

**Conroe Independent School District**  
**Austin Elementary**  
**2022-2023 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

Austin had the following performance percentages on the 2022 STAAR assessment.

- On 3rd Grade Reading, 66% of students achieved approaches and only 36% met standard.
- On 3rd Grade Reading Reporting Category 3 (Understanding/Analysis of Informational text), students scored 52% passing.
- On 3rd Grade Math, 63% of students achieved approaches and only 28% met standard.
- On 3rd Grade Math, Reporting Category 3 (Geometry and Measurement) was 48% passing.
- K-2 improved the percentage of students reading on grade level; however, we still have 38% of students reading below grade level.
- On 3rd Grade Reading, Bilingual students testing in English scored 70% in approaches grade level.
- On 3rd Grade Reading, Bilingual students testing in Spanish scored 45% at the approaches level.

### Student Achievement Strengths

Austin had the following academic strengths on the 2022 STAAR assessment.

- On 4th Grade Reading, 66% of all students met standard.
- On 4th Grade Reading, white students had 74% met standard which exceeds the federal accountability measure.
- On 4th Grade Math, 54% of students met standard.
- On 4th Grade Math, white students had 61% that met standard which exceeds the federal accountability measure.
- On all STAAR tested areas increased from the 2021 STAAR assessment.
- The progress measure score was rated an 'A'.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** The percentage of 3rd grade students meeting grade level standard on the 2022 STAAR Reading was 36%. **Root Cause:** Intervention is not addressing each level of student need.

**Problem Statement 2 (Prioritized):** 3rd Grade reading data on Reporting Category 3 was 52% passing on the 2022 STAAR assessment. **Root Cause:** Readers' workshop in grades K-2 lacks rigor and fidelity.

**Problem Statement 3:** K-2 reading levels indicate that 38% of students are reading significantly below grade level. **Root Cause:** Teachers need more training on effective strategies when readers struggle.

**Problem Statement 4 (Prioritized):** 3rd Grade math reporting category 3 was below 50% passing on the 2022 STAAR assessment. **Root Cause:** Guided Math lacks differentiation and productive struggle by students.

**Problem Statement 5:** On the TELPAS test, 31% of students in 3rd grade scored at the beginning level in the area of Reading. **Root Cause:** Bilingual and ESL students in 2nd grade are not making appropriate gains in reading the English language.

**Problem Statement 6:** Emergent bilingual students who took the reading test in Spanish scored significantly lower than those that took it in English. **Root Cause:** The Spanish STAAR test utilizes academic vocabulary that is difficult for students to comprehend.

**Problem Statement 7:** 3rd Grade white students scored significantly below the federal accountability measure in Reading. **Root Cause:** White students who are also economically disadvantaged have a passing standard that is significantly higher than the other two categories.

**Problem Statement 8:** 3rd Grade white students scored significantly below the federal accountability measure in math. **Root Cause:** White students who are also economically disadvantaged have a passing standard that is significantly higher than the other two categories.

# Culture and Climate

## Culture and Climate Summary

When looking at the OHI data, 8 out of 10 Dimensions increased. Slight decreases occurred in morale and resource utilization.

## Culture and Climate Strengths

When looking at the OHI data, strengths were observed in the following areas.

Goal focus increased by 11 points

Autonomy increased by 25 points

Adaptation increased by 22 points

The middle 1/3 is being lifted by the top 1/3

## Problem Statements Identifying Culture and Climate Needs

**Problem Statement 1:** The number of administrative interventions with the specific students increased from previous years. **Root Cause:** Lack of a consistent system for addressing repeated behaviors that traditional discipline does not decrease.

**Problem Statement 2:** Teacher morale is the lowest indicator of the overall health of the school. **Root Cause:** Learning loss of students during COVID absences caused teachers stress and a significant reason to worry.

**Problem Statement 3:** OHI scores increased but are still significantly lower than they were before virtual instruction. **Root Cause:** Learning loss of students that participated in virtual learning made it difficult for teachers to feel that they are being academically successful with their students.

