

Abilene Independent School District
Austin Elementary
2021-2022 Campus Improvement Plan



Mission Statement

AISD engages and empowers each student to be contributing, responsible citizens who reach their full potential through relevant, innovative and rigorous learning experiences.

Vision

Inspired, skilled, engaged and empowered students make a difference in the world.

Core Beliefs

- Deep learning involves critical thinking, collaboration and problem solving.
- Relevant and meaningful student experiences are the core of the modern classroom.
- Initiative, innovation, a strong work ethic and entrepreneurial spirit are life skills each student needs.
- The cultivation of each student's strengths and passions leads to success.
- Respect, care and having high expectations for each student is the foundation for learning.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	4
School Processes & Programs	6
Perceptions	8
Priority Problem Statements	10
Goals	11
Goal 1: Make classrooms more meaningful and relevant for students and teachers.	12
Goal 2: Develop a culture, climate and environment that values collaboration.	16
Goal 3: Build partnerships with local business and organizations.	19
Goal 4: Tell the AISD stories of inspiration, success and opportunity to the community, parents, and staff.	20
Goal 5: Meet or exceed all federal and state mandates.	21
Comprehensive Support Strategies	23
Campus Funding Summary	24
Addendums	25

Comprehensive Needs Assessment

Demographics

Demographics Summary

The campus is predominately a neighborhood school. There are two bus routes serving the school. Austin Elementary student groups include 2.2% English Language Learners (ELLs), 14.5% Gifted and Talented, and 10.3% Special Education. Additionally, 41.6% are economically disadvantaged, 6.3% are identified as at-risk. Our district uses state and local indicators.

Austin Elementary serves approximately 593 students in Kindergarten through grade five. Austin is a campus with 41.6% of the students qualifying as economically disadvantaged. Approximately 30% of the students are Hispanic, 60% Anglo, 5% African American, 1% Asian, and 4.6% are two or more races. The average class size is 1:22 or less in Kindergarten through fourth. The class size in 5th grade is 1:26.

Attendance is an area that Austin continually strives to improve. As of the end of the 2020-21 school year, the attendance rate stands at 96.5%.

The majority of our families speak English and come from homes where both parents work. The parents at Austin have high expectations for their children and the staff. School activities and evening functions are well attended by parents and extended family members.

Our staff is 100% highly qualified. 100% of Austin paraprofessionals have over 60 college hours or have completed the paraprofessional academy. Our staff population is made up of 96% Anglo, and 4% Hispanic.

Demographics Strengths

Austin Elementary has many strengths. Some of these include:

1. The Leader In Me program has increased student leadership in the classroom, school and at home.
2. The faculty has created and continues to maintain a culture of inclusion for all students and a place for students and staff to feel safe and happy while at school.
3. We have an excellent PTO that encourages all parent participation and supports our campus in numerous ways.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Austin has seen an increase in severe, Tier 3 behavior in younger grades. **Root Cause:** Students have a need for social skills development, along with training for teachers in teaching these skills.

Problem Statement 2: We would like to continue to improve parent communication and participation. **Root Cause:** Families are busy and involved in many activities. The increase in low socio-economic families that are unable to lack the means for communication and involvement.

Student Learning

Student Learning Summary

All schools in Texas must meet standards set in four state accountability areas.

For the 2017-2018 school year, Austin Elementary met all targets:

Index 1 - Student Achievement. Austin Elementary Score: 82 (state target score = 60)

Index 2 - School Progress. Austin Elementary Score: 83 (state target score = 32)

Index 3 - Closing the Gaps. Austin Elementary Score: 84 (state target score = 28)

These scores resulted in Austin Elementary receiving a 2018 Texas Accountability Met Standard rating.

The campus also earned four Distinctions:

- 1) Comparative Closing the Gaps
- 2) Academic Achievement in ELA/Reading
- 3) Academic Achievement in Science
- 4) Comparative Academic Growth

On the 2018 STAAR, the following scores for all grades show the percentage at Phase-In Satisfactory Standard or Above:

All Subjects - 84% (State 77% and District 73%)

Reading - 86% (State 74% and District 70%)

Math - 86% (State 81% and District 79%)

Writing - 70% (State 66% and District 58%)

Science - 86% (State 80% and District 76%)

An analysis of the above scores by subject area reveals that all performance index areas were above the report state and district percentages. Eight different STAAR exams were given at the three grade levels. All groups have been analyzed by individual student scores and academic standards. Intervention strategies will be implemented to accelerate learning and help close gaps.

