

Grand Prairie Independent School District

Austin Elementary

2023-2024 Improvement Plan



Mission Statement

Austin Environmental Science Academy will provide a positive, safe, and secure environment that will empower students to learn while building self-esteem. Students will be afforded the opportunity to experience success and mutual respect, which will prepare them to be life-long learners. The community will cooperate to produce responsible individuals who are able to adapt to an ever-changing society.

Vision

Our vision is to provide students with various 21st-century skills that will allow them to be competitive in our society. Austin Environmental Science Academy students will have opportunities to collaborate, increase creativity, build leadership skills, use problem-solving/critical thinking skills, and awaken global environmental awareness.

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Goal 4: Instructional Technology: By August 2024, instructional technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments supporting the student achievement goal of 3% STAAR and district assessment performance increase in core content areas. Measurements : Staff/teacher/parent training resources, lesson plans, technology inventory, campus needs assessment, student growth data, usage logs. (TEA Strategic Priorities 1, 2 ,3 ,4) (Local Strategic Priority 5)	25
Goal 5: Safety and Well Being: By August 2024, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning resulting in increase of attendance rate and successful door check reports and decrease in discipline referrals and/or DAEP placements. Measurements: Safety audit reports, safety plan, exterior door check reports, discipline management plans, discipline records, attendance rate, PEIMS data, staff training documentation, community/ school events.(Local Strategic Priority 7)	27
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Stephen F. Austin Environmental Science Academy's ethnic distribution is 89% Hispanic, 5% African American, 4% White, and >1% multi-racial. 89% of the student population is economically disadvantaged. Our student mobility rate is 20.4%. At-risk data shows that 41.58% of the student population is identified as Emergent Bilinguals (EB).

Stephen F. Austin is committed to supporting the district focus for improved coordination of programs and services for students at risk of dropping out of school. Stephen F. Austin is a Title I School wide Program campus and receives State Compensatory Education (SCE) funds.

The CIP formative review process was done in conjunction with preliminary budget planning for the 2023-2024 school year. Improvements have been made in the correlation of all campus funds to the goals and objectives of the CIP, including documentation of purchase orders. Improvements are targeted to correlate and maximize special revenue funds to expected CIP goals. Improved processes and documentation for coordinating Title I federal funds and State Compensatory Education (SCE) funds are noted in the DIP formative review. Particularly Title I Schoolwide Program campuses will include improvements in this area of comprehensive planning.

Improvements will include: Program planning and budgeting for services to at-risk students, and documented connections of expenditures to planned services.

Planning and Budgeting: The budgeting process for Title I and SCE are similar and are being conducted in tandem. The budget process for 2023-2024 will include process documentation for description, structure and intent of fund utilization for both Title I and SCE funds.

Demographics Strengths

- Demographics have remained consistent.
- At-risk numbers and Economic Disadvantage numbers are similar to the prior school year.
- Based upon data analysis and information obtained on the most recent STAAR assessment, the following needs are listed in the order of priority:
 - Collaborative content planning is needed to address the multi-faceted needs of our at-risk student population.
 - Professional development opportunities that are geared toward literacy instruction, math problem-solving, and higher order thinking skills are needed. This is needed due to our high mobility rate of 20% and the at-risk retention rate of 25%.
 - Supplemental instructional materials are needed to address achievement data and individual student needs.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Content Planning and supplemental instructional materials are needed due to the multi-faceted needs of our at-risk students. **Root Cause:** Our student mobility rate is 20%. At-risk data shows that 40% of the student population is identified as English Learners (EL's).

Student Learning

Student Learning Summary

CIP Goal 1: Accelerating Student Achievement

Awesome growth!

GRADE 3: In the Area of Reading on the 22-23 STAAR 80% of the students achieved at Approaches, 52% Meets, and 28% Masters grade level.

GRADE 4: In the Area of Reading on the 22-23 STAAR 80% of the students achieved at Approaches, 53% Meets grade level and 20% Masters grade level.

