

Pampa Independent School District
Stephen F. Austin Elementary
2015-2016 Campus Improvement Plan

Accountability Rating: Met Standard

Mission Statement

We wish to instill in all children a love for life-long learning and to encourage them to become productive citizens by providing a learning environment that respects individual difference and emphasizes positive attitudes, skills for success, and moral values.

We will identify the essential outcomes based on the TEKS for each grade level and help each student to achieve these outcomes.

We will teach and model clear expectations for all students.

Vision

All students will achieve on or above grade level and demonstrate good citizenship.

Motto

Effort makes it happen!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The population of Austin Elementary has been steadily changing for several years. The primary differences are the increases of the Low Socio-Economic subgroup and the number of Special Education students being served at Austin. The trend does not necessarily involve an ethnic subgroup, but is across all ethnicities.

Total enrollment for the 2014-2015 school year was 474.

- 232 Males
- 242 Females
- 17 LEP students (3.66%)
- 137 Economically Disadvantaged
- 5% Special Education

Ethnicity

- American Indian .84%
- Asian .42%
- Black African American .42%
- Hispanic/Latino 24.68%
- White 70.25%
- 2 or more races 3.38%

Demographics Strengths

- Our population has remained relatively static.
- Large number of students from stable homes.
- Strong community network of support.

Demographics Needs

The population of Austin Elementary has been steadily changing for several years. The primary difference is the increase of Low Socio-Economic subgroup. The trend does not necessarily involve an ethnic subgroup, but is across all ethnicities.

Address the needs of At-Risk students:

- Economically Disadvantaged students
- ELL students
- Special Education students

Student Achievement

Student Achievement Summary

- Continued work on writing skills (campus-wide)
- Incentives for students who excel in Reading
- Work on reading comprehension, summarizing, & poetry
- Push multiplication, division, & problem-solving
- Focus on African-American & LEP students in Reading
- Focus on African-American, Special Education, & At-Risk students in Math

Student Achievement Strengths

- Attendance over 96 % for the year
- Met Standard in all 4 Indexes

Student Achievement Needs

- Increase Index 1 from 80 % to 85 %
- Increase Index 2 from 37 % to 42 %
- Increase Index 3 from 42 % to 45 %
- Increase Index 4 from 28 % to 30 %
- Increase Attendance from 96.36 % to 97 %

School Culture and Climate

School Culture and Climate Summary

Austin Elementary has a culture of success and motivation. It is a self-reflective faculty in general and the Professional Learning Community model has had active participation for many years. Therefore, the expectation is one of collaboration, both horizontally and vertically.

Collaboration will continue to be the emphasis within the parameters of the curriculum with an eye toward consistency across grade level AND campus.

School Culture and Climate Strengths

- Parent conferences
- Positive parent contact/involvement
- Leadership meetings
- Recognition of Perfect Attendance
- Newsletter
- UIL Participation
- Positive administrative support

School Culture and Climate Needs

- Diligence of newsletter to inform of events
- Discipline guidelines
- Substitutes consistently available for training
- Recognition of students in Assembly for more than just grades

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Austin Elementary will continue to recruit and hire highly qualified staff. We will continue to seek out and hire highly motivated and engaged staff and support current staff.

Staff Quality, Recruitment, and Retention Strengths

- 100% Highly Qualified & TELPAS certified Teachers
- PDAS walk-throughs, evaluations, and conferences
- Instructional Specialist to provide resources/support for classroom teachers
- Region 16 ESC support for classroom teachers/staff
- Professional Learning Communities
- Data Meetings
- SPED Inclusion classroom support
- CHAMPS discipline
- Professional Development
- All certified staff participate in RTI
- Horizontal Alignment
- Online training
- ESL Certification
- District professional development calendar
- Professional improvement plan
- Parental support
- Awesome Booster Club

Staff Quality, Recruitment, and Retention Needs

- Professional Development to support new and current district initiatives
- Provide Mentoring/Training/Support for new staff members
- Provide Opportunities for new staff to seek answers, questions, and concerns
- Staff incentives for perfect attendance each six weeks

- Two-way radios for each classroom
- CPI Training for all instructional staff
- End of school year survey for improvements & strengths (anonymous or suggestion box)
- Exit interview for staff leaving the campus
- Additional training opportunities for paraprofessionals
- Provide teachers numerous opportunities to share strategies, classroom management suggestions, training, etc.
- Additional support for redirect students

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Disaggregated data is the driving force for academic/instructional planning. The Austin RTI process is a strong focal point for staff collaboration/problem solving to meet the needs of our students.