Student Learning Strengths

2018-2019: The following student achievement strengths have been identified:

1. Overall, our students continue to grow in all areas.
2. Through the utilization of district benchmarks and classroom assessments as well as carefully designed scheduling, Austin faculty and staff provide extensive and effective differentiated instruction during the school day throughout the academic year.
3. The classroom teachers are assisted by support staff to ensure that every student in need is able to consistently receive small group or individual instruction.
4. Teachers and administrators have access to assessment data through AWARE and Eduphoria and class/program generated documentation.
5. We provide after-school tutoring from January - May (5 months of the school year).
6. Teachers and support staff work diligently to implement our RTI, LLI, and Compensatory Funded programs/tutoring and refer students who do not demonstrate adequate academic growth for further assessment through 504, dyslexia, RTI, and special education.
7. Students who are identified as high risk are also given the opportunity to participate in LLI.
8. We have a writing accountability system for all grades-BME writing samples.
9. We have school, class and individual student writing, reading and math goals.
10. School wide Accelerated Reader (AR) incentives, Million Word Reader Club, during the day tutoring for Math and Reading (3rd-5th).

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Austin writing scores declined from 76% to 70% in 2018. **Root Cause:** Grades K-3 writing instruction needs to be aligned and consistent.

School Processes & Programs

School Processes & Programs Summary

The Curriculum, Instruction, and Assessment focus at Austin Elementary is guided by the TEKS Resource System scope and sequences, district scope and sequences, and the results of campus based assessments. We have also used the Panorama survey to help address and target areas of need.

Accelerated Reader is utilized in grades 1-5 to encourage reading, and Accelerated Reader's STAR assessment is given to place students at appropriate reading levels. Grades K-2 uses SuccessMaker to test students' reading levels. Grades 2-5 use district target tests and benchmarks to help focus on the needs of their students for both reading and math. Fourth grade also benchmarks in writing while 5th grade adds science to their target tests and benchmarks. In addition to these assessments, grades 3-5 also use STAAR data to help guide instruction. Special courses and programs such as physical education, music, special education, dyslexia and ELL instruction use the same standard of assessment as the grade levels of their students. Texas English Language Proficiency Assessment System (TELPAS) is a major assessment for LEP students. School-wide writing benchmarks take place at the beginning of the year, middle of the year, and end of the year. These writing samples are placed in students' writing portfolios to follow them from grade level to grade level. Austin is also in the Leader in Me process to encourage student ownership of learning, behavior, and the school.

Weekly grade level meetings are held to review data, strategically plan lessons, and for professional learning. Grade levels have a daily common planning time. Data meetings are held with the principal and instructional coordinator to analyze areas of strengths and weaknesses.

All staff members at Austin Elementary School meet the federal and state highly qualified requirements resulting in students being surrounded by staff that hold high expectations for learning. One new teacher joined the Austin Elementary family this year. It is important at Austin Elementary to provide ongoing, very targeted, job-embedded professional learning. Professional development needs shall be based upon the findings in our CNA plan. In addition to professional development, the weekly grade level meetings reinforce what they are learning by discussing training, discussing implementation and sharing articles, etc. Teachers observe each other in a spirit of learning together.

School Processes & Programs Strengths

2018-2019: The following School Process & Programs strengths have been identified:

1. 2018 STAAR data exceeds state and district averages; STAAR advanced data exceeds state and district averages
2. The use of Leader in Me strategies to guide students in goal setting for increased student performance, and cultivate students in monitoring their own academic progress.
3. Continued implementation of the Leveled Literacy Intervention program for our struggling readers with our RTI interventionist.
4. Further implementation of Balanced Literacy in grade K-5, specifically in the area of Guided Reading instruction.
5. The Austin Elementary staff values professional development and seeks opportunities to participate in staff development outside of what the district requires.
6. 100% of the staff are Highly Qualified.
7. 100% of the certified staff and 100% of the paraprofessional staff have participated in multiple professional development opportunities during this past school year.
8. Each grade level team is staffed with at least one ESL teacher and 1 or more GT certified teachers.

