



**Stephen F. Austin**  
**Campus Improvement Plan**

2007-2008  
Twillia Rex, Principal



### **Austin Goals and Objectives**

**Goal: 1: Austin will increase emphasis on curriculum driven instruction, organization, and collaboration.**

Performance Objective 1: Each campus will achieve the Recognized status and each grade level will score 90% on TAKS reading/ELA.

Performance Objective 2: Each campus will achieve the Recognized status and each grade level taking the TAKS will score 90% on TAKS math.

Performance Objective 3: Each campus will achieve the Recognized status and each grade level taking the TAKS will score 90% on TAKS writing.

Performance Objective 4: Each campus will achieve the Recognized status and each grade level taking the TAKS will score 80% on TAKS science & 90% on social studies.

Performance Objective 5: All students in Special Programs will score 80% on TAKS subjects.

Performance Objective 6: To increase enrollment in advanced academic courses

**Goal 2: Students at Slaton District will demonstrate an annual attendance rate above the state standard.**

Performance Objective 1: To increase the percent of students attending school

**Goal 3: Slaton District will provide a safe school environment.**

Performance Objective 1: To decrease discipline referrals

**Goal 4: Austin will increase parental involvement for all populations.**

Performance Objective 1: To involve parents, business, and community members as active partners in their children's education as evidenced with documented contacts

**Goal 5: Austin will increase the percentage of students completing school.**

Performance Objective 1: To maintain or decrease the dropout rate at 1% or less



### Target Populations and Special Programs

Economically Disadvantaged  
African-American  
Hispanic  
White  
Migrant  
Male  
Female  
At-Risk  
Homeless  
Limited English Proficient

Dyslexia  
English as a Second Language (ESL)  
Gifted and Talented (GT)  
Migrant  
Special Education  
State Compensatory Education (SCE)  
Title I, Part A: Schoolwide



**Goal: 1: Austin will increase emphasis on curriculum driven instruction, organization, and collaboration.**

**Measurable Performance Objective 1: Each campus will achieve the Recognized status and each grade level taking the TAKS will score 90% on TAKS reading/ELA.**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide staff development and implement strategies to address identified needs: <ul style="list-style-type: none"> <li>• AIMSweb for skills development</li> <li>• Aligned Curriculum               <ul style="list-style-type: none"> <li>○ Accountability</li> <li>○ Data disaggregation</li> <li>○ Item analysis</li> <li>○ Benchmarks</li> </ul> </li> </ul>	Asst. Supt. Principals	Monthly	Local TIA TII TPTR TII Tech	Staff development calendar Training Sign in Principal walk through	TAKS
Analyze the AEIS to determine strengths and weaknesses	Supt.	September	Local	Meeting agenda	Sign In TAKS
Identify and track students needing additional assistance <ul style="list-style-type: none"> <li>• Target TEKS objectives</li> <li>• AIMSWEB progress Monitoring</li> <li>• Accelerate in special programs</li> <li>• Provide summer school</li> <li>• Other options as needed</li> </ul>	Supt. Asst. Supt. Principals	Daily	Local TIA TIC SCE ARI/AMI OEYP	6 week grades	TAKS/ RPTE
Vertically align curriculum K-12 <ul style="list-style-type: none"> <li>• Use academic teams</li> <li>• Insure all objectives are taught</li> <li>• Insure sequential instruction</li> </ul>	Asst. Supt.	6 Weeks	Local	Schedule for team meetings T-charts	TAKS II



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> <li>Provide meeting times for staff to collaborate across grade levels</li> </ul>					
Provide staff development in core curriculum area <ul style="list-style-type: none"> <li>TAKS analysis and data disaggregation</li> <li>Integration of technology in all curriculum areas</li> <li>Training for Principals</li> </ul>		October & weekly	Local TII Tech TV Innovative TII TPTR AEIS IT	Staff development calendar	TAKS
Provide for ongoing campus assessments <ul style="list-style-type: none"> <li>Star Reading</li> <li>WebCCat</li> <li>Educaide</li> <li>Curriculum tested</li> <li>TAKS released tests</li> <li>Alternative assessments</li> </ul>	Principal	August – May	Local	Progress reports	TAKS
Provide <ul style="list-style-type: none"> <li>Read Naturally</li> <li>Motivation</li> <li>Study Island</li> </ul>	Principal	August – May	Local TIA	Program Tests taken	TAKS TPRI
Provide TAKS tutorial classes by objectives not passed and groups specific to students needs <ul style="list-style-type: none"> <li>School After School (SAS)</li> <li>Homework help</li> </ul>	Counselor	August – March	SCE TIA	Progress Reports	TAKS
Organize curriculum notebook to organize TEKS, Curriculum maps, lesson plans and assessments	Principal	Each Friday	Local	Minutes of Meetings	TAKS



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> <li>• Continued throughout year</li> <li>• 6-Wks. T-Chart</li> <li>• Timeline every other Wednesday</li> </ul>					