GRADE 5: In the Area of Reading on the 22-23 STAAR 78% of the students achieved at Approaches, 49% Meets, and 29% Masters grade level.

GRADE 3: In the Area of Mathematics on the 22-23 STAAR 88% of the students achieved Approaches, 56% Meets, and 15% Masters grade level.

GRADE 4: In the Area of Mathematics on the 22-23 STAAR 86% of the students achieved Approaches, 68% Meets, and 26% Masters grade level.

GRADE 5: In the Area of Mathematics on the 22-23 STAAR 86% of the students achieved Approaches, 60% Meets, and 24% Masters grade level.

GRADE 5: In the areas of Science on the 22-23 STAAR 62% of the students achieved Approaches, 28% Meets, and 12% Masters grade level.

Tutoring and related accelerated instruction will continue to address the at-risk data. Expansion of accelerated learning programs for students will focus on the grade levels and subjects noted in the data reviewed section.

Student Learning Strengths

Our students continue to grow steadily! Identified student strenghts:

Student Academic Strengths PreK-2nd Grades:

- Developing strong foundational skills in Mathematics
- Developing strong foundational stills in Reading

Student Academic Strengths 3rd-5th Grades:

- Increased achievement in Mathematics
- Increased achievement in Reading

Student Academic Achievement Needs: Steven F. Austin's campus goal is to have 90% of each student group meeting and mastering STAAR student performance measures. Our goal is to have 90% of student meeting and mastering standards in Reading, Math and Science.

- Increase instructional rigor and expectations
- Monitor instruction through frequent meetings to analyze data and implement interventions
- After school tutoring is offered.
- Students receive small group instruction from certified teachers during the instructional day.
- Professional development opportunities that are geared toward literacy instruction, math problem-solving, and higher order thinking skills are needed. This is needed due to our high mobility rate of 20% and the at-risk retention rate of 25%.
- Supplemental instructional materials are needed to address achievement data and individual student needs.
- Focus directed toward each student gaining 10 or more questions on the STAAR assessment

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student achievement must be individualized and targeted by providing tutoring and accelerated learning plans. **Root Cause:** Teachers having the time to pull students in small groups during intervention time. Most students need intense academic interventions.

School Processes & Programs

School Processes & Programs Summary

Austin will continue focused adherence to TRS for a more meaningful analysis of data. The Needs Assessment process identified the need for improvements in progress monitoring assessments. The Data Review process now consists of short student assessments, in quiz format, at the 5th week and 10th week time-frame. At the end of the 10th week period a more detailed assessment is given. Teachers and administrators review these data reviews for performance adjustments necessary to ensure student success. Goal 2 in the DIP and all CIPs includes a performance objective on better alignment of curriculum to instruction to assessments to reflect this change. We will add supplemental instructional resources for teachers. Austin will utilize multiple sources of data to evaluate the impact of lesson planning and delivery on student achievement.

CIP Goal 1: Accelerating Student Achievement: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students.

CIP Goal 2: Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning.

Review of current training records show positive attendance and feedback from Austin teachers.

Professional development and training sessions have been expanded to include necessary preparation for Austin. Sessions include:

- *Guided Reading and Math Instruction*
- *Science of Teaching Reading*
- *Dual Language Training*
- *Problem Solving in Math*
- *Small group instruction*
- *RTI*

School Processes & Programs Strengths

- Data Reviews every 6 weeks Progress Monitoring and instructional adjustments.
- High quality instructional materials to supplement teaching and learning efforts
- Weekly content planning time led by instructional coach and team meeting collaboration
- Instructional coach helps plan for rigorous instruction on Tuesdays and Thursdays
- TEKS Resource System for lesson planning and resources
- Campus based training plan is well planned and implemented
- Edugence transcripts are utilized to track teachers' participation in District training

- GT initial 30 hours and 6 hour update

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Data reviews and performance objectives must be established in collaboration with instructional coach. **Root Cause:** We need better alignment of curriculum, instructional methods and formative assessments.