9. Staff works closely together and shares a strong sense of community.
10. Lessons plans are reviewed weekly and feedback is given.
11. Action teams, Safety and Security team, Foundations team as well as the Lighthouse team meet monthly.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Our special education population continues to grow each year, causing our one teacher to have a caseload over 35. **Root Cause:** Limited special education teachers/funding

Problem Statement 2: Limited one to one devices in classrooms. **Root Cause:** Technology funding is limited.

Perceptions

Perceptions Summary

One of the core beliefs at Austin Elementary is that all children can succeed and all children can be leaders. With this in mind, the entire campus has successfully implemented the Leader In Me Program. Along with the kids, we have created a campus where students feel empowered in their academics as well as their personal achievements - big or small. Our campus Mission Statement is "Be here to learn. Learn to lead. And lead everywhere." Students are taught that, through using the 7 Leader in Me Habits, their success is in their hands. They are responsible and take ownership in not only their academics, but also in their campus.

Teachers and staff have received excellent training for 6 years on how to implement this program in our classrooms to ensure that a healthy classroom climate is created and maintained. While academics is our primary focus, the Leader in Me habits have helped us create a culture on campus that positively affects our students here and at home. We are proud that we continue to maintain top status in academic performance compared to district and state norms.

Although implementing such a large and important program like the Leader in Me has often times felt overwhelming, the teachers on campus cannot help but see how beneficial it has been in not only our culture and climate but also in our students and their families. We are so proud to be a Leader in Me Lighthouse campus.

This year we conducted a survey through Panorama. Based on the Panorama survey data, our students see Austin Elementary as a positive place to learn. They feel strongly about their relationship with their teachers. Students feel confident about teachers' ability to help them learn, keep them safe, and prepare them for their future. Teachers' results showed the same satisfaction.

Perceptions Strengths

The following are identified as strengths:

1. Emphasis on student successes through Accelerated Reader, PE Lap Cards, Austin All Stars trips, birthdays and special achievement announcements, Million Word Reader, math score boards, student led conference, service project score boards, goal tracking in our Leadership binders, classroom leadership roles, Reading Raider Wall, Exposure to Philharmonic, Grace art lessons, Albany Art, Ropes Course, 2nd and 5th grade music programs, LIM pep rallies, Leadership celebrations on the announcements and in the classroom.
2. Safety Drills- fire, lock down, tornado, ID of visitors, locking doors, safe meeting place off campus practice with leader buddies, traffic flow pattern, well-staffed dismissal, security fencing, security cameras, check-in system in the office with Mrs. Turk and Mrs. Roberson.
3. Bully programs with counselor, character values example stories on announcements, Just Say No, Autism Awareness lunch bunch, Cooper PALS, Big Brothers Big Sisters, Leader Buddies
4. PTO school wide activities: 50's day, Fall Fest, student led leadership days, All Stars, treats in the lounge, multiple teacher appreciation efforts, Imaginations Competition, parent volunteers
5. GT, DI, UIL and Robotics Clubs for Gifted and Talented, Color Guard, Student Council, Junior Lighthouse Team, Student hosts, Imagination Competition, school wide job opportunities, 20+ student led community service projects, before school student choice times two days a week, and after school clubs.
6. Active AES staff social committee- baby showers, luncheons, community giving opportunities, new staff mentors, campus design team, and Fun Czar committee
7. Class mission statement, school mission statement, student leadership opportunities, Leadership Day, Classroom leadership roles, achieved Lighthouse status, leadership tools used frequently in the classroom
8. Booster shots in faculty meetings, new teacher support/mentor program focusing on Leader in Me, staff members are open to implementation of the Leader in Me.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Faculty wide involvement in school wide efforts **Root Cause:** Some do not feel the need to express ideas or opinions on different activities around campus due to the active involvement of different committees such as the Lighthouse team that makes a great deal of decisions for the campus



Priority Problem Statements

Goals

Goal 1: Make classrooms more meaningful and relevant for students and teachers.

Performance Objective 1: 95% of students will improve their reading levels according to the BAS/MAP.

