

Conroe Independent School District

Austin Elementary

2021-2022 Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Areas of concern when looking at student achievement data sources:

- Only 50%(decrease of 8%) of all students met the approaches grade level in writing on STAAR
- In Reading, LEP students scores 54% which is 8% less than the all student groups
- 39% of students scored below a rating of 2 on their written composition
- 44% of students are reading below grade level as measured by the EOY reading levels.(BAS)
- 4th Grade writing- Bilingual students scored 33% (17% lower than all students), SPED students scored only 13% at approaches grade level.
- Math decreased in both grade levels and overall by 16%
- Reading Scores decreased in both grade levels and overall by 13%
- Early literacy data shows that 40% of students are reading below grade level
- Austin had 47% Met standard for white students on STAAR reading.

Student Achievement Strengths

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

- In 4th grade math, 51% of students MET expectations, and 21% MASTERED grade level curriculum
- Kindergarten literacy scores improved from last year.
- In 3rd grade Math, students improved 9% from EOY benchmark to STAAR
- Austin had 64% of white students meet standard on the 2021 STAAR.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Reading scores decreased from 69% to 56% from the 2019 STAAR to 2021 STAAR. **Root Cause:** Implementation of best practices lacked fidelity.

Problem Statement 2: LEP students scored 8% lower than all students in Reading. **Root Cause:** Implementation of best practices lacked fidelity.

Problem Statement 3: Bilingual Writing scores were at 33% for approaches grade level. **Root Cause:** Resources for aligning writing best practices were not located and implemented until November.

Problem Statement 4 (Prioritized): Early literacy scores indicate that 44% of students in first grade are reading below grade level. **Root Cause:** Guided reading implementation lacked fidelity and the phonics program was not implemented in a timely manner.

Problem Statement 5 (Prioritized): The percent of first graders scoring met standard on the BOY math assessment is 77%. **Root Cause:** Kindergarten math instruction lacks rigor and guided math lacks fidelity.

Problem Statement 6: Math scores on STAAR over all were 64% which is a drop of 16%. **Root Cause:** Guided Math implementation was delayed which made the gaps in math more difficult to identify and close.

Problem Statement 7 (Prioritized): Only 58% of all students met the standard in reporting category three: Computations and Algebraic reasoning **Root Cause:** Fact fluency is not being implemented with fidelity in K-4.

Problem Statement 8 (Prioritized): White students scored below the federal accountability score of 60% in Reading, with only 47% of white students at Met Standard. **Root Cause:** White students are also economically disadvantaged and are held to two different standards.

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): On the OHI (Organizational Health Inventory), Austin dropped into the 26th percentile which is a decrease of 20 percentile points from the previous years. **Root Cause:** Virtual instruction and social distancing made it difficult for teachers to collaborate and celebrate in a way that build a positive culture.

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

Root Cause 1: There is a lack of understanding from parents/community of how they can contribute to the overall success of the school.

Problem Statement 1 Areas: Parent and Community Engagement

Problem Statement 2: On the OHI (Organizational Health Inventory), Austin dropped into the 26th percentile which is a decrease of 20 percentile points from the previous years.

Root Cause 2: Virtual instruction and social distancing made it difficult for teachers to collaborate and celebrate in a way that build a positive culture.

Problem Statement 2 Areas: Culture and Climate

Problem Statement 3: Early literacy scores indicate that 44% of students in first grade are reading below grade level.

Root Cause 3: Guided reading implementation lacked fidelity and the phonics program was not implemented in a timely manner.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Only 58% of all students met the standard in reporting category three: Computations and Algebraic reasoning

Root Cause 4: Fact fluency is not being implemented with fidelity in K-4.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Reading scores decreased from 69% to 56% from the 2019 STAAR to 2021 STAAR.

Root Cause 5: Implementation of best practices lacked fidelity.

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: The percent of first graders scoring met standard on the BOY math assessment is 77%.

Root Cause 6: Kindergarten math instruction lacks rigor and guided math lacks fidelity.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: White students scored below the federal accountability score of 60% in Reading, with only 47% of white students at Met Standard.

Root Cause 7: White students are also economically disadvantaged and are held to two different standards.

Problem Statement 7 Areas: Student Achievement

Goals

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 1: Increase the percent of 3rd grade students that score at the meets grade level or above on STAAR Reading from 32% to 40%.

