

# Gregory-Portland Independent School District

## Austin Elementary

### 2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



# Mission Statement

The mission of S. F. Austin Elementary is to encourage each student to strive for their personal best and ensure all students become life-long learners in order to function, contribute and compete as responsible individuals in an ever-changing world.

# Vision

The vision of S.F. Austin Elementary is to provide and maintain a successful partnership of home, school, and community to ensure personal and academic success of all students today and in the future.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Stephen F. Austin Elementary School is located in Gregory, Texas in the Southeastern portion of San Patricio County, just 12 miles north of Corpus Christi on Highway 181. Gregory was designated as a station on the San Antonio and Aransas Pass Railroad in 1866. In 2007-2008, the Gregory-Portland ISD, established Stephen F. Austin Elementary School. S. F. Austin Elementary, a Title I School, is a EE-5th grade campus that serves students from the communities of Gregory and Portland. S.F. Austin also has special education/services (PPCD for 3, 4, and 5 year olds/Kindergarten; and Adaptive Education/AE for 1st, 2nd, and 3rd grades).

Demographics summary from **2016-2017**: African American 1.6%; Hispanic 73.7%; White 22.2%; Asian 0.8%; Pacific Islander 0.2%; Two or More Races 1.4%; Economically Disadvantaged 64.0%; and English Language Learners (ELL) 4.2%. S. F. Austin Elementary has a mobility rate of 17.8% and serves 13.3% in Special Education. Currently for the 2017-2018, S.F. Austin's student populations are as follows: African American .01%; Hispanic 73.8%; White 22.8%; Asian 1.8%; Economically Disadvantaged 73%; and English Language Learners (ELL) 5%; and serves 15.1% in Special Education.

S. F. Austin's student enrollment in the **2017-2018** school year consisted of 480 students. The 2017-18 Demographics summary is as follows: African American-1.3%; Asian-1.5%, Hispanic-72.1%; Pacific Islander-0.2%; Two or More Races-1.7%; White-23.3%; Male-53.8%; Female-46.3%; Economically Disadvantaged-74.4%; English Learners-5.2%; Students Receiving Special Education Services-15.2%.

S.F. Austin's enrollment for the **2018-2019** school year is 512. S.F. Austin's student populations are as follows: African American-3%; Asian-2%, Hispanic-73%; Two or More Races-2%; White-22%; Male-52%; Female-48%; Economically Disadvantaged-61.1 [74.4%]%; English Learners-4%; Students Receiving Special Education Services-12%.

### S. F. Austin Elementary Will:

- Close the gap in all areas for subgroups / populations (by increasing students comprehension and Phonics-using "Haggerty" Phonics book, provide small group guided math and reading instruction, provide staff training on Inclusion, Writing Programs, Aligning Science Curriculum, provide teachers training on realigned Reading TEKS, etc.)
- Improve attendance, decrease tardies with student incentives, teacher/parent communication and conferences

- Committee/hearings/rewards/ decrease tardies, track mobility rate more closely and identify ways to decrease it
- Review and progress monitor students' assessment data, conduct curriculum planning sessions and vertical alignment meetings, use MAP/ I-station data to identify students' needs and plan instructional remediation, provide "Response To Intervention" (RTI), scaffold instruction, etc.
- Provide Spanish translation of documents, forms, etc. as/when needed
- Provide learning (parent meetings, parent assistance, family reading and math nights) opportunities for Parents on STAAR Expectations, Student Success Initiative (SSI), TEKS, and Skyward Parent Access Portal so they can assist their child with their homework, check child's grades and attendance, etc.

## **Demographics Strengths**

- In current year, the enrollment continues to increase slightly (and fluctuates between 475-525 students through the school year).
- The campus (through the district) participates in the National School Lunch Program offering non-pricing meal service to all students in the campus throughout the 2018-19 school year (students are provided free breakfast and lunch daily)
- SFA has highly qualified staff (most teachers have ESL and/or GT certifications) to meet diverse students' needs
- Student attendance rates
- Demographic % for Hispanic, White, Economically Disadvantaged, and Special Education remain within the same % ranges (slight increase or decrease in %) year after year
- Male and female student data indicates % per gender also remain consistently with the same % ranges (slight increase or decrease in %)
- Student-Teacher ratios across grade levels are consistently the same (less than/are 22:1 ratio)

# Student Academic Achievement

## Student Academic Achievement Summary

<b>Texas Education Agency 2018 Accountability Ratings Overall AUSTIN EL (205902101) - GREGORY-PORTLAND ISD</b>			
<b>Summary</b>			
	<b>Component Score</b>	<b>Scaled Score</b>	<b>Rating</b>
<b>Overall</b>		<b>73</b>	<b>Met Standard</b>
<b>Student Achievement</b>		<b>72</b>	<b>Met Standard</b>
<b>STAAR Performance</b>	<b>43</b>	<b>72</b>	
College, Career and Military Readiness			
Graduation Rate			
<b>School Progress</b>		<b>75</b>	<b>Met Standard</b>
<b>Academic Growth</b>	<b>62</b>	<b>59</b>	<b>Improvement Required</b>
<b>Relative Performance (Eco Dis: 74.4%)</b>	<b>43</b>	<b>75</b>	<b>Met Standard</b>
<b>Closing the Gaps</b>	<b>43</b>	<b>68</b>	<b>Met Standard</b>
<b><u>Distinction Designations Earned - Science</u></b>			

