

Conroe Independent School District

Austin Elementary

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Areas of concern when looking at student achievement data sources:

- Austin did not meet federal accountability in the white subgroup in Math nor reading.
- Only 58% of all students met the approaches grade level in writing on STAAR, the Hispanic sub group scored 9% lower than the all students score, and the EL subgroup only scored 37% at approaches grade level in writing.
- 60% of students are reading below grade level as measured by the BOY reading levels.(BAS)

Student Achievement Strengths

The following areas were found to be strengths for Austin Elementary:

- 80% of students met approaches grade level in math.
- 84% of Hispanic students met grade level in math
- 82% of EL students met grade level in math
- 52% of students scored at "Meets Grade Level" in Math
- Austin Elementary received an overall grade of "B" on the state accountability system.
- Distinctions were earned in Academic Achievement in Math, Academic Growth, and Post secondary Readiness

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Austin had 58% of students at approaches grade level or above on the 2019 STAAR Writing test **Root Cause:** Teachers need a resource that systematically teaches grammar concepts that are aligned to the writer's workshop units of study and the writing curriculum.

Problem Statement 2 (Prioritized): Austin had 46% of the English Language Learners score at approaches grade level or better on the 2019 STAAR Writing test **Root Cause:** Teachers need a resource that systematically teaches grammar and writing lessons in Spanish starting in Kindergarten.

Problem Statement 3 (Prioritized): Austin had 43% of the white sub group reach Met Standard in math on the 2019 STAAR test. **Root Cause:** The campus teachers and

coaches need to refine the monitoring system for this group, and implement intense interventions differentiated for this group of students.

Problem Statement 4 (Prioritized): Austin had 46% of the white sub group reach Met Standard in reading on the 2019 STAAR test. **Root Cause:** The campus teachers and coaches need to refine the monitoring system for this group and implement intense interventions differentiated for this group of students.

Culture and Climate

Culture and Climate Summary

When looking at the Organizational Health Inventory, Austin increased in every domain from last year. All domains are now at Independent or Interdependent. Our Goal focus was the highest(85 percentile), our biggest increase was autonomy(28 percentile increase). Our adaptation domain was not only our lowest, but also had the smallest amount of improvement.

Culture and Climate Strengths

- Goal focus
- Morale
- Power equalization
- Problem Solving Adequacy

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): Austin scored in the 53rd percentile in the domain of Adaptation on the OHI (Organizational Health Inventory) **Root Cause:** Campus leadership needs to anticipate external changes to become proactive adopters.

Parent and Community Engagement

Parent and Community Engagement Summary

The parents at Austin are not as involved as we would like them to be. We have a very small PTO, and although they can usually recruit volunteers for big events, they are unable to get others to be actively involved on a regular basis. We also do not have a large volunteer base to help with day to day school and classroom projects, mentor students, or provide assistance for teachers.

Parent and Community Engagement Strengths

- Watch Dogs
- Parent Survey results show that the 90% of the respondents feel that they receive timely and accurate information from the school.
- Community Business partnerships including Sonic and Walmart.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): There is a lack of parent and community involvement in the everyday operations as well as special events. **Root Cause:** There is a lack of understanding from parents/community of how they can contribute to the overall success of the school.

Priority Problem Statements

Problem Statement 1: Austin had 58% of students at approaches grade level or above on the 2019 STAAR Writing test

Root Cause 1: Teachers need a resource that systematically teaches grammar concepts that are aligned to the writer's workshop units of study and the writing curriculum.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Austin had 46% of the English Language Learners score at approaches grade level or better on the 2019 STAAR Writing test

Root Cause 2: Teachers need a resource that systematically teaches grammar and writing lessons in Spanish starting in Kindergarten.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Austin had 43% of the white sub group reach Met Standard in math on the 2019 STAAR test.

Root Cause 3: The campus teachers and coaches need to refine the monitoring system for this group, and implement intense interventions differentiated for this group of students.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Austin had 46% of the white sub group reach Met Standard in reading on the 2019 STAAR test.

Root Cause 4: The campus teachers and coaches need to refine the monitoring system for this group and implement intense interventions differentiated for this group of students.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: There is a lack of parent and community involvement in the everyday operations as well as special events.

Root Cause 5: There is a lack of understanding from parents/community of how they can contribute to the overall success of the school.

Problem Statement 5 Areas: Parent and Community Engagement

Problem Statement 6: Austin scored in the 53rd percentile in the domain of Adaptation on the OHI (Organizational Health Inventory)

Root Cause 6: Campus leadership needs to anticipate external changes to become proactive adopters.

