

# Campus Improvement Plan 2009-2010

**Campus: Austin Elementary**

**Rating: Exemplary**

## **Goal 1: Student Achievement and Post-Secondary Success**

Austin Elementary will maintain rigorous standards of achievement to prepare all students for graduation and post secondary success.

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

### **1.1 Master Rigorous Academic Standards 1.1a Reading/English Language Arts Improvement Plan**

**Objective**

90 percent of all students and student groups will meet or exceed performance standards in Reading/ELA on all Texas Statewide Assessments.

*Target areas*

- Objective 1: Basic Understanding.* Grade 3 Economically Disadvantaged, Hispanic, White, LEP and Special Education student groups. Grade 4 Economically Disadvantaged, Hispanic, White, LEP and Special Education student groups.
- Objective 2: Applying Knowledge of Literary Elements.* Grade 3 Economically Disadvantaged, Hispanic, White, LEP and Special Education student groups. Grade 4 Economically Disadvantaged, American Indian/Alaskan Native, Hispanic, White, LEP and Special Education student groups.
- Objective 3: Using Strategies to Analyze.* Grade 3 Economically Disadvantaged, Hispanic, White, LEP and Special Education student groups. Grade 4 Economically Disadvantaged, American Indian/Alaskan Native, Hispanic, White, LEP and Special Education student groups.
- Objective 4: Application of Critical-Thinking to Analyze Text.* Grade 3 Economically Disadvantaged, Hispanic, White, LEP and Special Education student groups. Grade 4 Economically Disadvantaged, American Indian/Alaskan Native, Hispanic, White, LEP and Special Education student groups.

**Strategies**

- 1.1a.1 Identify and monitor students who are considered to be at-risk based on a comprehensive analysis of state and district assessments in reading and provide interventions such as ARI, one-on-one instruction, small group instruction, tutoring before, after, and/or during school hours as determined necessary through analysis of the data.
- 1.1a.2 The principal, assistant principal, Student Success Teacher, Instructional Coaches, District Literacy Coach, INOVA Core Team, and teachers will use the INOVA Process to complete a comprehensive analysis of the TAKS for all students and student groups (White, African American, Hispanic, Economically Disadvantaged, Limited English Proficient, Special Education, At-Risk) by grade level, across grades and by subject to identify strengths and target weaknesses in curriculum alignment, instructional practices, instructional resources, and classroom assessments in reading.
- 1.1a.3 Monitor student performance through a comprehensive analysis of error patterns on the Reading Benchmark tests and common assessments.
- 1.1a.4 Implement research-based instructional strategies to support co-curricular collaboration in teaching science and social studies TEKS through reading strategies (non-fiction).
- 1.1a.5 The Language Arts, ESL/Bilingual Cadre representatives will attend district cadre meetings and bring the

information back to the staff in the form of staff development, modeling, and guidance during team planning times and faculty training meetings.

1.1a.6

Staff development will address T<sup>3</sup> nature and needs, Tier 1 Best Practices, identification and assessment, and curriculum and differentiated instruction to accommodate the needs of all special populations (Special Education, Gifted/Talented, At-Risk, 504, Dyslexia).

1.1a.7

Ensure attendance at staff development for general education, ESL and special education teachers in how to effectively incorporate Differentiated Instruction in the language arts classroom.

1.1a.8

Provide intensive, systematic, research-based reading instruction to identified **dyslexic** at-risk students.

1.1a.9

Ensure that all staff is ESL certified or non-certified staff attends staff development in Sheltered Instruction Observation Protocol (SIOP).

1.1a.10

Provide intensive, systematic, research-based accelerated reading instruction for identified at-risk students (ARI) through direct instruction during and after school hours.

1.1a.11

Initiate contests to promote success in using TAKS strategies and improve performance in grades 3 & 4.

1.1a.12

Utilize Student Success Teacher, Campus Instructional Coaches, District Literacy Coach, Teachers and District Language Art coaches to provide staff development and support teachers by providing strategies to differentiate instruction to close learning gaps, modeling the components of the CISD Reads when necessary and provide quality differentiated anchor stations and centers.

1.1a.14

Ensure individual conferences with all students in grades 3-4 in preparations for TAKS. Review previous TAKS reports or district assessment. Teachers will provide feedback on students' progress towards goals, focusing on strengths as well as areas of improvement (TAKS Talks).

1.1a.15

Continue implementation of Response To Intervention and the RTI Decision-Making Committee to plan intervention strategies for students experiencing academic/behavioral difficulties.

1.1a.16

Host an annual Literacy Night to promote Reading and what parents can do to reinforce learning in the home.

1.1a.17

District Literacy Coach, Student Success Teacher, and Campus Instructional Coaches will provide staff development and model in the area of fluency, word study, and comprehension in order to provide differentiated instruction for all students in grades K-4.

1.1a.18

Student Success Teacher, Campus Instructional Coaches, and District Literacy coach will provide continuous staff development, instructional support and coaching to communicate, model, and support district and campus strategies (Best Practices) in Reading/ELA.

1.1a.19

Teachers will work collaboratively to develop quality grade level three-week assessments that are aligned with TEKS at the appropriate level of depth and rigor in Reading/ELA and follow the CISD Scope and Sequence, address targeted objectives, use appropriate alignment of TEKS for levels of reasoning and varied learning styles, and incorporate the rigor of questioning activities and products with appropriate level of Bloom's Taxonomy.

1.1a.20

Continue to provide accelerated reading instruction for targeted students, re-teach to multiple intelligences and note progress through anecdotal notes.

1.1a.21

Continue to use Lone Star Target Reading as a school-wide reading/comprehension warm-up in order to provide opportunity in modeling "thinking aloud" and continual review at all grades K-4 in English.

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|                             | <p>1.1a.22<br/>Assign a mentor as needed to conference with the student and encourage incremental growth patterns in reading.</p>  |
| <b>Financial Resources</b>  | Campus budget  |
| <b>Additional Resources</b> | <p>Curriculum: CISD READS, Early Childhood, CISD English Language Acquisition, Gifted &amp; Talented, ELAR, SLAR<br/> Assessment: TAKS, TELPAS, INOVA, Benchmark Results, Universal Screening, Stanford, DRA, QPS, PAPI, Common Assessments<br/> Systems: ViewIt, Eduphoria<br/> Strategies from Sheltered Instruction Observation Protocol (SIOP) Model<br/> Fluency: Read Naturally, Reader's Theater, Books on Tape, QUILT, Book Buddies, LEXIA<br/> District Literacy Coach<br/> Literacy Library<br/> Teacher daily documentation of ARI students<br/> Comprehension Tool Kit<br/> ELA Model in grades PK, K, 1,2 and 3<br/> Staff Development: CISD READS, Tier 1 Best Practices, Comprehension Tool Kit, Primary Tool Kit</p> |
| <b>Monitoring Timeline</b>  | <p>November<br/> January<br/> March</p>  |
| <b>Formative Evaluation</b> | <p>Vertical/Horizontal alignment of CISD READS to TEKS<br/> Common Assessments<br/> ARI Groups<br/> Reading/ELA Benchmarks:<br/> November: 70% passing Reading Benchmark at 70% passing rate<br/> January: 80% passing Reading Benchmark at 70% passing rate<br/> April: 90% passing Reading Benchmark at 70% passing rate<br/> Monitor additions/deletions of ARI students at BOY, MOY and EOY.</p>   |
| <b>Summative Evaluation</b> | <p>TEA Data Tables<br/> AEIS<br/> AYP</p>  |
| <b>Project Manager(s)</b>   | <p>Principal<br/> Assistant Principal<br/> District Literacy Coach<br/> Campus Instructional Coaches<br/> Student Success Teacher<br/> Teachers</p>  |