Perceptions

Perceptions Summary

The Campus Improvement Committee (CIC) includes parents and community members as well as campus teachers and administrators as prescribed by the Texas Education Agency (TEA) and GPISD Board Policy. The CIC operates throughout the year in an advisory capacity in addition to the work they do during the Comprehensive Needs Assessment (CNA) process. This ongoing work includes discussion of culture and climate issues from expectations and values to a safe and disciplined environment for teaching and learning and promote "Be Kind" and "Start With Hello" initiatives.

DIP Goal 5: GPISD will continue to develop and maintain a safe and disciplined environment conducive to teaching and learning, promoting physical and mental health in all students, their families and employees.

Perceptions Strengths

In reflection with the Campus Improvement Committee the following culture and climate strengths were identified at Stephen F. Austin Elementary:

- CIC participation in campus climate and culture development and maintenance
- College Awareness and focus throughout campus (Xello and Avid)
- Connect, community and celebrate (3Cs)
- PTA committee
- Parent Engagement (Trophy Run, Parent Workshops, monthly newsletter)
- Various campus committees such as (sunshine, Literacy, Math/Science/School Safety,Advisory)

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Continue to build relationships with students, parents and community at large. **Root Cause:** Most parents are not involved in campus climate and culture.

Priority Problem Statements

Problem Statement 1: Content Planning and supplemental instructional materials are needed due to the multi-faceted needs of our at-risk students.

Root Cause 1: Our student mobility rate is 20%. At-risk data shows that 40% of the student population is identified as English Learners (EL's).

Problem Statement 1 Areas: Demographics

Problem Statement 2: Student achievement must be individualized and targeted by providing tutoring and accelerated learning plans.

Root Cause 2: Teachers having the time to pull students in small groups during intervention time. Most students need intense academic interventions.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Data reviews and performance objectives must be established in collaboration with instructional coach.

Root Cause 3: We need better alignment of curriculum, instructional methods and formative assessments.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Continue to build relationships with students, parents and community at large.

Root Cause 4: Most parents are not involved in campus climate and culture.

Problem Statement 4 Areas: Perceptions

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)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Goals

Revised/Approved: September 14, 2023

Goal 1: Student Achievement: By August 2024, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) as measured by TEA. Measurements: District assessment data, STAAR/EOC data, graduation/ completion rates, and participation rates. (TEA Strategic Priorities: 2, 3, 4)





Performance Objective 1: Increase the academic achievement for all students as measured by district and state assessment performance and growth.

High Priority

HB3 Goal

Evaluation Data Sources: DIstrict Data Sources and State Accountability Ratings





Strategy 1 Details	Reviews			
Strategy 1: iCoach assist with classroom instructional delivery, training, follow-up and support with coaching cycles and accelerated learning strategies . Strategy's Expected Result/Impact: District assessments, instructional delivery improvement as evidenced through classroom formative walk through data, increased teacher effectiveness with instructional planning and delivery incorporation. Staff Responsible for Monitoring: Administration Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Utilize PLC's to collaboratively analyze assessment data and informal and formal classroom data to determine interventions for students. Analyze reading and math data. Strategy's Expected Result/Impact: Increased percentage of students mastering math, reading, science, and writing content. Staff Responsible for Monitoring: Administration Title I: 2.4, 2.6 - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers will provide PreK-5th students with small group reading instruction to increase reading proficiency and math small group instruction to clarify concepts. Strategy's Expected Result/Impact: 90% of students will meet module assessments for reading and complete lessons on imagine math. Staff Responsible for Monitoring: Administration iCoach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy Funding Sources: N/A - CAMPUS FUNDS:	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Student Achievement: By August 2024, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) as measured by TEA. Measurements: District assessment data, STAAR/EOC data, graduation/ completion rates, and participation rates. (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 2: Provide high-quality early education initiatives and programs. (ESSA requirement)