**Goal: 1: Austin will increase emphasis on curriculum driven instruction, organization, and collaboration**

**Measurable Performance Objective 2: Each campus will achieve the Recognized status and each grade level taking the TAKS will score 90% on TAKS math.**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide staff development and implement strategies to address identified needs: <ul style="list-style-type: none"> <li>• AIMSweb for skills development</li> <li>• Aligned Curriculum                             <ul style="list-style-type: none"> <li>○ Accountability</li> <li>○ Data disaggregation</li> <li>○ Item analysis</li> <li>○ Benchmarks</li> <li>○ Aimsweb Progress Monitoring</li> </ul> </li> </ul>	Asst. Supt. Principal	Monthly	Local TIA TII TPTR TII Tech AEIS IT	Staff development calendar Training Sign in Principal walk through	TAKS
Analyze the AEIS to determine strengths and weaknesses	Supt.	September	Local	Meeting agenda	Sign In TAKS
Identify and track students needing additional assistance <ul style="list-style-type: none"> <li>• Target TEKS objectives</li> <li>• Accelerate in special programs</li> <li>• Provide summer school</li> <li>• SAS</li> <li>• Homework Help</li> <li>• Other options as needed</li> </ul>	Supt. Asst. Supt. Principal	Daily	Local TIA TIC SCE ARI/AMI OEYP	6 week grades	TAKS/ RPTE
Vertically align curriculum K-12 <ul style="list-style-type: none"> <li>• Use academic teams</li> </ul>	Asst. Supt.	Weekly	Local	Schedule for team meetings	TAKS II



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> <li>• Insure all objectives are taught</li> <li>• Insure sequential instruction</li> <li>• Provide meeting times for staff to collaborate across grade levels</li> </ul>					
Use ActivBoards to motivate/enrich curriculum for after school	Principal	Daily	Century 21	Assessment Report	TAKS
Align TEKS instruction in all classes and implement effective instruction that is research-based <ul style="list-style-type: none"> <li>• Study Island</li> <li>• Fasttmath</li> </ul>	Principal	August – May	Local	Lesson Plans Grades at 6 weeks	TAKS math
Provide tutoring before/during/after school for students needing additional assistance <ul style="list-style-type: none"> <li>• SAS</li> <li>• Homework Help</li> </ul>	Teachers	Daily	Local SCE TIA	Student List	TAKS
Continue APS (Assistance Program for Students)	Counselor	Monthly	Local	Students served Meeting minutes	TAKS



**Goal: 1: Austin will achieve the Recognized status as measured by the AEIS report and will increase emphasis on curriculum driven instruction, organization, and collaboration.**

**Measurable Performance Objective 3: Each campus will achieve the Recognized status and each grade level taking the TAKS will score 90% on TAKS writing.**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Align TEKS instruction in all classes and implement effective instruction that is research-based <ul style="list-style-type: none"> <li>• Chicken-leg</li> </ul>	Principal	August – May	Local	Lesson Plans Grades at 6 weeks	TAKS math
Provide tutoring before/during/after school for students needing additional assistance <ul style="list-style-type: none"> <li>• SAS</li> <li>• Homework Help</li> <li>• Implement RTI</li> </ul>	Teachers	Daily	Local SCE TIA	Student List	TAKS
Continue CAPS2 (Assistance Program)	Counselor	Weekly	Local	Students served	TAKS



**Goal: 1: Austin will achieve the Recognized status as measured by the AEIS report and will increase emphasis on curriculum driven instruction, organization, and collaboration.**

**Measurable Performance Objective 4: Each campus will achieve the Recognized status and each grade level taking the TAKS will score 90% on science and social studies.**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Align TEKS instruction in all classes and implement effective instruction that is research-based	Principal	August – May	Local	Lesson Plans Grades at 6 weeks T charts	TAKS math
Provide tutoring before/during/after school for students needing additional assistance <ul style="list-style-type: none"> <li>• SAS</li> <li>• AIMSweb for skills development</li> <li>• Implement RTI</li> <li>• Homework Help</li> </ul>	Teachers	Daily	Local SCE TIA	Student List	TAKS
Continue CAPS2 (Student Assistance Program)	Counselor	Weekly	Local	Students served	TAKS
Align TEKS instruction in all classes and implement effective instruction that is research-based	Principal	August – May	Local	Lesson Plans Grades at 6 weeks	TAKS math



**Goal: 1: Austin will increase emphasis on curriculum driven instruction, organization, and collaboration.**

**Measurable Performance Objective 5: All students in Special Programs will score 80% on all TAKS tests taken.**

**Dyslexia**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Identify students with dyslexia or related disorder and provide appropriate services <ul style="list-style-type: none"> <li>• Early ID and intervention</li> <li>• CNA to determine student needs</li> <li>• Services at students' campus</li> </ul>	Dyslexia staff Principal	August – Jan	Local	Training scheduled for staff	Students identified
Align SBOE procedures and district ones	Dyslexia staff	August	Local	Draft	Written procedures
Provide students under sect. 504 services	504 Committee	Daily	Local	List ID	Students served
Provide professional development for staff <ul style="list-style-type: none"> <li>• Individualized and intensive</li> <li>• Multisensory</li> <li>• Phonetic reading methods</li> <li>• With staff input</li> </ul>	504 Coordinator	Summer	Local	Training calendar	Attendance certificates
Hire and retain teachers with certification/endorsements	Principal	Summer	Local TII, TPTR	Teachers interviewed	Certificates of teachers
Evaluate program <ul style="list-style-type: none"> <li>• Progress Monitoring RTI</li> </ul>	Dyslexia staff	April-May	Local	Student progress reports	TAKS RPTE TPRI
Provide Parent Involvement opportunities	Dyslexia staff	Aug.-May	Local	Parent	Sign in sheet