Problem Statement 6 Areas: Culture and Climate

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Campus Performance Objectives Summative Review from previous year

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Targeted support Identification data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data

- School safety data

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Highly qualified staff data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

Goal 1: Student Achievement and Post-Secondary Success:

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





Performance Objective 1: Austin Elementary will increase the percentage of students at approaches grade level on the Writing STAAR by 8%.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR test, Benchmark tests, district and campus checkpoints, common assessments

Summative Evaluation: None

Strategy 1: Teachers will implement an all-inclusive writing program that includes grammar, phonics, and writing. Strategy's Expected Result/Impact: The alignment of the three components will increase the overall writing scores by increasing knowledge of grammar, as well as increasing readability due to the implementation of an aligned phonics program. Staff Responsible for Monitoring: Team leaders, Instructional coaches, Administrators. Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Achievement 1 Funding Sources: Benchmark phonics, grammar and writer's workshop - Title I - \$39,000	Reviews			
	Formative			Summative
	Feb	Apr	July	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 1: Austin had 58% of students at approaches grade level or above on the 2019 STAAR Writing test Root Cause: Teachers need a resource that systematically teaches grammar concepts that are aligned to the writer's workshop units of study and the writing curriculum.

Goal 1: Student Achievement and Post-Secondary Success:





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

Performance Objective 2: Austin Elementary will increase the percentage of EL students at approaches grade level on the STAAR Writing test by 10%.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR test, Benchmark test, district and campus checkpoints, common assessments.

Summative Evaluation: None

Strategy 1: Teachers will implement a comprehensive writing program, in the students' native language, that includes grammar, phonics and writing. Strategy's Expected Result/Impact: Having a resource that explicitly teaches grammar and phonics in Spanish will result in higher scores for students who need Spanish support. Staff Responsible for Monitoring: Team Leaders, Instructional Coaches, Administrators Title I Schoolwide Elements: 2.4 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Achievement 2 Funding Sources: Benchmark's grammatica, phonetica, and writer's workshop in Spanish - Title I - \$10,000, Writer's workshop teacher resource - Title III - \$5,500	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 2: Teachers will incorporate the Summit Learning program to assist students in building their reading, writing, listening, and speaking skills in English. Strategy's Expected Result/Impact: This program will allow students to practice their English which will increase their reading and writing scores on STAAR and TELPAS Staff Responsible for Monitoring: Instructional Coaches and Administrators Title I Schoolwide Elements: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 2 Funding Sources: Summit Learning - Title III - \$2,000	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: Austin had 46% of the English Language Learners score at approaches grade level or better on the 2019 STAAR Writing test Root Cause: Teachers need a resource that systematically teaches grammar and writing lessons in Spanish starting in Kindergarten.

Goal 1: Student Achievement and Post-Secondary Success:





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

Performance Objective 3: Austin will increase the percentage of white students scoring at "Met Standard" on the Reading STAAR to 60%.

Targeted or ESF High Priority

Evaluation Data Sources: None

Summative Evaluation: None

Strategy 1: Teachers in grades PK-3 will implement the Heggerty Phonemic Awareness resource to build literacy. Strategy's Expected Result/Impact: Starting early with students understanding how to construct and deconstruct words, recognize rhyming words, blend sounds to make words, and recognize beginning and ending sounds, will increase literacy progress. Staff Responsible for Monitoring: Instructional coaches and Administrators Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Results Driven Accountability Problem Statements: Student Achievement 4	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 2: Teachers will implement guided reading where below grade level readers are met with daily. Strategy's Expected Result/Impact: Increasing fluency and comprehension by working with students on their deficiencies will increase their ability to move through the reading levels at the proper pace. Staff Responsible for Monitoring: Instructional coaches and administrators. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 4 Funding Sources: Guided Reading Books and resources - Title I - \$35,000	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 3: Teachers will continue to monitor the progress of this group through progress monitoring, RTI, and Eduphoria monitoring groups. Strategy's Expected Result/Impact: By implementing progress monitoring systems, teachers and specialist can target students who need more assistance. Staff Responsible for Monitoring: Teachers, Instructional Coaches, and RTI specialist. Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 4 Funding Sources: RTI teachers and coaches - Title I - \$371,890, Teachers - State Comp Ed - \$1,745,521	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 4: Austin had 46% of the white sub group reach Met Standard in reading on the 2019 STAAR test. Root Cause: The campus teachers and coaches need to refine the monitoring system for this group and implement intense interventions differentiated for this group of students.