Curriculum, Instruction, and Assessment Strengths

- Data analysis
- RTI
- TEKS Resource System
- Reading Recovery
- Dyslexia
- Curriculum Alignment
- Tracking student progress
- Professional Learning Communities
- Differentiation for all populations
- CPI Training - Most staff already trained
- Purchase of Math curriculum (Pearson)

Curriculum, Instruction, and Assessment Needs

- Increased academic rigor
- Higher level/professional vocabulary
- Redirect/ED training
- Reading program w/incentives
- More focused ELPS implementation
- Math pacing to cover new TEKS

Family and Community Involvement

Family and Community Involvement Summary

Austin Elementary has typically had highly-concerned and involved parents. A number of uninvolved/uninterested have begun to present a unique set of challenges for the campus staff.

Practices concerning homework, communication, and assessment feedback will need to be considered in order to address this discrepancy in support in the students' homes.

Family and Community Involvement Strengths

- Delivering information to parents
- Booster Club
- Positive communication
- Parent/Community participation on Leadership Committee
- Parental Involvement Activities for parents to interact with their children at school
- Variety of events to which parents are encouraged to attend

Family and Community Involvement Needs

- Global phone calls for STAAR testing and parent meeting notices
- Translator on campus for parent communication

School Context and Organization

School Context and Organization Summary

Communication is a key focus at Austin Elementary. During the 2015-2016 school year, all certified Austin staff members will be training to implement a classroom website. This website will be used to communicate weekly with parents upcoming projects, assignment due dates, and contain links to various items among additional things. Global phone calls will continue to be utilized as needed to keep all parents informed. Communication between the various organizational committees, Professional Learning Communities, and Booster Club will continue to ensure all academic needs of students are met.

School Context and Organization Strengths

- Leadership Committee
- Horizontal alignment
- Professional Learning Communities
- Response to Intervention
- Global phone calls
- Booster Club
- Curriculum meetings

School Context and Organization Needs

Austin Elementary Webpage

- Update
- Classroom links
- Upcoming events
- Important dates
- Lunch menus
- School calendar
- Ensure all important information is relayed in a timely manner

Technology

Technology Summary

Through the 2015-2016 school year Austin Elementary Staff will use one Professional Learning Community Day per month to meet with and learn to use different technology tools (websites, applications, hardware, etc.) to enhance technology integration in all classrooms at Austin Elementary.

Technology Strengths

- 2 Computer labs
- iPad carts
- Projectors & document cameras
- Mobis
- Clickers
- WiFi
- Library software
- Web-based programs
- Personal devices
- Eduphoria

Technology Needs

- Smart Boards
- More technical support
- More iPad carts
- Laptops for teachers
- Latest software programs
- Working websites for all professionals

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

Accountability Data

- Texas Academic Performance Report (TAPR) 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
- Progress of prior year STAAR failers
- Student Success Initiative (SSI), Grades 5 and 8, data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Male / Female performance and participation data
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data

- Highly qualified staff data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals





Goal 1: Austin Elementary will achieve outstanding educational performance across all grade levels measured by state/district assessments.

Performance Objective 1: 1.1. Austin Elementary School will continue to attain the Met Standard Campus Rating with Distinctions as designated by TEA.