Evaluation Data Sources: Enrollment data, GPISD assessment data

Strategy 1 Details	Reviews			
Strategy 1: Advertise GPISD options for Pre-K through monthly school newsletter, parent contact, social media, marquee announcements, and attendance at the GPISD experience. Front office staff will be knowledgeable in the campuses offering PreK and the application process. Strategy's Expected Result/Impact: Increased enrollment for GPISD PreK programs. Staff Responsible for Monitoring: PEIMS, Assistant Principal, Principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Promote Austin's Full day Pre-K program with signage and verbal recommendations. Strategy's Expected Result/Impact: Maximize that both full day Pre-K sections are full. Staff Responsible for Monitoring: PEIMS Clerk Secretary Administration Additional Targeted Support Strategy Funding Sources: - 199 - General Fund - \$0	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Student Achievement: By August 2024, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) as measured by TEA. Measurements: District assessment data, STAAR/EOC data, graduation/ completion rates, and participation rates. (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 3: Continue to implement, expand, and monitor college/career and military readiness initiatives through Programs and Schools of Choice, with annual increases in completion rates, graduation rates, STAAR post- secondary rates, advanced academics, dual credit/college credit offerings, and work-based learning opportunities that lead to skill attainment for in-demand occupations or industries. (ESSA requirement)

Evaluation Data Sources: College acceptance, AP course data, completion rates, Programs of Study completion, Licenses and certifications received by students.





Strategy 1 Details	Reviews			
Strategy 1: Using Xello, we will assess the students to determine interest for careers. Strategy's Expected Result/Impact: Preparation for careers and preparation for middle school selection to meet student needs. Staff Responsible for Monitoring: Counselor Principal TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement College and Career Readiness initiative that promotes the visibility of college names throughout the campus along with spotlighting the colleges of staff members on campus during the morning announcements. The Career focus is prominent during Career week. Guest speakers come to speak with students about their careers and inspire them to reach for careers in chosen fields. Strategy's Expected Result/Impact: Dubiski field trip, attendance logs, college awareness and visibility throughout the the campus. Staff Responsible for Monitoring: Counselor Administrators	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Student Achievement: By August 2024, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) as measured by TEA. Measurements: District assessment data, STAAR/EOC data, graduation/ completion rates, and participation rates. (TEA Strategic Priorities: 2, 3, 4)

Performance Objective 4: Provide prescriptive instructional services and interventions to address identified student needs that include specific groups of students as required and at risk of dropping out of school by TEA definitions (SPED, EL, 504, homeless, GT, migrant, foster care and at-risk). (ESSA requirement)

Evaluation Data Sources: tutoring records, prescriptive interventions documentation

Strategy 1 Details	Reviews			
Strategy 1: Provide prescriptive interventions during intervention time to address identified student needs specific to reading and math. Strategy's Expected Result/Impact: Improve student academic performance in core subject areas identified as needed Staff Responsible for Monitoring: Administration ICoach Inclusion teacher Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Gifted and talented students will be identified and served through our campus GT program. Strategy's Expected Result/Impact: Increased percentage of students scoring at advanced levels of performance on academic assessments. Staff Responsible for Monitoring: Administration Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Special Education students will be identified and served through our inclusion teacher on campus. Specific interventions will be provided to our SpEd students to meet their IEP goals. Strategy's Expected Result/Impact: Increased percentage of students identified through SPED mastering content. Staff Responsible for Monitoring: Administration Inclusion teacher Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Intervention groups will be utilized to provide additional instructional time to at-risk students. Intervention will include small group activities during scheduled class times. Students will be invited by their teachers to attend Tuesday/Thursday tutoring based on individual student need. Strategy's Expected Result/Impact: Improved academic achievement on content assessments Staff Responsible for Monitoring: Administration Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Refer families to GPISD Migrant Recruiter, social worker hub, McKinney Vento. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Increase student attendance through quarterly incentives for perfect attendance.	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Student Achievement: By August 2024, students will increase STAAR and district assessments performance by 3% in all core content areas (ELA, Math, Science, Social Studies) as measured by TEA. Measurements: District assessment data, STAAR/EOC data, graduation/ completion rates, and participation rates. (TEA Strategic Priorities: 2, 3, 4)





Performance Objective 5: Provide additional academic and social emotional initiatives and support for grades 6 and 9.