<b><u>Texas Education Agency - 2018 Accountability</u></b>		<b>School Progress (Need 1 of the 2)</b>		
		<b>Academic Growth</b>	<b>Relative Performance</b>	
<b>S.F. Austin Overall</b>		<b>(Part A)</b>	<b>(Part B)</b>	<b>Closing the Gaps</b>
<b>% Eco Dis</b>	<b>Rating</b>	<b>Rating</b>	<b>Rating</b>	<b>Rating</b>
<b>74.4</b>	<b>Met Standard</b>	Met Standard	N/A	Met Standard
<b>Science Distinction Earned</b>				

## 2018 ACCOUNTABILITY RATINGS OVERALL SUMMARY

**\*STUDENT ACHIEVEMENT = Met Standard** [Reading-75%...Math-78%...Science-74%...Writing-47%]

**\*SCHOOL PROGRESS = Met Standard** [Part A, Academic Growth, 59 out of 100 = 62% Reading - 64% / Math - 60%]

[Part B, Relative Performance, 75 out of 100 = 43% Economically Disadvantaged Students 74.4%]

**\*CLOSING THE GAPS = Met Standard**

**\*\*\*17 Targeted Supports = Focused Interventions in CIP:**

- Academic Achievement: **3 Reading Targets** (All, White, Continuously Enrolled), **3 Math Targets** (All, Hispanic, Continuously Enrolled)

- Growth Status: **1 Reading Target** (All), **4 Math Targets** (All, Hispanic, Econ Dis, Continuously Enrolled)

- Student Success Status: **6 Targets** (All, Hispanic, Econ Dis, EL/Current & Monitored, Continuously Enrolled, Non-Continuously Enrolled)

**\*The sub-populations listed above continue to remain areas of focus.**

### Student Academic Achievement Strengths

\*S.F. Austin Elementary Met Standard for the 2017-2018 school year.

Distinction designations are awarded for achievement in several areas and are based on performance relative to a group of campuses of similar type, size, grade span, and student demographics. For the 2017-2018 school year, S.F. Austin earned 1 "Distinction" for Academic Achievement in Science. \*

## **School Processes & Programs**

### **School Processes & Programs Summary**

S. F. Austin provides teachers with an aligned curriculum to ensure that educators across the campus have a cohesive plan to ensure all students have access to the required state standards and assured learning experiences.

The school commitment to a fully-staffed curriculum and instruction team provides for an appropriate level of campus support to better meet students' needs. Intentional efforts and processes will be continued to increase fidelity of curriculum implementation, instructional best practices, programs, processes and procedures for compliance.

S. F. Austin Elementary follows the Gregory-Portland ISD prepared Technology Plan to articulate a common vision for technology in the district and to identify the strategies that ensure the use of technology to improve the academic achievement of all students, to provide alternative instructional strategies for engaging all types of learners, to provide enhanced resources, and to assist students in the development of higher level skills in technology, research, critical thinking, and communication. S. F. Austin strives to provide the rigorous curriculum standards essential for academic and workplace success, and to build the capacity of all teachers to integrate technology effectively into teaching and learning.

S. F. Austin (with GPISD), is focusing on the mental health aspect of school safety. Our school counselor's duties have been restructured to allow for more individualized student attention. The district has created a "District Threat Assessment Team" and is being trained through the Texas State Safety Center with regards to intervening and helping individuals who may be presenting themselves as threat or planning an act of violence. Furthermore, the campus (with GPISD) is approaching safety from a variety of directions. We have an updated Emergency Operations Plan for the 2018-19 school year. This plan includes the additions of functional and hazard annexes that address emergency protocols. All previous annexes have been reviewed and updated with current best practices. S.F. Austin follows a drill schedule that meets or exceeds state recommendations. A system is in place that allows for drill feedback from both staff and students.

### **School Processes & Programs Strengths**

S. F. Austin Elementary provides an aligned system of student-first planning that incorporates curriculum, instruction, assessment, and professional learning. S. F. Austin Elementary teachers are allowed common planning times throughout the year.

The district curriculum is written with a high level of rigor, designed to engage students in inquiry-based experiences, with a focus on applying strategies and content area knowledge in meaningful contexts. District developed assessments are adjusted based on teacher and administrator input to provide timely feedback to classroom teachers as well as campus administrators regarding student mastery of the curriculum. Student data is gathered in an on-going manner in order to inform classroom instruction as well as to inform improvements to the curriculum. Campus administrators work cooperatively with GPISD Administrators in strengthening their ability to be instructional leaders. S. F. Austin Elementary incorporates assessment data (CBA, etc.) to identify



and address strengths, weaknesses, and gaps in the curriculum at campus level.

Each classroom has a permanently mounted LCD projector with a screen (for teacher instruction as well as virtual lessons) connected to a computer with a DVD/CD player and cable TV capabilities, a document camera, interactive whiteboards and access to a printer/scanner/copier. Teachers have a portable computer (ie laptop, tablet computer, or other portable device). In addition, the classroom is equipped with wireless networking.

The campus implements safety procedures set by the district. Trainings have been held and there is a feedback loop to improve systems. As the district makes adjustments to safety protocols as national events occur to remain proactive within the community, so does S.F. Austin Elementary.