**Goal: 1: Austin will increase emphasis on curriculum driven instruction, organization, and collaboration.**

**Measurable Performance Objective 5: All students in Special Programs will score 80% on all TAKS tests taken.**

**English as a Second Language (ESL)**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Identify LEP students and provide program to develop proficiency in comp., speaking, reading & composition of English	ESL coordinator	Early Aug. and upon enrollment	ESL, TIII (SSA)	Home Lang. Survey List	RPTE TAKS
Conduct Comprehensive Needs Assessment <ul style="list-style-type: none"> <li>• TAKS</li> <li>• TAKS/ Participation</li> <li>• Annual Measurable Achievement Objectives</li> <li>• Adequate Yearly Progress</li> </ul>	Principal	August	BE/ESL Local	Meeting agenda	Data disaggregated
Reduce number of Parent Denials	ESL staff	enrollment	Local	conferences	Number of denials
Provide Professional Development <ul style="list-style-type: none"> <li>• Research-based</li> <li>• Based on needs from staff</li> </ul>	Principal	During year and summer	ESL TIII Local	Training scheduled	Certificates of training
Recruit/retain highly qualified teachers	Supt.	Summer	Local	Positions posted	Certified Staff
Send information to parents in home language	Principal	All year	Title I	Communications	Communications
Provide Parent Involvement	Principal	During yr	Local	PI calendar	Sign in Sheets



**Goal: 1: Austin will increase emphasis on curriculum driven instruction, organization, and collaboration.**

**Measurable Performance Objective 5: All students in Special Programs will score 90% on all TAKS tests taken.**

**Gifted and Talented (GT)**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Update policies <ul style="list-style-type: none"> <li>• Furloughs</li> <li>• Re-Assessments</li> <li>• Exiting and transfers</li> <li>• Appeals of placement</li> </ul>	Principal	May – Aug	Local	Agendas	Written policies
Hold annual nomination and focus on minorities	GT Selection committee	August and semester	Local	Staff Dev. On GT	Student nominees
Provide advanced curriculum for all GT	GT staff	Aug – May	GT Local	Lesson Plans	TAKS SAT/ACT
Ensure equity of program for all <ul style="list-style-type: none"> <li>• Include native language assessment</li> <li>• Include non-verbal assessment</li> </ul>	GT selection committee	August and semester	Local	Students tested	Tests other than English/non-verbal tests
Provide 3 criteria with qualitative and quantitative measures in intellectual ability &/or specific academic fields	GT selection committee	Spring	Local and GT	Planning meetings scheduled	3 Criteria used
Provide 30 hours of GT training	Principals	Fall – Spring	Local	Prof. Dev. Calendar	Attendance certificates
Revise curriculum framework <ul style="list-style-type: none"> <li>• Depth &amp; complexity including 4 core academic areas</li> </ul>	GT staff	April – Aug.	Local	Meeting minutes	Curriculum revisions



<b>Strategy</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Summative Evaluation</b>
Determine Professional development needs by staff survey	Principal	Spring	Local	Survey	Survey results
Provide students opportunities to work: <ul style="list-style-type: none"> <li>• Together as a group</li> <li>• With other students</li> <li>• Independently</li> </ul>	GT staff	Weekly	Local	Lesson plans	TAKS
Evaluate program including surveys of: <ul style="list-style-type: none"> <li>• Students and Parents</li> <li>• Staff</li> </ul>	Principal	April	Local	Surveys distributed	Summary of surveys
Hire and retain GT certified teachers for program	Principal	May – August	Local GT	Interviews	Teacher endorsements
Provide PI opportunities	Principal	Aug.- May	Local	PI Calendar	Sign in sheets



**Goal: 1: Austin will increase emphasis on curriculum driven instruction, organization, and collaboration**

**Measurable Performance Objective 5: All students in Special Programs will score 80% on all TAKS tests taken.**

**State Compensatory Education (SCE)**

SFA is a Title I Schoolwide campus with poverty rate at 40% or more that coordinates SCE and Title I funds to serve at-risk students.

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Use SCE funds to improve at-risk student performance , to accelerate their progress, and reduce drop-out rate	Principal	Aug. - July	\$1,858,596 4.0 FTEs	Grades Progress reports	TAKS RPTE
Use policy to identify, enter, and exit students from program	Supt.	Aug; Semester;	SCE Local	Policy developed	Policy followed
Identify and provide teachers with list of at-risk students	At-Risk Cord.	Year round	SCE	Teachers list of students	PEIMS at-risk list
Conduct needs assessment	Principal	May-Aug.	Local	Site Base Team agenda	CNA
Serve students who have been retained	Counselor	Weekly	SCE Local	6 weeks grades	TAKS
Accelerate students who failed TAKS or with <ul style="list-style-type: none"> <li>• TAKS preparation classes</li> <li>• Tutoring before/during/after school</li> <li>• SAS</li> <li>• Homework Help</li> <li>• Reduced Class Size</li> </ul>	Counselor	Weekly	SCE OEYP	6 weeks grades	TAKS



