates. Our campus principal has 26 years of career experience in education, 10 of which are in Coppell. Our assistant principal has an average of 17 years of professional experience and 5 years in the district.

Our educator retention rate from 2022-23 to 2023-24 was 75.68%. For educational aides it was 63.64%. We hired 13 new teachers in 2023-24. The characteristics of our new teachers were as follows: 0% Asian, 84.6% White, 0% Hispanic, 0% African American, 100% female, 0% male, 53.8% new to teaching, 30.7% with 2-5 years of professional experience, 15.3% with 6-10 years, 0% with 11-15 years, 0% with 16-20 years, 0% with more than 20 years and 31.7% new to the campus. The average years of professional experience was 2.1 with 0.3 years in the district. 7.6% 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 19.5% holding advanced degrees.
- We have a high student attendance rate.
- As a neighborhood school, we have a good relationship with the community.

Problem Statements Identifying Demographics Needs

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

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

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

Problem Statement 4 (Prioritized): There is a need for additional professional learning for staff members to eliminate potential bias while addressing equity and inclusivity. **Root Cause:** Barriers exist within our educational system due to lack of understanding or varied experiences.

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

Problem Statement 6 (Prioritized): There is a need for a focus on our daily attendance rates in order to ensure student learning. **Root Cause:** Parents and family members need more support, communication and knowledge regarding the importance of student attendance.

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.

mCLASS K-5:

Click [HERE](#) for Kindergarten-5th grade mCLASS composite score differentials between 23-24 BOY, MOY, EOY.

NWEA MAP:

Click [HERE](#) for the Student Growth Summary Report which shows aggregate growth from Fall 23 to Spring 24. Click [HERE](#) for an explanation if needed.

	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	0324 TELPAS Grade 5
Austin Elementary						
Total Students	21	23	12	11	13	15
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24
Lower/Same Level	%	11.11%	87.50%	44.44%	46.15%	7.69%
1 Level Higher	%	83.33%	12.50%	44.44%	46.15%	84.62%
2 Levels Higher	%	5.56%	0%	11.11%	7.69%	7.69%
3 Levels Higher	%	0%	0%	0%	0%	0%
No Rating	0%	0%	0%	0%	0%	0%
Beginning	0%	4.35%	8.33%	0%	0%	0%
Intermediate	33.33%	0%	50%	9.09%	23.08%	13.33%
Advanced	28.57%	26.09%	41.67%	45.45%	30.77%	20%
Advanced High	38.10%	69.57%	0%	45.45%	46.15%	66.67%
Economic Disadvantage						
Total Students	3	3	6	1	2	2
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24
Lower/Same Level	%	0%	75%	0%	100%	0%

	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	0324 TELPAS Grade 5
1 Level Higher	%	100%	25%	100%	0%	100%
2 Levels Higher	%	0%	0%	0%	0%	0%
3 Levels Higher	%	0%	0%	0%	0%	0%
No Rating	0%	0%	0%	0%	0%	0%
Beginning	0%	0%	16.67%	0%	0%	0%
Intermediate	33.33%	0%	66.67%	0%	50%	50%
Advanced	33.33%	66.67%	16.67%	100%	50%	0%
Advanced High	33.33%	33.33%	0%	0%	0%	50%
Asian						
Total Students	19	20	6	7	8	8
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24
Lower/Same Level	%	12.50%	100%	40%	50%	0%
1 Level Higher	%	81.25%	0%	60%	50%	100%
2 Levels Higher	%	6.25%	0%	0%	0%	0%
3 Levels Higher	%	0%	0%	0%	0%	0%
No Rating	0%	0%	0%	0%	0%	0%
Beginning	0%	5%	0%	0%	0%	0%
Intermediate	31.58%	0%	50%	14.29%	12.50%	12.50%
Advanced	31.58%	15%	50%	28.57%	37.50%	12.50%
Advanced High	36.84%	80%	0%	57.14%	50%	75%
Black/African American						
Total Students	-	-	2	-	-	-
Date Taken	-	-	03/01/24	-	-	-
Lower/Same Level	-	-	100%	-	-	-
1 Level Higher	-	-	0%	-	-	-
2 Levels Higher	-	-	0%	-	-	-
3 Levels Higher	-	-	0%	-	-	-

	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	0324 TELPAS Grade 5
No Rating	-	-	0%	-	-	-
Beginning	-	-	0%	-	-	-
Intermediate	-	-	50%	-	-	-
Advanced	-	-	50%	-	-	-
Advanced High	-	-	0%	-	-	-
Hispanic						
Total Students	2	3	2	-	3	1
Date Taken	03/01/24	03/01/24	03/01/24	-	03/01/24	03/01/24
Lower/Same Level	%	0%	0%	-	33.33%	0%
1 Level Higher	%	100%	100%	-	33.33%	100%
2 Levels Higher	%	0%	0%	-	33.33%	0%
3 Levels Higher	%	0%	0%	-	0%	0%
No Rating	0%	0%	0%	-	0%	0%
Beginning	0%	0%	50%	-	0%	0%
Intermediate	50%	0%	50%	-	33.33%	0%
Advanced	0%	100%	0%	-	0%	0%
Advanced High	50%	0%	0%	-	66.67%	100%
White						
Total Students	-	-	2	4	2	6
Date Taken	-	-	03/01/24	03/01/24	03/01/24	03/01/24
Lower/Same Level	-	-	100%	50%	50%	20%
1 Level Higher	-	-	0%	25%	50%	60%
2 Levels Higher	-	-	0%	25%	0%	20%
3 Levels Higher	-	-	0%	0%	0%	0%
No Rating	-	-	0%	0%	0%	0%
Beginning	-	-	0%	0%	0%	0%
Intermediate	-	-	50%	0%	50%	16.67%