## Perceptions

### Perceptions Summary

Results from S. F. Austin's most recent parent and student engagement surveys conducted in May reveal average to above-average satisfaction with the school. Campus Site-Based Decision Making (SBDM) Committee provide insight and support. There are significant needs to be addressed within the next 1-3 years, including but not limited to:

- Parent engagement in student learning at home, school;
- Community volunteerism and opportunities to partner with the District;
- Further development of communication outreach and notification systems;
- Translation services for non-English speaking families;
- Continuing advancements to enhance school culture and climate, including proactive measures to reduce the threat of bullying and significant disciplinary issues; and the
- Development of campus culture, internally and externally, to continue providing an inclusive, positive learning environment for student success.

### Perceptions Strengths

- Increased parental and community outreach, engagement via social media, website, and media outlets;
- Address needs and improvements related to incident and emergency notifications;
- Provide online option to report a potential instance of bullying;
- Increased community giving/partnerships in support of S. F. Austin;
- Positive feedback from the community related to recent campus initiatives and progress including but not limited to: Hurricane Harvey response/management; community partnerships; student and staff recognition; and some improvements to campus communication/outreach.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

### **Employee Data**

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

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

### **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
- Action research results
- Other additional data

# Goals

**Goal 1: Students will make a year's growth each year in reading and math; overall student achievement will increase under the state's measurement, and we will meet expectations for closing the performance gaps between student populations.**

**Performance Objective 1:** The calculated "overall rating" for the district under the state's adopted A-F accountability system will increase by 7 points from an 85 (B) to a 92 (A) by 2023.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<p><b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>            CSF 3 CSF 7</p> <p>1) Provide teachers with support and training by offering opportunities to team up with other teachers within the campus, observe other teachers, and plan with district teachers.</p>		Administrators, Teachers	Increased teacher effectiveness, teacher teaching teacher feedback, increased teacher collaboration resulting in increased student learning and progress.			
<p><b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 4 CSF 7</p> <p>2) Provide Balanced Literacy training and materials to further support sustainability in ELAR classrooms. PL 107-110 Sec. 2123(b)</p> <p>(Guided Reading Training, Culture of Reading Stations Training, Balanced Literacy &amp; TEKS Resource System Training, SFA Book Study-Literacy Stations w/Reading GIS- M. Barron)</p> <p>Kinder Books-\$            1st Gr. Books-\$ 10,915.10            2nd Gr. Books-\$ 9,740.24            Guided Reading Assessments Kits-\$2,779.50</p>		Balanced Literacy Certified Trainer Director of Instructional Services-ELAR/SS Principals Teachers	Strategies from Balanced Literacy training will be implemented and we will see an increase in student achievement in reading through progress monitoring.			
<p>Funding Sources: 211 - Title I, Part A - 23434.84</p>						

<p><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>3) Math GIS and ELAR GIS (Gap Intervention Specialist) will provide academic interventions to TIER 2 and 3 students to close their academic gaps.</p>	2.4, 2.6	Principal GIS Teachers	Increased % of students making a year's growth in math & reading measured by MAP data and/or progress on STAAR Math & Reading.			
<p><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>4) Monitor student achievement &amp; progress using Curriculum Based Assessments (CBAs) (Math, Reading, Writing, Science) in either grades 2-5.</p>	2.6	Directors of Instructional Services Principal Teachers	The monitoring of underachieving student populations will result in students being identified for targeted instruction in order to close learning gaps.			
<p><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>5) Continue data-driven decision-making to make instructional adjustments &amp; improve instruction and student performance in 4th &amp; 5th Grade.</p>	2.6	Directors of Instructional Services Principal Teachers	Teacher capacity & expertise will increase resulting in a decrease in the retention rate, an increase student growth, performance and/or achievement and/or provided immediate response to intervention.			
<p><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7</p> <p>6) Implement Balanced Literacy in gr. 4-5.  -(Guided Small Group Reading, Balanced Literacy and TEKS Resource System, Culture of Reading Stations Training, SFA Book Study-Literacy Stations w/Reading GIS- M. Barron)</p>		Directors of Instructional Services Administrators ELAR Teachers ELAR GIS Balanced Literacy Certified Trainer and/or ESC 2	Increase teacher capacity and knowledge in order to improve student learning, literacy, and achievement.			






<p style="text-align: center;"><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>7) Utilize instructional &amp; progress monitoring programs &amp; assessments to include, but not limited to: --Measure of Academic Progress (MAP) - Accelerated Reader - Guided Reading - I-Station Math and Reading -Interim Assessments, Gr. 3-5th -Imagine Learning (PK-5, EL) -Imagine Math (Think Through Math &amp; Reasoning Minds)</p> <p>[Student usage reports will be correlated with STAAR achievement and progress demonstrating effectiveness through the use of the systems.g Mind]]</p>	2.6	Administrators Counselor Teachers	Identify students in need of interventions in order to provide immediate academic assistance			
<p style="text-align: center;"><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>8) Require Summer Academy for students at -risk of not meeting promotion criteria.</p>	2.4, 2.6	Assistant Superintendent of School Leadership Directors of Instructional Services Director of Federal and Special Programs Summer Academy Principals	Students attending Summer Academy will attain skills necessary to be promoted to the next grade level.			
<p style="text-align: center;"><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>9) Students will use interactive instructional technology to engage students in learning, enhance academic skills &amp; vocabulary acquisition, technology application TEKS, etc. Teachers monitor students' engagement, progress, growth using program/technology utilization reports.</p> <p>(Computers, laptops, iPads, Interactive Smartboard or TV, etc.)</p>	2.6	Campus Administrators Teachers	Increased student learning & growth, due to engaged students in the learning process.			