# Parent and Community Engagement

## Parent and Community Engagement Summary

With the addition of a parent liaison, we increased our parent volunteer hours and improved our communication. We were unable to bring Watch D.O.G.S. back due to COVID restrictions.

## Parent and Community Engagement Strengths

Strengths for parent and community engagement included:

- parent liaison contact for parents
- weekly newsletter for parent communication
- PTO events that brought parents into the school
- library nights

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Students were unable to cope with the stressors associated with balancing school and home life. **Root Cause:** Parents' struggle to find resources to assist their children emotionally, socially, and academically.

**Problem Statement 2:** Attendance at Austin Elementary was under 95% which was lower than previous years. **Root Cause:** COVID cases are still impacting our attendance as students are staying home if they have been exposed or have symptoms.

**Problem Statement 3:** Parents need more opportunities to be involved with their children's education. **Root Cause:** Lack of understanding and communication regarding various ways parents can assist in their child's education.

# Priority Problem Statements

**Problem Statement 1:** The percentage of 3rd grade students meeting grade level standard on the 2022 STAAR Reading was 36%.

**Root Cause 1:** Intervention is not addressing each level of student need.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** 3rd Grade reading data on Reporting Category 3 was 52% passing on the 2022 STAAR assessment.

**Root Cause 2:** Readers' workshop in grades K-2 lacks rigor and fidelity.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** 3rd Grade math reporting category 3 was below 50% passing on the 2022 STAAR assessment.

**Root Cause 3:** Guided Math lacks differentiation and productive struggle by students.

**Problem Statement 3 Areas:** Student Achievement

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- RDA data
- Community Based Accountability System (CBAS)

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

## 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 and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- School safety data
- Enrollment trends

#### **Employee Data**

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

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

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

# 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 36% to 48%.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Interim Assessments and STAAR data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide teachers with coaching cycles, instructional rounds, and lab sites in order to build teacher capacity. <b>Strategy's Expected Result/Impact:</b> By modeling and coaching best practices in reading, teachers will provide quality reading instruction resulting in an increase in reading scores <b>Staff Responsible for Monitoring:</b> Reading Instructional Coach  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 1, 2 <b>Funding Sources:</b> Instructional Coaches - Title I - \$79,729	Formative			Summative
	Oct	Dec	Mar	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will monitor progress of students in reading using a variety of data including formative assessments, anecdotal notes, teacher observation, oral responses and exit tickets. <b>Strategy's Expected Result/Impact:</b> Teachers will monitor progress of students toward state accountability measures in reading. <b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coaches, Teachers  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> Teacher - State Comp Ed - \$67,570	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide Reading STAAR tutorials including Saturday school for all 3rd and 4th grade students. <b>Strategy's Expected Result/Impact:</b> By providing individualized and prescriptive interventions, students will increase their STAAR scores. <b>Staff Responsible for Monitoring:</b> Teachers  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> Tutorials - State Comp Ed - \$5,666.50	Formative			Summative
	Oct	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 1 Problem Statements:

Student Achievement
<b>Problem Statement 1:</b> The percentage of 3rd grade students meeting grade level standard on the 2022 STAAR Reading was 36%. <b>Root Cause:</b> Intervention is not addressing each level of student need.
<b>Problem Statement 2:</b> 3rd Grade reading data on Reporting Category 3 was 52% passing on the 2022 STAAR assessment. <b>Root Cause:</b> Readers' workshop in grades K-2 lacks rigor and 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 2:** Increase the percent of 3rd grade students that score meets grade level or above on STAAR Math from 28% to 38%.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Interim Assessments and STAAR