	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	0324 TELPAS Grade 5
Advanced	-	-	50%	75%	50%	33.33%
Advanced High	-	-	0%	25%	0%	50%
Currently Emergent Bilingual						
Total Students	21	23	12	11	13	15
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24
Lower/Same Level	%	11.11%	87.50%	44.44%	46.15%	7.69%
1 Level Higher	%	83.33%	12.50%	44.44%	46.15%	84.62%
2 Levels Higher	%	5.56%	0%	11.11%	7.69%	7.69%
3 Levels Higher	%	0%	0%	0%	0%	0%
No Rating	0%	0%	0%	0%	0%	0%
Beginning	0%	4.35%	8.33%	0%	0%	0%
Intermediate	33.33%	0%	50%	9.09%	23.08%	13.33%
Advanced	28.57%	26.09%	41.67%	45.45%	30.77%	20%
Advanced High	38.10%	69.57%	0%	45.45%	46.15%	66.67%
Section 504						
Total Students	-	1	1	-	1	-
Date Taken	-	03/01/24	03/01/24	-	03/01/24	-
Lower/Same Level	-	%	100%	-	100%	-
1 Level Higher	-	%	0%	-	0%	-
2 Levels Higher	-	%	0%	-	0%	-
3 Levels Higher	-	%	0%	-	0%	-
No Rating	-	0%	0%	-	0%	-
Beginning	-	0%	0%	-	0%	-
Intermediate	-	0%	0%	-	0%	-
Advanced	-	100%	100%	-	100%	-
Advanced High	-	0%	0%	-	0%	-
Special Ed Indicator						

	0324 TELPAS Kindergarten	0324 TELPAS Grade 1	0324 TELPAS Grade 2	0324 TELPAS Grade 3	0324 TELPAS Grade 4	0324 TELPAS Grade 5
Total Students	5	2	1	1	2	3
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24	03/01/24
Lower/Same Level	%	0%	%	100%	100%	33.33%
1 Level Higher	%	50%	%	0%	0%	33.33%
2 Levels Higher	%	50%	%	0%	0%	33.33%
3 Levels Higher	%	0%	%	0%	0%	0%
No Rating	0%	0%	0%	0%	0%	0%
Beginning	0%	0%	100%	0%	0%	0%
Intermediate	60%	0%	0%	100%	50%	0%
Advanced	20%	50%	0%	0%	50%	66.67%
Advanced High	20%	50%	0%	0%	0%	33.33%

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science, Grade 5
Austin Elementary							
Total Students	77	77	85	85	78	78	78
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	10.39%	9.09%	2.35%	8.24%	5.13%	0%	8.97%
Did Not Meet High	3.90%	11.69%	0%	16.47%	2.56%	5.13%	12.82%
Approaches Low	12.99%	9.09%	10.59%	8.24%	6.41%	8.97%	6.41%
Approaches High	14.29%	11.69%	12.94%	8.24%	6.41%	12.82%	16.67%
Meets	41.56%	31.17%	28.24%	24.71%	20.51%	23.08%	23.08%
Masters	16.88%	27.27%	45.88%	34.12%	58.97%	50%	32.05%
Special Ed Indicator							
Total Students	16	16	19	19	19	19	19
Excluded	0%	0%	0%	0%	0%	0%	0%

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science, Grade 5
Did Not Meet Low	31.25%	31.25%	0%	15.79%	21.05%	0%	26.32%
Did Not Meet High	18.75%	18.75%	0%	31.58%	10.53%	21.05%	26.32%
Approaches Low	25%	18.75%	42.11%	15.79%	10.53%	26.32%	5.26%
Approaches High	6.25%	0%	10.53%	5.26%	5.26%	15.79%	21.05%
Meets	12.50%	12.50%	31.58%	10.53%	36.84%	26.32%	15.79%
Masters	6.25%	18.75%	15.79%	21.05%	15.79%	10.53%	5.26%
Section 504							
Total Students	7	7	8	8	7	7	7
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	14.29%	14.29%	25%	0%	0%	0%	0%
Did Not Meet High	0%	28.57%	0%	62.50%	0%	0%	14.29%
Approaches Low	0%	14.29%	0%	12.50%	14.29%	0%	0%
Approaches High	14.29%	0%	37.50%	12.50%	14.29%	14.29%	14.29%
Meets	57.14%	28.57%	25%	12.50%	28.57%	28.57%	42.86%
Masters	14.29%	14.29%	12.50%	0%	42.86%	57.14%	28.57%
Currently Emergent Bilingual							
Total Students	12	12	13	13	15	15	15
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	8.33%	8.33%	0%	0%	6.67%	0%	13.33%
Did Not Meet High	0%	8.33%	0%	23.08%	0%	0%	20%
Approaches Low	16.67%	8.33%	7.69%	0%	13.33%	13.33%	20%
Approaches High	25%	25%	7.69%	15.38%	6.67%	26.67%	26.67%
Meets	41.67%	25%	30.77%	7.69%	20%	33.33%	6.67%
Masters	8.33%	25%	53.85%	53.85%	53.33%	26.67%	13.33%
Second Year of Monitoring							
Total Students	7	7	2	2	-	-	-
Excluded	0%	0%	0%	0%	-	-	-
Did Not Meet Low	0%	0%	0%	0%	-	-	-

