

Campus Improvement Plan  
2018-2019

***Austin Elementary School***



Submitted for Board Approval October 2018



# Comprehensive Needs Assessment

## Data Sources Reviewed

STAAR Performance Scores	Kindergarten - 2 <sup>nd</sup> Grade DRA/TPRI Levels
K-12 Insight Staff Climate Survey	K-12 Insight Student Climate Survey
K-12 Insight Parent Climate Survey	Texas Academic Performance Report
TEA School Report Card	PIEMS Student Data
TELPAS Data	

## Identified Strengths

### Student Achievement

Met all 6 areas of Distinction as recognized by TEA according to STAAR
> 90% of Students Consistently Approach Grade Level Expectations on STAAR Reading, Math, Science, Writing
<p>Austin Student Demographics</p> <ul style="list-style-type: none"> <li>• African American 11%</li> <li>• Hispanic 28%</li> <li>• White 52%</li> <li>• Asian 2%</li> <li>• 2 or More Races 6%</li> <li>• Economically Disadvantaged 23%</li> <li>• English Language Learners 4%</li> <li>• Special Education 8%</li> </ul>

**STAAR DATA 2018 – Austin Elementary**

Grade	Tested on STAAR	Reading APPROACHES	Reading MEETS	Reading MASTERS	Math APPROACHES	Math MEETS	Math MASTERS	Writing APPROACHES	Writing MEETS	Writing MASTERS	Science APPROACHES	Science MEETS	Science MASTERS
<b>3<sup>rd</sup></b>	All Students	94%	52%	37%	96%	67%	34%	X	X	X	X	X	X
	Eco.Dis	86%	45%	31%	90%	62%	31%	X	X	X	X	X	X
	Hispanic	89%	52%	37%	96%	63%	33%	X	X	X	X	X	X
	Asian	100%	25%	25%	100%	50%	50%	X	X	X	X	X	X
	Black	91%	27%	27%	82%	36%	18%	X	X	X	X	X	X
	White	96%	55%	34%	98%	74%	34%	X	X	X	X	X	X
	2 or More	100%	100%	100%	100%	100%	33%	X	X	X	X	X	X
<b>4<sup>th</sup></b>	All Students	93%	67%	42%	92%	73%	56%	80%	64%	24%	X	X	X
	Eco.Dis	82%	48%	27%	79%	58%	42%	61%	42%	12%	X	X	X
	Hispanic	91%	50%	31%	94%	72%	50%	75%	56%	19%	X	X	X
	Asian	100%	100%	100%	100%	100%	100%	100%	100%	0%	X	X	X
	Black	100%	77%	54%	92%	77%	62%	92%	85%	23%	X	X	X
	White	91%	74%	43%	89%	70%	53%	78%	59%	16%	X	X	X
	2 or More	100%	100%	50%	100%	100%	100%	100%	100%	50%	X	X	X

5 <sup>th</sup>	All Student	99%	88%	48%	100%	83%	53%	X	X	X	95%	66%	42%
	Eco.Dis	100%	79%	47%	100%	79%	44%	X	X	X	91%	60%	34%
	Hispanic	100%	78%	43%	100%	78%	38%	X	X	X	97%	57%	32%
	Asian	100%	0%	0%	100%	0%	0%	X	X	X	100%	0%	0%
	Black	100%	70%	30%	100%	80%	40%	X	X	X	90%	70%	30%
	White	98%	86%	57%	100%	93%	69%	X	X	X	93%	80%	55%
	2 or More	100%	80%	40%	100%	60%	60%	X	X	X	100%	40%	40%

#### School Climate and Culture

90% of Parents gave Austin an "A" or "B" rating over all.
98% of Staff Members feel that we have high learning standards for our students.
96% of Staff Members feel that students are being given what they need for future success.
No Place for Hate Campus for 5+ years.

#### Staff Quality, Recruitment, and Retention

Austin hires the most qualified applicants from a large pool of employees.
75% of Austin teachers have 10 or more years of experience.
Austin hosts a large number of student observers and student teachers.

#### Curriculum, Instruction, and Assessment

Austin received 5 of 6 areas of distinction designation from TEA.
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Teachers routinely plan together and use the district roadmaps.
Teachers receive support from a campus based reading facilitator and math facilitator.
Staff trained on unwrapped TEKS and using process standards to guide instruction and assessments.