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• Optional Extended Year Program</li> </ul>					
Serve pregnant / parents students by Pregnancy Related Services Program	Counselor	As needed	SCE PEP grant	6 weeks Grades	TAKS attendance
Serve student placed in AEP preceding or current year by CAI	Counselor	Weekly	SCE Local	6 weeks Grades	TAKS
Serve student expelled in preceding or current year	Counselor	As needed	SCE Local	Discipline records	Discipline records
Serve students on parole, probation, deferred prosecution or conditional release	Counselor	As needed	SCE Local	Student placements	TAKS
Serve LEP students with a certified, highly qualified ESL teacher	ESL Teachers	Upon ID	SCE ESL	6-Week Grades	TAKS RPTE
Serve students in care of or referred to DPRS	Counselor	As needed	SCE Local	Discipline Records	TAKS
Serve homeless students on the schoolwide program campus	Counselor	Upon ID	SCE Local	6 weeks Grades	TAKS
Serve students who reside in residential placement facility or foster group home in preceding or current year	Counselor	As needed	SCE Local	Progress reports	TAKS
Continue programs <ul style="list-style-type: none"> <li>• Students Assistance Program of Slaton (CAPS2)</li> <li>• Reading Intervention</li> <li>• Tutoring</li> <li>• Progress Monitoring</li> </ul>	Principal	6 weeks	SCE Local TIA	6 weeks grades	TAKS
Evaluate SCE program programs <ul style="list-style-type: none"> <li>• TAKS comparison of At-Risk and All Students in Reading, Math, and</li> </ul>	Principal	May-June	SCE Local	Semester Grades	TAKS comparison



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Writing					
Provide staff development <ul style="list-style-type: none"> <li>• Get Input from staff</li> </ul>	Principal	August-July	Local SCE	Training calendar	Certificates for training



**Goal: 1: Austin will increase emphasis on curriculum driven instruction, organization, and collaboration.**

**Measurable Performance Objective 5: All students in Special Programs will score 80% on all TAKS tests taken.**

**Title I, Part A: Schoolwide Programs (TIA)**

Strategies	Person Responsible	Timeline	Resources	Formative Evaluation	Summative
<p><b>Schoolwide Components:</b></p> <p>1) Conduct Comprehensive Needs Assessment to determine needs and plan instruction</p> <ul style="list-style-type: none"> <li>• Special populations TAKS</li> <li>• Adequate Yearly Progress (AYP) for Economically Disadvantaged</li> <li>• Annual Measurable Achievement Objectives (AMAOS) for LEP</li> </ul>	Principal	May-Aug.	TIA	Data disaggregated	CNA
<p>2) Plan reform strategies to address student needs</p> <ul style="list-style-type: none"> <li>• Focus: At-risk and low-achievers</li> <li>• Include extended day/year</li> </ul>	Site-Base Team, Chair	Quarterly	TIA, TIIA TIID, TV, TIC, ESL, SCE, TIII Local	CIPs and strategies Personnel files	TAKS HQ Report
<p>3) Provide instruction by HQ teachers in core subject areas</p> <ul style="list-style-type: none"> <li>• Instructional TIA Paraprofessionals will have qualifications</li> </ul>	Principal	August – May	TIA, TII	Notifications sent regarding HQ status	Personnel File, HQ report
<p>4) Provide staff development for teachers, paraprofessionals, based on input from staff;</p> <ul style="list-style-type: none"> <li>• Intensive, sustained, research-based</li> </ul>	Principal	March-May	TIA, local, TIID, TIIA TIII	Staff Development Calendar	TAKS
<p>5) Attract and retain highly qualified teachers to</p>	Principal	As	TIA, TII TPTR		



Strategies	Person Responsible	Timeline	Resources	Formative Evaluation	Summative
high needs campus/schools		needed	Local		
6) Increase Parent Involvement	PI Coordinator	Monthly	TIA, Local	Calendar of Events	PI Evaluation
8) Get Teachers input on alternative academic assessments	Principal	SB Meetings	Local	SB agendas	T Input
9) Identify students in a timely manner who need assistance and provide additional help for students having difficulties with academic proficiency	Academic Teams	Each reporting period	TIA	List of identified students	TAKS
10) Coordinate & integrate federal/state/local programs	Principal	August Through May	TIA, TIC; TIIA Tech, ESL, TV, GT/SCE/SPED	Meeting agendas	TAKS
Evaluate Parent Involvement program with parents involved	Principal	Spring	TIA	SB Meeting Agenda	Evaluation results
Review PI policy	Principal	Summer	Local	Meeting	Policy
Conduct Annual Title I Meeting <ul style="list-style-type: none"> <li>• Inform parents of TIA program</li> <li>• Explain parents' rights to involved</li> <li>• Revise Parent Compact</li> </ul>	Principal	Spring	Local	Meeting scheduled	Agenda and sign-in sheet
Provide parent communications: <ul style="list-style-type: none"> <li>• Conference with parents</li> <li>• School Calendar</li> <li>• Use parents' home language</li> <li>• Provide information on State assessments and curriculum</li> <li>• Send Timely notice if Teacher not highly qualified'</li> <li>• Inform Parents of their right to know</li> </ul>	Principal	Weekly	TIA	Communications to parents each 6 weeks period	Communications for year PI evaluation



<b>Strategies</b>	<b>Person Responsible</b>	<b>Timeline</b>	<b>Resources</b>	<b>Formative Evaluation</b>	<b>Summative</b>
Teacher / paraprofessional qualifications					