HB3 Goal

Strategy 1 Details
<p>Strategy 1: Train and coach all reading teachers K-4 in the Reading Academy. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: ELA Instructional Coach - Title I - \$77,746</p>
Strategy 2 Details
<p>Strategy 2: Weekly planning meetings to collaboratively plan high rigor lessons and activities. Strategy's Expected Result/Impact: To ensure rigor of lessons matches rigor of TEKS Staff Responsible for Monitoring: Instructional coaches and Administrators. Title I Schoolwide Elements: 2.4</p>
Strategy 3 Details
<p>Strategy 3: Teachers will monitor progress of students using a variety of data including benchmarks, exit tickets, anecdotal notes, records, and oral responses. Strategy's Expected Result/Impact: Teachers will monitor student progress toward state accountability measures. Staff Responsible for Monitoring: Administrators, instructional coaches, and teachers Funding Sources: General Education Teachers for At-Risk Students - State Comp Ed - \$1,765,303</p>
Strategy 4 Details
<p>Strategy 4: Implement campus based summer program to address learning loss. Strategy's Expected Result/Impact: Three week session will help students with learning loss and allow them access to instructional materials during the summer. Staff Responsible for Monitoring: Summer administrator, Instructional coaches, teacher Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Results Driven Accountability Funding Sources: Summer School Teachers and Materials - ESSER - \$24,000</p>

Strategy 5 Details

Strategy 5: Provide non fiction, high interest reading materials to motivate students to read for meaning and enjoyment.

Strategy's Expected Result/Impact: Having students exposed to non fiction text will enable them to practice the skills they need for STAAR

Staff Responsible for Monitoring: Classroom teachers, team leaders.

Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum

Funding Sources: Scholastic New and Story Works - ESSER - \$3,000

Strategy 6 Details

Strategy 6: Provide teacher resources that assist in closing the learning gap.

Strategy's Expected Result/Impact: Providing resources that assist teachers in bridging the learning gap, will result in more students being on or close to grade level by the end of the year.

Staff Responsible for Monitoring: Teachers, instructional coaches

TEA Priorities: Build a foundation of reading and math

Funding Sources: - ESSER - \$4,500

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 2: Increase the percent of 3rd grade students that score meets grade level or above on STAAR Math from 29%-35%.

HB3 Goal

Strategy 1 Details
<p>Strategy 1: Austin teachers will participate in guided math job embedded Professional learning with a trained consultant.</p> <p>Strategy's Expected Result/Impact: Teachers will provide differentiated instruction during small group instruction.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: Guided Math Consultant - ESSER - \$30,000</p>
Strategy 2 Details
<p>Strategy 2: Utilize Math instructional coach to train and coach teachers on CISD Solves best practices with particular emphasis on guided math.</p> <p>Strategy's Expected Result/Impact: Teachers will implement CISD Solves components with fidelity.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Math Instructional Coach - Title I - \$76,992</p>
Strategy 3 Details
<p>Strategy 3: Teachers will differentiate math instruction through tiered anchor stations in order to meet the needs of individual students.</p> <p>Strategy's Expected Result/Impact: stations aligned to student need</p> <p>Staff Responsible for Monitoring: Instructional Coaches and teachers.</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 5</p>
Strategy 4 Details
<p>Strategy 4: Teachers will utilize Dreambox to provide students with individualized math lessons.</p> <p>Strategy's Expected Result/Impact: Students will make progress towards closing the mathematical gaps or extending their mathematical abilities.</p> <p>Staff Responsible for Monitoring: classroom teacher, instructional coaches, Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: Dreambox Software - ESSER - \$8,000</p>

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 5: The percent of first graders scoring met standard on the BOY math assessment is 77%. **Root Cause:** Kindergarten math instruction lacks rigor and guided math lacks fidelity.

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 3: Increase the percent of White students meeting grade level standard in Reading from 47% to 60%.