### Community and Student Engagement

More than 75% of Austin Families joined PTO.
100% of Austin Staff joined PTO.
School clubs have significant student participation. (Cosmic Choir, Art Club, Running Club, UIL)
Teachers receive a lot of parent support for school activities. (Field trips, programs, special events, classroom activities)

### School Organization

Teachers actively participate in the organization of the school through SBDM, grade level and vertical team meetings and participation on the planning committee.
Students have many choices to participate in school events and extra curricular activities.

## Technology

All classrooms are equipped with promethean boards, document cameras, Ipads, and computers as well as access to laptops.
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Each instructional staff member received a laptop and an ipad.
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There are multiple site liscenses to enhance the curriculium. (Study Island, Razz Kids, Big Brainz)
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Staff is advanced or on target on most areas according to the STAR chart.
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## Identified Needs

## Priorities Based off of Identified Needs

### Demographics

SPED students need to be as successful as their general ed peers.	RTI for all students needing interventions to be successful.
Closely monitor our At-Risk population to ensure they progress on state assessments.	Provide additional monitoring through on-going review of data and RTI.
	Utilize at-risk funds to tutor and purchase additional research based instructional materials.

### Student Achievement

Continue to reach all students to meet expectations on state assessments.	Continue to implement consistent, researched based strategies at all grade levels to improve and strengthen the core instruction for each subject area.
Increase the % of students that master grade level expectations on state assessments.	Math Facalitor plans with every grade level to ensure that Deep Practice is rigorous and meaningful.
SPED students to increase their proficiency and ability to read and comprehend on grade level	Use item analysis to target struggling students in each subject to bridge gaps in skills.

### School Culture and Climate

Encourage all staff to work together and support each other.	Create motivation activities for staff throughout the year.
Focus on the strategies in Fred Jones and Capturing Kids Hearts to create a positive environment for all students.	Recognize and praise staff's effort to show that administration is aware of all the hard work that staff members do. Continue participation to receive the designation as a "No Place For Hate" campus.
Counselor works with all classes to continue to have our campus to be a "No Place For Hate".	Safety patrol will monitor and continue to be present before and after school.



*Please Note: Activities funded through federal programs or State Compensatory Education must be identified in the priorities section above.*

## Identified Needs

## Priorities Based off of Identified Needs

### Staff Quality, Recruitment, and Retention

Recruit HQ staff that replicates or student demographics.	Provide professional development to new staff members in the core areas.
Provide support to new staff members in the area of professional development and mentoring.	Utilize resources to implement T-TESS and the Student Learning Objective.
Effectively implement T-TESS and pilot the Student Learning Objective with 2 <sup>nd</sup> grade.	PTO provides mini grants for teachers to purchase classroom supplies and rewards.

### Curriculum, Instruction, and Assessment

Utilize the facalitors to assist with the planning using roadmaps, lesson activities and major assessments.	Continue the implementation of Data Teams, vertical teams, and grade level meetings to monitor the consistent implementation of rigirous curriculum.
Utilize data teams and vertical teams to improve student work and performance.	Provide teachers training and resources to use best practices in engaging students, making instruction rigorous, and focusing on depth and complexity with classroom instruction and extension activities.
	Met all 6 areas of distinction as measured by STAAR.

### Community and Student Engagement

Increase parent support and involvement in PTO and schoolwide events.	Invite and communicate with parents on school wide decisions, events, and activities.
	Communicate regularly with parents through multiple forums including school website, Facebook, parent newsletters, etc.

School Organization

Campus stakeholders contribute and have a voice.	Encourage all families to join PTO.
Continue to utilize various methods to maintain clear communication and buy-in for the standards, goals, and expectations of the campus.	Optimize all communication within the school.
Offer programs to meet the needs of a changing population.	Expand/Add/Promote existing clubs such as, running club, choir, UIL, Girls Above Society, etc.

*Please Note: Activities funded through federal programs or State Compensatory Education must be identified in the priorities section above.*

## Identified Needs

## Priorities Based off of Identified Needs

### Technology

Maximize Interact participation.	Schedule our CITS for staff training on various technology options available for their classroom.
Increase use of technology in everyday instruction.	

*Please Note: Activities funded through federal programs or State Compensatory Education must be identified in the priorities section above.*

## Improvement Plan Goals

Goal 1: **READING:** By June 2019 Austin Elementary students will improve scores by 3-5% on summative assessments such as DRA and STAAR Reading assessments as a result of implementing a consistent, planned, and monitored instructional program.