**Goal: 1: Austin will increase emphasis on curriculum driven instruction, organization, and collaboration.**

**Measurable Performance Objective 5: All students in Special Programs will score 80% on all TAKS tests taken.**

**Migrant**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Identify and recruit eligible students 3-21 <ul style="list-style-type: none"> <li>• Home visits</li> <li>• Visibility in community: churches,</li> </ul>	MEP staff	Year round	TIC Local TIA	Logs	COEs
Attend training on NGS and TMSTPS	MEP staff	As scheduled	TIC TIA	Training schedule	Certificates of training
Determine program needs: <ul style="list-style-type: none"> <li>• Migrant TAKS</li> </ul>	Principal	release of AEIS	Local	TAKS release tests	TAKS
Provide PI activities <ul style="list-style-type: none"> <li>• Include PAC</li> <li>• Regular meetings</li> <li>• Form partnership</li> <li>• Establish communications</li> <li>• Provide parent opportunities to participate in activities</li> </ul>	Principal MEP staff	Aug – May	TIC TIA Local	PI Calendar	Sign in sheets
Conduct CNA to determine needs	Principal MEP staff	May-Aug	TIC Local	Meeting agenda	Needs identified
Provide services for students: <ul style="list-style-type: none"> <li>• List priority for services needs</li> <li>• Tutorials</li> <li>• Acceleration</li> <li>• CAI</li> </ul>	Principal	Weekly	TIC	Services offered	Log TAKS TPRI



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> <li>• Support services</li> </ul>					
Provide professional development for Teachers and paraprofessionals <ul style="list-style-type: none"> <li>• With input from MEP staff</li> </ul>	Principal	As scheduled	TIC TIA Local	Training calendar	Certificates
Hire and retain highly qualified teachers and paraprofessionals	Principal	Summer	Local TIC TIA	Job descriptions	Certificates of staff



Goal1: All Students at Slaton Stephen F. Austin Elementary School, including the target populations, will demonstrate increases in student performance and reach or exceed highest state standards

Measurable Performance Objective 5: To meet or exceed passing standards for students in special programs:  
**Special Education (SPED)**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Hire and retain teachers and paras who are highly qualified/have necessary certification and endorsement	Principal	June-Aug.	SPED	Teachers interviewed	Personnel files
Provide research-based staff development with staff input including: <ul style="list-style-type: none"> <li>• How to modify curriculum</li> <li>• Modifications &amp; behavioral interventions/Positive Behavior Support</li> <li>• Time Out</li> <li>• Restraint training</li> <li>• Pre-Referral Process</li> </ul>	Principal	As scheduled	SPED Local	Training calendar	Training certificates
Provide PI opportunities for parents to participate in school activities	SPED Dr.	Aug.-May	Sp. Ed Local TIA	PARENT INVOLVEMENT Calendar	Sign in sheets
Train ARD committee <ul style="list-style-type: none"> <li>• Appropriate assessments</li> </ul>	SPED Dr.	August	SPED	Training scheduled	Sign in sheets
Conduct Comprehensive Needs Assessment including Performance Based Monitoring (PBM)reports <ul style="list-style-type: none"> <li>• Progress Monitoring</li> </ul>	Special Ed. Director & staff	Fall	SPED Local	Analysis Meeting minutes	PBM



**Goal 2: Students from Austin will demonstrate an annual attendance rate above the state level.**

**Performance Objective 1: To increase the percent of students attending school.**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Collect and review attendance data		Each 6 weeks	Local	Attendance logs	AEIS data
Communicate with parents on importance/significance of attendance issues <ul style="list-style-type: none"> <li>• Parents have voice in major decisions</li> </ul>	Principal	August – May	Local	Attendance logs and parent contacts	AEIS data
Provide incentive programs		Semester	Local	Program in place	Incentives given
Counsel students with persistent problems	Counselor	As needed	Local	Log	Attendance
Continue plan to combat tardiness and attendance problems <ul style="list-style-type: none"> <li>• Follow Administrative Procedures</li> <li>• CAPS2</li> <li>• Visits from Dr. of Student Personnel and principal</li> </ul>	Principals	August – May	Local TIA	Plan in Place	Log of visits, Attendance Rate



**Goal 3: Austin will provide a safe school environment.**

**Performance Objective 1: To decrease the percentage of discipline referrals from previous year.**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide for prevention of and education in these areas: <ul style="list-style-type: none"> <li>• Unwanted physical or verbal aggression</li> <li>• Sexual harassment</li> <li>• Other forms of bullying                             <ul style="list-style-type: none"> <li>○ In schools,</li> <li>○ On school grounds</li> <li>○ In school vehicles</li> </ul> </li> </ul>	Principals	Daily	TIV Local	Incidents reported each 6 weeks	PEIMS incidents reports
Provide drug, tobacco, alcohol & violence education in curriculum areas <ul style="list-style-type: none"> <li>• Assemblies each semester</li> <li>• Southwest Deterrent Services (drug dogs)</li> <li>• Suicide prevention, conflict resolution, violence prevention</li> </ul>	Principal	Semester	Local TIV	Lesson Plans	Student incidents
Provide Positive Behavior training and program <ul style="list-style-type: none"> <li>• Recognize and reinforce positive behaviors/Character Charts</li> <li>• Tiger Track</li> <li>• Club 21</li> </ul>	Principal	August – May	Local TIV	Training schedule	Attendance certificates



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> <li>• Tiger Café</li> <li>• CAPS2</li> </ul>					
Implement Discipline management plan <ul style="list-style-type: none"> <li>• Crisis management plan included</li> <li>• School-wide Discipline Program</li> <li>• Responsibility Caards</li> <li>• Punch Notes</li> <li>• Provide Student Handbook to parents/students with policies on discipline and procedures</li> </ul>	Principal	August	Local	Referrals at 6 weeks intervals Weekly punch card	End of year referrals End of year report
Provide appropriate alternative educational setting for students <ul style="list-style-type: none"> <li>• Chapter 29 and 37 programs</li> <li>• AEP</li> <li>• JJAEP</li> </ul>	Director of Student Services	As needed	Local SCE	Student records	TEA report on students served
Provide transitions for students <ul style="list-style-type: none"> <li>• From alternative setting</li> <li>• Grade levels</li> <li>• Campus to campus</li> </ul>	Principal	August – October	Local	Grade level orientation schedule	Discipline referral and student records