**Goal 1: Student Achievement and Post-Secondary Success**

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

| 1.1 Master Rigorous Academic Standards |   |
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| 1.1b Writing Improvement Plan          |   |
| <b>Objective</b>                       | <p>90 percent of all students and student groups will meet or exceed performance standards in Writing on all Texas Statewide Assessments.</p> <p><i>Target areas:</i></p> <p><i>Objective 1:</i> The students will, within a given context, produce an effective piece of writing. Grade 4 Economically Disadvantaged, Hispanic, White, LEP and Special Education student groups.</p> <p><i>Objective 4:</i> Correct and Effective Sentence Construction. Grade 4 Economically Disadvantaged, Hispanic, White LEP, African American student groups</p> <p><i>Objective 6:</i> Proofreading for Punctuation, Capitalization, and Spelling. Grade 4 Economically Disadvantaged, Hispanic, White, LEP, African American student groups</p>   |
| <b>Strategies</b>                      | <p>1.1b.1<br/>Identify and monitor students who are considered to be at-risk based on a comprehensive analysis of state and district assessments in writing and provide interventions such as one-on-one instruction, small group instruction, tutoring before, after, and/or during school hours as determined necessary through analysis of the data.</p> <p>1.1b.2<br/>The principal, assistant principal, Student Success Teachers, INOVA Core Team, and teachers will use the INOVA Process to complete a comprehensive analysis of student performance and error patterns on TAKS for all students and student groups (African American, Hispanic, Economically Disadvantaged, LEP, Special Education, At-Risk) by grade level, across grades and by subject to identify strengths and target weaknesses in curriculum alignment, instructional practices, instructional resources, and classroom assessments in writing.</p> <p>1.1b.3<br/>Implementation of the use of rubrics, such as those utilized in the Six Traits model and by TEA in TAKS essay scoring.</p> <p>1.1b.4<br/>Monitor student performance through a comprehensive analysis of error patterns on the Writing Benchmark tests and writing samples.</p> <p>1.1b.5<br/>Focus on the reciprocal aspects of reading and writing at elementary level.</p> <p>1.1b.6<br/>The Language Arts, ESL/Bilingual Cadre representatives will attend district cadre meetings and bring the information back to the staff in the form of staff development, modeling, and guidance during team planning times and faculty training meetings.</p> <p>1.1b.7<br/>Staff development will address T<sup>3</sup> nature and needs, identification and assessment, and curriculum and differentiated instruction to accommodate the needs of all special populations (Special Education, Gifted/Talented, Bilingual/ESL, At-Risk, 504, Dyslexia).</p> <p>1.1b.8<br/>Provide intensive, systematic, research-based reading instruction to identified <b>dyslexic</b> at-risk students in order to assist in the development of writing skills.</p> <p>1.1b.9<br/>Ensure that all staff is ESL certified or non-certified staff attends staff development in Sheltered Instruction Observation Protocol (SIOP).</p> <p>1.1b.10<br/>Initiate contests to promote success in using TAKS strategies and improve performance.</p> <p>1.1b.11<br/>Continue implementation of school-wide writing plan to ensure vertical alignment between grade levels in the area of writing. Offer continuous training and modeling in writing instruction using Lucy Calkins Writing Process.</p> |

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|                             | <p>1.1b.12<br/>Utilize Student Success Teacher, Instructional Coaches, and District Language Art coach to provide staff development and support teachers by providing strategies to differentiate instruction to close learning gaps, modeling the components of the Lucy Calkins Writing Process and Writer's Workshop.</p> <p>1.1b.13<br/>Ensure individual conferences with all students in preparations for TAKS. Review previous TAKS reports, district assessment, and/or student writing samples. Teachers will provide feedback on students' progress towards goals, focusing on strengths as well as areas of improvement (TAKS Talks).</p> <p>1.1b.14<br/>Continue implementation of Response To Intervention and the RTI Decision-Making Committee to plan intervention strategies for students experiencing academic/behavioral difficulties.</p> <p>1.1b.15<br/>Student Success Teacher, Campus Instructional Coaches, and District Language Arts coach will provide continuous staff development, instructional support and coaching to communicate, model, and support district and campus strategies (Best Practices) in Writing.</p> <p>1.1b.16<br/>Monitor instructional programs and data and provide additional assistance as necessary.</p> <p>1.1b.17<br/>Assign a mentor as needed to conference with the student and encourage incremental growth patterns in writing.</p> |
| <b>Financial Resources</b>  | Campus budget  |
| <b>Additional Resources</b> | <p>Curriculum: CISD READS/Writes, Early Childhood, CISD English Language Acquisition, Gifted &amp; Talented, ELAR, SLAR</p> <p>Assessment: TAKS, TELPAS, INOVA, Benchmark Results, Common Assessments</p> <p>Systems: ViewIt, Eduphoria</p> <p>Strategies from Lucy Calkins, Six Traits, Writer's Workshop Strategies from Sheltered Instruction Observation Protocol (SIOP)</p> <p>District Literacy Coach</p>  |
| <b>Monitoring Timeline</b>  | <p>November</p> <p>January</p> <p>March</p>  |
| <b>Formative Evaluation</b> | <p>Common assessments</p> <p>Writing Benchmarks:</p> <p>December 70% all students and student groups</p> <p>January 80% all students and student groups.</p>   |
| <b>Summative Evaluation</b> | <p>TEA Data Tables</p> <p>AEIS</p> <p>AYP</p>  |
| <b>Project Manager(s)</b>   | <p>Principal</p> <p>Assistant Principal</p> <p>District Literacy Coach</p> <p>Student Success Teacher</p> <p>Campus Instructional Teachers</p> <p>Teachers</p>   |

**Goal 1: Student Achievement and Post-Secondary Success**

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

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| <p><b>1.1 Master Rigorous Academic Standards</b></p> <p><b>1.1c Mathematics Improvement Plan</b></p> |   |
| <p><b>Objective</b></p>  | <p>90 percent of all students and student groups will meet or exceed performance standards in Math on all Texas Statewide Assessments.</p> <p><i>Target areas:</i></p> <p><i>Objective 1:</i> Numbers, Operations, and quantitative Reasoning. Grade 3 Economically Disadvantaged, African American, Hispanic, White, LEP and Special Education student groups. Grade 4 Economically Disadvantaged, Hispanic, LEP and Special Education student groups.</p> <p><i>Objective 2:</i> Patterns, Relationships, and Algebraic Thinking. Grade 3 Economically Disadvantaged, African American, Hispanic, White, LEP and Special Education student groups. Grade 4 Economically Disadvantaged, Hispanic, White, LEP and special education student groups.</p> <p><i>Objective 4:</i> Concepts and Uses of Measurement. Grades 3 Economically Disadvantaged, African American, Hispanic, White, LEP and Special Education student groups. Grade 4 Economically Disadvantaged, Hispanic, White, LEP and special education student groups.</p> <p><i>Objective 6:</i> Mathematical Processes and Tools Used in Problem Solving. Grades 3 and 4 LEP, SE and African American student groups. Grades 3 Economically Disadvantaged, African American, Hispanic, White, LEP and Special Education student groups. Grade 4 Economically Disadvantaged, Hispanic, White, LEP and special education student groups.</p>   |
| <p><b>Strategies</b></p>   | <p>1.1c.1<br/>Identify and monitor students who are considered to be at-risk based on a comprehensive analysis of state, district and common assessments in mathematics and provide interventions such as AMI, one-on one instruction, small group instruction, tutoring before, after, and/or during school hours as determined necessary through analysis of the data.</p> <p>1.1c.2<br/>The principal, assistant principal, Student Success Teacher, Campus Instructional Coaches, District Math Coach, INOVA Core Team, and teachers will use the INOVA Process to complete a comprehensive analysis of the TAKS for all students and student groups (White, African American, Hispanic, Economically Disadvantaged, Limited English Proficient, Special Education, At-Risk) by grade level, across grades and by subject to identify strengths and target weaknesses in curriculum alignment, instructional practices, instructional resources, and classroom assessments in mathematics.</p> <p>1.1c.3<br/>The Math Cadre representative will attend district cadre meetings and bring the information back to the staff in the form of staff development, modeling, and guidance during team planning times and faculty training meetings.</p> <p>1.1c.4<br/>Staff development will address T<sup>3</sup> nature and needs, Tier 1 Best Practices ,identification and assessment, and curriculum and differentiated instruction to accommodate the needs of all special populations (Special Education, Gifted/Talented, At-Risk, 504, Dyslexia).</p> <p>1.1c.5<br/>Ensure that all staff is ESL certified or non-certified staff attends staff development in sheltered instruction.</p> <p>1.1c.6<br/>Incorporate writing in mathematics class and use literature and "math talk" while using the CISD problem-solving model in grades K-4.</p> <p>1.1c.7<br/>Initiate contests to promote success in using TAKS strategies and improve performance in grades 3 and 4.</p> <p>1.1c.8<br/>Utilize Student Success Teacher, Campus Instructional coaches and District Math coach to provide staff development and support teachers by providing strategies to differentiate instruction or close learning gaps, modeling the</p> |