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science, Grade 5
Did Not Meet High	0%	0%	0%	0%	-	-	-
Approaches Low	0%	0%	0%	0%	-	-	-
Approaches High	0%	0%	50%	0%	-	-	-
Meets	71.43%	42.86%	0%	50%	-	-	-
Masters	28.57%	57.14%	50%	50%	-	-	-
Third Year of Monitoring							
Total Students	-	-	-	-	2	2	2
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	-	-	-	-	0%	0%	0%
Masters	-	-	-	-	100%	100%	100%
Two or More Races							
Total Students	1	1	5	5	3	3	3
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	100%	0%	0%	0%	33.33%	0%	0%
Did Not Meet High	0%	100%	0%	0%	0%	33.33%	100%
Approaches Low	0%	0%	0%	20%	0%	33.33%	0%
Approaches High	0%	0%	0%	20%	0%	33.33%	0%
Meets	0%	0%	40%	60%	66.67%	0%	0%
Masters	0%	0%	60%	0%	0%	0%	0%
Hispanic							
Total Students	10	10	12	12	9	9	9
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	30%	40%	8.33%	8.33%	11.11%	0%	22.22%

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science, Grade 5
Did Not Meet High	20%	10%	0%	50%	11.11%	22.22%	11.11%
Approaches Low	10%	20%	58.33%	8.33%	0%	0%	0%
Approaches High	0%	0%	8.33%	0%	11.11%	11.11%	22.22%
Meets	30%	20%	8.33%	8.33%	22.22%	33.33%	22.22%
Masters	10%	10%	16.67%	25%	44.44%	33.33%	22.22%
Black/African American							
Total Students	5	5	4	4	1	1	1
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	20%	20%	0%	25%	0%	0%	0%
Did Not Meet High	0%	40%	0%	0%	0%	0%	100%
Approaches Low	40%	20%	25%	0%	0%	0%	0%
Approaches High	0%	0%	0%	50%	100%	100%	0%
Meets	40%	20%	50%	25%	0%	0%	0%
Masters	0%	0%	25%	0%	0%	0%	0%
Asian							
Total Students	34	34	33	33	38	38	38
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	5.88%	0%	0%	3.03%	0%	0%	2.63%
Did Not Meet High	0%	8.82%	0%	3.03%	0%	0%	2.63%
Approaches Low	0%	5.88%	0%	0%	2.63%	2.63%	13.16%
Approaches High	11.76%	11.76%	3.03%	3.03%	2.63%	10.53%	18.42%
Meets	50%	29.41%	18.18%	27.27%	18.42%	18.42%	18.42%
Masters	32.35%	44.12%	78.79%	63.64%	76.32%	68.42%	44.74%
White							
Total Students	27	27	31	31	26	26	26
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	3.70%	7.41%	3.23%	12.90%	7.69%	0%	15.38%

	May 2024 STAAR Reading Language Arts, Grade 3	May 2024 STAAR Mathematics, Grade 3	May 2024 STAAR Reading Language Arts, Grade 4	May 2024 STAAR Mathematics, Grade 4	May 2024 STAAR Reading Language Arts, Grade 5	May 2024 STAAR Mathematics, Grade 5	May 2024 STAAR Science, Grade 5
Did Not Meet High	3.70%	7.41%	0%	22.58%	3.85%	3.85%	15.38%
Approaches Low	25.93%	7.41%	3.23%	16.13%	15.38%	19.23%	0%
Approaches High	25.93%	18.52%	29.03%	9.68%	7.69%	11.54%	15.38%
Meets	37.04%	40.74%	41.94%	22.58%	19.23%	30.77%	30.77%
Masters	3.70%	18.52%	22.58%	16.13%	46.15%	34.62%	23.08%
American Indian/Alaskan Native							
Total Students	-	-	-	-	1	1	1
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	-	-	-	-	0%	0%	100%
Masters	-	-	-	-	100%	100%	0%
Economic Disadvantage							
Total Students	14	14	7	7	8	8	8
Excluded	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	21.43%	28.57%	14.29%	0%	12.50%	0%	50%
Did Not Meet High	14.29%	28.57%	0%	28.57%	0%	12.50%	12.50%
Approaches Low	28.57%	14.29%	14.29%	0%	25%	25%	0%
Approaches High	14.29%	7.14%	0%	14.29%	12.50%	25%	25%
Meets	21.43%	21.43%	14.29%	14.29%	12.50%	12.50%	0%
Masters	0%	0%	57.14%	42.86%	37.50%	25%	12.50%