Evaluation Data Sources: BAS data, STAR tests results, MAPS test data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide intense supplemental reading instruction for K-3 students that are below reading level using the LLI program.</p> <p>Strategy's Expected Result/Impact: Students demonstrating growth on grade level common assessments in reading. Increase students reading on grade level in grades K - 3.</p> <p>Staff Responsible for Monitoring: Principal, IC</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide intense tutoring during school in reading for low performing, at risk students in grades 3-5.</p> <p>Strategy's Expected Result/Impact: Students demonstrating growth on grade level common assessments in reading. Increase students reading on grade level in grades 3-5.</p> <p>Staff Responsible for Monitoring: IC, Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy</p> <p>Funding Sources: - State Comp Ed - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide explicit and systematic phonemic awareness instruction in grades K - 2 through the Heggerty Program and provide explicit and systematic phonics instruction in grades K - 2 through Foundations Wilson Language Phonics Program.</p>	Formative			Summative
	Oct	Jan	Apr	June


Strategy's Expected Result/Impact: Students demonstrating growth on grade level common assessments in reading.


Increase students reading on grade level in grades K - 2.


Staff Responsible for Monitoring: Principal, IC

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math



 No Progress

 Accomplished






 Continue/Modify

 Discontinue

Goal 1: Make classrooms more meaningful and relevant for students and teachers.

Performance Objective 2: Austin Elementary will improve math scores in all grades in the approaching category from a 81% to 85%.






Evaluation Data Sources: STAAR data, benchmark data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide intense tutoring after/during school in math for low performing, at risk students in grades 3-5</p> <p>Strategy's Expected Result/Impact: STAAR data, benchmark data</p> <p>Staff Responsible for Monitoring: IC, Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: - State Comp Ed - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Make classrooms more meaningful and relevant for students and teachers.

Performance Objective 3: Austin Elementary will improve 4th grade writing scores from a 73% to 80%.






Evaluation Data Sources: STAAR data

Strategy 1 Details	Reviews			
<p>Strategy 1: Austin Elementary will incorporate weekly writing activities across different curriculum areas in all grades K-5, including keeping writing samples for comparative data.</p> <p>Strategy's Expected Result/Impact: STAAR writing data and performance</p> <p>Staff Responsible for Monitoring: Principal, IC</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: Make classrooms more meaningful and relevant for students and teachers.

Performance Objective 4: K-5th grade will integrate student-driven learning technology activities or projects at least once a grading period from the 2nd grading period through the end of the school year.








Evaluation Data Sources: Lesson Plans

Strategy 1 Details	Reviews			
<p>Strategy 1: Apple Cohort Teachers and Campus Technology Liaison will provide professional learning on grade level appropriate practices and activities integrating technology at least once per grading period beginning the first grade period.</p> <p>Strategy's Expected Result/Impact: Staff increase knowledge on technology resources and best practices.</p> <p>Staff Responsible for Monitoring: Principal, IC, Campus Technology Liaison, Apple Cohort Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Develop a culture, climate and environment that values collaboration.

Performance Objective 1: 100% of teachers at Austin will integrate the Leader in Me principles within their classroom curriculum in order to advance character development and foster a safe, responsible, and respectful school environment.









Evaluation Data Sources: Leader in Me staff, parent and student surveys, Formal and Informal Observations

Strategy 1 Details	Reviews			
<p>Strategy 1: The Austin Elementary Community will provide a well-rounded school program by communicating through our website, calendars, newsletters, marquee, local newspaper, PTO newsletter, PTO meetings, Parent forums, Monday take home folders, social media outlets, CBCC team meetings and student led conferences.</p> <p>Strategy's Expected Result/Impact: Surveys</p> <p>Staff Responsible for Monitoring: Lighthouse Team and Facilitators, All Staff</p> <p>Title I Schoolwide Elements: 2.5, 3.1 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: 100% of staff will set 1 personal and 1 professional goal and will track it.</p> <p>Strategy's Expected Result/Impact: Observations</p> <p>Staff Responsible for Monitoring: Lighthouse Team, Principal</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: 100% of Austin students will serve in a leadership role, 100% will track their goals in a leadership binder, and 100% will conduct student led parent conferences by Spring Break 2018</p> <p>Strategy's Expected Result/Impact: Parent and supporting adults conference rosters, LIM student binders</p> <p>Staff Responsible for Monitoring: Teachers, Principal, Lighthouse Team</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Develop a culture, climate and environment that values collaboration.