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|                             | <p>components of the “Full Meal Deal” when necessary and providing quality differentiated anchor stations and centers.</p> <p>1.1c.9<br/>Ensure individual conferences with all students in grades 3 and 4 in preparations for TAKS. Review previous TAKS reports or district assessments. Teachers will provide feedback on students’ progress towards goals, focusing on strengths, as well as areas of improvement (TAKS Talks).</p> <p>1.1c.10<br/>Continue implementation of Response To Intervention and the RTI Decision-Making Committee to plan intervention strategies for students experiencing academic/behavioral difficulties.</p> <p>1.1c.11<br/>Host a Math/Science Night to provide opportunities for student and parents to integrate math and science skills and reinforce learning through real-world experiences.</p> <p>1.1c.12<br/>District Coach, Student Success Teacher and Campus Instructional Coaches will provide specific staff development to teachers in the area of building fraction understanding (Kim Sutton) and algebra readiness skills and differentiating for inclusion students in K-4 students.</p> <p>1.1c.13<br/>Teachers will work collaboratively to develop quality grade level three-week assessments that are aligned with TEKS at the appropriate level of depth and rigor in mathematics and follow the CISD Scope and Sequence, address targeted objectives, use appropriate alignment of TEKS for level of reasoning and varied learning styles, and incorporate the rigor of questioning activities and products with appropriate level of Bloom’s Taxonomy.</p> <p>1.1c.14<br/>District Coach, Student Success Teacher, and Campus Instructional Coaches will provide staff development and model the use of websites and Kim Sutton activities to build fluency and develop math vocabulary and problem-solving skills.</p> <p>1.1c.15<br/>Continue to provide accelerated math instruction for targeted students, reteach to multiple intelligences and note progress through anecdotal records.</p> <p>1.1c.16<br/>Continue to use TEKS as Target Practice as a school-wide math review program to provide opportunities to use “math talk” and spiral review at all grades K-4.</p> <p>1.1c.17<br/>Assign mentors as needed to monitor individual student progress.</p> |
| <b>Financial Resources</b>  | <p>Campus budget<br/>District Coach</p>  |
| <b>Additional Resources</b> | <p>Curriculum: CISD Solves, Early Childhood, CISD English Language Acquisition, Gifted &amp; Talented<br/>Assessment: TAKS, TELPAS, INOVA, Benchmark Results, Common Assessments<br/>Systems: ViewIt, Eduphoria<br/>Staff Development: CISD Solves, Tier 1 Best Practices, Kim Sutton<br/>District Math Coach</p>  |
| <b>Monitoring Timeline</b>  | <p>November<br/>January<br/>March</p>  |
| <b>Formative Evaluation</b> | <p>Common Assessments<br/>Universal Screening<br/>AMI Small Groups<br/>Vertical/Horizontal Alignment of CISD Solves to TEKS<br/>TAKS Test<br/>Math Benchmarks:<br/>November: 70% of all students and student groups passing at a 70% passing rate<br/>January: 80% of all students and student groups passing at a 70% passing rate<br/>March: 90% of all students and student groups passing at a 70% passing rate</p>  |
| <b>Summative Evaluation</b> | <p>TEA Data Tables<br/>AEIS<br/>AYP</p>  |
| <b>Project</b>              | <p>Principal</p>   |

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| <b>Manager(s)</b> | District Instructional Coaches<br>Assistant Principal<br>Student Success Teacher<br>Campus Student Success Teachers<br>Teachers |
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**Goal 1: Student Achievement and Post-Secondary Success**

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

| 1.1 Master Rigorous Academic Standards |  |
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| 1.1.d Social Studies Improvement Plan  |  |
| <b>Objective</b>                       | <p>90% percent of all students and student groups in 2<sup>nd</sup> and 3<sup>rd</sup> Grade will meet or exceed the passing standard on end of year benchmarks in preparation for meeting performance standards on the 8<sup>th</sup> Grade Social Studies Texas Statewide Assessments.</p> <p><i>Target areas:</i></p> <p><i>Objective 3</i> The student will demonstrate an understanding of economic and social influences on historical issues and events. Grades K-4, All student groups.</p>  |
| <b>Strategies</b>                      | <p>1.1d.1<br/>Provide continuous staff development, instructional support and coaching to communicate, model, and support district and campus strategies in all content areas (Social Studies).</p> <p>1.1d.2<br/>Host an annual multicultural night to provide opportunities for parent and student involvement and to support social studies TEKS activities through art, music, PE, and regular educational instruction.</p> <p>1.1d.3<br/>Integration of social studies across the curriculum to enhance critical thinking.</p> <p>1.1d.4<br/>Monitor student performance through a comprehensive analysis of error patterns on the social studies benchmark tests.</p> <p>1.1d.5<br/>A comprehensive analysis of the student performance and error patterns on TAKS for All students and student groups (African American, Hispanic, Economically Disadvantaged, LEP, Special Education, At-Risk, White) by grade level, across grade levels, and by subject area, will identify strengths and target weaknesses in curriculum alignment, instructional practices, instructional resources, and classroom assessments in all content areas.</p> <p>1.1d.6<br/>Staff development will address T<sup>3</sup>, nature and needs, identification and assessment, and curriculum and differentiated instruction to accommodate the needs of all special populations (Special Education, Gifted/Talented, Bilingual/ESL, At-Risk, 504, Dyslexia)</p> <p>1.1d.7<br/>Continue to provide staff development for implementation of QUILT (Questioning and Understanding to Improve Learning and Thinking) questioning strategies.</p> <p>1.1d.8<br/>Ensure that ESL certified and non-certified teaching staff attend staff development in sheltered instruction.</p> |
| <b>Financial Resources</b>             | <p>Campus budget</p> <p>Social Studies Alive</p>   |
| <b>Additional Resources</b>            | <p>Curriculum: CISD Adventures, Early Childhood, CISD English Language Acquisition, Gifted &amp; Talented, Social Studies Alive, ELPS, United Streaming, Marzano Vocabulary Strategies, QUILT</p> <p>Assessment: TAKS, TELPAS, INOVA, Benchmark Results, Common Assessments</p> <p>Systems: ViewIt, Eduphoria</p> <p>Staff Development: CISD Adventures, Tier 1 Best Practices</p>   |
| <b>Monitoring Timeline</b>             | <p>November</p> <p>January</p> <p>March</p>  |
| <b>Formative Evaluation</b>            | <p>Vertical/Horizontal Alignment of CISD Adventures and TEKS</p> <p>Common assessments</p> <p>Social Studies Benchmarks Grade 2:<br/>November: 80% all students and student groups passing at a 70% passing rate</p>   |

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|                             | <p>January: 90% of all students and student groups passing at a 70% passing rate</p> <p>March: 90% of all students and student groups passing at a 70% passing rate</p>  |
| <b>Summative Evaluation</b> | <p>TEA Data Tables</p> <p>AEIS</p>   |
| <b>Project Manager(s)</b>   | <p>Principal</p> <p>Assistant Principal</p> <p>Student Success Teacher</p> <p>Campus Instructional Coaches</p> <p>Social Studies Committee and Cadre Representatives</p> |