**Goal 4: Austin will increase parental involvement for all student populations.**

**Performance Objective 1: To involve parents, business, and community members as active partners in the education of students as evidenced with documented contacts.**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide communications <ul style="list-style-type: none"> <li>• Calendar of events in newspaper</li> <li>• Newsletter</li> <li>• Area TV stations</li> <li>• Parent Night</li> <li>• Student Handbooks</li> <li>• NCLB notifications</li> <li>• Utilize CAPS2</li> </ul>	Principals	Monthly	TIA Local	Communication documents	PARENT INVOLVEMENT Evaluation
Establish intranet for communications	Principal	Daily	Local	Staff use	Survey of staff
Update marquee for current events	Principal	Monthly	Local	Events posted	PI Evaluation
Participate in community initiatives <ul style="list-style-type: none"> <li>• Keep Slaton beautiful</li> <li>• Local Air Shows</li> <li>• Walk with Mayor</li> <li>• Health Fair</li> <li>• Santa Red &amp; Blue</li> <li>• Food Bank Drive</li> </ul>	Principal	As available	Local	Events	PI Evaluation
Provide opportunities for involvement <ul style="list-style-type: none"> <li>• Multicultural focus</li> <li>• Provide transportation</li> <li>• Mentoring opportunities</li> </ul>	Principal	September	Local	Planning schedule	Bonfire



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> <li>• Tutoring</li> </ul>					
Utilize CAPS2	Principal	Monthly	Local	Committee formed	Committee meetings
Continue Planning and Decision Making process <ul style="list-style-type: none"> <li>• Parents</li> <li>• Community</li> <li>• Business</li> <li>• Input from all stakeholders</li> <li>• In six areas: Planning, Budgeting, Curriculum, Staff Development, Staffing Patterns, School Organization</li> <li>• School-wide Discipline System</li> <li>• SFA Weekly Tuesday folder</li> <li>• End of year report</li> </ul>	Principals	August – May	Local	Meetings scheduled	Sign in sheets



**Goal 5: Austin will increase the percentage of students completing school.**

**Measurable Performance Objective 1: The dropout rate will continue to be less than 1%.**

Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Redesign instruction to motivate and engage students in learning activities <ul style="list-style-type: none"> <li>• Resources Champs</li> <li>• PBS</li> <li>• Differentiated Instruction</li> </ul>	Teachers	August – May	Local	Classroom observations	AEIS
Provide alternative educational setting <ul style="list-style-type: none"> <li>• Afternoon hours as appropriate</li> <li>• Extended day /week</li> <li>• SAS</li> <li>• OEY</li> </ul>	Principal	Daily	Local SCE	Placements	Enrollment records
Identify students having difficulty and provide support immediately <ul style="list-style-type: none"> <li>• CAPS2</li> </ul>	Counselor & teachers	Daily	Local	Student support records	End of year grades



## Comprehensive Needs Assessment

Austin Elementary is a 4-5 campus with 191 students. The low income percentage is 71.14%. The campus received a rating of Recognized. To make this rating, students must score 75% passing on reading/English Language Arts, writing, social studies and math.

### **Student Strengths and Needs:**

#### **State Accountability**

See TAKS Charts for student scores

#### **Federal Accountability: Adequate Yearly Progress**

Austin met the federal accountability, Adequate Yearly Progress (AYP). AYP is similar to the state accountability but also includes two additional target populations—Special Education and Limited English Proficient. All students and each student group must meet TAKS performance and participation standards.

#### **Performance Based Monitoring (PBM)—State Monitoring System**

See PBMAS Chart

The Special Education program report indicated areas where the district did not meet the state standards. These areas are: Identification; Hispanic and African American representation; Discretionary DAEP placements; and Discretionary DAEP placement to ISS. The NCLB program area met standards on all indicators. English as A Second Language had one indicator where the district was 5 points away from the state standards. The campus will focus on these areas to correct any problems in order to serve students and meet their individual needs.

#### **Staff:**

See Chart on State Highly Qualified Teachers

The campus met the state objective to have 100% of classes taught by highly qualified teachers. The campus also met the goal to have 100% of teachers in the core subject areas highly qualified.