Summative Evaluation: 2016 Accountability Rating

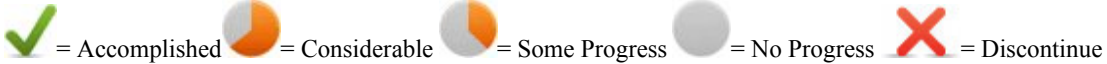
Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Jan	Mar	June
1) 1. Austin will provide TEKS based curriculum delivery in core subjects Sept. - May (System Safeguard Activity)		Campus Principal(s), Literacy Specialists, Teacher(s)	Common Assessments, Benchmarks, I Station, Progress Monitoring, Indicators of Progress (ISIP), STAAR, TELPAS				
Funding Sources: 199 - General Fund							
2) Austin will continue to provide, monitor, and measure the delivery of the Reading Recovery program. Sept. - May (System Safeguard Activity)		Principals, Reading Recovery Teacher, Classroom Teachers	Summative - Progress Monitoring, ISIP, OS				
Funding Sources: 199 - General Fund							
3) 3. Austin will continue to provide supplementary instruction through literacy groups in K-2. Sept. - May (System Safeguard Activity)		Reading Recovery Teacher	Common Assessments, Progress Monitoring, Benchmarks, ISIP				
Funding Sources: 199 - General Fund							
4) Austin will continue to provide identification, instruction and progress monitoring for children with dyslexia and related disorders. Aug. - May (System Safeguard Activity)		Campus SIT Team, Counselor, Dyslexia Specialist, Instructional Specialist, Principals, Classroom Teachers	Summative - State Assessments, Benchmarks, Progress Monitoring, WADE (Wilson Assessment of Decoding and Encoding)				
Funding Sources: 199 - General Fund							

5) 5. Austin will provide targeted interventions for children with a Tier 3 designation or with STAAR-related or instructional concerns. Sept. - May (System Safeguard Activity)	Campus Interventionist, Classroom Teachers, Instructional Specialist, Principals, Reading Recovery Teacher, SPED Teacher	Common Assessments, Benchmarks, Progress Monitoring				
Funding Sources: 199 - General Fund						
6) Austin Elementary will provide a balanced approach to literacy using all 8 components, including an explicit and systematic phonetic component. Aug. - May (System Safeguard Activity)	Literacy Specialists, Classroom Teachers, SPED Teacher, Inclusion Aides	Summative - STAAR, Common Assessments, Progress Monitoring				
Funding Sources: 215 - Title I-D						
7) ELL Assistance will be provided by an ELL certified teacher to the eligible students at Austin Elementary at each grade level. Aug. - May (System Safeguard Activity)	ESL Certified Classroom Teachers	Summative - TELPAS/LAT				
Funding Sources: 263 - Title III, LEP						
8) Austin will participate in the Window on a Wider World Grant program. Every student will attend at least one WOWW event in the school year. Oct. - May	Principals, Classroom Teachers, WOWW Campus Coordinator	Summative - Observation of wider range of accessible knowledge of arts and applicable instruction				
Funding Sources: 461 - Campus Activity Fund						
9) Austin Elementary will implement intervention times for Math and Reading at least 4 times a week. Aug. - May (System Safeguard Activity)	Principals, Classroom Teachers, Instructional Specialist	Summative - Performance on state assessments, benchmarks, common assessments				
Funding Sources: 461 - Campus Activity Fund						
10) Austin students will participate in a TEKS-based music curriculum with an emphasis on musical performance. Sept. - May	Principals, Lead Teacher, Parent Volunteers	Summative - Student performances on campus and in the community.				
Funding Sources: 461 - Campus Activity Fund						
11) Austin Elementary will increase academic rigor with enrichment opportunities in all grade levels and all subject areas through increasing student critical writing in each lesson. Aug. - May.	Campus Administration, Instructional Specialists, Teacher	Lesson Plans showing critical writing activities and student critical writing products displayed for all subject areas.				
12) Austin Elementary will integrate technology in instruction and curriculum through increasing the number of iPads available for and used by students. Aug. - May.	Campus Administrators, Teachers, Technology Dept.	Technology grants, increased number of iPads: student use logs				

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue


Goal 1: Austin Elementary will achieve outstanding educational performance across all grade levels measured by state/district assessments.