As we go into 2024-2025, 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

- Reading continues to be strength in all grade areas with 45% of our fourth graders and 59% of our fifth graders demonstrating mastery on STAAR.
- The percentage of students who met or mastered standard on the reading STAAR in 4th grade increased from 68% to 74% from 2023-2024
- In 4th grade reading, 100% of students in Special Education and Emergent Bilinguals scored Approaches or Higher on STAAR.
- Fifth Grade math continues to be a strength with nearly 50% of students demonstrating mastery and 73% meeting or mastering the STAAR.
- Additionally, fifth grade continues to close the gap as the same cohort of students who scored approaches or better increased from 74% in fourth grade (2023) to 95% during their 5th grade year (2023).
- On the TELPAS, we had 89% of students in 1st grade show an increase in their Overall Score as well as 92% in 5th grade
- Additionally, 100% of students who are Second or Third year Monitored Emergent Bilinguals passed with a score of approaches or higher across all STAAR tests.

Problem Statements Identifying Student Learning Needs

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

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

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

Problem Statement 6 (Prioritized): There is a need for students to showcase their learning in a variety of ways as we work to redefine success. **Root Cause:** Students have strengths in a variety of areas (academic, social-emotional, etc.).

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

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

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

School Processes & Programs

School Processes & Programs Summary

Austin follows the state standards (TEKS) and the CISD curriculum documents and resources in order to provide a guaranteed and viable curriculum for all learners. Austin Elementary provides a flexible learning environment to meet the diverse needs of our learners as well as promote collaboration. These flexible spaces within the building include the following: Literacy Lab for learner and educator resources, a dedicated learning space for educators to conduct Collaborative Team Time (CTT), an outdoor learning garden, school library, STEAM lab, and motor lab.

At Austin Elementary, educators and administrators collaborate to engage in the four critical questions of a professional learning community: *What do we want students to know and be able to do? How will we know when they have learned it? How will we respond when they haven't learned it? What will we do to extend the learning when they already know it?* We will continue to focus on streamlining the processes within the Professional Learning Community (PLC) system and the four critical questions of a PLC. In order to support our work as a PLC and to align instructional practices, we have created a master schedule that allows educators to work bi-weekly during Collaborative Team Time (CTT) to move through the cycle of the four critical questions of a PLC with support from administrators and our instructional coach. Our master schedule also includes school-wide intervention and extension time, "Mustang Time," to provide just in time intervention and extension to support students mastery of High Priority Learning Standards (HPLS).

Additionally, we have partnered with 3 other elementary schools in CISD to provide differentiated professional learning 3 times a semester. This will allow us to differentiate professional learning for our various teachers' needs. These sessions are centered on topics such as Math Workshop and Developmentally Appropriate Mathematics Instruction, Readers Workshop, Culturally Responsive Teaching, Building Thinking Classrooms and Fostering Positive Relationships with Families.

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

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

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

We continue to focus on both the physical and emotional safety of our staff and students. We have regularly scheduled drills and our Austin Admin team meets regularly to debrief

drills and ensure all campus personnel are updated and made aware of their specific responsibilities related to implementing safety drills. We will continue to utilize our Behavior Committee to focus on Positive Behavior Interventions and Supports (PBIS) and help align practices across the campus. Resources, expectations, and school-wide practices will be reviewed and adjusted as needed throughout the year. Additionally, our admin team gathers together for a "kid talk" discussion to review data that encompasses the following areas: 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
- Campus Behavior Committee
- Austin Student Council
- Austin House System
- STEAM Class
- School garden
- Flexible learning environment
- Digital learning opportunities
- School-wide enrichment opportunities
- Learner led broadcasting team
- KTO (Kid-Teacher-Organization) student volunteers and service projects
- Principal Advisory Committee (learners in grades 3-5)
- 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:** We have several new staff members and there is a need for onboarding.

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

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

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

Problem Statement 5 (Prioritized): There is a need to focus on our support systems for behavior (PBIS- Positive Behavior Interventions and Supports) MTSS (Multi-Tiered

Systems and Supports), and align/strengthen discipline practices, review training needs, and use data/documentation of behavioral growth. **Root Cause:** There has not previously been a comprehensive framework for MTSS.

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

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

Perceptions

Perceptions Summary

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

Recent data points indicate that our learners continue to have strong relationships with each other as well as with their educators. Our spring Panorama data showed 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, peer mentorships, and principal advisory committee. We believe that positive student-to-student interaction allows for strong relationships. We will continue this by increasing the number of student mentors as our older Mustangs work with our younger Mustangs.

At Austin Elementary we believe in cultivating deep roots with our families. Our Panorama data from the spring of 2024 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.