**Goal 1: Student Achievement and Post-Secondary Success**

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| 1.1 Master Rigorous Academic Standards |   |
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| 1.1e Science Improvement Plan          |   |
| <b>Objective</b>                       | <p>90% percent of all students and student groups in 1<sup>st</sup> through 4<sup>th</sup> Grade will meet or exceed the passing standard on end of year benchmarks in preparation for meeting performance standards on the 5<sup>th</sup> Grade Science Texas Statewide Assessments.</p> <p><i>Target areas:</i></p> <ul style="list-style-type: none"> <li>Objective 1: Nature of Science, Grades K-4, All Student Groups.</li> <li>Objective 2: Life Science, Grades K-4, All Student Groups.</li> <li>Objective 3: Structure and Properties of Matter. Grades K-4, All Student Groups.</li> <li>Objective 4: Earth Science. Grades K-4, All Student Groups.</li> </ul>  |
| <b>Strategies</b>                      | <p>1.1e.1<br/>A comprehensive analysis of the student performance and error patterns on TAKS for All students and student groups (African American, Hispanic, Economically Disadvantaged, LEP, Special Education, At-Risk, White) by grade level, across grade levels, and by subject area, will identify strengths and target weaknesses in curriculum alignment, instructional practices, instructional resources, and classroom assessments in all content areas.</p> <p>1.1e.2<br/>Provide staff development for all teachers in indentifying individual academic needs of all students and using differentiated instruction to develop science strategies to close learning gaps, such as hands on inquiry-based activities, and Marzano’s Nine Best Practices to develop science vocabulary.</p> <p>1.1e.3<br/>Continue to follow CISD Science Scope and Sequence to vertically align science vocabulary and support district on science initiatives.</p> <p>1.1e.4<br/>The Science Cadre representative will attend district Cadre meetings and bring the information back to the staff in the form of staff development, modeling, and guidance during team planning times and faculty training meetings.</p> <p>1.1e.5<br/>Continue to integrate language arts, and science through the use of non-fiction titles that are aligned with the Science TEKS in guided reading and the use of QUILT strategies when discussing science concepts..</p> <p>1.1e.5<br/>Ensure the integration of science and math lessons, grades K-4.</p> <p>1.1e.6<br/>Establish science labs in each grade level with a hands on experiment conducted a minimum of one time per week</p> <p>1.1e.6<br/>Continue to develop science vocabulary through the use of Marzano’s Six Step Process for teaching vocabulary and announcing and projecting the science word of the day on televisions throughout the building.</p> <p>1.1e.6<br/>Utilize Student Success Teacher, Campus Instructional Coaches, and District Science Coaches to provide staff development and support for teachers by providing strategies to differentiate instruction or close learning gaps, and modeling Tier 1 Best Practices to support special education and inclusion students.</p> <p>1.1e.7<br/>Host a Math, Science, and Technology Night to provide opportunities for student and parents to integrate math and science skills and reinforce learning through real-world experiences.</p> <p>1.1e.8<br/>Teachers will work collaboratively to develop quality grade level common assessments that are aligned with TEKS and follow the CISD Scope and Sequence.</p> <p>1.1e.9</p> |

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|                             | Continue to monitor student performance through a comprehensive analysis of error patterns on the science benchmark tests.<br>1.1e.10<br>Ensure that ESL certified and non-certified teaching staff attends staff development in sheltered instruction.                               |
| <b>Financial Resources</b>  | Campus budget<br>Student Activity Fund  |
| <b>Additional Resources</b> | Curriculum: CISD Investigates, Early Childhood, CISD English Language Acquisition, Gifted and Talented, ELPS<br>Assessment: TAKS, TELPAS, INOVA, Benchmark results, Common Assessments<br>Systems: ViewIt, Eduphoria<br>Staff Development: CISD Investigates, Tier 1 Best Practices   |
| <b>Monitoring Timeline</b>  | November<br>January<br>March  |
| <b>Formative Evaluation</b> | Common assessments<br>Science Benchmarks:<br>November: 70% of all students and student groups passing at 70% passing rate<br>January: 80% of all students and student groups passing at 70% passing rate<br>March: 90% of all students and student groups passing at 70% passing rate |
| <b>Summative Evaluation</b> | TEA Data Tables<br>AEIS<br>EOY Benchmark Scores   |
| <b>Project Manager(s)</b>   | Principal<br>Assistant Principal<br>Student Success Teacher<br>Campus Instruction Coaches<br>Teachers   |

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| 1.1 Master Rigorous Academic Standards |   |
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| 1.1f Coordinated Health Program        |   |
| <b>Objective</b>                       | To facilitate learning about physical activity and physical fitness concepts and to increase the likelihood that students will develop lifetime patterns of physical activity 85% percent of all students will meet or exceed their personal Healthy Fitness Zone standards.  |
| <b>Strategies</b>                      | <p>1.1f.1<br/>To ensure students participate regularly in moderate to vigorous physical activity by coordinating lesson plans that have students involved in MVPA for at least 65% of class time.</p> <p>1.1f.2<br/>To help students evaluate their personal level of health related fitness by setting goals (short term and long term) and testing with Fitnessgram.</p> <p>1.1f.3<br/>To ensure students are well informed of physical activity that can be performed outside of the PE classroom in order to keep them physically active throughout their lifetime. Activities include: bike riding, hiking, swimming, bowling, golf, tennis, softball, baseball, etc.</p> <p>1.1f.4<br/>To help students track their fitness results over time and to set/revise goals for their achievement in various activities and exercises as they progress in public education.</p> <p>1.1f.5<br/>To engage students regularly in activities that target their aerobic capacity by having students involved in the Mileage Club, Turkey Trot, and Fun Run.</p> <p>1.1f.6<br/>To engage students regularly in activities that target their muscular strength, endurance and flexibility by providing daily PE class time for calisthenics and strengthening and stretching activities.</p> <p>1.1f.7<br/>To teach our students the concepts of team sports, team work, sportsmanship, and competition.</p> |
| <b>Financial Resources</b>             | Campus budget   |
| <b>Additional Resources</b>            | District curriculum: Catch Program, Nutritional Charts  |
| <b>Monitoring Timeline</b>             | November<br>January<br>March  |
| <b>Formative Evaluation</b>            | Student/Coach conference regarding fitness level and their form and technique during exercises.<br>Teacher Assessment, Peer Assessment, ActivityGram  |
| <b>Summative Evaluation</b>            | FitnessGram   |
| <b>Project Manager(s)</b>              | Physical Education staff<br>Principal<br>Assistant Principal  |

## Goal 1: Student Achievement and Post-Secondary Success

Austin Elementary will maintain rigorous standards of achievement to prepare all students for graduation and post secondary success.