Performance Objective 2: 100% of Austin teachers will utilize the Foundations and CHAMPS program in their classrooms to teach students campus and classroom expectations.








Evaluation Data Sources: reduced office discipline referrals

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will review daily classroom and campus expectations for behavior.</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: During faculty meetings and grade level meetings examples of topics to build classroom community and improve student behavior will be given and discussed once a month.</p> <p>Strategy's Expected Result/Impact: observation of engaged students, reduce office discipline referrals</p> <p>Staff Responsible for Monitoring: Assistant Principal, Principal</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Develop a culture, climate and environment that values collaboration.






Performance Objective 3: 100% of Austin teachers will be involved on an action team to deepen and expand the learning environment and climate.

Evaluation Data Sources: Meeting Sign In Sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Action teams will meet once a month to develop and maintain ideas and activities to enhance the culture and climate of our school.</p> <p>Staff Responsible for Monitoring: Lighthouse Facilitator, Principal, IC, Assistant Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Build partnerships with local business and organizations.









Performance Objective 1: Make connections with community partners in order to provide opportunities for students and community members.

Strategy 1 Details	Reviews			
Strategy 1: Hold a Leadership day at Austin where local businesses and community members are invited to speak to our students about leadership.	Formative			Summative
	Oct	Jan	Apr	June
	 0%			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Tell the AISD stories of inspiration, success and opportunity to the community, parents, and staff.

Performance Objective 1: Create opportunities for parents and community members to know the Austin story.







Evaluation Data Sources: weekly updates

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff will update social media websites weekly. Strategy's Expected Result/Impact: Parents and community members will have up to date information regarding activities going on at Austin. Staff Responsible for Monitoring: Principal, AP, IC, Counselor Title I Schoolwide Elements: 3.1</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Principal will call out with information twice a six weeks. Strategy's Expected Result/Impact: Parents and families are up to date with information on activities at Austin. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 3.1</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: School web page will stay up to date, including teachers pages Strategy's Expected Result/Impact: Parents and community members are up to date with information on activities at Austin. Staff Responsible for Monitoring: Principal, Campus webmaster, Teachers Title I Schoolwide Elements: 3.1</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Host 2 events in the 2020-2021 school year for parents and families to come to the school to celebrate their student. Strategy's Expected Result/Impact: Increase parent involvement Staff Responsible for Monitoring: Principal, IC, Lighthouse Team</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Meet or exceed all federal and state mandates.






Performance Objective 1: Austin Elementary School students will increase their attendance to 97% for the 2019-2020 school year.

Evaluation Data Sources: campus attendance data

Strategy 1 Details	Reviews			
<p>Strategy 1: Austin students will keep track of their daily attendance, including tardies in their leadership notebooks.</p> <p>Strategy's Expected Result/Impact: increase attendance percentage</p> <p>Staff Responsible for Monitoring: AP, Teachers, Lighthouse Team</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: A contest will take place among classes in each grade level. The class at each grade level who had the best attendance for the six weeks will receive spirit sticks. Each grade level that had the best attendance will receive a party and their name on the marquee.</p> <p>Strategy's Expected Result/Impact: increase attendance percentage</p> <p>Staff Responsible for Monitoring: Principal, AP, Teachers</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: Meet or exceed all federal and state mandates.

Performance Objective 2: All Austin teachers will meet Highly Qualified state standards and will be involved and engaged in the professional development goals of the district and of the campus.

Strategy 1 Details	Reviews			
Strategy 1: Ensure Austin Staff are provided with ongoing opportunities for professional learning in the following areas during grade level meetings: 1. Content Delivery 2. Intervention (RtI) 3. Differentiated Instruction Staff Responsible for Monitoring: Principal, IC Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Oct	Jan	Apr	June
	 25%			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Provide intense tutoring during school in reading for low performing, at risk students in grades 3-5.

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$5,000.00
1	2	1			\$5,000.00
Sub-Total					\$10,000.00
Grand Total					\$10,000.00

Addendums