Performance Objective 2: 1.2. Austin Elementary will continue to meet or exceed the state standard in attendance.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Jan	Mar	June
1) Phone calls and letters to parent if excessive absences occur. Aug. - May		Principals, Attendance Officer, Classroom Teachers	Summative - Attendance Data				
Funding Sources: 199 - General Fund							
2) Rotary Club bike drawing held each six weeks for student who had perfect attendance during the six weeks. Oct. May		Principals, Classroom Teachers	Summative - Improved Attendance				
							






Goal 1: Austin Elementary will achieve outstanding educational performance across all grade levels measured by state/district assessments.

Performance Objective 3: 1.3. Austin Elementary will increase the percentage of students achieving the STAAR equivalent of commended performance on the state assessment.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Jan	Mar	June
1) Austin will continue the enrichment of high-performing students through the pull-out PAAS program. Aug. - May (System Safeguard Activity)		PAAS Teacher	STAAR progress of one year minimum PAAS Attendance PAAS activities				
	Funding Sources: 199 - General Fund						
2) Austin Elementary staff will take data from universal screening to inform instruction and monitor the progress of students. Aug. - May (System Safeguard Activity)		Principals, Classroom Teachers	PLC Minutes RTI Minutes				
	Funding Sources: 199 - General Fund						
3) Austin staff will implement differentiated instruction on all levels. Aug. - May (System Safeguard Activity)		Classroom Teachers	Lesson Plans Walkthrough Documentation				
	Funding Sources: 199 - General Fund						
4) Designated intervention times will include enrichment instruction and activities at all levels. Aug. - May (System Safeguard Activity)		Classroom Teachers, Campus Interventionist	Intervention lesson plans PLC minutes				
	Funding Sources: 411-Instructional Materials Allotment						
							

Goal 1: Austin Elementary will achieve outstanding educational performance across all grade levels measured by state/district assessments.

Performance Objective 4: 1.4. Austin Elementary will celebrate successes of our learning community, including behavior, attendance, and character traits.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Jan	Mar	June
1) Austin will reward good behavior and character traits of students with a celebration assembly held each six weeks. Oct. - May		Classroom Teachers, Principals, Counselor	Formative - Improved classroom behavior exhibited through a decrease in number of office referrals				
2) Students are rewarded for good behavior by their teachers as set per classroom (i.e. Lunch Bunch, "Marble"ous Behavior rewards, Caught Being Good awards, "I Had a Great Day" rewards, positive comments on Thursday Take-Home envelopes, moving discipline clips up for good behavior, etc.).		Classroom Teachers	Formative - Improved classroom behavior exhibited through a decrease in number of office referrals				
3) Teachers make positive contacts with parents, celebrating good student behavior. Aug. - May		Classroom Teachers	Formative - Improved classroom behavior exhibited through a decrease in number of office referrals				
4) The CHAMPS program is implemented school-wide at Austin to promote positive student behavior. Aug. - May (System Safeguard Activity)		Classroom Teachers, Principals, Instructional Aides, Lunchroom Monitors, Counselor, Interventionist, Instructional Specialist, Parent Volunteers	CHAMPS visuals are evident throughout the school. Formative - Improved classroom behavior exhibited through a decrease in number of office referrals RTI w/Linda Madden - focus on behavior				
Critical Success Factors CSF 6		Teachers, Principals	Names recorded, and read over the Public Address with pencils presented.				
5) Students of the week will be named from each classroom one boy and one girl.	Funding Sources: 199 - General Fund						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: Austin Elementary will have strong understanding and support by the community.