Targeted or ESF High Priority

Strategy 1 Details
<p>Strategy 1: Provide reading intervention teacher specifically for students who did not meet standard on 3rd grade Reading STAAR. Strategy's Expected Result/Impact: More students moving from did not meet standard to met standard. Staff Responsible for Monitoring: Principal, Assistant Principal Title I Schoolwide Elements: 2.4 - ESF Levers: Lever 5: Effective Instruction Funding Sources: Intervention Teacher - ESSER - \$118,755</p>
Strategy 2 Details
<p>Strategy 2: Implement Saturday and after school tutorials school STAAR review for students that were not successful on STAAR (4th graders) or Benchmarks (3rd grade) and that fall into the subgroups that did not meet federal standards. Strategy's Expected Result/Impact: Increase the overall scores of students in subgroups that fail short of the federal accountability mark. Staff Responsible for Monitoring: Instructional coaches, Administrators, teachers Targeted Support Strategy Funding Sources: - State Comp Ed - \$21,936, - ESSER - \$7,500</p>
Strategy 3 Details
<p>Strategy 3: Provide resources that align to the new structure of the Reading/Language arts STAAR test for 3rd and 4th grade students. Strategy's Expected Result/Impact: Students will be able to practice the skills in the new format in order to perform better on the STAAR. Staff Responsible for Monitoring: Classroom teachers, Instructional coaches. Title I Schoolwide Elements: 2.4 Funding Sources: Measuring Up Student Books - Title I - \$6,825</p>

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 4: Increase Math reporting category 3 (computation and algebraic reasoning) from 58% to 65%.

Strategy 1 Details
<p>Strategy 1: Ensure that all teachers are trained in the CISD Solves framework with an emphasis on fact fluency.</p> <p>Strategy's Expected Result/Impact: Teachers will implement fact fluency instruction daily as well as include it in instructional stations.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Math Instructional coach.</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 7</p>
Strategy 2 Details
<p>Strategy 2: Teachers will implement quality fact fluency stations.</p> <p>Strategy's Expected Result/Impact: Increase students' automatically with multiplication, additions, and subtraction facts.</p> <p>Staff Responsible for Monitoring: Instructional Coaches, Administrators.</p> <p>Title I Schoolwide Elements: 2.6</p>
Strategy 3 Details
<p>Strategy 3: The teachers at Austin will implement a fact fluency competition at each grade level to motivate students to become more fluent with their facts.</p> <p>Strategy's Expected Result/Impact: Increase the motivation for students to learn their facts.</p> <p>Staff Responsible for Monitoring: Spirit committee, Assistant Principal, team leaders.</p>

Performance Objective 4 Problem Statements:

Student Achievement
<p>Problem Statement 7: Only 58% of all students met the standard in reporting category three: Computations and Algebraic reasoning Root Cause: Fact fluency is not being implemented with fidelity in K-4.</p>

Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

Performance Objective 5: Increase the percentage of first grade students reading on grade level from 44%- 75%

Strategy 1 Details
<p>Strategy 1: Utilize progress monitoring and RTI system to meet students where they are and provide intervention to help close the reading gap in early grades.</p> <p>Strategy's Expected Result/Impact: Number of kinder and first grade students reading on grade level increases</p> <p>Staff Responsible for Monitoring: Instructional coach, administrators</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: Student Achievement 4</p> <p>Funding Sources: Intervention Teacher - Title I - \$76,615</p>
Strategy 2 Details
<p>Strategy 2: Differentiate reading instruction for ESL and bilingual students so that they are bi-literate.</p> <p>Strategy's Expected Result/Impact: Increase the number of bilingual and ESL students reading on grade level</p> <p>Staff Responsible for Monitoring: Bilingual Academic Interventionist</p> <p>Problem Statements: Student Achievement 4</p> <p>Funding Sources: Bilingual Academic Interventionist - Title I - \$76,992</p>

Performance Objective 5 Problem Statements:

Student Achievement
<p>Problem Statement 4: Early literacy scores indicate that 44% of students in first grade are reading below grade level. Root Cause: Guided reading implementation lacked fidelity and the phonics program was not implemented in a timely manner.</p>

Goal 2: School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

Performance Objective 1: Increase the overall OHI score from the 26th percentile to the 46th percentile.