As part of the CISD Strategic Design work, Austin will focus on the four core values: Relationships, Engagement, Great Teaching, and Redefining Success. We will use our Advocacy Deck cards to highlight and better understand the seven pillars of the CISD Community-Based Accountability System (CBAS).

Perceptions Strengths

- Multicultural night celebrates a variety of cultures throughout our school.
- 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 mental health, social emotional, and wellness needs for learners and staff. **Root Cause:** Barriers exist with understanding/supporting/providing resources for all needs.

Problem Statement 2 (Prioritized): There is a continued need to provide opportunities for family engagement. **Root Cause:** We have many families who are seeking a variety of opportunities to be involved in our school.

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

Priority Problem Statements

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

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

Problem Statement 1 Areas: Student Learning

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

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

Problem Statement 2 Areas: Student Learning

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

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

Problem Statement 3 Areas: School Processes & Programs

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

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

Problem Statement 4 Areas: Perceptions

Problem Statement 5: There is a need to focus on professional learning related to the four essential questions of a PLC.

Root Cause 5: We have several new staff members and there is a need for onboarding.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: There is a need to focus on quality and timely intervention and extension within the school day.

Root Cause 6: We have a variety of learners with a variety of educational needs who need to be supported in a timely manner.

Problem Statement 6 Areas: Demographics

Problem Statement 7: There is a continued need to use both qualitative and quantitative data to establish evidence of learning to advance our Emerging Bilinguals (EB) towards meeting targeted goals.

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

Problem Statement 7 Areas: Student Learning

Problem Statement 8: There is a need to target specific high priority learning standards in the areas of reading, writing, science, and math with a focus on learning progressions.

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

Problem Statement 8 Areas: Student Learning

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

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

Problem Statement 9 Areas: Student Learning

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

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

Problem Statement 10 Areas: Demographics

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

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

Problem Statement 11 Areas: Demographics

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

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

Problem Statement 12 Areas: Demographics

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

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

Problem Statement 13 Areas: Perceptions

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

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

Problem Statement 14 Areas: Student Learning

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

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

Problem Statement 15 Areas: School Processes & Programs

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

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

Problem Statement 16 Areas: Demographics

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

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

Problem Statement 17 Areas: Student Learning

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

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

Problem Statement 18 Areas: Student Learning

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

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

Problem Statement 19 Areas: Student Learning

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

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

Problem Statement 20 Areas: School Processes & Programs

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

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

Problem Statement 21 Areas: School Processes & Programs

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

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

Problem Statement 22 Areas: School Processes & Programs

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

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

Problem Statement 23 Areas: School Processes & Programs

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

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

Problem Statement 24 Areas: Perceptions

Problem Statement 25: There is a need for a focus on our daily attendance rates in order to ensure student learning.

Root Cause 25: Parents and family members need more support, communication and knowledge regarding the importance of student attendance.

Problem Statement 25 Areas: Demographics

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 (Rtl) student achievement data

Student Data: Behavior and Other Indicators

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

- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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





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

HB3 Goal

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Instructional leaders will provide professional learning and support for classroom educators in implementing Tier 1 instructional strategies with a specific focus on small group instruction and using formative assessments in the classroom.</p> <p>Strategy's Expected Result/Impact: Educators are able to provide timely small group intervention and extension based on data from common formative assessments.</p> <p>Staff Responsible for Monitoring: Administrators Learning Coaches</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1, 2</p> <p>Funding Sources: Hand2Mind Small Group Instruction Math Kits - 211 - Title I, Part A - 211-11-6399-00-103-24-000-21150 - \$5,807.24</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We will continue House Bill 3 reading goals and training through elementary Reading Academies.</p> <p>Strategy's Expected Result/Impact: Educators and administrator will increase their knowledge and implementation of evidence-based literacy practices in order to impact student achievement.</p> <p>Staff Responsible for Monitoring: Administrators Director of Literacy Learning Coaches</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: House Bill 3 implementation of math goals supporting intervention and tracking data for elementary math will occur.</p> <p>Strategy's Expected Result/Impact: Educators will strengthen their math skills and and implement effective math strategies. Educators will track learner progress through state and district assessments and provide timely intervention and extensions.</p> <p>Staff Responsible for Monitoring: Administrators Director of Math Learning Coaches</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Educators will utilize collaborative team time and design days to unpack high priority learning standards, create common assessments, and plan for intervention and enrichment.</p> <p>Strategy's Expected Result/Impact: Educators will design high quality Tier I instruction. Educators will design quality intervention and enrichment to meet the needs of all learners. Grade levels will have monthly documentation of collaborative planning agendas, design day agendas, unit planners, common assessment data, lesson plans for intervention.</p> <p>Staff Responsible for Monitoring: Administrators Learning Coaches Educators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 2, 3</p> <p>Funding Sources: Educator Substitutes for Design Days (K-5th Grade) - 211 - Title I, Part A - 211-11-6112-00-103-24-000-21150 - \$9,500</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: We will implement structures and processes for our educators to take part in learning walks with various instructional leaders and educators across the district.</p> <p>Strategy's Expected Result/Impact: Educators will be able to have real-time professional learning Instructional coach will be able to debrief with educators after learning walks Instructional strategies can be implemented quickly Collaboration among colleagues (within and outside of our campus)</p> <p>Staff Responsible for Monitoring: Administrators Learning Coaches</p> <p>Title I: 2.5</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: We will continue our mentor training program and provide structures of support for our new educators.</p> <p>Strategy's Expected Result/Impact: New educators will be prepared to implement school-wide processes and procedures. They will have intentional time to meet with designated mentors.</p> <p>Staff Responsible for Monitoring: Administrators Learning Coaches Counselor</p> <p>Title I: 2.5</p> <p>Problem Statements: Demographics 5</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: We will provide timely and targeted interventions to all learners (K-5) who are at-risk of not meeting grade level standards.</p> <p>Strategy's Expected Result/Impact: Increase in academic achievement and growth Targeted intervention on High Priority Learning Standards Lesson Design that reflects small group instruction focused on intervention</p> <p>Staff Responsible for Monitoring: Administrators Learning Coach Educators</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Demographics 3 - Student Learning 1, 3</p> <p>Funding Sources: We will provide a tutor to work with our K-2 students within the school day. - 199 - State Comp Ed - 199-11-6128-00-103-24-000 - \$8,431, We will provide a tutor to work with our 3rd-5th grade students within the school day. - 211 - Title I, Part A - 211-11-6128-00-103-24-000-21150 - \$6,000</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 3: There is a need to focus on quality and timely intervention and extension within the school day. Root Cause: We have a variety of learners with a variety of educational needs who need to be supported in a timely manner.</p>
<p>Problem Statement 5: There is a need to provide support and onboarding for new educators. Root Cause: With the addition of sections in each grade level, we have several new staff members at Austin.</p>