<p><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 2 CSF 3 CSF 7</p> <p>10) Provide teaching staff, administration &amp; counselors opportunities to attend webinars, meetings, presentations, trainings on the following, but not limited to: Data Digs, T.E.A. Updates, Educational Legal Updates, State Accountability, STAAR Updates, Lead4ward, etc.</p> <p>PL 107-110 Sec. 2123(b) TEC 11.252(3)(F)</p>	2.6	<p>Directors of Instructional Services Director of Assessment &amp; Accountability Administrators Counselor Teachers GIS</p>	<p>Teachers and administrators will use the data analyzed and implement strategies to address respective campus needs to see an increase in academic achievement.</p>			
<p><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>11) Require new hires and encourage current staff to acquire G.T. certification and become ESL or Bilingual certified (the district will reimburse them for testing and certification costs)</p> <p>PL107-110 Sec. 2123(b)</p>		<p>Chief Human Resources Officer Principal</p>	<p>The campus will meet state compliance of required ESL and/or bilingual requirements.</p>			
<p><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>12) Implement "Bell to Bell" instruction to increase learning opportunities (morning announcements begin at 7:40 am, before 7:50 am, and limit "all calls" over the "PA" system to prevent disruptions)</p>	2.5	<p>Principal Assistant Principal Counselor Teachers</p>	<p>Maximize instructional learning time and student achievement</p>			
<p><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>13) Provide &amp; document "Response to Intervention" (RTI) supports &amp; strategies for TIER II/III students. Students progress will be monitored &amp; parents notified.</p>	2.6	<p>Teachers Counselor Administrators</p>	<p>Students in at-risk situations receive timely assistance in order to ensure student progress and/or academic growth</p>			
<p><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>14) Increase the use of technology (i.e. Laptops and iPads) through purchase of classroom sets as well as student checkout.</p> <p>TEC 11.252(a)(3)(D) TEC 28.001</p>		<p>Assistant Superintendent of C&amp;I Assistant Superintendent of Campus Leadership:Principal/District Directors Teachers</p>	<p>District Technology Plan</p> <p>Increase devices available for students to access web based instructional programs for increased access, support, time on task, etc.</p>			



<p><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>15) Purchase instructional resources, such as, but not limited to:</p> <p>*Mentoring Minds (Math, Reading, Science) utilizing Title I funds...(\$_____)</p> <p>*Scholastic Weekly Reader</p> <p>* Dictionaries (\$603.80)</p> <p>*K, 1, 2, Guided Reading materials (books) -see Goal 1, PO 1, #2</p>	2.6	Administrators Classroom Teachers	Teachers will utilize instructional resources to increase rigor in instruction and differentiate instruction for diverse learners.			
Funding Sources: 211 - Title I, Part A - 603.80						
<p><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>16) Provide training to all staff in recognizing students with characteristics of dyslexia and/or related disorders and establish district procedures for identification and assessment.</p> <p>TEC 11.252(3)(F)</p>	2.6	Director of Federal and Special Programs Counselor Administrators Dyslexia Teachers Teachers	Earlier detection of dyslexia and related disorders in order to begin necessary interventions & provide students' support.			
<p><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>17) Provide professional development in the ELPS Academy for new core content teachers.</p> <p>TEC 11.252(3)(F)</p> <p>TEC 11.252 (a)(3)(B)(iv)</p>	2.6	Director of Federal and Special Programs Principal Teachers	Strategies from ELPS Academy will be implemented. EL students' growth and/or achievement will increase.			
<p><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>18) Teachers will have students writing daily using writing checklists, quick writes, compositions, interactive journals, etc. Teachers will implement Bill MacDonald's Writing Prescription Training &amp; Empowering Writers Training to increase students' writing proficiency across disciplines.</p>	2.4, 2.5, 2.6	Teachers Principals Curriculum Directors	Increasing student writing proficiencies in order to meet and/or exceed 4th grade Writing STAAR standards			

<p><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>19) Teachers will provide additional academic learning time (tutorials) beyond the school day (before or after school) to begin after the first reporting period...</p>	2.4, 2.6	Teachers Principals	Increase student learning time, decrease the retention rate, increased student success on report cards and/or progress, and students meeting or exceeding grade level and/or STAAR passing standards.			
<p><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>20) Instructional Paraprofessionals will provide small group instruction in the classroom with the teachers for immediate reinforcement, to target specific skills, provide small group or individual instructional support in order for students' to acquire skills, show academic growth and/or achievement.</p>	2.4, 2.5	Principal Teachers Paraprofessionals	Students' academic learning time maximized. Small group instruction "timely" provided to students in need of assistance increasing student progress and/or achievement.			
<p><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>21) Teachers will utilize the Lead4Ward resources ("APP", Planning Guides for Engaging Experiences, Student Learning Reports, Field Guides, IQ Analysis, Academic Vocabulary, Instructional Playlist) &amp; training(s) to ensure student engagement, student growth, progress, &amp; achievement.</p>	2.4, 2.6	Teachers Principals Curriculum Directors	Subgroups STAAR data results will increase in Reading & Math (& Writing & Science) meeting target scores for each subject & subgroup..			
<p><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>22) Teachers will collaborate (with campus &amp; district teachers) to plan lessons utilizing 9 weeks IFD, TEKS Resource, &amp; resources ("Lead4Ward APP", Planning Guides for Engaging Experiences, Student Learning Reports, Field Guides, IQ Analysis, Academic Vocabulary, Instructional Playlist) &amp; continue to implement curriculum based training(s)</p>	2.4, 2.6	Teachers Principals Curriculum Directors	Increased student vocabulary development & reading comprehension to ensure students acquire grade level academic voc. and that all student subgroups will meet their STAAR target scores...			