**Parent and Community Involvement**

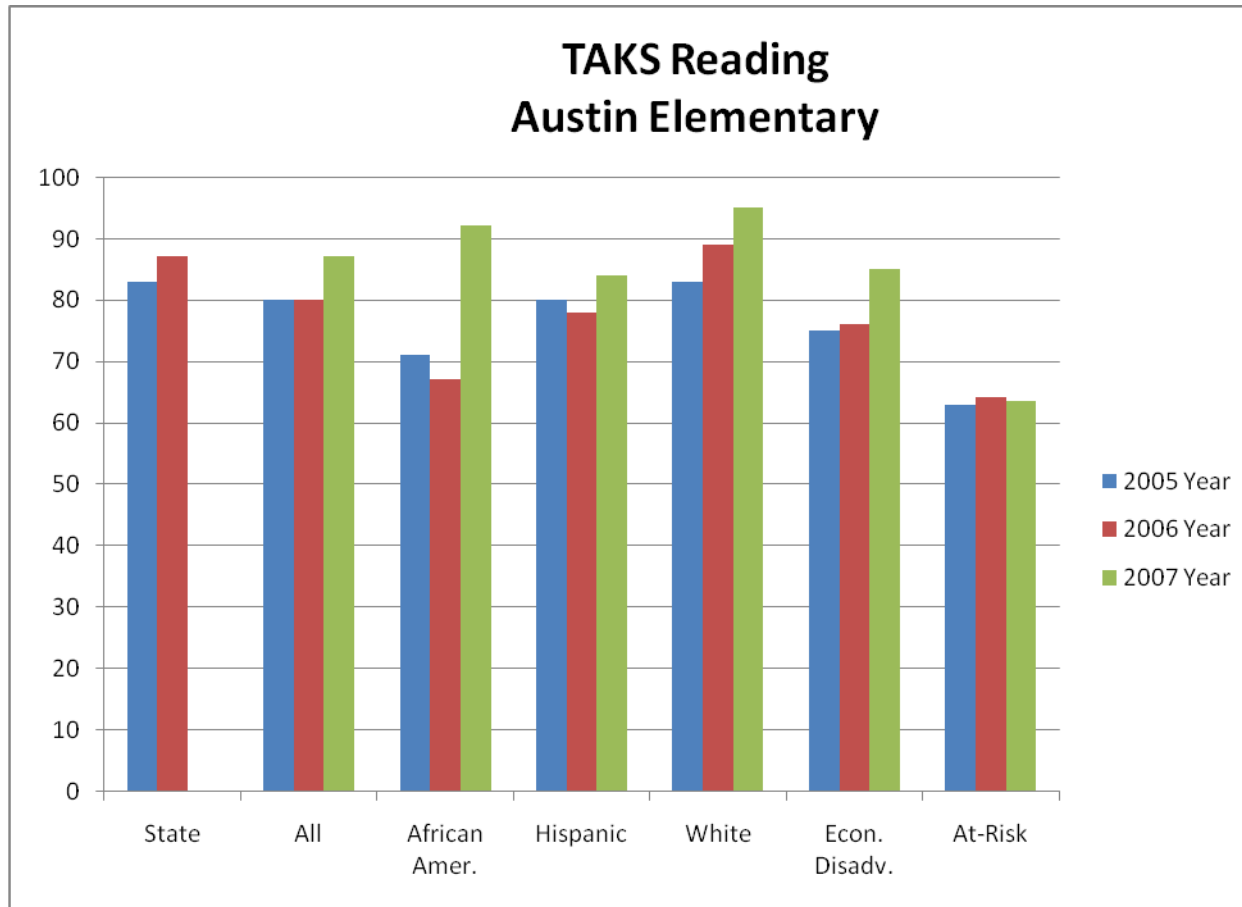
Results of the annual survey show three strengths as follows: 1) Parents are given information on state assessments and proficiency levels; 2) Parents have the opportunity to attend Parent-Teacher conferences to discuss their child's academic success; and 3) The district provides information on student academic success during the year and at the end of the year.