Student Learning

Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions and extensions. **Root Cause:** Continued professional development is needed to strengthen Tier 1 instruction and timely interventions and extensions.

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

Problem Statement 3: There is a need to target specific high priority learning standards in the areas of reading, writing, 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.

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: As part of our Professional Learning Community (PLC), educators will continue the utilization of data analysis protocols in order to track student learning and make data-driven instructional decisions.</p> <p>Strategy's Expected Result/Impact: Educators will be proficient in using protocols to analyze both formative and summative data. Educators will understand how to use NWEA MAP, AWARE, Panorama and mCLASS data. Educators will have discussions with their colleagues about instructional practices. Students will receive timely intervention and/or enrichment based on data driven decisions.</p> <p>Staff Responsible for Monitoring: Administrators Learning Coaches Educators</p> <p>Title I: 2.6</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We will continue to provide training and support to all educators in MTSS (Multi-Tiered Systems of Support).</p> <p>Strategy's Expected Result/Impact: Learners will receive targeted intervention and extensions. Learners will make anticipated growth on assessments. Educators will discuss high quality instructional strategies. Educators will implement differentiated instruction based on data.</p> <p>Staff Responsible for Monitoring: Administrators Learning Coaches Educators</p> <p>Title I: 2.6</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: We will continue to focus on supporting our Emergent Bilingual Learners by targeting academic vocabulary. Educators will spend time at the start of each new unit to focus academic vocabulary. We will see increased TELPAS results.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administrators Learning Coaches Language Acquisition Specialist</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: We will strengthen and focus on support systems for behavior (PBIS - Positive Behavior Interventions and Supports) and align/strengthen discipline practices, provide training and align structures for data review/documentation of behavioral growth.</p> <p>Strategy's Expected Result/Impact: Increase of school-wide expectations Decrease of behavior referrals Decrease of threat assessments</p> <p>Staff Responsible for Monitoring: Administrators Austin Behavior Committee</p> <p>Title I: 2.5, 2.6</p> <p>Problem Statements: School Processes & Programs 5</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: We will strengthen the monitoring system for attendance of learners, communication to families, and focused efforts on the creation of intentional attendance intervention plans as needed.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Administrators Educators Campus Secretary Attendance Clerk</p> <p>Title I: 2.5</p> <p>Problem Statements: Demographics 6</p>	Formative			Summative
	Nov	Feb	Apr	June

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: There is a need to continue focusing on sheltered instruction strategies to support our Emergent Bilingual learners. Root Cause: Educators report a need for more research-based instructional strategies to help support learners who are learning the English language.</p>
<p>Problem Statement 6: There is a need for a focus on our daily attendance rates in order to ensure student learning. Root Cause: Parents and family members need more support, communication and knowledge regarding the importance of student attendance.</p>
Student Learning
<p>Problem Statement 2: There is a need to analyze data in a more regular and frequent basis in order to inform instruction and monitor student achievement. Root Cause: Protocols have not been utilized with fidelity when analyzing data.</p>
School Processes & Programs
<p>Problem Statement 2: There is a need to streamline data collection within Tiers 2 and 3 of our Multi Tiered Systems of Support (MTSS) framework. Root Cause: Professional development is needed in the use of Panorama to track learner data.</p>
<p>Problem Statement 5: There is a need to focus on our support systems for behavior (PBIS- Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems and Supports), and align/strengthen discipline practices, review training needs, and use data/documentation of behavioral growth. Root Cause: There has not previously been a comprehensive framework for MTSS.</p>

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

Performance Objective 1: All Pre-K through 5th grade learners will participate in at least two courses/activities focused on career, college, and life readiness.