<p><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>23) Continue to plan &amp; implement differentiated instruction, Kagan Cooperative Learning Structures, Teacher Guided Reading Small Group instruction &amp; Guided Math Small Group instruction targeting skills students lack to close the academic gaps in reading &amp; math. [Teachers will utilize MAP data, CBA data, students' reading levels, &amp; other data sources to monitor students' progress, growth, &amp; achievement.]</p>	2.4, 2.5, 2.6	Curriculum Directors, Teachers, Principals	Increase student learning, meeting passing grade level standards, timely assistance provided to students in at-risk situations.			
<p><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>24) Continue implementing Co-teach classroom in 5th grade.</p>	2.4, 2.6	Gen. Ed. Teachers Special Ed. Teachers Principals Special Ed. Director	Special Ed. subgroups will meet their STAAR Targets in Reading & Math...			
<p>25) Participate in academic competitions including:</p> <ul style="list-style-type: none"> <li>- UIL</li> <li>- Science Fair</li> <li>- Spelling Bee</li> <li>- Geography Bee</li> <li>- Chess Club</li> </ul>		UIL Coaches Principals Science Fair Coaches Spelling Bee Coordinator Geography Bee Coordinator	Increased academic opportunities for students to participate in extra-curricular activities.			
<p><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>26) Continue the implementation of Instructional Rounds (year 2), Conduct Power Walks (Informal), &amp; Formal T-TESS Walkthroughs &amp; Observations.</p>	2.5	Assistant Superintendent of C&I Directors of Instructional Services Principal/Asst Principal Teachers	1) Problem of Practice (POP) to be identified; 2) Instructional Rounds Hot Fixes for the "next level of work" to be implemented once reported out to teachers. 3) Teacher capacity growth resulting in student academic growth and achievement.			
<p style="text-align: center;">  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>						

## Goal 2: The district will improve Early Childhood Readiness (PK-3)






### Performance Objective 1:

The percent of students (K-3) meeting the NWEA projected RIT growth measure in both Reading & Math from Fall (Beginning of Year) to Spring (End of Year) will increase by 14%, from 49% to 63%, by 2023 on the NWEA MAP Growth evaluation.

**Evaluation Data Source(s) 1:** The NWEA projected RIT growth measure in both Reading & Math from Fall (Beginning of Year) to Spring (End of Year)

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<p><b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 4 CSF 7</p> <p>1) Continue implementing Co-teach classroom in 2nd grade.</p>	2.4	Gen. Ed. Teachers Special Ed. Teachers Principals Special Ed. Director	Special Ed. students will show growth and/or progress in meeting grade level standards.			
<p><b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 2</p> <p>2) Continue data-driven decision-making to improve instruction and student performance in PK- 3rd grade</p>	2.4, 2.6	Directors of Instructional Services Principal Teachers	Decrease the end of year retention rate, provided immediate response to intervention (tutorials, small group instruction, differentiated instruction, RTI, etc.), increase student achievement and/or performance, and increased academic growth...			
<p><b>Critical Success Factors</b>            CSF 1 CSF 2 CSF 4</p> <p>3) Utilize instructional &amp; progress monitoring programs &amp; assessments to include, but not limited to:            --Measure of Academic Progress (MAP)            - Accelerated Reader            - Guided Reading            - I-Station Math and Reading            -CIRCLE/CLI Engage (PK)            -Interim Assessments (Gr. 3)            -Imagine Learning (PK-3, EL)            -Imagine Math (Think Through Math &amp; Reasoning Minds)</p> <p>[Student usage reports will be correlated with STAAR achievement, 3rd gr. &amp; progress demonstrating effectiveness through the use of the system]</p>	2.6	Directors of Instructional Services Principals Gap Intervention Specialists Teachers	Identify students in need of interventions in order to provide immediate academic assistance			

<p><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>4) Implement Balanced Literacy in grades K-3.</p> <p>-(Guided Small Group Reading, Balanced Literacy and TEKS Resource System, Culture of Reading Stations Training, SFA Book Study-Literacy Stations w/Reading GIS- M. Barron)</p>	2.5	Directors of Instructional Services Administrators ELAR Teachers ELAR GIS Balanced Literacy Certified Trainer and/or ESC 2	Increase teacher capacity and knowledge in order to positively impact student learning and literacy...			
<p><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>5) Analyze NWEA MAP data in order to screen and identify dyslexia and related disorders at the end of the kindergarten and first grade school years.</p>	2.6	District-wide Instructional Specialists Dyslexia Specialists/Teachers	Early identification and intervention for a child with dyslexia to improve the child's academic success.			
<p><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>6) Evaluate student progress and learning to guide instruction and remediation in PK by assessing multiple domains of development including reading, writing, math, health wellness and language-communication.</p>	2.6	PK Teachers District-wide Instructional Specialist Administrators	Students will be Kindergarten "Ready" by the end of the school year.			
<p>7) Complete and publish the High Quality Prekindergarten Self-Assessment tool in order to evaluate the quality of the prekindergarten program and define specific pathways for continuous improvement leading to positive child outcomes.</p>	2.6	PK Teachers District-wide Instructional Specialists Administrators District PK Committee Members	Complete PK Self-Assessment tool with strategies for improvement			
<p style="text-align: center;">  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

**Goal 2:** The district will improve Early Childhood Readiness (PK-3)

**Performance Objective 2:** The district will increase Pre-K enrollment by 45% of current enrollment (83 students), by the year 2023.