Goal 1: Student Achievement and Post-Secondary Success:





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

Performance Objective 4: Austin will increase the percentage of white students scoring at "Met Standard" on the Math STARR to 60%.

Targeted or ESF High Priority

Evaluation Data Sources: None

Summative Evaluation: None

Strategy 1: Teachers will implement guided math to ensure differentiated instruction, intervention, and enrichment. Strategy's Expected Result/Impact: By teaching content in small, leveled groups, the teacher can scaffold according to skill, therefore increasing the overall understanding of math concepts. Staff Responsible for Monitoring: Instructional coaches and Administrators. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 3 Funding Sources: Manipulatives, instructional books - Title I - \$10,500	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 2: Teachers will closely monitor the progress of students in this subgroup in order to intervene early with students who need more assistance. Strategy's Expected Result/Impact: By implementing progress monitoring systems, teachers and specialist can target students who need more assistance. Staff Responsible for Monitoring: Teachers, Instructional Coaches, and RTI specialist. Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 3 Funding Sources: Math intervention programs - Title I - \$5,000	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 3: Teachers will implement Dreambox math to differentiate for students and monitor their areas for improvement. Strategy's Expected Result/Impact: Students will be able to work at their level and teachers can intervene and provide individualized lessons based on student need. Staff Responsible for Monitoring: Instructional Coaches Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Problem Statements: Student Achievement 3	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

Student Achievement

Problem Statement 3: Austin had 43% of the white sub group reach Met Standard in math on the 2019 STAAR test. Root Cause: The campus teachers and coaches need to refine the monitoring system for this group, and implement intense interventions differentiated for this group of students.

Goal 2: Fiscal Responsibility:

CISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.

Performance Objective 1: To maintain efficient and effective fiscal management of resources and operations.

Strategy 1: Conduct monthly meetings with secretary to ensure budget is being used appropriately. Strategy's Expected Result/Impact: This will ensure that monies are being delegated appropriately based on the campus needs assessment Staff Responsible for Monitoring: Principal ESF Levers: Lever 1: Strong School Leadership and Planning	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 3: Recruitment, Development, and Retention of Staff:

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





Performance Objective 1: To recruit, retain and develop highly qualified teachers and staff for all students.

Strategy 1: Provide instructional support and training for teachers in order to increase retention. Strategy's Expected Result/Impact: By providing teachers with necessary training and following up with support for implementation, teachers will feel supported and this will increase the retention rate. Staff Responsible for Monitoring: Instructional coaches and Administrators. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers Funding Sources: Training consultants, travel - Title I - \$8,000	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div><div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div></div></div>				

Goal 4: Parents and Community:

CISD will work jointly with parents and the community to maximize learning for all students through collaborative partnerships and unity of purpose.

Performance Objective 1: To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.

Strategy 1: Provide opportunities for parents to participate in decisions through surveys. Strategy's Expected Result/Impact: By giving parents a voice, partnerships can be established and fostered. Staff Responsible for Monitoring: Foundations Committee Title I Schoolwide Elements: 3.1 Problem Statements: Parent and Community Engagement 1	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 2: The school will hold meetings, including title one, PTO, and other informational meetings, at convenient times to increase attendance and participation. Strategy's Expected Result/Impact: By holding meetings at different times such as in the evenings, more parents are able to participate. Staff Responsible for Monitoring: Parent Involvement Committee Title I Schoolwide Elements: 3.2 Problem Statements: Parent and Community Engagement 1 Funding Sources: Babysitting, materials, healthy snacks - Title I - \$3,228	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: There is a lack of parent and community involvement in the everyday operations as well as special events. Root Cause: There is a lack of understanding from parents/community of how they can contribute to the overall success of the school.

Goal 5: Safe Schools:

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

Performance Objective 1: To provide a safe and orderly school environment conducive to learning for all students and staff.

Strategy 1: Review safety procedures and conduct safety drills to ensure the effectiveness of the EOP. Strategy's Expected Result/Impact: By reviewing and practicing safety procedures, school officials can determine areas of improvement and address them before a real event. Staff Responsible for Monitoring: Assistant Principal and safety team.	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 2: Implement social skills lesson into the classrooms to address bullying prevention. Strategy's Expected Result/Impact: Lower the number of incidents of bullying by teaching students what it is and what to do about it. Staff Responsible for Monitoring: Counselors ESF Levers: Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: Technology:

CISD will provide technology infrastructure, tools, and solutions to meet the administrative requirements of the District and to maximize learning for all students.