Goal 2: **MATH:** By June 2019 Austin Elementary students will improve scores by 3-5% on summative assessments such as Universal Math Screeners and STAAR Math assessments as a result of implementing a consistent, planned, and monitored instructional program.

Goal 3: **WRITING:** By June 2019 Austin Elementary students will improve scores by 5% on summative assessments such as grade level common assessments, district assessments, and STAAR Writing assessments as a result of implementing a consistent, planned, and monitored instructional program.

Goal 4: **SCIENCE:** By June 2019 Austin Elementary students will improve scores by 5% on summative assessments such as grade level common assessments, district assessments, and STAAR Science assessments as a result of implementing a consistent, planned, and monitored instructional program.

Goal 5: 100% of teachers at Austin Elementary will use technology as a tool to facilitate learning, deliver instruction, and increase productivity throughout the 2018-2019 school year as measured through STAR chart and T-TESS.

## Goal 1-READING

<b>Goal Statement:</b> By May of 2019, all students will improve scores by 5% on summative assessments such as DRA and STAAR Reading assessments as a result of implementing a consistent, planned, and monitored instructional program.	<b>CNA Area of Need:</b> Curriculum, Instruction, Assessment, Student Achievement				
	<b>Supporting Data</b>				
<b>2018 Student Performance addressed by the Goal (if applicable):</b>	K-2 DRA	3-5 STAAR			
<b>2018 Missed Safeguards addressed by Goal (if applicable):</b>	SPED Reading	SPED Science			
<b>Title I Components Addressed by Goal (if applicable):</b>					

**Performance Objective 1.1:** Reading K-2: The percentage of K-2 student scoring on grade level or higher will increase to 80% or more at the end of each nine weeks as measured by the DRA/Running record.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
The lowest students in 1 <sup>st</sup> grade will receive Reading Recovery intervention. The number of students will be determined by student need and available time slots.	Teacher Reading Interventionist	Every 9 weeks	None	DRA levels in 1 <sup>st</sup>
Reading vertical team will meet every nine weeks to collaborate about curriculum, instructional strategies, and challenges relating to campus literacy	Teachers Reading Facilitator	Every 9 weeks	None	Walk Through Data District Assessments and Grade Level Assessments STAAR
The reading vertical team will collaborate to determine common language/pictures/strategies relating to word attack and reading. These	Teachers Reading Facilitator	Every 9 weeks	None	Walk Through Data District Assessments and Grade Level Assessments STAAR

strategies will be shared with all K-5 teachers and parents.				
Teachers with the support of the campus Reading Facilitator will unwrap the TEKS standards during lesson planning to develop lesson plans, activities and assessments using the district roadmaps as a guide.	Principal, Reading Facilitator, Teacher	Every 9 weeks	None	DRA levels K, 1, 2 – increase the number of students scoring on or above grade level.
Teachers will integrate TEKS and ELPS into the lesson plans through language and content objectives, using sentence stems, and vocabulary documented in their plans.	Principal, Reading Facilitator, Teacher	Every 9 weeks	None	DRA levels K, 1, 2 – increase the number of students scoring on or above grade level.
Teachers will deliver reading curriculum through a balanced literacy approach including guided reading using a variety of literature and genres.	Principal, Reading Facilitator, Teacher	Every 9 weeks	None	Documented on Walkthroughs
LEP students will be provided additional support as needed through the use of supplementary materials, technology, and additional support during small group instruction. Teachers will receive training to be able to support the LEP students.	Assistant Principal, Principal, Instructional Facilitators	Weekly	ESL Funds - \$836	DRA Levels, District Assessments, and Grade Level Assessments.
The reading facilitator will be a resource for staff development utilizing research-based strategies and approaches with an emphasis on balanced literacy.	Principal Reading Facilitator	Monthly	Local Funds	DRA Levels, District Assessments, and Grade Level Assessments.
Regular review and discussion of data will be held in order to determine interventions and additional support before, during, and after the school day for the students. RTI will be utilized to document interventions and track progress of all students and student groups.	Reading Facilitator, Principal, Teacher	Weekly	State Comp Ed. Funds. \$5485	Summative – weekly reading lesson plans will reflect daily deep practice, and balanced literacy. Walkthrough data will document data from classroom observations.