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

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

Strategy 3 Details	Reviews			
<p>Strategy 3: We will strengthen STEAM (Science, Technology, Engineering, Art and Mathematics) as part of our elementary specials classes.</p> <p>Strategy's Expected Result/Impact: Learners will be exposed to the engineering design process, have ongoing opportunities for critical thinking and cross-curricular connections while gaining an awareness for potential career opportunities.</p> <p>Staff Responsible for Monitoring: Administrators STEAM teacher Educators</p> <p>Title I: 2.5</p> <p>Problem Statements: Student Learning 6</p>	Formative			Summative
	Nov	Feb	Apr	June

Performance Objective 1 Problem Statements:





Student Learning
<p>Problem Statement 6: There is a need for students to showcase their learning in a variety of ways as we work to redefine success. Root Cause: Students have strengths in a variety of areas (academic, social-emotional, etc.).</p>

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish clear expectations for Bulb portfolio usage as we support staff in goal setting and evidence collection, highlighting learner processes and products, and tracking learner growth with Student Learning Objectives (SLO) goals for Teacher Incentive Allotment (TIA).</p> <p>Strategy's Expected Result/Impact: Learners will create entries for their digital portfolios using Bulb to showcase evidence of learning. Learners will be able to reflect on growth over time. Educators will use Bulb portfolios to track learner growth and evidence of their goals including TIA evidence of learner growth.</p> <p>Staff Responsible for Monitoring: Administrators Learning Coaches Educators</p> <p>Title I: 2.5</p> <p>Problem Statements: Student Learning 6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Educators will assess their learners in a variety of ways and will provide opportunities for learners to showcase their understanding through innovative and creative practices.</p> <p>Strategy's Expected Result/Impact: Timely and specific feedback to learners Learner goal setting Learner reflections Rubrics for academic and social-emotional growth</p> <p>Staff Responsible for Monitoring: Administrators Learning Coaches Educators</p> <p>Title I: 2.5</p> <p>Problem Statements: Student Learning 6</p>	Formative			Summative
	Nov	Feb	Apr	June

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





Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 6: There is a need for students to showcase their learning in a variety of ways as we work to redefine success. Root Cause: Students have strengths in a variety of areas (academic, social-emotional, etc.).</p>
Perceptions
<p>Problem Statement 2: There is a continued need to provide opportunities for family engagement. Root Cause: We have many families who are seeking a variety of opportunities to be involved in our school.</p>

Goal 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 have an intentional focus on using digital learning PK - 5th grade to ensure full implementation of the state Technology TEKS, innovative ways to embed technologies, balance of technology with hands-on learning activities, and using technology to promote critical thinking and differentiated learning experiences for all.

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





Strategy 1 Details	Reviews			
<p>Strategy 1: Investigate, explore, and create guidelines for Artificial Intelligence (AI) tools/resources and for effective and innovative usage within instruction and learning.</p> <p>Strategy's Expected Result/Impact: Training for educators on updated Technology TEKS and using technology effectively and in innovative ways to promote problem solving and application in learning. Training on how to access platforms to help inform families about learning in the classroom (Schoology, eSchool, Mackinvia). Review digital citizenship trainings and resources for learners, families, and staff. Trainings to support a balance of technology with hands-on learning. Training on assessing differently within instruction through the use of technologies (content, process, produce, and learning environment). Family training for digital learning through the district and campus.</p> <p>Staff Responsible for Monitoring: Administrators Learning Coaches Educators</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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.</p> <p>Strategy's Expected Result/Impact: Educators will be trained on updated Technology TEKS and using technology effectively and in innovative ways to promote problem-solving and application of learning.</p> <p>Learners will use technology safely and responsibly.</p> <p>Staff Responsible for Monitoring: Administrators Learning Coaches STEAM Educator</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 1: Austin Elementary 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			
<p>Strategy 1: Implement current K-12 curriculum documents and purchase any needed resources to include learning supports for social-emotional learning and character education.</p> <p>Strategy's Expected Result/Impact: Learners will understand and apply what they learned about the character traits. Learners will be able to identify character traits in themselves and others. Educators will utilize aligned lessons and vocabulary within morning meetings and house meetings.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Educators</p> <p>Title I: 2.6</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: We will continue to implement and enhance social-emotional support structures: class meetings, Second Step curriculum, trauma informed care, student well-being, and student check-ins.</p> <p>Strategy's Expected Result/Impact: Educators will utilize the aligned curriculum for morning meetings and be able to have collaborative discussions with their team about the topics discussed. Learners will have a shared vocabulary when it comes to character traits and social emotional strategies for success.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor Educators</p> <p>Title I: 2.5</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: 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.)</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor P.E. Teacher</p> <p>Title I: 2.5</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Continue building, implementing and evaluating an aligned comprehensive counseling program. (TEA Model - Guidance curriculum, Responsive Services, Individual Planning, and System Support)</p> <p>Strategy's Expected Result/Impact: Utilization of social-emotional curriculum supports within lesson design. Learner growth on SEL goals. Aligned, integrated curriculum that allows for counseling supports.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselor</p> <p>Title I: 2.6</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