**Evaluation Data Source(s) 2:** Enrollment data for Pre-K

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Set-up a transition day for Head Start to visit our school in the spring.</p>		Assistant Principal Counselor	Headstart students and parents will visit SFA and be informed school's registration, attendance, kindergarten requirements, school rules, etc.			
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>2) Through the District's Bilingual Committee, investigate and plan for a multi-age bilingual class arrangement with PK and Kindergarten students enabling "SFA" identified Bilingual PK students the opportunity to attend school full day (at WCA).</p>	2.6	District Bilingual Committee	District: add a PK / Kindergarten Bilingual class at WCA.  SFA's identified Bilingual PK students will attend full day at WCA.			
<p><b>Critical Success Factors</b> CSF 3</p> <p>3) Promote the PK program &amp; enrollment and investigate the +/- of expanding PK to an all day program.</p>	2.5	Asst. Superintendent of C & I Asst. Superintendent of Campus Leadership District Directors Administrators	Analysis to include benefits & disadvantages to expanding the PK program to full day.			






**Goal 3: The district will increase the number of students who graduate College, Career, or Military Ready (CCMR) as defined by the state accountability system.**

**Performance Objective 1:** The number of students who successfully achieve the college-readiness designation through completion of 12 hours of dual-credit, scoring 3 or 4 on an AP exam, CTE coherent sequence completion, performance on an SAT/ACT/TSI assessment, receiving an Associate Degree, Armed Forces enlistment, workforce readiness, and/or receiving a recognized industry certification in a technical field will increase by 10% from 51% to 61% by 2023.

**Evaluation Data Source(s) 1:** The number of students who graduate College, Career, or Military Ready (CCMR) as defined by the state accountability system.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Establish partnerships with local businesses and community agencies to provide opportunities for community involvement, such as, but not limited to: - Head Start - Academy - OxyChem - HEB - Book-A-Palooza		Principal Assistant Principal Teachers	Partnerships established increasing community involvement.			
<b>Critical Success Factors</b> CSF 7 2) Provide opportunities for student teachers, student observers, students from area colleges and universities to visit, observe, student-teach at SF Austin Elementary.		Chief Human Resources Officer Principal	Increase number of applicants available to district as applicants, substitute teachers, employees.			
<b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4 3) Focus on college readiness through increased G/T projects 1-5.		Directors of Federal and Special Programs Directors of Instructional Services Campus Administrators Campus GT Coordinator GT Teachers	GT students produce and present GT project(s) at Campus GT Student Showcase/Fair			

<p><b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>  CSF 1 CSF 4 CSF 6</p> <p>4) Provide students with before school access to computers and library for purposes of doing homework, schoolwork, and/or research projects that require access to a computer.</p>	<p>2.6</p>	<p>Principal  Assistant Principal  GIS  Library Aide  Computer Lab  Paraprofessionals</p>	<p>Increase student success, increase knowledge of technology applications, timely assistance provided to students...</p>			
<p><b>Critical Success Factors</b>  CSF 5 CSF 6</p> <p>5) Promote College and Career Awareness holding:  - Career Day  -Guest Speakers  - Monthly College days (1st Wed of every month)  - Displaying College Information</p>		<p>Principal  Assistant Principal  Teachers</p>	<p>The utilization of guest speakers to educate students on career opportunities will support student interest in possible career paths.</p>			
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						



**Goal 4: The district will enhance security, facilities, finance, and operations to provide a safe, supportive learning environment.**

**Performance Objective 1:** The district will maintain compliance in all operational areas, with internal system audits performed as appropriate.






**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
<p><b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 4 CSF 5</p> <p>1) Provide families/parents opportunities to support their child's reading, writing, math skills through the use of activities such as, but not limited to, teacher "learning" videos, Family Learning Nights, family writing/academic projects.</p>	3.2	Teachers Administrators Curriculum Directors	Improved student reading, math, & writing skills so that subgroups meet their STAAR target scores			
<p><b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 4 CSF 5</p> <p>2) Provide after school opportunities for students/parents to practice/work with math, reading, writing, &amp; science concepts/standards through the use of activities such as, but not limited to, Science Lab Cats Club, Science Fair, Open House, Family Reading Night and Family Math/Science Night, Lab Kits for home use, STEMSCOPES assignments at home, math/ reading/writing/ science assignments, etc.</p>	2.4, 2.5	Teachers, Teacher Sponsors Coaches, Principals Curriculum Directors	Subgroups will meet or exceed their STAAR/state target by increasing the passing rate by 5% in Math & Reading (& Science & Writing)			
<p><b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>            CSF 1 CSF 6</p> <p>3) Ensure all students participate in a coordinated school health program that emphasizes physical activity regularly in physical education classes to promote healthy lifestyles. TEC 11.253(d)(10)</p> <p>[SFA P.E. Teacher continues to utilize GenFit Training activities]</p>	2.5	School Health Advisory Committee (SHAC) Representative Principals PE Teachers	Students will participate in physical activity regularly increasing their physical growth & stamina leading to a healthy & successful lifestyle. Students will be able to increase their academic focus & engagement.  Improve FITNESS Gram data.			