Parental Engagement activities such as Family Fun Nights, and STAAR Information Night will help parents understand the academic rigor and skills needed to be successful in school. Sheltered strategies such as hands on, visuals, and vocabulary development will be utilized.	Facilitators, Principal, Assistant Principal, Teachers	3 Times a Year	Local Funds	Walk Through Data District Assessments and Grade Level Assessments STAAR
Tutorials will continue to be provided for specific students utilizing planned activities and curriculum that targets reading standards and strategies. Interventions will be documented as part of the RTI process to meet every students' needs	Reading Facilitator, Principal, Counselor, Teachers	Every Nine Weeks	State Comp Ed. Funds \$17,737.00	Walk Through Data District Assessments and Grade Level Assessments STAAR Lesson Plans

**Performance Objective 1.2: Reading 3-5:**

- The percentage of 3<sup>rd</sup> grade students scoring as Mastering Grade Level will increase from 34% to 39%.
- The percentage of 4<sup>th</sup> grade students scoring as Mastering Grade Level will increase from 56% to 61%.
- The percentage of 5<sup>th</sup> grade student scoring as Mastering Grade Level will increase from 53% to 58%. (These scores are based on the April administration of STAAR.)

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
Science, Social Studies, and Reading teachers in grades 1-5 will teach a close reading lesson and utilize close reading strategies at least once a week. Teachers will use a variety of texts and genres during reading instruction.	Reading Facilitator, Principal, Teacher	Weekly	None	Walk Through Data District Assessments and Grade Level Assessments. STAAR
Deep practice will be done daily in reading to provide daily opportunities for students to analyze a variety of genres. Students will infer, summarize, and paraphrase texts and make connections in STAAR formatted questions.	Teachers	Daily/Weekly	None	Walk Through Data District Assessments and Grade Level Assessments STAAR



Learning from various trainings will be shared and implemented in reading. Grade Levels will plan together to ensure coverage of all material in the roadmaps.	Teachers	Each nine weeks	None	Walk Through Data District Assessments and Grade Level Assessments STAAR
Teachers with the support of the campus Reading Facilitator will unwrap the TEKS standards during lesson planning to develop lesson plans, activities and assessments using the district roadmaps as a guide	Reading Facilitator, Teachers, Principal	Each nine weeks	None	Walk Through Data District Assessments and Grade Level Assessments STAAR
Regular review and discussion of data will be held in order to determine interventions and additional support before, during, and after the school day for the students. RTI will be utilized to document interventions and track progress of all students and student groups.	Reading Facilitator, Teachers, Principal	Each nine weeks	None	Walk Through Data District Assessments and Grade Level Assessments STAAR

**Performance Objective 1.3:** Identified SPED students in Reading K-5. The percentage of special education students meeting standard in reading will increase by 5% or more to meet the 65% safeguard as measured by campus/district assessments and STAAR.

- The percentage of 3<sup>rd</sup> grade SPED students scoring as Approaching Grade Level will increase from 55% to 65%.
- The percentage of 4<sup>th</sup> grade SPED students scoring as Approaching Grade Level will increase from 54% to 85%.
- The percentage of 5<sup>th</sup> grade SPED students scoring as Approaching Grade Level will increase from 81% to 85%.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
SPED students will be provided additional support as needed through the use of supplementary materials, technology, and additional support during small group instruction. Teacher will plan with the SPED	Sped Teacher, Teachers, Principal	Weekly	None	Walk Through Data District Assessments and Grade Level Assessments STAAR

teacher and work together to support the special education students.				
Teachers will implement strategies learned in the classroom to support the special education students.	Teachers Principal	Weekly	None	Walk Through Data District Assessments and Grade Level Assessments STAAR
All IEP progress reports and report cards will be reviewed and updated every 9 weeks to ensure that students are meeting the expected academic progress.	Teachers, SPED teacher, Principal	Weekly	None	Walk Through Data District Assessments and Grade Level Assessments STAAR

## Goal 2- MATH

<b>Goal Statement:</b> By June 2019 Austin Elementary students will improve scores by 3-5% on summative assessments such as Universal Math Screeners and STAAR Math assessments as a result of implementing a consistent, planned, and monitored instructional program.	<b>CNA Area of Need:</b> Curriculum, Instruction, Assessment, Student Achievement				
	<b>Supporting Data</b>				
<b>2018 Student Performance addressed by the Goal (if applicable):</b>	K-2 Universal Math Screeners	3-5 Math STAAR			
<b>2018 Missed Safeguards addressed by Goal (if applicable):</b>					
<b>Title I Components Addressed by Goal (if applicable):</b>					

**Performance Objective 2.1:** Math K-2: The percentage of K-2 student scoring on grade level or higher will increase to 70% or more at the end of each nine weeks as measured by the Universal Screeners or Report Cards.