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

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


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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue providing training to align practices and review and analyze discipline, behavior, bullying and threat assessment data to look at equitable practices and interventions/supports for learners.</p> <p>Strategy's Expected Result/Impact: Educator knowledge on implementing PBIS strategies Consistent data analysis of office referrals Provide consistent supports and interventions to learners and educators Kid Talk meetings to discuss interventions to support learners</p> <p>Staff Responsible for Monitoring: Campus Administrators Austin Behavior Committee Counselor</p> <p>Title I: 2.6</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue offering training that supports a focus on mental health, trauma, well-being, restorative practices, behavior supports, and drug/alcohol/vaping awareness.</p> <p>Strategy's Expected Result/Impact: Counselors and educators will be trained in supporting these areas.</p> <p>Learners will make growth academically and socially-emotionally.</p> <p>Staff Responsible for Monitoring: Campus Administrators Counselors Educators</p> <p>Title I: 2.6</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:

Perceptions

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Educators and administration will engage in the continued improvement process of Professional Learning Communities(PLC)/ Multi-Tiered Systems of Support (MTSS) in order to effectively meet the needs of all learners.</p> <p>Strategy's Expected Result/Impact: Educators will use campus protocols to address the four critical questions of professional learning communities Campus will collaboratively develop professional learning aligned to campus needs and goals. Campus will use data analysis protocols to analyze and compare grade level data for the purpose of evaluating effective instructional strategies.</p> <p>Staff Responsible for Monitoring: Campus Administrators Learning Coach Educators</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: School Processes & Programs 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: In collaboration with the other CISD Title 1 campuses, educators will participate in targeted professional learning cohorts throughout the year that align with their goals.</p> <p>Strategy's Expected Result/Impact: Campus needs assessment feedback will drive our professional learning. Educators will have voice concerning needs for professional learning. Educators can immediately apply new learning and strategies within their classrooms Collaboration between educators across other campuses receiving Title 1 Funds</p> <p>Staff Responsible for Monitoring: Campus Administrators Learning Coach</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Student Learning 1, 3, 5, 7</p> <p>Funding Sources: Reading Materials for Professional Learning Cohorts - 211 - Title I, Part A - \$5,808.95</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions and extensions. **Root Cause:** Continued professional development is needed to strengthen Tier 1 instruction and timely interventions and extensions.

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

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

School Processes & Programs





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

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

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: We will continue implementing a CISD Community Based Accountability System (CBAS) using the pillars as a guide for organizational growth.</p> <p>Strategy's Expected Result/Impact: Learners will show growth in multiple areas (academic, social, behavior, etc.) Educators will use multiple measures to determine success. Educators will focus on student growth in all areas.</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Title I: 2.5</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement an aligned system at Austin and across the district for the CISD Teacher Incentive Allotment (TIA) plan.</p> <p>Strategy's Expected Result/Impact: There will be alignment across campuses with the TIA plan and evaluation practices.</p> <p>Educators will be aware of and understand the TIA process.</p> <p>Staff Responsible for Monitoring: District Administrators Campus Administrators Learning Coach Educators</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

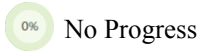
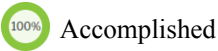
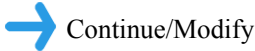
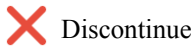
Student Learning
Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions and extensions. Root Cause: Continued professional development is needed to strengthen Tier 1 instruction and timely interventions and extensions.

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: We will complete all required safety drills throughout the school year. All staff, learners, and families will understand Austin Elementary safety protocols.</p> <p>Strategy's Expected Result/Impact: All drills (evacuation, hold, secure, lockdown, and shelter) will be conducted per CISD requirements. All Austin employees and students will understand their roles in maintaining a safe campus.</p> <p>Staff Responsible for Monitoring: Campus Administrators Safety Team Educators</p> <p>Title I: 2.6</p> <p>Problem Statements: School Processes & Programs 4</p>	Formative			Summative
	Nov	Feb	Apr	June

Performance Objective 3 Problem Statements:

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

State Compensatory

Budget for Austin Elementary

Total SCE Funds: \$7,799.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

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

Campus Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Hand2Mind Small Group Instruction Math Kits	211-11-6399-00-103-24-000-21150	\$5,807.24
1	1	4	Educator Substitutes for Design Days (K-5th Grade)	211-11-6112-00-103-24-000-21150	\$9,500.00
1	1	7	We will provide a tutor to work with our 3rd-5th grade students within the school day.	211-11-6128-00-103-24-000-21150	\$6,000.00
4	1	2	Reading Materials for Professional Learning Cohorts		\$5,808.95
Sub-Total					\$27,116.19
199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	We will provide a tutor to work with our K-2 students within the school day.	199-11-6128-00-103-24-000	\$8,431.00
Sub-Total					\$8,431.00