High Priority

HB3 Goal

Evaluation Data Sources: State and Local Assessment Data and Counseling Reports

Strategy 1 Details	Reviews			
Strategy 1: Lunch Buddies with Counselor: Students have lunch with the counselor and have opportunities to talk about their concerns, build relationship with the counselor and other students in their grade. Strategy's Expected Result/Impact: Strengthen relationship between students and staff and offer students opportunities to reduce anxiety for students who may feel isolated, unheard. Staff Responsible for Monitoring: Admin and counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Kindness Crew: Students are selected to create and distribute notes of kindness for teachers, staff and other students. Strategy's Expected Result/Impact: Students will be cognizant of the impact that kind words have on others. Students will learn that being thoughtful and kind themselves, encourages their classmates to be the same. Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide opportunities for students to sign up for and attend after school clubs/organizations by having teachers host extracurricular activities (after school) to provide a way for reinforcing the lessons learned in the classroom, offering students the opportunity to apply academic skills in a real-world context, explore their interests, and boost self-esteem. Strategy's Expected Result/Impact: Improved academic skills and increased self-esteem. Staff Responsible for Monitoring: Teachers and administrators Title I: 2.4, 2.6 - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
Strategy 4: The counselor supports students with 6th grade course selection and monitors academic achievement. Staff Responsible for Monitoring: Counselor	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 2: Recruitment, Support and Retention of Personnel: GPISD will increase retention rate by 3% of employees from prior year data as reported in the annual Texas Academic Progress Report (TAPR) and/or district data. Measurements: Retirement data, promotion data, resignation data and exit survey data, Leadership program participation/advancement, recruitment data, retention rates, training records, classroom walkthroughs, student growth data, teacher/staff evaluations. (TEA Strategic Priority 1)

Performance Objective 1: Continue to support district's leadership mission and goals through leadership development initiatives and professional development for teachers and staff to improve student learning.

High Priority





Evaluation Data Sources: classroom walkthrough data, teacher evaluation system data

Strategy 1 Details	Reviews			
Strategy 1: All teachers will be observed using the T-TESS instrument during the school year. Observations will highlight glows and grow opportunities for staff Strategy's Expected Result/Impact: Improved academic outcomes and increased teacher effectiveness Staff Responsible for Monitoring: Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Informal walkthrough observations will be used to identify needed professional development and personalized growth opportunities Strategy's Expected Result/Impact: Improved academic outcomes and increased teacher effectiveness Staff Responsible for Monitoring: Administration ICoach	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Recruitment, Support and Retention of Personnel: GPISD will increase retention rate by 3% of employees from prior year data as reported in the annual Texas Academic Progress Report (TAPR) and/or district data. Measurements: Retirement data, promotion data, resignation data and exit survey data, Leadership program participation/advancement, recruitment data, retention rates, training records, classroom walkthroughs, student growth data, teacher/staff evaluations. (TEA Strategic Priority 1)

Performance Objective 2: Develop and implement initiatives to recruit, hire and retain effective teachers, campus administrators and other instructional leaders.