Strategy 1 Details
<p>Strategy 1: Implement committees to ensure teachers have a voice and ownership in decisions throughout the school.</p> <p>Strategy's Expected Result/Impact: By teachers being on committees that make decisions they will feel empowered and have high morale and autonomy.</p> <p>Staff Responsible for Monitoring: Administrators.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>

Goal 2: School Leadership and Fiscal Responsibility

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

Performance Objective 2: Austin Elementary will maintain effective fiscal management of resources and operations

Evaluation Data Sources: Budget alignment

Strategy 1 Details
<p>Strategy 1: Meet with campus secretary monthly to review budgets and ensure purchases are aligned to student and campus need</p> <p>Strategy's Expected Result/Impact: Budget aligned with CIP</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p>

Goal 3: Recruitment, Development, and Retention of Staff

CISD will recruit, develop, and retain a highly-qualified staff to ensure effective instruction for all students.

Performance Objective 1: Austin Elementary will provide bi-monthly professional tiered professional learning in order to develop teachers' ability to implement best practices with fidelity.

Strategy 1 Details
<p>Strategy 1: Surveys will be utilized to gauge the learning needed by the staff. Strategy's Expected Result/Impact: By using surveys, we can offer preferred and differentiated professional learning for teachers. Staff Responsible for Monitoring: Administrators and instructional coaches ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>
Strategy 2 Details
<p>Strategy 2: Austin teachers will participate in job embedded professional learning through instructional rounds, lab sites, and feedback from Reading consultant. Strategy's Expected Result/Impact: Teachers will be able to make immediate instructional adjustments based on feedback. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers Funding Sources: Literacy Consultant - ESSER - \$11,177</p>

Goal 3: Recruitment, Development, and Retention of Staff

CISD will recruit, develop, and retain a highly-qualified staff to ensure effective instruction for all students.

Performance Objective 2: Austin Elementary teachers will improve their ability to collaboratively plan and review data.

Targeted or ESF High Priority

Evaluation Data Sources: PLC agendas and data planning sheets

Strategy 1 Details
<p>Strategy 1: Austin Elementary teachers will attend PLC conference in order to learn and/or refine their collaborative planning practices.</p> <p>Strategy's Expected Result/Impact: PLC time that will be utilized for collaboration around planning quality instruction.</p> <p>Staff Responsible for Monitoring: Administrators , Instructional coaches</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum</p> <p>Funding Sources: PLC Conference - Title I - \$4,828</p>

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 1: Increase PTO membership to 90% teachers participation.

Evaluation Data Sources: PTO membership forms and payments.

Strategy 1 Details
<p>Strategy 1: Conduct a PTO drive in order to increase teacher participation in the PTO organization.</p> <p>Strategy's Expected Result/Impact: Increase the number of teachers participating in PTO</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 3.2</p> <p>Problem Statements: Parent and Community Engagement 1</p>

Performance Objective 1 Problem Statements:

Parent and Community Engagement
<p>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.</p>

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 2: Increase Parent communication and parent support through frequent and differentiated communication.

Evaluation Data Sources: Parent surveys

Strategy 1 Details
<p>Strategy 1: Hire and Utilize a parent Involvement Liaison to support meaningful communication between school and home.</p> <p>Strategy's Expected Result/Impact: Increase communication between school and home and support parents.</p> <p>Staff Responsible for Monitoring: Parent Liaison, Principal, Assistant Principal</p> <p>Title I Schoolwide Elements: 3.2</p> <p>Funding Sources: Parent Liaison - ESSER - \$41,615</p>
Strategy 2 Details
<p>Strategy 2: Austin Elementary will provide more frequent opportunities for parents to come to the school for instructional nights, parent meetings, and PTO meetings.</p> <p>Strategy's Expected Result/Impact: Having parents involved in their child's school in a meaningful way will lead to engaged students and engaged families.</p> <p>Staff Responsible for Monitoring: Parent Involvement committee, Parent Liaison</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Material for Events - Title I - \$3,175</p>

Goal 4: Safe and Collaborative School Culture

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

Performance Objective 3: Austin Elementary will ensure a safe and orderly environment that is conducive to learning.