<b>Activity / Strategy</b>	<b>Staff Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evaluation</b>
Teachers with the support of the campus Math Facilitator will unwrap the TEKS standards during lesson planning to develop lesson plans, activities and assessments using the district roadmaps as a guide.	Teachers, Math Facilitator, Principal	Weekly	None	Walk Through Data District Assessments and Grade Level Assessments STAAR
The Math facilitator will be a resource for staff development utilizing research-based strategies and approaches with an emphasis on students having hands on problem solving and multiple opportunities to talk through their thinking.	Teachers, Math Facilitator, Principal	Each Grading Period	None	Walk Through Data District Assessments and Grade Level Assessments STAAR
Regular review and discussion of data will be held in order to determine interventions and additional support before, during, and after the school day for the students. RTI will be utilized to document interventions and track progress of all students and student groups.	Teachers, Math Facilitator, Principal	Monthly	None	Walk Through Data District Assessments and Grade Level Assessments STAAR
Tutorials will be provided before, during and after school for at-risk/struggling students. Planned activities and curriculum that targets math objectives and strategies depending on student needs. Interventions will be documented as part of the RTI process to meet student needs.	Teachers	October to June	State Comp. Ed. \$8995 (\$5485/tutoring & \$3510/6200-6400)	Walk Through Data District Assessments and Grade Level Assessments STAAR
The Math Facilitator will work with at-risk students to close the gap between their ability and the expected grade level expectations in their instructional grade level.	Math Facilitator/Principals	October to June	State Comp Ed. \$35,475	Walk Through Data District Assessments and Grade Level Assessments STAAR

**Performance Objective 2.2: Math 3-5:**

- The percentage of 3<sup>rd</sup> grade students scoring as Masters Grade Level will increase from 32% to 35%.
- The percentage of 4<sup>th</sup> grade students scoring as Masters Grade Level will increase from 56% to 59%.
- The percentage of 5<sup>th</sup> grade student scoring as Masters Grade Level will increase from 52% to 56%. (These scores are based on the April administration of STAAR.)

<b>Activity / Strategy</b>	<b>Staff Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evaluation</b>
Teachers with the support of the campus Math Facilitator will unwrap the TEKS standards during lesson planning to develop lesson plans, activities and assessments using the district roadmaps as a guide.	Teachers, Math Facilitator, Principal	Weekly	None	Walk Through Data District Assessments and Grade Level Assessments STAAR
The Math facilitator will be a resource for staff development utilizing research-based strategies and approaches with an emphasis on students having hands on problem solving and multiple opportunities to talk through their thinking.	Teachers, Math Facilitator, Principal	Each grading period	None	Walk Through Data District Assessments and Grade Level Assessments STAAR
Regular review and discussion of data will be held in order to determine interventions and additional support before, during, and after the school day for the students. RTI will be utilized to document interventions and track progress of all students and student groups.	Teachers, Math Facilitator, Principal	Monthly	None	Walk Through Data District Assessments and Grade Level Assessments STAAR
50% of the questions on major assessments will be dual coded questions.	Math Facilitator, Teachers, Principal	Each 9 Weeks	None	Walk Through Data District Assessments and Grade Level Assessments STAAR

### Goal 3 - WRITING

<b>Goal Statement:</b> By June 2019 Austin Elementary students achieving Master Grade Level content performance in grade 4 on the Writing STAAR test will increase from 24% to 29%	<b>CNA Area of Need:</b> Student Achievement: Increase the percent of students Meeting Expectations on STAAR writing.				
	<b>Supporting Data</b>				
<b>2018 Student Performance addressed by the Goal (if applicable):</b>	STAAR 4 <sup>th</sup> Writing				
<b>2018 Missed Safeguards addressed by Goal (if applicable):</b>					
<b>Title I Components Addressed by Goal (if applicable):</b>					