Performance Objective 1: 2.1. Austin Elementary will strive to create a strong positive partnership with parents for success for students.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Jan	Mar	June
1) Parent conferences will be held with each parent to discuss each student's progress a minimum of 2 times per year. Oct. & May		Classroom Teachers	Formative - Parent Sign-in sheet, Parent satisfaction and cooperation, and attendance.				
Funding Sources: 199 - General Fund							
2) Austin will host a "Meet the Teacher" day prior to school start. This allows the student to have a positive contact with their teacher and locate their homeroom. August		Classroom Teachers	Formative - Cooperative and successful first day of school				
Funding Sources: 461 - Campus Activity Fund							
3) Austin will maintain a campus website and Facebook page to keep parents informed of events on the campus. Each certified staff member will maintain a webpage. Aug. - May		Principals, Campus Website Coordinator	Summative - Student success				
Funding Sources: 199 - General Fund							
4) Austin will produce a school-wide newsletter to keep parents informed, as well as classroom newsletters that will include important dates and relevant information, highlights successes, and profile staff. Sept. - May		Principals, Classroom Teachers, Parental Involvement Coordinator	Formative - Observation of informed parents and community				
Funding Sources: 461 - Campus Activity Fund							
5) Austin Elementary will participate in the District Showcase, demonstrating engaging lessons for the community. November		Classroom Teachers, Principals	Formative - Improved relations with the community. Increase community participation by 10%.				
Funding Sources: 461 - Campus Activity Fund							
6) Students and parents will have the opportunity to attend Service Opportunity Nights each semester. These will focus on educational/family activities to provide opportunities to give back to the community. Aug. - May		Principals, Counselor, Instructional Specialist, Classroom Teachers, Parental Involvement Coordinator	Summative - Evidence of increased involvement in student academic activity as measured by EOY survey				
Funding Sources: 215 - Title I-D							
7) Kindergarten Roundup will be held in the Spring and Kindergarten Kick-off in August to enroll and screen pre-schoolers for the upcoming year of kindergarten. Spring (System Safeguard Activity)	7, 8, 10	Instructional Specialist, Parental Involvement Coordinator, Registrar, School Nurse, Classroom Teachers, Principals	Summative - Increased number of students pre-enroll and have information about kindergarten before the beginning of the school year.				
Funding Sources: 211 - ESEA, Title I, Part A, Imp Basic Prog							

8) Grades 1, 3, and 5 will perform musical performance that is open to the public and parents. Sept. - May		Principals, Classroom Teachers	Formative - Increased positive relationships and satisfaction from parents as indicated on a survey in the spring				
Funding Sources: 461 - Campus Activity Fund							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: Austin Elementary will have strong understanding and support by the community.










Performance Objective 2: 2.2. Austin Elementary will provide regular opportunities for students to interact positively with members of the community and the region.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Jan	Mar	June
1) Austin 4th graders will participate in the Gray County Ag Fair. Nov.		Principals, Classroom Teachers	Formative - Writing assessment, observation, discussion feedback				
Funding Sources: 199 - General Fund							
2) Austin will participate in the Window on a Wider World Grant program. Sept. - May		WOWW Coordinator, Principals	Formative - Stronger understanding and support by the community, as well as a better appreciation of the arts				
3) Austin students will continue to have the opportunity to interact with the community by participating in the "Pennies for CASA" drive. February		Principals, Classroom Teachers, Counselor	Summative - Success of drive				
4) Austin student will continue to participate in the canned food drive. December		Principals, Classroom Teachers	Formative - Response of students				
5) Austin students will have the opportunity to interact with the community by caroling in nursing homes, banks, daycare centers, and the courthouse. December		Classroom Teachers, Grades K, 2, & 4 students, Principals	Formative - Responsibility and cooperation of students				
Funding Sources: 199 - General Fund							
6) Each grade level will conduct a service project that includes an educational component as well as a service component. Sept. - May (System Safeguard Activity)		Counselor, Classroom Teachers, Principals	Summative - Success of the children/culminating activity presentation				
7) Students will participate in a Field Day at at the end of the year that will incorporate participation from the community and parents. May		Classroom Teachers, Principals	Summative - Increased positive relationship with the community and parents, as well as increased physical activity for students				
Funding Sources: 461 - Campus Activity Fund							
8) 5th grade students will perform at the high school for the Spring Concert, in combination with the other elementary choirs. April		Classroom Teachers, Principals	Summative - Increased positive relationship with parent and community as indicated on spring survey				
9) Parental Involvement-initiated, campus-based parent survey regarding the academic school year. April		Campus Administrators, Parental Involvement Department	Surveys				

10) Parent communication/training on topics such as Skyward and curriculum changes. Aug. - May		Campus Administrators	Surveys				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							












Goal 3: Austin Elementary will build a strong staff through support, training, and evaluation.