Evaluation Data Sources: retention data, recruitment data

Strategy 1 Details	Reviews			
Strategy 1: Implement staff incentives for attendance and student academic performance. Strategy's Expected Result/Impact: Retain highly effective staff Staff Responsible for Monitoring: Administration Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The hiring committee will screen highly effective teaching candidates using the reports from Human Capital. Strategy's Expected Result/Impact: Recruit highly effective staff Staff Responsible for Monitoring: Administration	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Recruitment, Support and Retention of Personnel: GPISD will increase retention rate by 3% of employees from prior year data as reported in the annual Texas Academic Progress Report (TAPR) and/or district data. Measurements: Retirement data, promotion data, resignation data and exit survey data, Leadership program participation/advancement, recruitment data, retention rates, training records, classroom walkthroughs, student growth data, teacher/staff evaluations. (TEA Strategic Priority 1)

Performance Objective 3: Provide ongoing technical assistance to teachers and PLC members for connecting analysis of student achievement data to effective classroom interventions for all students (SPED, LEP, GT, Migrant and at-risk students as identified) in all subject areas. (ESSA Requirement)

Evaluation Data Sources: PLC feedback, lesson plans, student achievement data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will complete data dive to include, teacher reflections, and student tracking. Teachers will connect data analysis of student achievement to targeted students for effective interventions. Strategy's Expected Result/Impact: Increased Meets/Masters and academic growth measure. Staff Responsible for Monitoring: Admin team and iCoach Title I: 2.4, 2.6	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Parent/Community Engagement: By August 2024, all campuses will implement the documented parent/family engagement plan that will engage parents/families and provide opportunities to support student learning. Measurements: Parent/community engagement meetings, community partnerships/organizations, EIC and CIC meetings, parent workshops/trainings, parent-school compacts (Title 1), parent involvement/family engagement policy, and volunteer documentation. (TEA Strategic Priorities: 2, 3, 4; Local Strategic Priority 6)

Performance Objective 1: Provide effective programs and initiatives to promote and support parent and family engagement to strengthen the home and school connection. (ESSA requirement)

Evaluation Data Sources: Numbers of parents/family/ community members served, in attendance. Feedback forms.

Strategy 1 Details	Reviews			
Strategy 1: Implement campus volunteer program to include orientation and designated days to volunteer Strategy's Expected Result/Impact: Increase percentage of parent volunteers Staff Responsible for Monitoring: Administration Counselor Parent Liaison Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Hold at least 4 parent workshops regarding academic achievement and social emotional awareness for parents focused on reading student achievement. Strategy's Expected Result/Impact: Equipping parents with resources to meet student needs Staff Responsible for Monitoring: Administration Counselor Parent Liaison Title I: 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Implement All-Pro Dad's program and Pastries with Parents. Strategy's Expected Result/Impact: Increase parent visibility Staff Responsible for Monitoring: Administration Counselor Parent Liaison	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Form a campus improvement committee and ensure all GPISD policies and procedures are followed. Strategy's Expected Result/Impact: Campus Improvement Staff Responsible for Monitoring: Campus Improvement Committee Title I: 4.1, 4.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Title I Parent Liaison will engage families to work with their students at home utilizing instructional resources. Strategy's Expected Result/Impact: Increase achievement for the bottom 5% of students at Austin based upon the Early Education Screener and district assessments. Staff Responsible for Monitoring: Parent Liaison iCoach Teachers Administrators Funding Sources: - 211 - Title 1 - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 4: Instructional Technology: By August 2024, instructional technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments supporting the student achievement goal of 3% STAAR and district assessment performance increase in core content areas. Measurements : Staff/teacher/parent training resources, lesson plans, technology inventory, campus needs assessment, student growth data, usage logs. (TEA Strategic Priorities 1, 2 ,3 ,4) (Local Strategic Priority 5)

Performance Objective 1: Continue to update, expand and improve technology hardware and software applications for teaching and learning and data retention as defined in the GPISD Technology Plan and/or Needs Assessment.