**Performance Objective:** Writing 4<sup>th</sup> Grade: The percentage of 4<sup>th</sup> grade students Mastering Grade Level as scored on STAAR will increase to 29%.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
The Reading Facilitator will plan with the staff to ensure that there is a vertical alignment and consistency in the writing program throughout the campus.	Reading Facilitator, Teachers, Principal	Each 9 Weeks	None	Walk Through Data District Assessments and Grade Level Assessments STAAR
Writing tutorials will be held for students before, during or after school	Teachers	1 <sup>st</sup> thru 3 <sup>rd</sup> 9 Weeks	State Comp Ed.	Walk Through Data District Assessments and Grade Level Assessments STAAR
The writing vertical team will implement, monitor, and evaluate writing instruction on the campus including daily writing in all subjects,	Reading Facilitator, Teachers, Principal	Each 9 Weeks	None	Walk Through Data District Assessments and Grade Level Assessments STAAR

balanced literacy, and writing academy/six traits implementation.				
K-5 teachers will unwrap the TEKS when planning lessons to make sure that all parts of the TEK is being taught and to the application level. Lessons will include weekly spiral deep practice on revision and editing including self and peer editing.	Reading Facilitator, Teachers, Principal	Weekly	None	Walk Through Data District Assessments and Grade Level Assessments STAAR

## Goal 4 - SCIENCE

<b>Goal Statement:</b> By June 2019 Austin Elementary students will improve scores by 5% on summative assessments such as grade level common assessments, district assessments, and STAAR Science assessments as a result of implementing a consistent, planned, and monitored instructional program.	<b>CNA Area of Need:</b> Student Achievement: Increase the percentage of students Mastering Grade Level Content as measured on STAAR – Science.				
	<b>Supporting Data</b>				
<b>2018 Student Performance addressed by the Goal (if applicable):</b>	District Assessments	STAAR Science			
<b>2018 Missed Safeguards addressed by Goal (if applicable):</b>	SPED 5 <sup>th</sup> Science				
<b>Title I Components Addressed by Goal (if applicable):</b>					

<p><b>Performance Objective 4.1:</b> Science: Identified SPED students in grades K-5, The percentage of special education students meeting standard in science will increase by 5% or more to meet the 65% safeguard as measured by campus/district &amp; STAAR assessments.</p> <ul style="list-style-type: none"> <li>The percentage of 5<sup>th</sup> grade SPED students scoring as Approaching Grade Level will increase from 71% to 76%.</li> </ul>
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Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
The science teachers will unwrap the TEKS and plan lessons so that 50% of the time the lesson includes both the process and either readiness or supporting standards at the application level.	Teachers	Weekly	None	Walk Through Data District Assessments and Grade Level Assessments STAAR
Students will be exposed to STEM activities and opportunities.	Teachers	Weekly	None	Walk Through Data District Assessments and Grade Level Assessments STAAR
Students will be provided multiple opportunities during each grading period to complete experiments. Students will demonstrate safe practices during the lab, plan and implement experimental investigations through hands on science, collect and analyze information using tools, and draw or develop a model.	Teachers	Each Grading Period	Local Funds for materials	Walk Through Data District Assessments and Grade Level Assessments STAAR
Teachers will provide a vocabulary rich, spiraling science curriculum, that includes hands-on, common science vocabulary and the 5E model for learning.	Teachers	Weekly	Local Funds for materials	District Assessments, Grade level assessments, daily lessons, lesson plans and STAAR.

**Performance Objective:** Science 4.2 : The percentage of K-5 special education students meeting standard in science will increase by 5% or more to meet the 65% safeguard as measured by campus/district assessments and STAAR.

Activity / Strategy	Staff Responsible	Timeline	Resources	Evaluation
SPED students will be provided additional support as needed through the use of supplementary materials, technology, and additional support	Teachers, SPED Teacher, Principal	Weekly	None	Walk Through Data District Assessments and Grade Level Assessments STAAR

during small group instruction. Teacher will plan with the SPED teacher and work together to support the special education students.				
Teachers will implement strategies learned in the classroom to support the special education students.	Teachers, SPED Teacher, Principals	Weekly	None	Walk Through Data District Assessments and Grade Level Assessments STAAR
All IEP progress reports and report cards will be reviewed and updated every 9 weeks to ensure that students are meeting the expected academic progress.	Teachers, SPED Teacher, Principals	Each 9 Weeks at Progress Report Time and End of Grading Period	None	Walk Through Data District Assessments and Grade Level Assessments STAAR

## Goal 5 Technology

<b>Goal Statement:</b> 100% of teachers at Austin Elementary will use technology as a tool to facilitate learning, deliver instruction, and increase productivity throughout the 2018-2019 school year as measured through STAR chart and T-TESS.	<b>CNA Area of Need:</b> Technology, Curriculum, Instruction, Assessment, Student Achievement				
	<b>Supporting Data</b>				
<b>2018 Student Performance addressed by the Goal (if applicable):</b>	K-2 DRA	3-5 STAAR			
<b>2018 Missed Safeguards addressed by Goal (if applicable):</b>	SPED Reading	SPED Science			
<b>Title I Components Addressed by Goal (if applicable):</b>					

**Performance Objective:** Multiple opportunities will be provided for all teachers to increase their knowledge and skills in using technology in the areas of math, reading, writing, science, and social studies.