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide teachers with coaching cycles, instructional rounds, and lab sites in order to build teacher capacity. <b>Strategy's Expected Result/Impact:</b> By modeling and coaching best practices in math, teachers will provide quality math instruction resulting in an increase in reading scores. <b>Staff Responsible for Monitoring:</b> Math Instructional Coach  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Problem Statements:</b> Student Achievement 4 <b>Funding Sources:</b> Math Instructional Coach - Title I - \$78,733	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will monitor progress of students in math using a variety of data including formative assessments, anecdotal notes, teacher observation, oral responses and exit tickets <b>Strategy's Expected Result/Impact:</b> Teachers will monitor progress of students toward state accountability measures in math. <b>Staff Responsible for Monitoring:</b> Administrators, Instructional Coaches, and Teachers  <b>Title I:</b> 2.4, 2.6 - <b>Problem Statements:</b> Student Achievement 4 <b>Funding Sources:</b> Teacher - State Comp Ed - \$6,487	Formative			Summative
	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide Math STAAR tutorials including Saturday school for all 3rd and 4th grade students. <b>Strategy's Expected Result/Impact:</b> By providing individualized and prescriptive interventions, students will increase their STAAR scores <b>Staff Responsible for Monitoring:</b> Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> Teachers - State Comp Ed - \$5,666.50	Formative			Summative
	Oct	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 2 Problem Statements:

Student Achievement
<b>Problem Statement 4:</b> 3rd Grade math reporting category 3 was below 50% passing on the 2022 STAAR assessment. <b>Root Cause:</b> Guided Math lacks differentiation and productive struggle by students.

## 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 percentage of student success on 3rd Grade reading reporting category 3 (Understanding and Analyzing Informational Text) from 52% to 65%





**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Interim Assessments and STARR

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide teachers with high interest, leveled, non-fiction text for teaching. <b>Strategy's Expected Result/Impact:</b> Increase students' ability to understand and analyze informational text. <b>Staff Responsible for Monitoring:</b> Teachers  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math - <b>Problem Statements:</b> Student Achievement 1, 2 <b>Funding Sources:</b> Reading Subscriptions and Guided Reading Books - State Comp Ed - \$11,333	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will attend data PLC meetings to monitor the progress toward increasing the number of students scoring proficient on this reporting category. <b>Strategy's Expected Result/Impact:</b> As teachers monitor data and discuss successful instructional strategies, students will increase their ability to analyze and understand non-fiction text. <b>Staff Responsible for Monitoring:</b> Teachers, Coaches  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will be provided with classroom libraries and Guided Reading books from the non-fiction genre. <b>Strategy's Expected Result/Impact:</b> Instructing students using non fiction books and giving them access to those books during independent reading will increase their ability to understand and analyze this genre. <b>Staff Responsible for Monitoring:</b> Instructional coaches  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math - <b>Funding Sources:</b> Non fiction Books - Title I - \$4,500	Formative			Summative
	Oct	Dec	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

### Performance Objective 3 Problem Statements:

Student Achievement
<b>Problem Statement 1:</b> The percentage of 3rd grade students meeting grade level standard on the 2022 STAAR Reading was 36%. <b>Root Cause:</b> Intervention is not addressing each level of student need.
<b>Problem Statement 2:</b> 3rd Grade reading data on Reporting Category 3 was 52% passing on the 2022 STAAR assessment. <b>Root Cause:</b> Readers' workshop in grades K-2 lacks rigor and 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 4:** Increase the number of students in K-2 reading on grade level from 68% to 75%.





**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** MOY and BOY literacy assessments and Mclass data.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Utilize progress monitoring and RTI system to meet students where they are and provide intervention to help close the reading gap in early grades. <b>Strategy's Expected Result/Impact:</b> Number of students in grades K-2 reading on grade level will increase <b>Staff Responsible for Monitoring:</b> Teachers and Interventionist  <b>Funding Sources:</b> Bilingual Intervention Teachers - Title I - \$78,733, Bilingual Intervention Teacher - Title I - \$78,733, Intervention and Class Size Reduction Teachers - ESSER III - \$191,702	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Ensure teachers are implementing reader's workshop with fidelity. <b>Strategy's Expected Result/Impact:</b> When implemented with fidelity, reader's workshop results in students having the skills needed to read unfamiliar text. <b>Staff Responsible for Monitoring:</b> Administrators and Instructional coaches  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Oct	Dec	Mar	June



Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Teachers will participate in ongoing professional learning on what to do when readers struggle. <b>Strategy's Expected Result/Impact:</b> By receiving focused professional learning, teachers will be able to be prescriptive in their interventions with struggling readers, resulting in more students reading on or close to grade level. <b>Staff Responsible for Monitoring:</b> Teachers  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction		Formative			Summative
		Oct	Dec	Mar	June
		<div> <div>  No Progress           </div> <div>  Accomplished           </div> <div>  Continue/Modify           </div> <div>  Discontinue           </div> </div>			





## 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:** Decrease the number of 3rd grade bilingual students scoring at the beginning level in reading from 31% to 20%.

**High Priority**

**Evaluation Data Sources:** TELPAS





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide students the opportunity to practice the skills required on TELPAS through the use of Summit K12. <b>Strategy's Expected Result/Impact:</b> By practicing the required skills, students will know what to expect and will be more successful. <b>Staff Responsible for Monitoring:</b> Assistant Principal, Bilingual/ESL teachers  <b>Title I:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Funding Sources:</b> Summit K12 Program - ESSER III - \$2,500	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide instructional materials including classroom libraries in both English and Spanish so that students have the opportunity to be bi-literate. <b>Strategy's Expected Result/Impact:</b> By accessing material in both languages, students begin to acquire the needed reading and writing skills in English without losing their literacy in their native language. <b>Staff Responsible for Monitoring:</b> Teachers  <b>Funding Sources:</b> Books and Materials - Title III - \$7,100	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

## 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: Austin Elementary will maintain effective fiscal management of resources and operations

**Evaluation Data Sources:** Budget alignment

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Principal will conduct a bi-weekly meeting with the campus secretary to ensure alignment of budget expenditures with campus goals. <b>Strategy's Expected Result/Impact:</b> Budget and campus goal will be aligned <b>Staff Responsible for Monitoring:</b> Principal  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Dec	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





## 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:** Increase the Overall OHI score from the 29th percentile to the 50th percentile

**High Priority**

**Evaluation Data Sources:** OHI

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement morale teams where teachers build relationships with people outside of their teams. <b>Strategy's Expected Result/Impact:</b> By working on fun activities with people other than their team, overall OHI will increase. <b>Staff Responsible for Monitoring:</b> Committee chair  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

### 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 learning that correlates with campus goals in order to positively impact students in the classroom.

**Evaluation Data Sources:** Book study

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Austin Elementary will conduct differentiated book studies in order to meet the needs of different grade level teachers. <b>Strategy's Expected Result/Impact:</b> By reading and discussing a book that teachers identify as addressing a need, they will have buy in and it will impact instructional practices in the identified area. <b>Staff Responsible for Monitoring:</b> Instructional Coaches  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> New teachers to CISD will participate in a coaching cycle. <b>Strategy's Expected Result/Impact:</b> Teachers will be able to learn and grow in CISD best practices. <b>Staff Responsible for Monitoring:</b> Instructional Coaches  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Dec	Mar	June
<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 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:** Austin Elementary will increase opportunities for parent involvement in their child's academic and social-emotional success.

##### High Priority

**Evaluation Data Sources:** Attendance at parent events and academic nights.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Austin will hire a Parent Liaison to facilitate the communication of parental involvement opportunities. <b>Strategy's Expected Result/Impact:</b> By having a Parent Liaison, communication about parent training, workshops and volunteer opportunities will be streamlined. <b>Staff Responsible for Monitoring:</b> Parent Liaison  <b>Title I:</b> 4.1, 4.2 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Funding Sources:</b> Parent Liaison - ESSER III - \$39,812	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Austin will host and participate in feeder parent education nights to enhance parents ability to assist their children with different aspects of social and emotional situations. <b>Strategy's Expected Result/Impact:</b> By training parents on various topics that students have to face, we are strengthening our connection between school and home. <b>Staff Responsible for Monitoring:</b> Counselors  <b>Title I:</b> 2.6, 4.1, 4.2 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> Family Engagement Communication, Healthy Snacks, Materials - Title I - \$3,648	Formative			Summative
	Oct	Dec	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