Evaluation Data Sources: Campus inventory, purchase orders, usage data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will integrate digital software based learning into their lessons (Reading A-Z, Sora books, Imagine math, Imagine learning, Flip grid and NearPod and Zearn) Strategy's Expected Result/Impact: Increase student achievement Staff Responsible for Monitoring: Administration iCoach Teachers Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement GPISD technology plan. Strategy's Expected Result/Impact: 1:1 ratio of iPads PK-5 Staff Responsible for Monitoring: Administration Instructional media specialist Classroom teachers	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 4: Instructional Technology: By August 2024, instructional technology will be incorporated to increase the effectiveness of teaching and learning, instructional management, staff development and student progress assessments supporting the student achievement goal of 3% STAAR and district assessment performance increase in core content areas. Measurements : Staff/teacher/parent training resources, lesson plans, technology inventory, campus needs assessment, student growth data, usage logs. (TEA Strategic Priorities 1, 2 ,3 ,4) (Local Strategic Priority 5)

Performance Objective 2: GPISD will continue to design, implement, and monitor a comprehensive 1-to-1 student/device integration plan to increase student and staff learning.

Evaluation Data Sources: classroom walkthroughs, teacher feedback, usage logs

Strategy 1 Details	Reviews			
Strategy 1: Technology training will be offered to Austin Elementary teachers to address the integration of technology into daily instruction. (Raz Kids, MAP Growth, Flip grid, NearPod, Imagine math and learning) Strategy's Expected Result/Impact: Increased quality of instruction through the usage of technology. Staff Responsible for Monitoring: Instructional Media Specialist Administration icoach Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will have access to online technological professional development to increase their instructional integration of technology in classrooms. Strategy's Expected Result/Impact: Increased quality of instruction through technology usage. Staff Responsible for Monitoring: Instructional Media Specialist Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers will continue to complete a technology survey to provide data in order to drive staff development decisions to meet teacher and student instructional needs. Strategy's Expected Result/Impact: Improved technology integration Staff Responsible for Monitoring: Instructional Media Specialist Administration	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Safety and Well Being: By August 2024, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning resulting in increase of attendance rate and successful door check reports and decrease in discipline referrals and/or DAEP placements. Measurements: Safety audit reports, safety plan, exterior door check reports, discipline management plans, discipline records, attendance rate, PEIMS data, staff training documentation, community/school events.(Local Strategic Priority 7)

Performance Objective 1: Austin will continue to ensure the safety and well-being of students, staff, parents, and community members.





Evaluation Data Sources: Incident reports, COVID-19 reporting, BOE report format.

Goal 5: Safety and Well Being: By August 2024, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning resulting in increase of attendance rate and successful door check reports and decrease in discipline referrals and/or DAEP placements. Measurements: Safety audit reports, safety plan, exterior door check reports, discipline management plans, discipline records, attendance rate, PEIMS data, staff training documentation, community/school events.(Local Strategic Priority 7)

Performance Objective 2: Provide an effective student management framework to reduce discipline referrals and increase attendance rates to ensure student success.

Evaluation Data Sources: Incident reports. Handprints on Hearts and STOP it data





Strategy 1 Details	Reviews			
Strategy 1: Continue anonymous bullying reporting system for students and parents. Implement Be Kind and Start with Hello district initiatives. Strategy's Expected Result/Impact: Promote safe learning environment Staff Responsible for Monitoring: Administration Counselor Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Review safety drill procedures and processes monthly with students and staff Strategy's Expected Result/Impact: Safety drills and procedures will be conducted according to GPISD guidelines Staff Responsible for Monitoring: Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Monitor student discipline records and student participation in supplemental programs to facilitate an informed comprehensive discipline plan. Strategy's Expected Result/Impact: Decrease discipline referrals Staff Responsible for Monitoring: Administration Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: 100% of staff will implement the components of the 3Cs: Social contracts, student and staff weekly affirmations. Strategy's Expected Result/Impact: Promote positive learning environment. Staff Responsible for Monitoring: Administration Teachers Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 5: Safety and Well Being: By August 2024, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning resulting in increase of attendance rate and successful door check reports and decrease in discipline referrals and/or DAEP placements. Measurements: Safety audit reports, safety plan, exterior door check reports, discipline management plans, discipline records, attendance rate, PEIMS data, staff training documentation, community/school events.(Local Strategic Priority 7)

Performance Objective 3: Continue to expand and provide counseling services to provide structure, support, and training for social and emotional learning (trauma-informed care) for staff and students.