<p><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>4) Provide counseling services to ensure students' social and emotional needs are being met. Include suicide prevention and conflict resolution. TEC 11.252(3)(B)(I) and (ii)</p>	2.5, 2.6	Counselor	Students' social and emotional needs will be met through counseling services including but not limited to suicide prevention and conflict resolution.			
<p><b>Critical Success Factors</b> CSF 5</p> <p>5) Provide parents and/or guardians with a list of mental health services available in the community, upon request.</p>		Counselor	Parents enabled to support child in need of assistance from mental health agencies...			
<p><b>Critical Success Factors</b> CSF 4</p> <p>6) Incorporate nutrition and health education into the curriculum to encourage life-long healthy choices. TEC 11.253(d)(10)</p>		Principals PE Teachers Health Teachers	Students' will make healthy choices through nutrition and health education in the schools.  Improved FITNESS Gram data.			
<p><b>Targeted Support Strategy</b></p> <p>7) Utilize outside organizations such as Junior Achievement (targets Math TEKS-financial literacy), Connections, etc. to help promote positive behaviors and engage community involvement...</p>	2.4	Counselor, Teachers, Campus Administrators, Community Agencies & Businesses...	Improved student behavior, decrease of discipline referrals...			
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>8) Review and inform staff and students (when appropriate) of district policies related to: -Dating violence -Sexual abuse and other maltreatment of students -Multi-hazard Emergency Operating Plan (MEOP) -Freedom from Bullying -Allergy Plan -Suicide prevention -Child abuse -Sexual Harassment *School Safety-Lockdown/Lockin Procedures, AS Drills, Other Drills... TEC 11.252(3)(B)(ii) TEC 38.0041(c) TEC 11.252(9) TEC 37.001 TEC 37.0831</p>		Principals Counselors Paraprofessionals Teachers	Staff and student awareness of district policies related to dating violence, sexual abuse and other maltreatment of students, multi-hazard Emergency Operating Plan (MEOP), freedom from, bullying, allergy plan, suicide prevention, child abuse and sexual harassment.  Practice campus safety drills monthly (fire drills, lock down, secure the building, shelter in place/weather, etc...			

<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>9) Utilize Police Officers, Fire Department and other staff to provide prevention and awareness activities regarding violence, bullying, fire safety, school safety, character building and harassment.</p> <p>Gregory Police Dept. is providing a School Resource Officer at S. F. Austin Elementary (2018-19)</p>		<p>Counselor, Teachers, Administrators, Law Enforcement &amp; Emergency Services Agencies</p>	<p>Increased student awareness of appropriate social expectations &amp; behaviors.</p> <p>Increased community involvement.</p>			
<p align="center"><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 4 CSF 6 CSF 7</p> <p>10) Provide Crisis Prevention Intervention (CPI) training to staff regarding de-escalation strategies and techniques.</p> <p>TEC 11.252(3)(B)(ii)</p>		<p>Sp. Ed. Director Administrators Teachers Paraprofessionals</p>	<p>Staff is quipped to assist students in a crisis (behavioral, emotional) by providing positive supports, replacement behaviors, &amp; de-escalating techniques resulting in a reduction of student disciplinary referrals, crisis and/or behavioral situations.</p>			
<p>11) Utilize Survey Results to ensure an environment that fosters safe and enjoyable physical activities.</p>		<p>Principal Assistant Principal PE Teacher</p>	<p>Survey results will be reviewed, assessed, and utilized to make necessary adjustments to the school's activities to ensure a safe and conducive learning environment.</p>			
<p align="center"><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>12) Conduct Family Reading &amp; Family Math/Science (STEM) Night for parents (&amp; students) so parents can acquire instructional strategies / information on how to help with homework, projects, etc.</p>	<p align="center">3.2</p>	<p>Principal Assistant Principal Events Committee Curriculum Directors</p>	<p>Increased parental involvement &amp; knowledge of how to assist their child at home.</p>			
<p align="center"><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 4 CSF 5</p> <p>13) In collaboration with PTO the campus will promote parental involvement in activities such as, but not limited to:</p> <ul style="list-style-type: none"> <li>-Meet &amp; Greet the Teachers</li> <li>-Spring/Fall Open Houses</li> <li>-Parent-Teacher Conferences</li> <li>-Earth Day</li> <li>-Campus SBDM</li> <li>- Character Education Day</li> <li>- Field Day</li> <li>- Talent Show</li> <li>- Career Day</li> <li>- Grandparents' Day</li> <li>- Veterans' Day</li> </ul>	<p align="center">3.1, 3.2</p>	<p>Principal Assistant Principal PTO Teachers Events Committee</p>	<p>Increase parental and community involvement and increase student awareness of careers, citizenship, volunteerism, community involvement and appreciation.</p>			