#### 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 varied communication methods.

**Evaluation Data Sources:** Increased communication will strengthen parents' ability to assist their student to be successful both academically and socially.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Austin Elementary will send out weekly communication via online newsletter, as well as publish upcoming events on social media and our school website calendar.  <b>Strategy's Expected Result/Impact:</b> By communicating through a variety of mediums, we will reach more parents and have better participation and parent support. <b>Staff Responsible for Monitoring:</b> School Secretary, Web Master, Social Media Facilitator, and Grade Level Representatives.  <b>Title I:</b> 4.1, 4.2 <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning		Formative			Summative
		Oct	Dec	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
				 Discontinue	





#### 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.

##### High Priority

**Evaluation Data Sources:** parent surveys, drill logs, Watch D.O.G.S. participation calendar

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Review safety procedures and conduct safety drills to ensure the effectiveness of the emergency operating procedures. <b>Strategy's Expected Result/Impact:</b> By implementing and practicing safety protocols, we will be prepared in the event of an emergency. <b>Staff Responsible for Monitoring:</b> Safety Coordinator, Counselor, Teachers, Administrators.  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Funding Sources:</b> Nurse Aide - ESSER III - \$10,410	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement Watch Dogs program to assist with school safety. <b>Strategy's Expected Result/Impact:</b> By having an increased presence of patrol, the school will be safer. <b>Staff Responsible for Monitoring:</b> Counselors  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Dec	Mar	June
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				



## 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:** The number of students meeting grade level standard on math instruction will increase by 15%.

### High Priority

**Evaluation Data Sources:** interim assessment, classroom assessments, and STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Mar	June
<b>Strategy 1:</b> Implement the use of Dreambox in math classrooms K-4 to assist with overcoming learning loss in math. <b>Strategy's Expected Result/Impact:</b> By providing individualized and differentiated math instruction, students will be able to close the learning gaps associated with learning loss due to COVID. <b>Staff Responsible for Monitoring:</b> Teachers, Assistant Principal  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 4 <b>Funding Sources:</b> Dreambox - Title I - \$8,000				
<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>				

### Performance Objective 1 Problem Statements:

Student Achievement
<b>Problem Statement 4:</b> 3rd Grade math reporting category 3 was below 50% passing on the 2022 STAAR assessment. <b>Root Cause:</b> Guided Math lacks differentiation and productive struggle by students.

## 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 training, resources, and observation feedback to ensure best practices in reading and Math are being implemented with fidelity.

**Evaluation Data Sources:** Professional learning sign in sheets, observation data and lesson plans.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide teachers with reading resources including classroom libraries and phonics instructional material. <b>Strategy's Expected Result/Impact:</b> By providing books for kids to access as well as other instructional material, students will be able to progress as readers. <b>Staff Responsible for Monitoring:</b> Instructional Coaches, Administrators  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Achievement 1, 2 <b>Funding Sources:</b> Instructional Resources - Title I - \$32,794	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide teachers with math instructional resources including manipulatives. <b>Strategy's Expected Result/Impact:</b> By giving teachers access to research based math resources, they will be able to address the learning loss in math. <b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, Administrators.  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> instructional materials and manipulatives - ESSER III - \$4,502	Formative			Summative
	Oct	Dec	Mar	June
<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>				

## Performance Objective 2 Problem Statements:

Student Achievement
<p><b>Problem Statement 1:</b> The percentage of 3rd grade students meeting grade level standard on the 2022 STAAR Reading was 36%. <b>Root Cause:</b> Intervention is not addressing each level of student need.</p> <p><b>Problem Statement 2:</b> 3rd Grade reading data on Reporting Category 3 was 52% passing on the 2022 STAAR assessment. <b>Root Cause:</b> Readers' workshop in grades K-2 lacks rigor and fidelity.</p>

# Title I

## 1. Comprehensive Needs Assessment (CNA)

### 1.1: Comprehensive Needs Assessment

The campus conducted an annual comprehensive needs assessment of the entire school, analyzing the academic achievement of all students and subgroups of students.