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

| 1.2 Close the Achievement Gap |  |                                 |                |             |          |  |     |             |                    |         |  |         |             |                      |  |  |         |              |                       |         |         |         |             |                         |  |         |           |             |                                 |  |  |
|-------------------------------|--|---------------------------------|----------------|-------------|----------|--|-----|-------------|--------------------|---------|--|---------|-------------|----------------------|--|--|---------|--------------|-----------------------|---------|---------|---------|-------------|-------------------------|--|---------|-----------|-------------|---------------------------------|--|--|
| <b>Objective</b>              | 90% percent of economic disadvantaged, African American, Hispanic, Limited English Proficient, and special education students will meet or exceed performance standards on all Texas Statewide Assessments in the areas of Reading/ELA, Writing and Math.  |                                 |                |             |          |  |     |             |                    |         |  |         |             |                      |  |  |         |              |                       |         |         |         |             |                         |  |         |           |             |                                 |  |  |
| <b>Strategies</b>             | <p>1.2.2<br/>Implement the Bilingual/ESL Transitional Model in fourth grade classrooms and implement the CISD English Language Acquisition Model at Prekindergarten, Kindergarten, first, and second grade levels.</p> <p>1.2.3<br/>Provide intensive, systematic, research-based reading instruction to identified dyslexic at-risk students.</p> <p>1.2.4<br/>Provide materials, equipment, transportation from tutorials/home, software, incentives for at-risk students to facilitate academic improvement in content areas.<br/>SCE \$16,260.00 Academic Tutorials .30 FTE</p> <p>1.1a.5<br/>Provide intensive, systematic, research-based accelerated reading and math instruction for identified at-risk students through direct instruction for at-risk students.</p> <p>1.1a.6 As School Wide Title I campus, all general education teachers will provide differentiated instructional strategies to improve the achievement of all at-risk students.<br/>SCE 46 teachers \$2,101,489.00 46. FTEs</p> |                                 |                |             |          |  |     |             |                    |         |  |         |             |                      |  |  |         |              |                       |         |         |         |             |                         |  |         |           |             |                                 |  |  |
| <b>Financial Resources</b>    | <p>Campus budget</p> <table border="0"> <tr> <td>SCE</td> <td>\$2,101,489.00</td> <td>46 Teachers</td> <td>46. FTEs</td> <td></td> </tr> <tr> <td>SCE</td> <td>\$16,260.00</td> <td>Academic tutorials</td> <td>.30 FTE</td> <td></td> </tr> <tr> <td>Title I</td> <td>\$78,334.00</td> <td>Extra duty tutorials</td> <td></td> <td></td> </tr> <tr> <td>Title I</td> <td>\$165,566.00</td> <td>Instructional support</td> <td>3.0 FTE</td> <td>Federal</td> </tr> <tr> <td>Title I</td> <td>\$22,425.00</td> <td>Instructional materials</td> <td></td> <td>Federal</td> </tr> <tr> <td>Title III</td> <td>\$ 4,000.00</td> <td>Instructional books &amp; materials</td> <td></td> <td></td> </tr> </table> <p>AMI<br/>ARI</p>  | SCE                             | \$2,101,489.00 | 46 Teachers | 46. FTEs |  | SCE | \$16,260.00 | Academic tutorials | .30 FTE |  | Title I | \$78,334.00 | Extra duty tutorials |  |  | Title I | \$165,566.00 | Instructional support | 3.0 FTE | Federal | Title I | \$22,425.00 | Instructional materials |  | Federal | Title III | \$ 4,000.00 | Instructional books & materials |  |  |
| SCE                           | \$2,101,489.00   | 46 Teachers                     | 46. FTEs       |             |          |  |     |             |                    |         |  |         |             |                      |  |  |         |              |                       |         |         |         |             |                         |  |         |           |             |                                 |  |  |
| SCE                           | \$16,260.00  | Academic tutorials              | .30 FTE        |             |          |  |     |             |                    |         |  |         |             |                      |  |  |         |              |                       |         |         |         |             |                         |  |         |           |             |                                 |  |  |
| Title I                       | \$78,334.00  | Extra duty tutorials            |                |             |          |  |     |             |                    |         |  |         |             |                      |  |  |         |              |                       |         |         |         |             |                         |  |         |           |             |                                 |  |  |
| Title I                       | \$165,566.00   | Instructional support           | 3.0 FTE        | Federal     |          |  |     |             |                    |         |  |         |             |                      |  |  |         |              |                       |         |         |         |             |                         |  |         |           |             |                                 |  |  |
| Title I                       | \$22,425.00  | Instructional materials         |                | Federal     |          |  |     |             |                    |         |  |         |             |                      |  |  |         |              |                       |         |         |         |             |                         |  |         |           |             |                                 |  |  |
| Title III                     | \$ 4,000.00  | Instructional books & materials |                |             |          |  |     |             |                    |         |  |         |             |                      |  |  |         |              |                       |         |         |         |             |                         |  |         |           |             |                                 |  |  |
| <b>Additional Resources</b>   | Assessment: TAKS, TELPAS, INOVA, Benchmark Results<br>Systems: ViewIt, Eduphoria   |                                 |                |             |          |  |     |             |                    |         |  |         |             |                      |  |  |         |              |                       |         |         |         |             |                         |  |         |           |             |                                 |  |  |
| <b>Monitoring Timeline</b>    | November<br>January<br>March   |                                 |                |             |          |  |     |             |                    |         |  |         |             |                      |  |  |         |              |                       |         |         |         |             |                         |  |         |           |             |                                 |  |  |
| <b>Formative Evaluation</b>   | Common assessments<br>Benchmarks: 80% all students and student groups  |                                 |                |             |          |  |     |             |                    |         |  |         |             |                      |  |  |         |              |                       |         |         |         |             |                         |  |         |           |             |                                 |  |  |
| <b>Summative Evaluation</b>   | TEA Data Tables<br>AEIS  |                                 |                |             |          |  |     |             |                    |         |  |         |             |                      |  |  |         |              |                       |         |         |         |             |                         |  |         |           |             |                                 |  |  |
| <b>Project Manager(s)</b>     | Principal<br>Assistant Principal<br>Student Success Teacher<br>Campus Instructional Coaches  |                                 |                |             |          |  |     |             |                    |         |  |         |             |                      |  |  |         |              |                       |         |         |         |             |                         |  |         |           |             |                                 |  |  |

## Goal 1: Student Achievement and Post Secondary Success

Austin Elementary will maintain rigorous standards of achievement to prepare all students for graduation and post secondary success.

- 1.1 Master rigorous academic standards
- 1.2 Close achievement gap
- 1.3 Successful completion of high school

| <b>1.3 Successful Completion of High School</b> |  |
|---|--|
| <b>Objective</b>                                | 96% percent of all students and all student groups in the Caney Creek feeder will successfully complete high school. Austin Elementary will:<br>Increase the attendance rate from 95.7% to 96%.<br>Promote successful completion of high school and post-secondary success.  |
| <b>Strategies</b>                               | <b>ATTENDANCE</b><br>1.3.4<br>Review, revise, and implement daily attendance procedures to meet 95% average attendance.<br>1.3.5<br>Ensure that students meet AYP attendance expectations of 95% on testing days (participation).<br>1.3.6<br>Communicate the attendance laws to parents annually, and reinforce the importance of regular school attendance.<br>1.3.7<br>Utilize auto-dialing phone system for contacting parents of student's absence or tardy.<br>1.3.8<br>Provide incentives to students who maintain perfect or near perfect attendance.<br>1.3.9<br>Communicate with parents of students about absences or tardies as they become an issue.<br>1.3.10<br>Promote Caney Creek High School and post graduation success through "Education: Go Get It!" Week.<br>1.3.11<br>Promote students being Future CISD High School students through activities with CISD , including: football games, pep rallies, student visits, parades, etc. |
| <b>Financial Resources</b>                      | Campus budget<br>Student Activity Fund<br>PTO Funds  |
| <b>Additional Resources</b>                     | Curriculum<br>Assessment: TAKS, TELPAS, INOVA, Benchmark Results<br>Systems: ViewIt, Eduphoria, Principals' Dashboard  |
| <b>Monitoring Timeline</b>                      | November<br>January<br>March   |
| <b>Formative Evaluation</b>                     | Item analysis and data disaggregation of Benchmark assessments<br>Monitor attendance reports<br>Staff Development: track teachers attending; target for specific department/teacher needs  |
| <b>Summative Evaluation</b>                     | TEA Data Tables<br>AEIS (academic and attendance data)<br>AYP  |
| <b>Project Manager(s)</b>                       | Principal<br>Assistant Principal   |

**Goal 2: Recruitment, Development, and Retention of Staff**

Austin Elementary will employ, develop, and retain highly qualified staff to maximize learning for all students.

| <b>Goal 2 Recruitment, Development, and Retention of Staff</b> |  |
|--|--|
| <b>Objective</b>   | <b>To recruit, retain and develop highly qualified teachers and staff for all students.</b>  |
| <b>Strategies</b>  | 2.1.<br>Ensure the appropriate certification and highly qualified requirements for all professional and paraprofessional staff.<br>2.2<br>Participate in CISD March Job Fair to encourage employment in CISD.<br>2.3<br>Participate in Fall and Spring CISD Student Teacher Reception to encourage employment in CISD.<br>2.4<br>Participate in District recruitment efforts to support the employment of highly qualified teachers and staff.<br>2.5<br>Provide mentor support for beginning teachers.<br>2.6<br>Improve qualifications of teachers by providing opportunities to attend workshops and trainings sessions.<br>2.7<br>Provide opportunities for teachers to attend GT training to maintain GT status in the area of GT.<br>2.8<br>Provide opportunities for teachers to acquire ESL certification.<br>2.9<br>Provide encouragement activities for teachers and staff (12 days of Christmas, faculty lunches, social events, etc.)<br>2.10<br>Encourage paraprofessional participation in CISD program "Grow Your Own."<br>2.11<br>Ensure that all teachers are aware of scholarship opportunities provided by CISD Education Foundation for further education. |
| <b>Financial Resources</b>                                     | Campus budget<br>Teacher Activity Fund<br>Title III                      \$2000.00                      Extra Duty                      Federal  |
| <b>Additional Resources</b>                                    | Position Control Reports<br>Allocation Reports<br>Winocular<br>CISD Education Foundation Scholarships  |
| <b>Monitoring Timeline</b>                                     | November<br>January<br>March   |
| <b>Formative Evaluation</b>                                    | HQ data from Human Resources   |
| <b>Summative Evaluation</b>                                    | AEIS<br>HQ Report to TEA   |
| <b>Project Manager(s)</b>                                      | Principal<br>Assistant Principal   |