Performance Objective 1: To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.





Strategy 1: Conduct walk through and observations during virtual instruction to look for implementation of innovative online instructional tools to increase student engagement. Strategy's Expected Result/Impact: Increasing student engagement through technology will increase student academic outcomes. Staff Responsible for Monitoring: Administrators and Instructional coaches ESF Levers: Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Feb	Apr	July	July
Strategy 2: Implement technology discussion into the PLC so that teachers can share ideas and new online resources. Strategy's Expected Result/Impact: By teachers being accountable for sharing ideas, they are more likely to research new tools, which ultimately results in increase student engagement. Staff Responsible for Monitoring: Team leader and instructional coaches. ESF Levers: Lever 5: Effective Instruction Funding Sources: Technology devices - Title I - \$8,409	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 7: Communication:

CISD will promote and enhance two-way communication among our staff and our community to maximize the success of all students.

Performance Objective 1: To ensure that all stakeholders receive effective internal and external communication.

Strategy 1: Utilize school messenger, marque, and social media to share information about school events, initiatives, meetings, and activities. Strategy's Expected Result/Impact: By providing communication through multiple avenues, we are likely to reach more families. Staff Responsible for Monitoring: Web master, Marque master, social media liaisons. Title I Schoolwide Elements: 3.1 Problem Statements: Parent and Community Engagement 1	Reviews			
	Formative			Summative
	Feb	Apr	July	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: There is a lack of parent and community involvement in the everyday operations as well as special events. Root Cause: There is a lack of understanding from parents/community of how they can contribute to the overall success of the school.

RDA Strategies

Goal	Objective	Strategy	Description
1	2	2	Teachers will incorporate the Summit Learning program to assist students in building their reading, writing, listening, and speaking skills in English.
1	3	1	Teachers in grades PK-3 will implement the Heggerty Phonemic Awareness resource to build literacy.
1	3	2	Teachers will implement guided reading where below grade level readers are met with daily.
1	3	3	Teachers will continue to monitor the progress of this group through progress monitoring, RTI, and Eduphoria monitoring groups.
1	4	1	Teachers will implement guided math to ensure differentiated instruction, intervention, and enrichment.
1	4	2	Teachers will closely monitor the progress of students in this subgroup in order to intervene early with students who need more assistance.
1	4	3	Teachers will implement Dreambox math to differentiate for students and monitor their areas for improvement.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will implement an all-inclusive writing program that includes grammar, phonics, and writing.
1	3	2	Teachers will implement guided reading where below grade level readers are met with daily.
1	4	1	Teachers will implement guided math to ensure differentiated instruction, intervention, and enrichment.
1	4	2	Teachers will closely monitor the progress of students in this subgroup in order to intervene early with students who need more assistance.
1	4	3	Teachers will implement Dreambox math to differentiate for students and monitor their areas for improvement.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	2	2	Teachers will incorporate the Summit Learning program to assist students in building their reading, writing, listening, and speaking skills in English.
1	3	3	Teachers will continue to monitor the progress of this group through progress monitoring, RTI, and Eduphoria monitoring groups.

State Compensatory

Personnel for Austin Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gen Education	Teachers for At-Risk Students	State Comp Ed	25.38

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The campus conducts an annual comprehensive needs assessment, looking at every aspect of the school and analyzing the academic achievement of all students and subgroups of students.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus develops the CIP with the involvement of the site based decision making team, which consists of a variety of stakeholders, including teachers, principals, community and business members, and parents. We dive into data sources from the previous year including student progress, student achievement, TELPAS, benchmarks, OHI, BAS reading levels. We analyze the data across grade levels, as well as subgroups and by individual students.

2.2: Regular monitoring and revision

The campus will regularly monitor the CIP and revise strategies based on identified needs. The plan will be monitored by the CORE team of administration and coaches with input from the site based team and classroom teachers when revisions are needed.

2.3: Available to parents and community in an understandable format and language

The campus ensures the CIP is publicly available to parents and the community (English and Spanish).

Our Campus Improvement plan is publicly available to parents and the community (English and Spanish) on the CISD Website under Accountability.

2.4: Opportunities for all children to meet State standards

The campus implements reform strategies to address school needs including opportunities for all students and student subgroups to exceed academic standards.