## 2. Campus Improvement Plan

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus developed a CIP involving parents and other stakeholders such as teachers, the campus principal, paraprofessionals, and community stakeholders.

### 2.2: Regular monitoring and revision

The campus will regularly monitor the CIP and revise strategies based on our identified needs. Our core team will monitor the plan, including administrators, campus coaches, student support services coaches, RTI interventionists, and counselors. Once the Campus Improvement plan is complete, we will share it with staff and parents.

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

The campus ensures our Campus Improvement plan is publicly available to parents and the community (English and Spanish) on the CISD Website under Accountability and available upon request in hard copy.

### 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. Staff and administration closely monitor grades and assessments to ensure students are on target to meet State standards. Students who are at risk of missing their targeted benchmarks receive support and small group instruction, including:

- RTI Instruction
- In Class Small Group Instruction
- Pull Out Support
- Push In Support

### 2.5: Increased learning time and well-rounded education

The campus executes strategies to increase the quality and amount of learning time available to strengthen the academic program in the school and provides students with an enriched and accelerated curriculum.

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

The campus will address all students' needs, particularly those 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:

- RTI Instruction
- Small Group Instruction
- Guided Math
- In Class Support

## **3. Annual Evaluation**

### **3.1: Annually evaluate the schoolwide plan**

The campus conducted an annual comprehensive needs assessment of the entire school, analyzing the academic achievement of all students and subgroups of students. Data included academic, social, and emotional reviews by stakeholders, including teachers (general and special education), administration, student support, and families. In addition, the campus explored the intent, use of funds, and available school resources. During formative reviews, the core team will evaluate the Title I Schoolwide Plan annually and throughout the school year.

## **4. Parent and Family Engagement (PFE)**

### **4.1: Develop and distribute Parent and Family Engagement Policy**

With parents' input, the campus jointly developed a written Family Engagement Policy and School Family Student Compact. We also used our Parent Survey at the end of the year to make any needed changes to our Family Engagement Policy and School Family Student Compact.

### **4.2: Offer flexible number of parent involvement meetings**

The campus offers various family engagement activities, including flexible times and days of the week. In addition, the campus sends home information regarding family engagement opportunities and required notices in a format and language that families can understand. (English and Spanish).

## 5. Targeted Assistance Schools Only

# Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Coaches		\$79,729.00
1	2	1	Math Instructional Coach		\$78,733.00
1	3	3	Non fiction Books		\$4,500.00
1	4	1	Bilingual Intervention Teachers		\$78,733.00
1	4	1	Bilingual Intervention Teacher		\$78,733.00
4	1	2	Family Engagement Communication, Healthy Snacks, Materials		\$3,648.00
5	1	1	Dreambox		\$8,000.00
5	2	1	Instructional Resources		\$32,794.00
Sub-Total					\$364,870.00
Budgeted Fund Source Amount					\$364,870.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	Books and Materials		\$7,100.00
Sub-Total					\$7,100.00
Budgeted Fund Source Amount					\$7,100.00
+/- Difference					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Teacher		\$67,570.00
1	1	3	Tutorials		\$5,666.50
1	2	2	Teacher		\$6,487.00
1	2	3	Teachers		\$5,666.50
1	3	1	Reading Subscriptions and Guided Reading Books		\$11,333.00
Sub-Total					\$96,723.00
Budgeted Fund Source Amount					\$96,723.00
+/- Difference					\$0.00

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Intervention and Class Size Reduction Teachers		\$191,702.00
1	5	1	Summit K12 Program		\$2,500.00
4	1	1	Parent Liaison		\$39,812.00
4	3	1	Nurse Aide		\$10,410.00
5	2	2	instructional materials and manipulatives		\$4,502.00
Sub-Total					\$248,926.00
Budgeted Fund Source Amount					\$248,926.00
+/- Difference					\$0.00
Grand Total Budgeted					\$717,619.00
Grand Total Spent					\$717,619.00
+/- Difference					\$0.00