### Goal 3: Parents and Community

Austin Elementary will work jointly with parents and the community to maximize learning for all students through two-way communication, collaborative partnerships and unity of purpose.

| Goal 3 Parents and Community |  |
|------------------------------|--|
| <b>Objective</b>             | To enhance communication, collaboration, and involvement among the staff, parents, and community to support the students of Austin Elementary School.  |
| <b>Strategies</b>            | <p>3.1.<br/>Provide communications regarding campus initiatives, programs, meetings, and activities through a variety of media, including campus website, newsletters, email announcements, campus meetings, and other sources.</p> <p>3.2<br/>Retain and expand the campus partnerships with HEB and The Cut N Shoot Chapter of the Harley Owners' Group to support the educational achievement of all students.</p> <p>3.3<br/>Utilize employees from HEB and other community members to mentor and read with students.</p> <p>3.4<br/>Utilize employees from CISD Police Department to work with students through the Junior Achievement program.</p> <p>3.5<br/>Work closely with the PTO to enhance communication and collaboration between school and home.</p> <p>3.6<br/>Provide parent education classes and/or programs for all parents.</p> <p>3.7<br/>Provide opportunities at school for parents to participate in academic and social events with their children such as: Family Movie Night, Multicultural Night, Literacy Night, Late Night Family Event at the Book Fair in the Fall and Spring, and student programs.</p> <p>3.8<br/>Provide education sessions and information about the Parent Resource Center for parents of students with disabilities.</p> <p>3.9<br/>Provide opportunities for students to visit community members through field trips and programs.</p> <p>3.10<br/>Provide information nights, curriculum nights, and parent/teacher conferences so that parents fully understand the curriculum that their children are working to master.</p> <p>3.11<br/>Develop and maintain a campus communication plan that addresses procedures and practices for communicating with staff, the CISD Communications Office, and patrons/media regarding daily campus activities, special events, urgent non-life threatening situations, disaster/life threatening situations.</p> <p>3.12<br/>Utilize the CISD and campus website to promote campus and district events and information for parents, families, communities and businesses.</p> <p>3.13<br/>Develop plans for assisting students in transition to better adjust to the next educational level.</p> <p>3.14<br/>Provide factual, relevant information about campus programs and initiatives to both the staff and parents/community through a variety of media.</p> <p>3.15<br/>Provide information and communication to parents through teacher web sites, newsletters, Tuesday folders, parent library, weekly email, etc.</p> <p>3.16<br/>Hold monthly vertical team meetings so that teachers can collaborate and understand what is going on across the grade levels.</p> <p>3.17<br/>Hold weekly horizontal team meetings so that teachers can collaborate within the grade level.</p> |

|                                 |   |                                 |            |                         |         |                                 |          |            |         |                                 |          |             |         |                                 |          |                 |         |           |            |           |         |
|---------------------------------|---|---------------------------------|------------|-------------------------|---------|---------------------------------|----------|------------|---------|---------------------------------|----------|-------------|---------|---------------------------------|----------|-----------------|---------|-----------|------------|-----------|---------|
|                                 | 3.18<br>Send a parent survey home each spring and share results with families next fall on the school website.  |                                 |            |                         |         |                                 |          |            |         |                                 |          |             |         |                                 |          |                 |         |           |            |           |         |
| <b>Financial Resources</b>      | <p>Campus budget</p> <table border="0"> <tr> <td>Title I ARRA Parent Involvement</td> <td>\$1,508.00</td> <td>Instructional Materials</td> <td>Federal</td> </tr> <tr> <td>Title I ARRA Parent Involvement</td> <td>\$346.00</td> <td>Extra Duty</td> <td>Federal</td> </tr> <tr> <td>Title I ARRA Parent Involvement</td> <td>\$435.00</td> <td>Substitutes</td> <td>Federal</td> </tr> <tr> <td>Title I ARRA Parent Involvement</td> <td>\$200.00</td> <td>Employee Travel</td> <td>Federal</td> </tr> <tr> <td>Title 1 A</td> <td>\$2,780.00</td> <td>Materials</td> <td>Federal</td> </tr> </table> | Title I ARRA Parent Involvement | \$1,508.00 | Instructional Materials | Federal | Title I ARRA Parent Involvement | \$346.00 | Extra Duty | Federal | Title I ARRA Parent Involvement | \$435.00 | Substitutes | Federal | Title I ARRA Parent Involvement | \$200.00 | Employee Travel | Federal | Title 1 A | \$2,780.00 | Materials | Federal |
| Title I ARRA Parent Involvement | \$1,508.00  | Instructional Materials         | Federal    |                         |         |                                 |          |            |         |                                 |          |             |         |                                 |          |                 |         |           |            |           |         |
| Title I ARRA Parent Involvement | \$346.00  | Extra Duty                      | Federal    |                         |         |                                 |          |            |         |                                 |          |             |         |                                 |          |                 |         |           |            |           |         |
| Title I ARRA Parent Involvement | \$435.00  | Substitutes                     | Federal    |                         |         |                                 |          |            |         |                                 |          |             |         |                                 |          |                 |         |           |            |           |         |
| Title I ARRA Parent Involvement | \$200.00  | Employee Travel                 | Federal    |                         |         |                                 |          |            |         |                                 |          |             |         |                                 |          |                 |         |           |            |           |         |
| Title 1 A                       | \$2,780.00  | Materials                       | Federal    |                         |         |                                 |          |            |         |                                 |          |             |         |                                 |          |                 |         |           |            |           |         |
|                                 | <p>Campus Key Communicator<br/> Translation services<br/> Local media<br/> Safe Schools Plan<br/> Technology</p>  |                                 |            |                         |         |                                 |          |            |         |                                 |          |             |         |                                 |          |                 |         |           |            |           |         |
| <b>Monitoring Timeline</b>      | <p>Formative      November, January<br/> Summative      July</p>  |                                 |            |                         |         |                                 |          |            |         |                                 |          |             |         |                                 |          |                 |         |           |            |           |         |
| <b>Formative Evaluation</b>     | <p>Record of contact with media<br/> Record of press releases<br/> Record of campus communication<br/> Website information is current and accurate</p>  |                                 |            |                         |         |                                 |          |            |         |                                 |          |             |         |                                 |          |                 |         |           |            |           |         |
| <b>Summative Evaluation</b>     | <p>Meet Performance Indicators for Campus</p>   |                                 |            |                         |         |                                 |          |            |         |                                 |          |             |         |                                 |          |                 |         |           |            |           |         |
| <b>Project Manager(s):</b>      | <p>Principal<br/> Assistant Principal<br/> Campus Key Communicator<br/> Parent Involvement Committee</p>  |                                 |            |                         |         |                                 |          |            |         |                                 |          |             |         |                                 |          |                 |         |           |            |           |         |

**Goal 4: Safe Schools**

Austin Elementary will strive to ensure a safe and orderly environment conducive to learning for all students and staff.