<b>Activity / Strategy</b>	<b>Staff Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Evaluation</b>
All K-5 students will have access to online programs to further extend and/or enrich all academic content areas.	Teachers, Principals, CITS	Weekly	General	Lesson Plans, Walkthroughs
Teachers will be provided with staff development opportunities on the various technology tools available in the district to enhance instruction.	Teachers Principals CITS	Each 9 Weeks	General	Sign in Sheets Walk Throughs
Technology equipment will be kept up to date and utilized for student instruction. Teachers will have access to iPads, laptops as well as active expressions to incorporate into instruction to engage learners.	Teachers, Principal, CITS	Each 9 Weeks	General	Check Out Sheets, Walk Throughs and Lesson Plans

## Financial Summary

Funding Source	Total Amount
State Comp Ed	<ul style="list-style-type: none"> <li>• Supplies/Materials – \$2925</li> <li>• Extra Duty Pay – \$3510/\$5484</li> <li>• State Comp Ed Funded Personnel - \$58,699</li> </ul>
Local Funds	<ul style="list-style-type: none"> <li>• Administrative – \$2300</li> <li>• Teachers, Nurse, Counselor – \$5200</li> <li>• Library – \$4500</li> <li>• Students / Instruction – \$30,490</li> </ul>
English as Second Language	\$836

## SBDMC Members

<b>Name</b>	<b>Position / Role</b>
<b>Bud Whileyman</b>	<b>Principal</b>
<b>Laura Dozier</b>	<b>Assistant Principal</b>
<b>Elaine Thomas</b>	<b>Counselor</b>
<b>Amy Amacker</b>	<b>SPED Team</b>
<b>Laura Brown</b>	<b>Specials Team</b>
<b>Bridgett Helmcamp</b>	<b>Kinder Teacher</b>
<b>Tiffany Young</b>	<b>1<sup>st</sup> Teacher</b>
<b>Amanda McAuley</b>	<b>2<sup>nd</sup> Teacher</b>
<b>Makella Rohan</b>	<b>3<sup>rd</sup> Teacher</b>
<b>Jorge Barrera</b>	<b>4<sup>th</sup> Teacher</b>
<b>Amanda Fisk</b>	<b>5<sup>th</sup> Teacher</b>
<b>Lauren Dunn</b>	<b>Parent</b>
<b>Dee Coats</b>	<b>Parent</b>
<b>Jessica Kean</b>	<b>Parent</b>
<b>Mike Meyer</b>	<b>Parent</b>

## Campus Improvement Plan Members

<b>Title</b>	<b>Name</b>
<b>Administrator</b>	<b>Bud Whileyman</b>
<b>Teacher</b>	<b>Julie Cantu</b>
<b>Teacher</b>	<b>Stacy Thompson</b>
<b>Teacher</b>	<b>Kasey Sorbel</b>
<b>Teacher</b>	<b>Faye Harris</b>
<b>Teacher</b>	<b>Shelly Brown</b>
<b>Teacher</b>	<b>Erica Silva</b>
<b>Business Member</b>	<b>Mike Meyers</b>
<b>Parent</b>	<b>Christian O'Dell</b>
<b>Community Member</b>	<b>Claudia Wright</b>

# The contents of this plan support the Texas Education Agency Strategic Priorities and Enablers

Every child, prepared for success in college, a career or the military.

Strategic priorities



Recruit, support,  
and retain  
teachers and  
principals



Build a foundation  
of reading and  
math



Connect high  
school to career  
and college



Improve low-  
performing  
schools

Enablers



Increase transparency, fairness and rigor in district and  
campus academic and financial performance



Ensure compliance, effectively implement legislation  
and inform policymakers



Strengthen organizational foundations  
(resource efficiency, culture, capabilities, partnerships)