Evaluation Data Sources: parent surveys

Strategy 1 Details
<p>Strategy 1: Review safety procedures and conduct safety drills to ensure the effectiveness of the emergency operating procedures.</p> <p>Strategy's Expected Result/Impact: reflect on procedures to increase effectiveness during emergencies.</p> <p>Staff Responsible for Monitoring: Principal, and safety manager</p>
Strategy 2 Details
<p>Strategy 2: School-wide implementation of foundations expectations.</p> <p>Strategy's Expected Result/Impact: Consistency across grade level in the implementation of school wide expectations</p> <p>Staff Responsible for Monitoring: foundations committee</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>

Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 1: English Language Learners served in bilingual and ESL will advance one TELPAS proficiency level over the previous year

Strategy 1 Details
<p>Strategy 1: Implement Summit K-12 for ELL students to ensure growth in Reading, Writing, Listening, and Speaking.</p> <p>Strategy's Expected Result/Impact: Increase students rating at least one level on TELPAS</p> <p>Staff Responsible for Monitoring: classroom teachers, Instructional coaches</p> <p>Title I Schoolwide Elements: 2.4 - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Summit K12 - Title III - \$1,750</p>
Strategy 2 Details
<p>Strategy 2: Campus Instructional coach support during instructional planning and lesson delivery.</p> <p>Strategy's Expected Result/Impact: By receiving frequent input and feedback during guided reading and planning, teachers will refine their teaching practices and improve student learning.</p> <p>Staff Responsible for Monitoring: Bilingual Instructional coach</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning - Targeted Support Strategy - Results Driven Accountability</p> <p>Funding Sources: Bilingual Instructional Coach - Title I - \$77,746</p>

Goal 5: Effective Instruction

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

Performance Objective 2: Provide professional learning and observations and feedback to ensure the routine use of technology in the classrooms.

Targeted or ESF High Priority

Evaluation Data Sources: Training sign in, walkthrough/observations

Strategy 1 Details
<p>Strategy 1: Austin will include a designated technology class into the specials rotation.</p> <p>Strategy's Expected Result/Impact: Increase students' ability to utilize technology for instructional purposes</p> <p>Staff Responsible for Monitoring: computer lab paraprofessional, Administrators</p> <p>Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Problem Statements: Student Achievement 4</p>
Strategy 2 Details
<p>Strategy 2: Students will participate in learning activities during reading and math utilizing technology as learning tools as well as output devices.</p> <p>Strategy's Expected Result/Impact: Increase students proficiency in using technology to learn or present new information.</p> <p>Staff Responsible for Monitoring: classroom teachers</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Funding Sources: Headphones - Title III - \$5,750, Chromebooks/Student Computers - Title I - \$10,000</p>

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 4: Early literacy scores indicate that 44% of students in first grade are reading below grade level. Root Cause: Guided reading implementation lacked fidelity and the phonics program was not implemented in a timely manner.</p>

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.

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	General Education Teachers for At-Risk Students		\$1,765,303.00
1	3	2			\$21,936.00
Sub-Total					\$1,787,239.00
Budgeted Fund Source Amount					\$1,787,239.00
+/- Difference					\$0.00
Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	ELA Instructional Coach		\$77,746.00
1	2	2	Math Instructional Coach		\$76,992.00
1	3	3	Measuring Up Student Books		\$6,825.00
1	5	1	Intervention Teacher		\$76,615.00
1	5	2	Bilingual Academic Interventionist		\$76,992.00
3	2	1	PLC Conference		\$4,828.00
4	2	2	Material for Events		\$3,175.00
5	1	2	Bilingual Instructional Coach		\$77,746.00
5	2	2	Chromebooks/Student Computers		\$10,000.00
Sub-Total					\$410,919.00
Budgeted Fund Source Amount					\$410,919.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1	Summit K12		\$1,750.00
5	2	2	Headphones		\$5,750.00
Sub-Total					\$7,500.00
Budgeted Fund Source Amount					\$7,500.00
+/- Difference					\$0.00

ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Summer School Teachers and Materials		\$24,000.00
1	1	5	Scholastic New and Story Works		\$3,000.00
1	1	6			\$4,500.00
1	2	1	Guided Math Consultant		\$30,000.00
1	2	4	Dreambox Software		\$8,000.00
1	3	1	Intervention Teacher		\$118,755.00
1	3	2			\$7,500.00
3	1	2	Literacy Consultant		\$11,177.00
4	2	1	Parent Liaison		\$41,615.00
Sub-Total					\$248,547.00
Budgeted Fund Source Amount					\$248,547.00
+/- Difference					\$0.00
Grand Total					\$2,454,205.00