| Goal 4 Safe Schools |   |
|---------------------|---|
| <b>Objective</b>    | To provide a safe school environment for all students and staff.  |
| <b>Strategies</b>   | <p>4.1<br/>Conduct safety, hazardous materials, blood-borne pathogen, sexual harassment, and integrated pest management training to all staff members.</p> <p>4.2<br/>Provide programs for student/staff awareness of sexual abuse and of the dangers of drugs, alcohol, and tobacco.</p> <p>4.3<br/>Conduct fire, disaster, lock-downs, evacuation, and emergency drills to ensure the effectiveness of Emergency operations Plans at the district and campus level.</p> <p>4.4<br/>Maintain a campus Safe Schools Committee to review, revise, and oversee the implementation of the Safe School Plan.</p> <p>4.5<br/>Ensure the EOP addresses the areas of safety control, crisis management, facilities management and health services.</p> <p>4.6<br/>Involve parents and community members in activities to support a safe school environment (Fire Prevention Training, Red Ribbon Week, Character Programs).</p> <p>4.7<br/>Provide <i>staff</i> trainings in safe schools and individual student safety/wellness through programs on violence prevention and intervention (students in crisis, drug, alcohol, and tobacco resistance, character development, discipline management, conflict resolution, and/or other education or support programs).</p> <p>4.8<br/>Provide duty personnel for arrival and dismissal of students to ensure that students safely enter/exit the building daily.</p> <p>4.9<br/>Provide parents with car rider slips to ensure safety of students after school.</p> <p>4.10<br/>Ensure the safety of students by requiring all visitors sign in with a valid, government issued ID and wear visitor badges in the school.</p> <p>4.11<br/>Require parents to pick up students prior to 2:30 for appointments. After 2:45, parents must wait for the end of the day.</p> <p>4.12<br/>Request that parents not walk their children to class in order to maintain security in the building during school.</p> <p>4.13<br/>Provide student education in safe schools and personal safety/wellness through implementation of programs on character development; conflict resolution; drug, alcohol, and tobacco resistance; and life/coping skills. Programs include Fire Prevention Week, GREAT Program, Child Lures, Red Ribbon Week, Monthly Guidance Lessons Poison Prevention Program, Second Step, Mentor Program, Character Development Assemblies (Denise Lee, CISD Police Ronald McDonald), Counseling Groups (Anger Management, Divorce, Social Skill Development), Bus Safety, and Gun Safety Program.</p> <p>4.14<br/>Provide <i>parent</i> education in safe schools and personal safety/wellness through programs on students in crisis; conflict resolution; parenting skills; and life/coping skills.</p> <p>4.15<br/>Actively reinforce social skills by announcing daily on the morning announcements and reviewing one social skill per week. (Second Step)</p> <p>4.16</p> |

|                             |  |                                    |                   |                                    |         |
|-----------------------------|--|------------------------------------|-------------------|------------------------------------|---------|
|                             | <p>Implement Tools for School Committee that provides staff development, acts as consultants for solving student/classroom problems, creates and revises the school-wide discipline procedures.</p> <p>4.17<br/>Continue the implementation of the campus discipline/social skills and classroom management strategies from Tools for School Handbook, Boys Town Skills, Second Step, Love and Logic, Fred Jones, Harry Wong, Tough Kids Tool Kit, and Kelso Program.</p> <p>4.18<br/>Continue to implement incentives to reinforce positive behavior. Incentives include: classroom incentives, notes to parents, classroom celebrations, cub character celebrations, and ticket reward system.</p> <p>4.19<br/>Implement the Student Ambassador Program for new students to learn about the school, introduce new students to staff and classmates, and make new students feel safe and welcome.</p> <p>4.20<br/>Implement the student Hall Monitor Program where students help promote proper hallway behavior in the mornings as students are arriving and walking to classrooms from the cafeteria or car rider lines.</p> <p>4.21<br/>Update and implement the campus action plan (Emergency Operations Plan) that addresses and ensures the safety of all students by November of each school year.</p> <p>4.22<br/>Maintain a campus Emergency Operation Plan addresses the areas of safety control, crisis management, facilities management, and health services.</p> <p>4.23<br/>Update students, parents, faculty, and staff annually on the CISD Student Code of Conduct as required by Senate Bill 1, Chapter 37.</p> <p>4.24<br/>Implement the inclement weather/disaster/emergency procedures through fire, disaster, and emergency drills to ensure the effectiveness of the Emergency Operations Plan.</p> <p>4.25<br/>Implement a security system to monitor visitors to the school, to monitor tardies, and the early release of students.</p> |                                    |                   |                                    |         |
| <b>Financial Resources</b>  | <p>Campus budget</p> <table border="0"> <tr> <td>Title IV</td> <td>\$800.00</td> <td>Why Try Curriculum and Red Ribbons</td> <td>Federal</td> </tr> </table>   | Title IV                           | \$800.00          | Why Try Curriculum and Red Ribbons | Federal |
| Title IV                    | \$800.00   | Why Try Curriculum and Red Ribbons | Federal           |                                    |         |
| <b>Additional Resources</b> | Emergency operations plan, CISD Police, Police Chief, Coordinator of Crisis Counseling and Prevention, PTO Funds, Raptor Scanner and Computer Program, Video Training Assistant Superintendents, Weather/Disaster/Emergency Procedures, Handbooks, CISD Website  |                                    |                   |                                    |         |
| <b>Monitoring Timeline</b>  | <table border="0"> <tr> <td>Formative</td> <td>November, January</td> </tr> <tr> <td>Summative</td> <td>July</td> </tr> </table>   | Formative                          | November, January | Summative                          | July    |
| Formative                   | November, January  |                                    |                   |                                    |         |
| Summative                   | July   |                                    |                   |                                    |         |
| <b>Formative Evaluation</b> | <p>Committee agendas and sign-in sheets</p> <p>Record of programs/presentations/trainings for students and staff</p> <p>Emergency Operations Plan</p> <p>Log of weather/disaster/emergency drills</p> <p>Reports of campus visitors, tardies, and early release of students</p> <p>Quarterly reports of police activity and safety drills for campus</p>   |                                    |                   |                                    |         |
| <b>Summative Evaluation</b> | Clean safety audit   |                                    |                   |                                    |         |
| <b>Project Manager(s)</b>   | <p>Principal</p> <p>Assistant Principal</p> <p>Counselor</p> <p>Campus Safety Committee</p>  |                                    |                   |                                    |         |

## Goal 5: Technology

Austin Elementary will utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

| Goal 5 Technology           |  |                   |                    |
|-----------------------------|--|-------------------|--------------------|
| <b>Objective</b>            | To ensure that all students and staff utilize technology as a tool for learning.   |                   |                    |
| <b>Strategies</b>           | 5.1.<br>Increase student opportunities for utilizing technology across the curriculum areas.<br>5.2.<br>Within each grade level, all Technology Applications TEKS are met.<br>5.3<br>Provide hands-on training in use of new technology hardware and software.<br>5.4<br>Provide staff development on integration of technology across the curriculum.<br>5.5<br>Provide opportunities for classroom integration of technology across the curriculum.<br>5.6<br>Increase student knowledge of 2.0 web tools.<br>5.7<br>Engage students regularly in the use of technology in the classroom.<br>5.8<br>Showcase technology integration during Open House so that parents can see student work/projects, and how students are using technology in the classroom and at home. |                   |                    |
| <b>Financial Resources</b>  | Campus budget  |                   |                    |
|                             | Title I ARRA   | \$203.069.00      | Technology Federal |
| <b>Additional Resources</b> | District Technology Staff<br>Study Island<br>Education City  |                   |                    |
| <b>Monitoring Timeline</b>  | Formative  | November, January |                    |
|                             | Summative  | July              |                    |
| <b>Formative Evaluation</b> | Records of professional development in technology<br>Campus and District Technology Plans align with strategies  |                   |                    |
| <b>Summative Evaluation</b> | Meet Performance Indicators for STaR Report<br>Staff Survey on technology needs<br>Student Survey on technology use  |                   |                    |
| <b>Project Manager(s)</b>   | Principal<br>Assistant Principal<br>Grade Level Technology Representatives<br>Librarian<br>Classroom Teachers<br>Student Success Teacher<br>Campus Instructional Coaches<br>Technology Liaison/Representative<br>TAC Campus designee   |                   |                    |

### NON-DISCRIMINATION STATEMENT

The Conroe Independent School District is an equal opportunity employer and does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment matters, in its admissions policies, or by excluding from participation in, denying access to, or denying the benefits of district services, academic and/or vocational and technology programs, or activities as required by Title VI and Title VII of the Civil Rights Act of 1964, as amended, Title IX of the Education Amendments of 1972, the First Amendment of the United States Constitution, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, as amended, and Title II of the Americans with Disabilities Act.