Teachers meet with instructional coaches to create progress monitoring intervention plans for all students who are performing below grade level. Students who are not making progress, receive additional interventions through:

- RTI
- Small group instruction
- guided reading
- LLI
- In class support

2.5: Increased learning time and well-rounded education

The campus implements strategies that increase the amount of quality learning time in order to meet the needs of students.

2.6: Address needs of all students, particularly at-risk

The campus will address the needs of all students but particularly the needs of those students who are at-risk of not meeting academic standards. We closely monitor our at-risk students and work to ensure we are meeting their educational needs through:

- progress monitoring
- RTI
- IEP implementation and data collection
- Guided reading running records and reading level progress
- Guided Math

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The campus develops, in collaboration with parents, the Family Engagement Policy and the School/Parent Compact and distributes it via school messenger as well as hard copies to all parents at the beginning of the school year. At the end of the year, we distribute a family

survey and use those results to develop our needs assessment for community and parent involvement.

3.2: Offer flexible number of parent involvement meetings

PTO meetings are held monthly and public meetings alternate times between morning and evening to ensure all parents have the opportunities to participate. Parent/teacher conferences are held during the day and before/after school. All school/home communication is provided electronically, through social media, as well as hard copies to ensure all of our parents have a fair opportunity to participate in school meetings and events.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Consuela Ayala	RTI Bilingual	Title I	1.00
Egla Reyna	Instructional Coach	Title I	1.00
Lorena Hiracheta	RTI Bilingual	Title I	1.00
Perla Cisneros	Instructional Coach Bilingual	Title I	1.00
Rachel Stowe	RTI	Title I	1.00

Plan Notes

Row Labels	Sum of Amount	Sum of FTE
Austin		
SCE		
Extra Duty	\$3,296	0.06
Gen Education Teachers for At-Risk Students	\$1,728,789	25.38
General Supplies	\$13,436	0.00
SCE Total	\$1,745,521	25.44
Title I		
Family Engagement	\$3,228	0.00
General Supplies	\$58,909	0.00
Professional	\$371,890	6.76
Travel	\$8,000	0.00
Cont. of Learning Eligible (Reserved)	\$49,000	0.00
Title I Total	\$491,027	6.76
Title III EL		
Books	\$500	0.00
Extra Duty	\$4,500	0.08
General Supplies	\$2,500	0.00
Title III EL Total	\$7,500	0.08
Austin Total	\$2,244,048	32.28

Campus Planning and Decision Making Committee

Committee Role	Name	Position
Administrator	Serena Pierson	Principal
Classroom Teacher	Rachel Stowe	Teacher Year 1
Classroom Teacher	Melissa Sharp	Teacher Year 1
Classroom Teacher	Chelsea Keller	Teacher Year 1
Classroom Teacher	Isabel Marquez	Teacher Year 1
Classroom Teacher	Stephanie Schaffer	Teacher Year 1
Classroom Teacher	Jenny Hughey	Teacher Year 1
Classroom Teacher	Jane Cadman	Teacher Year 1
Non-classroom Professional	Perla Cisneros	Instructional coach - Year 1
Non-classroom Professional	Lorena Rodas	Counselor Year 1
Parent	Jessica Macon	Parent
Business Representative	Taylor Macon	business owner year 2
Paraprofessional	Angela Wilkinson	Paraprofessional Year 1

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	Teachers		\$1,745,521.00
Sub-Total					\$1,745,521.00
Budgeted Fund Source Amount					\$1,745,521.00
+/- Difference					\$0.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Benchmark phonics, grammar and writer's workshop		\$39,000.00
1	2	1	Benchmark's grammatica, phonetica, and writer's workshop in Spanish		\$10,000.00
1	3	2	Guided Reading Books and resources		\$35,000.00
1	3	3	RTI teachers and coaches		\$371,890.00
1	4	1	Manipulatives, instructional books		\$10,500.00
1	4	2	Math intervention programs		\$5,000.00
3	1	1	Training consultants, travel		\$8,000.00
4	1	2	Babysitting, materials, healthy snacks		\$3,228.00
6	1	2	Technology devices		\$8,409.00
Sub-Total					\$491,027.00
Budgeted Fund Source Amount					\$491,027.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Writer's workshop teacher resource		\$5,500.00
1	2	2	Summit Learning		\$2,000.00
Sub-Total					\$7,500.00
Budgeted Fund Source Amount					\$7,500.00
+/- Difference					\$0.00
Grand Total					\$2,244,048.00

Addendums