Evaluation Data Sources: Counselor and Social Worker case management, campus counseling services lessons and documentation, PEIMS data sources & NearPod Social Emotional Learning curriculum usage report, documentation of social emotional learning occurring in classrooms, Staff wellness activities.

Strategy 1 Details	Reviews			
Strategy 1: Dating Violence is not tolerated in GPISD (Student Code of Conduct). Board Policy (FFH) and the Bullying Harassment & Dating Violence Report Flowchart outline procedures for reporting dating violence, notifying parents, and providing counseling supports. The GPISD Counseling Services website provides information on educational materials and resources used to teach students and parents about the dangers of Dating Violence. Strategy's Expected Result/Impact: Decrease in behavioral and discipline referrals. Support students' overall wellbeing. Staff Responsible for Monitoring: Student Mental Health & Safety Advisor, Principals, Counseling Services, Student Support Services	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Incorporate weekly SEL lessons. Strategy's Expected Result/Impact: Incorporating SEL lessons will increase student's self-awareness, academic achievement, and positive behaviors both in and out of the classroom. Staff Responsible for Monitoring: Campus Administration Counselor ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Safety and Well Being: By August 2024, GPISD will provide a safe, disciplined, and healthy environment on all campuses and district facilities to promote and support student learning resulting in increase of attendance rate and successful door check reports and decrease in discipline referrals and/or DAEP placements. Measurements: Safety audit reports, safety plan, exterior door check reports, discipline management plans, discipline records, attendance rate, PEIMS data, staff training documentation, community/school events.(Local Strategic Priority 7)

Performance Objective 4: Provide continuous training, initiatives, and support to address bullying, suicide, teen dating violence, human trafficking, and drug prevention.

Evaluation Data Sources: Counselor and Social Worker case management, campus counseling services lessons and documentation, PEIMS data sources & NearPod Social Emotional Learning curriculum usage report, documentation of social emotional learning occurring in classrooms, Staff wellness activities.

Strategy 1 Details	Reviews			
Strategy 1: Implementation of the Comprehensive Counseling Program to provide services that infuse Social and Emotional skills and Bullying Prevention in classrooms (Be Kind and Start with Hello campaigns). Strategy's Expected Result/Impact: Decrease in discipline referrals Staff Responsible for Monitoring: Counseling services and administrators	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div></div>				

2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Paraprofessional	Teresa Brown-Stewart	PK aide
Classroom Teacher	Julie Hunter	5th grade teacher
Classroom Teacher	Lizet Gonzalez	3rd grade teacher
Administrator	Dalia Aguilar	Principal
Non-classroom Professional	Erika Macias-Gomez	Parent Liason
Classroom Teacher	Raven Brown	Pk teacher
Classroom Teacher	Amanda Boehle	Kg teacher
Classroom Teacher	Ashley Lopez	1st grade teacher
Classroom Teacher	Maria De la Pena	2nd grade teacher
Classroom Teacher	Crystal Aguilar	4th grade teacher
Non-classroom Professional	Nicole Burdett	IMS
Community Representative	Hope Lee	Sub
Parent	Blaire Odom	PTA-nominated Parent
Parent	PTA- Parent 2 TBD	PTA-nominated Parent
Parent	Adriana Gonzalez	Parent
Parent	Admin Selected Parent 2 TBD	Parent
Community Representative	Community Member 2 TBD	Community Representative
District-level Professional	District-level Professional TBD	District-level Professional
Business Representative	Business Representative 1 TBD	Business Representative
Business Representative	Business Representative 2 TBD	Business Representative