For information about Title IX rights, contact the Title IX Coordinator, 3205 W. Davis, Conroe, Texas 77304; (936) 709-7700. For information about Section 504/ADA rights, contact the Section 504/ADA Coordinator, 3205 W. Davis, Conroe, Texas 77304; (936) 709-7670.

## Campus Performance Indicators 2009 and 2010

### Goal 1 Student Achievement and Post-Secondary Success

#### Goal 1.1 Master Rigorous Academic Standards

#### Goal 1.2 Close the Achievement Gap

#### Goal 1.3 Successful Completion of High School

| Texas Assessment of Knowledge and Skills<br>(All, African American, Hispanic, White, Eco. Dis.)<br>Exemplary status on 9 of 12 measures (Goal is Exemplary on 12 of 12) |                        | 2009<br>Performance   |         | 2010 Target<br>Performance Indicator |         |
|---|------------------------|-----------------------|---------|--------------------------------------|---------|
|   |                        | % met standard        | Measure | % met standard                       | Measure |
| Reading/ELA   | All Students           | 88%                   | R       | 90                                   | E       |
|   | White                  | 88%                   | R       | 90                                   | E       |
|   | African American       | 80%                   | R       | 90                                   | E       |
|   | Hispanic               | 87%                   | R       | 90                                   | E       |
|   | Economic Disadvantaged | 87%                   | R       | 90                                   | E       |
| Writing   | All Students           | 90%                   | E       | 91                                   | E       |
|   | White                  | 94%                   | E       | 95                                   | E       |
|   | African American       | N/A                   | N/A     | 90                                   | E       |
|   | Hispanic               | 82%                   | R       | 90                                   | E       |
|   | Economic Disadvantaged | 87%                   | R       | 90                                   | E       |
| Mathematics   | All Students           | 87%                   | R       | 90                                   | E       |
|   | White                  | 87%                   | R       | 90                                   | E       |
|   | African American       | 80%                   | R       | 90                                   | E       |
|   | Hispanic               | 88%                   | R       | 90                                   | E       |
|   | Economic Disadvantaged | 83%                   | R       | 90                                   | E       |
| <b>Commended Performance on TAKS</b>  |                        | <b>% met standard</b> |         | <b>% met standard</b>                |         |
| Reading/ELA   | All Students           | 33%                   |         | 34%                                  |         |
|   | White                  | 41%                   |         | 42%                                  |         |
|   | African American       | 40%                   |         | 41%                                  |         |
|   | Hispanic               | 18%                   |         | 19%                                  |         |
|   | Economic Disadvantaged | 29%                   |         | 30%                                  |         |
| Writing   | All Students           | 24%                   |         | 25%                                  |         |
|   | White                  | 28%                   |         | 29%                                  |         |
|   | African American       | 33%                   |         | 34%                                  |         |
|   | Hispanic               | 13%                   |         | 14%                                  |         |
|   | Economic Disadvantaged | 18%                   |         | 19%                                  |         |
| Mathematics   | All Students           | 34%                   |         | 35%                                  |         |
|   | White                  | 35%                   |         | 36%                                  |         |
|   | African American       | 40%                   |         | 40%                                  |         |
|   | Hispanic               | 31%                   |         | 31%                                  |         |
|   | Economic Disadvantaged | 31%                   |         | 31%                                  |         |
| Attendance Rate: Elementary   |                        | 95.7%                 |         | 96%                                  |         |

| <b>Goal 2 Recruitment, Development and Retention of Staff</b>  | <b>% met standard</b>                  | <b>% met standard</b>                  |
|--|--|--|
| Highly Qualified Teachers  | 100%                                   | 100%                                   |
| Highly Qualified Paraprofessionals (Title I Campuses)  | 100%                                   | 100%                                   |
| CISD Job Fair  | Attendance                             | Attendance                             |
| <b>Goal 3 Parents and Community</b>  | <b>% met standard</b>                  | <b>% met standard</b>                  |
| Campus Web Page, emails, and letters are timely and accurate   | Maintain up-to-date information        | Maintain up-to-date information        |
| Campus educational programs  | Maintain programs                      | Maintain programs                      |
| Campus information for parents new to community  | Available online and print             | Available online and print             |
| Volunteer opportunities  | Maintain volunteer log                 | Maintain volunteer log                 |
| Campus partnerships with businesses and organizations  | Maintain/expand partnerships           | Maintain/expand partnerships           |
| Grade level/grade department meetings are conducted throughout year  | Record of meetings                     | Record of meetings                     |
| Vertical team meetings are conducted throughout year   | Record of meetings                     | Record of meetings                     |
| Campus promotes campus activities, initiatives, and programs in an accurate and timely manner (website, newsletters, press releases, emails, etc.)             | Positive parent and community feedback | Positive parent and community feedback |
| Communication vehicle for eliciting input from parents and community members utilized as appropriate (website, newsletter, survey, councils, committees, etc.) | Parent and community input             | Parent and community input             |
| <b>Goal 4 Safe Schools</b>   | <b>% met standard</b>                  | <b>% met standard</b>                  |
| Safe Schools Plan implemented  | Compliance in Safe Schools Audit       | Compliance in Safe Schools Audit       |
| Conduct safety and disaster drills   | 100% compliance at all campuses        | 100% compliance at all campuses        |
| <b>Goal 5 Technology</b>   | <b>% met standard</b>                  | <b>% met standard</b>                  |
| Technology is seamlessly applied across all subject and content areas.   | STaR Chart (TL) >14                    | STaR Chart (TL) > 15                   |
| Professional development focuses on the technology capabilities of educators   | STaR Chart (EP) > 12                   | STaR Chart (EP) >15                    |

**SCE FUNDS  
2009-2010**

| SCE Program/Service                        | Funds<br>Budgeted   | FTEs<br>2009-2010 |
|--|---------------------|-------------------|
| Academic Tutorials                         | 16,260.00.          | .30               |
| General Education Teachers                 | 2,101,489.00        | 46.0              |
| At-Risk Counselor                          |                     |                   |
| At-Risk Paraprofessionals                  |                     |                   |
| Credit Recovery (dropout recovery program) |                     |                   |
| Reduced Class Size                         |                     |                   |
| Instructional Coaches                      |                     |                   |
| Instructional Materials                    |                     |                   |
| Supplies and Equipment                     |                     |                   |
| Transportation                             |                     |                   |
| <b>Total Funds Budgeted and FTEs</b>       | <b>2,117,749.00</b> | <b>46.3</b>       |

**ARRA Title I and TITLE I - IV FUNDS  
2009-2010**

| Program/Service                          | Funds<br>Budgeted<br>2009-2010 | FTEs       |
|--|--------------------------------|------------|
| <b>ARRA Title IA</b>                     |                                |            |
| Technology                               | 203,069.00                     | 0          |
| Parent Involvement                       | 2,489.00                       |            |
| <b>Title IA</b>                          |                                |            |
| Instructional Support – Teacher          | 165,566.00                     | 3.0        |
| Instructional Support – Paraprofessional |                                |            |
| Instructional Materials                  | 22,425.00                      |            |
| Extra Duty – Tutorials                   | 78,334.00                      |            |
| Student Travel                           |                                |            |
| Parent Involvement                       | 2,780.00                       |            |
| <b>TOTAL Title 1A</b>                    | <b>269,105.00</b>              | <b>3.0</b> |
| <b>Title III</b>                         |                                |            |
| Books                                    | 2,000.00                       | 00         |
| Extra Duty                               | 2,000.00                       | 00         |
| Instructional Materials                  | 2,000.00                       | 00         |
| <b>TOTAL Title III</b>                   | <b>6,000.00</b>                | <b>0</b>   |
| <b>Title IV</b>                          |                                |            |
| Why Try Curriculum                       | 476.00                         | 00         |
| Red Ribbons                              | 324.00                         | 00         |
| <b>TOTAL Title IV</b>                    | <b>800.00</b>                  | <b>0</b>   |