Performance Objective 1: 3.1. Austin Elementary will continue to strengthen and expand our Professional Learning Community to focus on improvement and student success with a focus on "the 4th question" of Professional Learning Communities..."What will you do when students come to you ALREADY knowing the content?"

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Jan	Mar	June
1) Staff members will meet as Professional Learning Communities members collaboratively each week to analyze data utilizing benchmarks, common/formative assessments, and universal screenings to determine interventions and inform instruction. Aug. - May (System Safeguard Activity)		Principals, Instructional Specialist, Classroom Teachers, Dyslexia Specialist	Summative - Observation, measurement of improved collegiality and student achievement				
2) Austin will provide training and support for the Response to Intervention process. Aug. - May		Campus RTI Teams, Intervention Specialist, Principals	Formative - Documentation, Intervention logs				
Funding Sources: 199 - General Fund							
3) Austin Elementary will monitor instructional practices through classroom walk-throughs. Aug. - May (System Safeguard Activity)		Principals	Formative - Improved achievement				
Funding Sources: 199 - General Fund							
4) Training will be provided and support given for classroom teachers to provide tiered instruction for high performing students. Nov. - May (System Safeguard Activity)		Campus Interventionist, Principals, Instructional Specialist	Formative - Increase the scores on STAAR assessments and benchmarks, SRI assessments, and number of students receiving distinctions on STAAR.				
Funding Sources: 199 - General Fund							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							







Goal 3: Austin Elementary will build a strong staff through support, training, and evaluation.

Performance Objective 2: 3.2. Austin Elementary will provide staff development to improve instructional techniques and best practices with a focus on engaging lessons.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Jan	Mar	June
1) Austin will improve instruction based on the best practices instruction of Janice Bradley, Dr. Kathy Fad's differentiation techniques, and RTI recommendations to further student success. Aug. - May (System Safeguard Activity)		Principals, Campus Interventionist, Campus RTI Teams, Classroom Teachers, Counselor, Dyslexia Specialist, Reading Recovery Teachers, Special Ed Teachers	Summative - Improved scores Formative - Documentation of differentiated strategies and improved student achievement through use of observations, intervention logs, tutorial logs, and walk-through				
Funding Sources: 199 - General Fund							
2) Austin Elementary will provide staff development to examine how adult behavior and environment affects children's behavior and develop behavior plans. Aug. - May (System Safeguard Activity)		Principals, Classroom Teachers, Counselor	Formative - Success of the implementation of the behavior plan based on a decrease in targeted behavior in the 4-column plan				
Funding Sources: 461 - Campus Activity Fund							
3) New teachers will improve their practice by attending the First Year Teacher Academy. Aug. - May (System Safeguard Activity)		Curriculum Specialists, Classroom Teachers	Formative - Better retention rate				
Funding Sources: 199 - General Fund							
4) Austin will sustain our instructional focus/knowledge of Thinking Maps through professional development and classroom use. Aug. - May (System Safeguard Activity)		Principals, Classroom Teachers	Summative - Thinking Maps displayed in classrooms and documented in lesson plans				
Funding Sources: 211 - ESEA, Title I, Part A, Imp Basic Prog							
5) Austin Elementary will provide professional development on higher order questioning. Aug. - May.		Campus Administrators, Curriculum Dept.	Professional development documentation				
6) Teachers will implement the "Fundamental 5" August through May.		Teachers, Principals, and Instructional Specialist	Walk-throughs, Lesson Plans, Presentations in Staff Development and Staff Meetings				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							









Goal 3: Austin Elementary will build a strong staff through support, training, and evaluation.

Performance Objective 3: 3.3. Austin Elementary School will recruit and retain highly qualified teachers to provide the best quality education for our students

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Jan	Mar	June
1) Ensure that all teachers teaching in core academic subject areas are fully certified in instructional/shortage areas and "highly qualified." Aug. - May		Principals, Personnel Director	Formative - % highly qualified report				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							











Goal 4: Austin Elementary will provide a healthy school environment.