<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>14) Continue to implement feedback tools (such as, but limited to: surveys) to determine best mechanism for communicating with each stakeholder group.</p>		Communications Officer Principal Assistant Principal District Instructional Technology Teachers	Increase in activities for parent and family engagement.			
<p align="center"><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>15) Provide parents/community involvement "awareness" of opportunities utilizing appropriate 3rd party electronic platforms for message communication including, but not limited to, Skyward, school messenger, Survey Monkey, Remind, social media, mobile technology including event flyers, school/teacher newsletters, parent conferences, Notice of Concerns, News articles in Portland News, SFA Webpage, Region 2 Parental Involvement Conference, etc.</p> <p>(Have SFA Parents sign up to attend the conference. _ parents x \$45 each = \$__paid by Title I Funds)</p>	3.2	Communications Officer, Administrators, Teachers, PTO, Campus Webmaster, Office Staff	Parental and Community involvement increasing with timely, positive, and consistent communications.			
Funding Sources: 211 - Title I, Part A - 0.00						
<p align="center"><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5</p> <p>16) Mail out attendance warning letters to parents, conduct attendance/truancy meetings &amp; hearings with parents regarding child's unexcused absences, truancy, etc.</p>	2.6	District Truancy Prevention Coordinator Campus Administrators Campus Truancy Coordinator Teachers Counselor	There will be a reduction in chronic absenteeism which will increase student achievement by increasing student access & opportunity to instruction.			
<p align="center">  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>						






**Goal 4:** The district will enhance security, facilities, finance, and operations to provide a safe, supportive learning environment.

**Performance Objective 2:** The Superintendent will make recommendations for the purchase and sale of real estate, and annually assess the use of property owned by the district.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Adjust long-range facilities plan to accommodate changes in increased classroom needs.		Superintendent	Completed Architecture blueprints and district facilities plans that will provide long-range plan for expected student growth.			
<p><b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>            CSF 1</p> 2) Classroom teacher/student ratios will be monitored quarterly and schedule adjustments will be made as needed.		Assistant Superintendent of C&I Assistant Superintendent of Campus Leadership Chief Human Resource Officer Principal District Directors Counselors PEIMS Personnel	Quarterly teacher enrollment count audits will be conducted to ensure compliance with state policies and local procedures.			
3) Conduct curb appeal needs assessment for all district facilities.		Assistant Superintendent of Campus Leadership Director of Maintenance and Operations Principal	Gather input from stakeholders, campus and district administration to determine needs to enhance the curb appeal of facilities.			
4) Conduct landscape improvement plans for district facilities.		Assistant Superintendent of Campus Leadership Director of Maintenance and Operations Principals	Gather input from stakeholders, campus and district administration to determine needs to improve landscape layout of facilities.			

<p><b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>          CSF 1</p> <p>5) Implement the district's technology plan. (see Addendum)</p>		Director of Technology Principal Teachers	Increase ratio of number of students per device (IPad, laptop, etc.) resulting in students acquiring technology application skills.			
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>						

# State Compensatory

## Personnel for Austin Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kimberly Jones	Gap Intervention Specialist	Math	1.0
Melinda Barron	Gap Intervention Specialist	ELAR	1.0

# **Title I Schoolwide Elements**

**ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

**ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

**ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**



## Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amy Andersen	Instructional Aide		1.0
Berta Cuellar	Instructional Aide		1.0
Melinda Rios	Instructional Aide		1.0

## Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Judi Charlton	Administrator
Administrator	Melba Franco	Administrator
Classroom Teacher	Lora Garcia	PK-EC Teacher Representative
Classroom Teacher	Amy Winckler	Kinder Teacher Representative
Classroom Teacher	Rachel Hassard	1st Gr. Teacher Representative
Classroom Teacher	Tess Sturgeon	2nd Gr. Teacher Representative
Classroom Teacher	Heather Phillipp	3rd Gr. Teacher Representative
Classroom Teacher	Megan Perez	4th Gr. Teacher Representative
Classroom Teacher	Samantha Kraatz	5th Gr. Teacher Representative
Classroom Teacher	Sandra Ruth	Sp. Ed. Teacher Representative
Classroom Teacher	Samantha Neely	Music Teacher Representative
Classroom Teacher	Melinda Barron	GIS Teacher Representative
Classroom Teacher	Kimberly Jones	GIS Teacher Representative
Non-classroom Professional	Ashley Blentlinger	Counselor
Paraprofessional	Michelle Bollier	Paraprofessional Representative
Parent	Katy Goree	Parent Representative
Business Representative	Irene Rios	RR BBQ
Classroom Teacher	Elizabeth Hering	Sp. Ed. Teacher Representative
District-level Professional	Tina Ybarra	Instructional Specialist
Community Representative	Sylvia Ochoa	Community-Gregory Independent Volunteer Establishment

# Campus Funding Summary

199/25 - State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$2,748.00
<b>+/- Difference</b>					<b>\$2,748.00</b>
199/21 - State Gifted and Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$1,511.00
<b>+/- Difference</b>					<b>\$1,511.00</b>
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$23,434.84
1	1	15			\$603.80
4	1	15			\$0.00
<b>Sub-Total</b>					\$24,038.64
<b>Budgeted Fund Source Amount</b>					\$144,896.00
<b>+/- Difference</b>					<b>\$120,857.36</b>
<b>Grand Total</b>					\$24,038.64