Performance Objective 1: Austin Elementary will provide a safe and secure school environment for students and staff.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Jan	Mar	June
1) Austin Elementary will secure the school building from those who do not have valid identification or have not passed the driver's license scan. (Aug. - May)		Principals, Classroom Teachers, Front Office Staff	Austin Visitor Tags				
	Funding Sources: 199 - General Fund						
2) Austin will follow Hazmat procedures and will provide practice safety drills, including fire drills, tornado drills, and lock-in-place drills. (Aug. - May)		All Staff	Safety Drills				
3) Austin Elementary Staff will explicitly teach school wide and classroom expectations to all students and consistently reinforce desired behaviors.		Teachers, Instructional Specialist, Principals, Custodians, Cafeteria workers, and Clerical staff.	Students exhibit desired behaviors, Discipline Referrals reduced, and students receiving more recognition.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 4: Austin Elementary will provide a healthy school environment.

Performance Objective 2: Austin Elementary will promote a healthy lifestyle for students.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Sept	Jan	Mar	June
1) Austin will provide free and reduced lunches and snack packs to students who qualify. (Aug. - May)		Cafeteria Staff, Front Office Staff, Counselor, Classroom Teachers	Free and Reduced Lunch Forms Improved academic scores due to less student stress over things outside of students' control				
2) Austin will provide healthy lunch choices to all students. (Aug. - May)		Cafeteria Staff	Student lunch trays will include at least one fruit or vegetable choice daily				
3) Austin will provide staff whose responsibility is redirecting behaviors of emotionally disturbed children. (Aug. - May) (System Safeguard Activity)		Campus principals, Redirect teacher, Redirect Paraprofessional, Classroom teachers	Reduction of office referrals, Behavior Plan progress documented.				
Funding Sources: 199 - General Fund							
4) Austin will provide two days of structured PE each week, and structured recess once per week. (Aug. - May) (System Safeguard Activity)		Campus Principals, Classroom teachers	Fitness Gram				
5) Austin will promote a healthy, drug-free lifestyle through Red Ribbon Week programs and guidance lessons. (Aug. - May)		Campus Principals, Counselor, Classroom teachers	Red Ribbon Week Programs, Guidance Lesson Schedules				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

2015-2016 Campus Based Leadership Team

Committee Role	Name	Position
Non-classroom Professional	Ronny Werner	Principal
Classroom Teacher	Amy Gamblin	Dyslexia Teacher
Classroom Teacher	Bridget Hillman	Kindergarten Teacher
Classroom Teacher	Misty Hood	4th grade Teacher
Classroom Teacher	Gail Hooper	3rd grade Teacher
Classroom Teacher	Jennifer Manley	1st grade Teacher
Classroom Teacher	Cara Nunn	2nd grade Teacher
Classroom Teacher	Louise Reagan	5th grade Teacher
Classroom Teacher	Paula Whitney	Special Education Teacher
Community Representative	Bryan Guymon	Community Representative
Non-classroom Professional	Kara Brown	Instructional Specialist
Non-classroom Professional	Tom Lapacka	Asst. Principal
Non-classroom Professional	Pam Zemanek	Counselor
Parent	Meredith Bagwell	Parent Representative

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5			\$0.00
1	2	1			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	4	5			\$0.00
2	1	1			\$0.00
2	1	3			\$0.00
2	2	1			\$0.00
2	2	5			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
3	2	1			\$0.00
3	2	3			\$0.00
4	1	1			\$0.00
4	2	3			\$0.00
Sub-Total					\$0.00
211 - ESEA, Title I, Part A, Imp Basic Prog					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

2	1	7			\$0.00
3	2	4			\$0.00
Sub-Total					\$0.00
215 - Title I-D					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$0.00
2	1	6			\$0.00
Sub-Total					\$0.00
263 - Title III, LEP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7			\$0.00
Sub-Total					\$0.00
461 - Campus Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8			\$0.00
1	1	9			\$0.00
1	1	10			\$0.00
2	1	2			\$0.00
2	1	4			\$0.00
2	1	5			\$0.00
2	1	8			\$0.00
2	2	7			\$0.00
3	2	2			\$0.00
Sub-Total					\$0.00
411-Instructional Materials Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4			\$0.00
Sub-Total					\$0.00

	Grand Total \$0.00
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