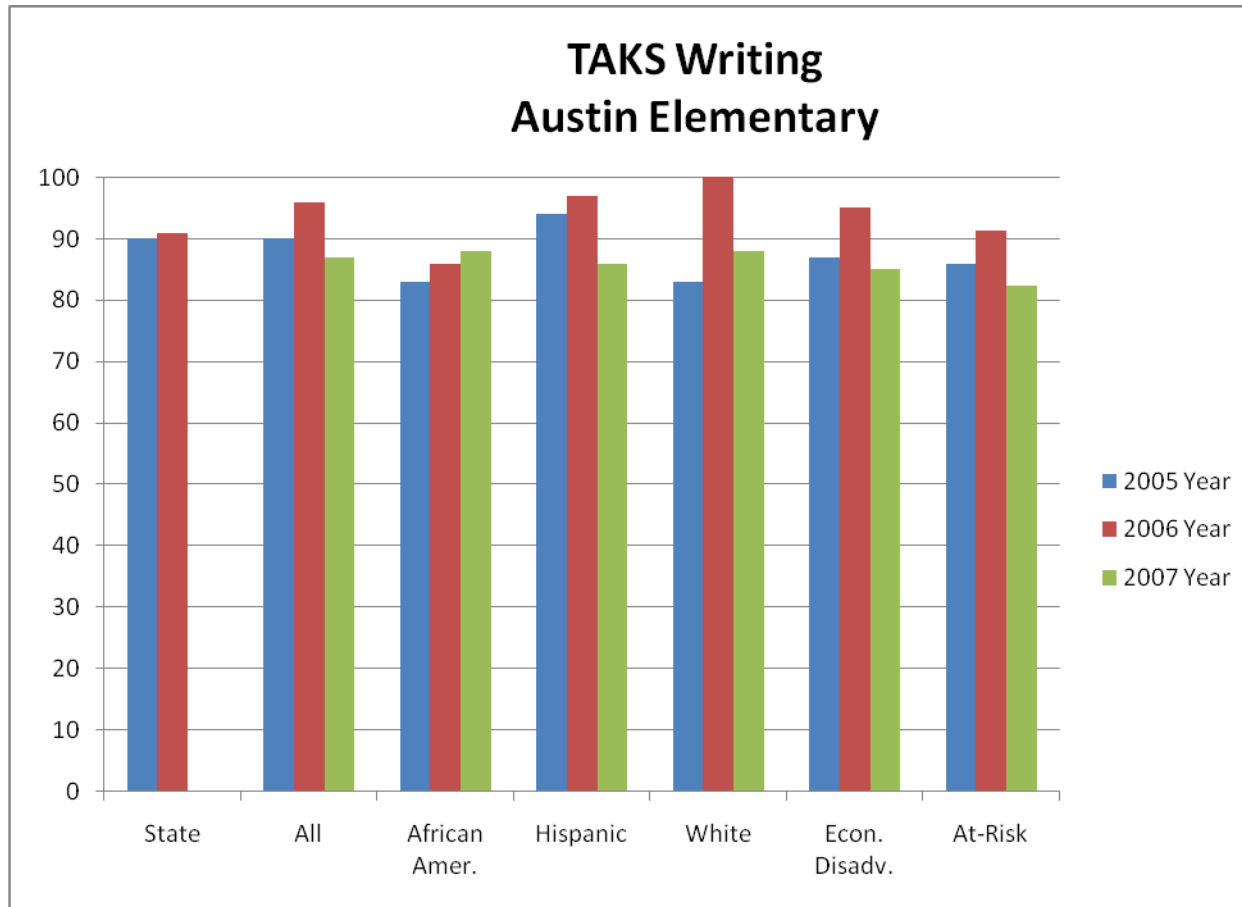
**Needs**

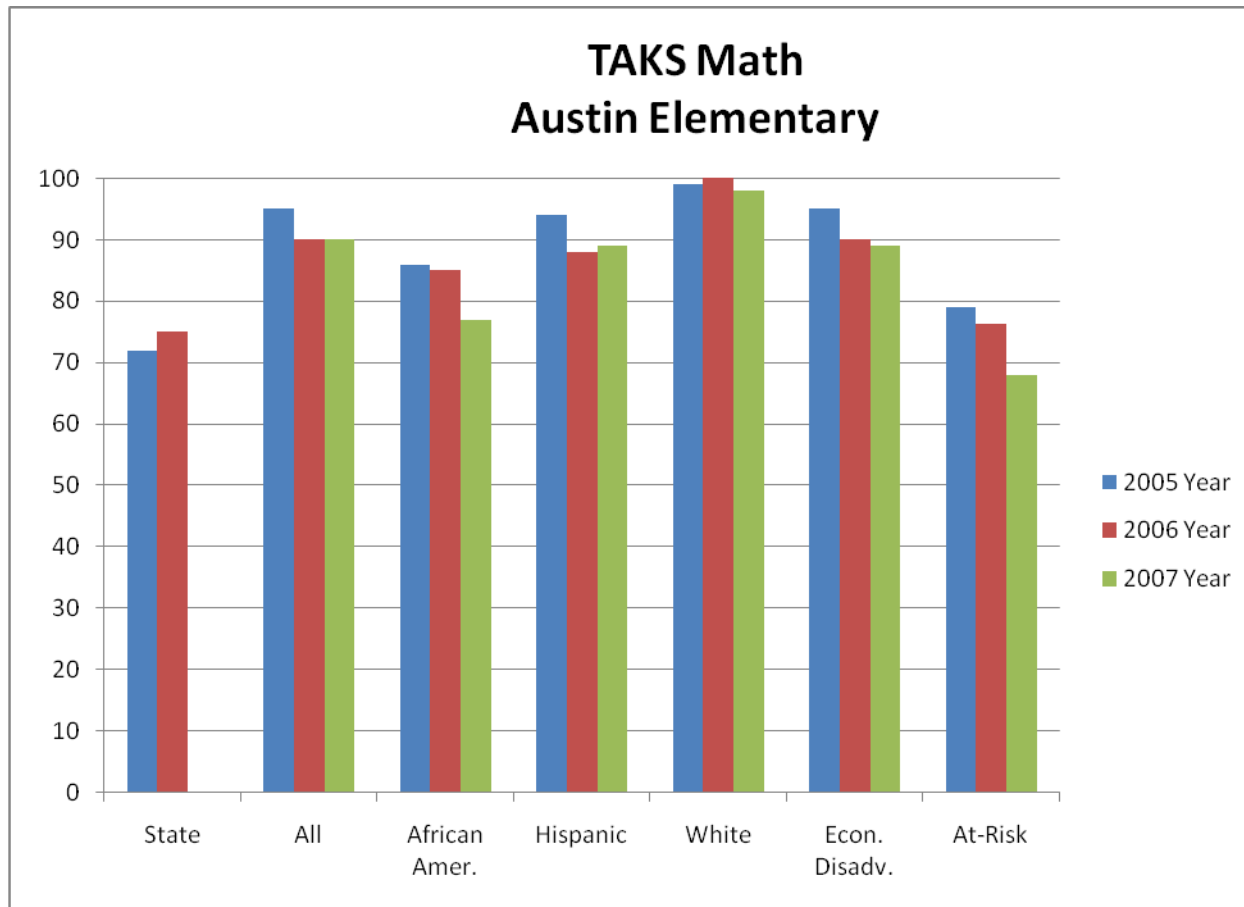
The area of greatest need is to get the parents of our at-risk students involved in positive ways in their child's education. These parents are the parents who often do not participate in activities and opportunities we provide. Continued efforts will be made in this area.

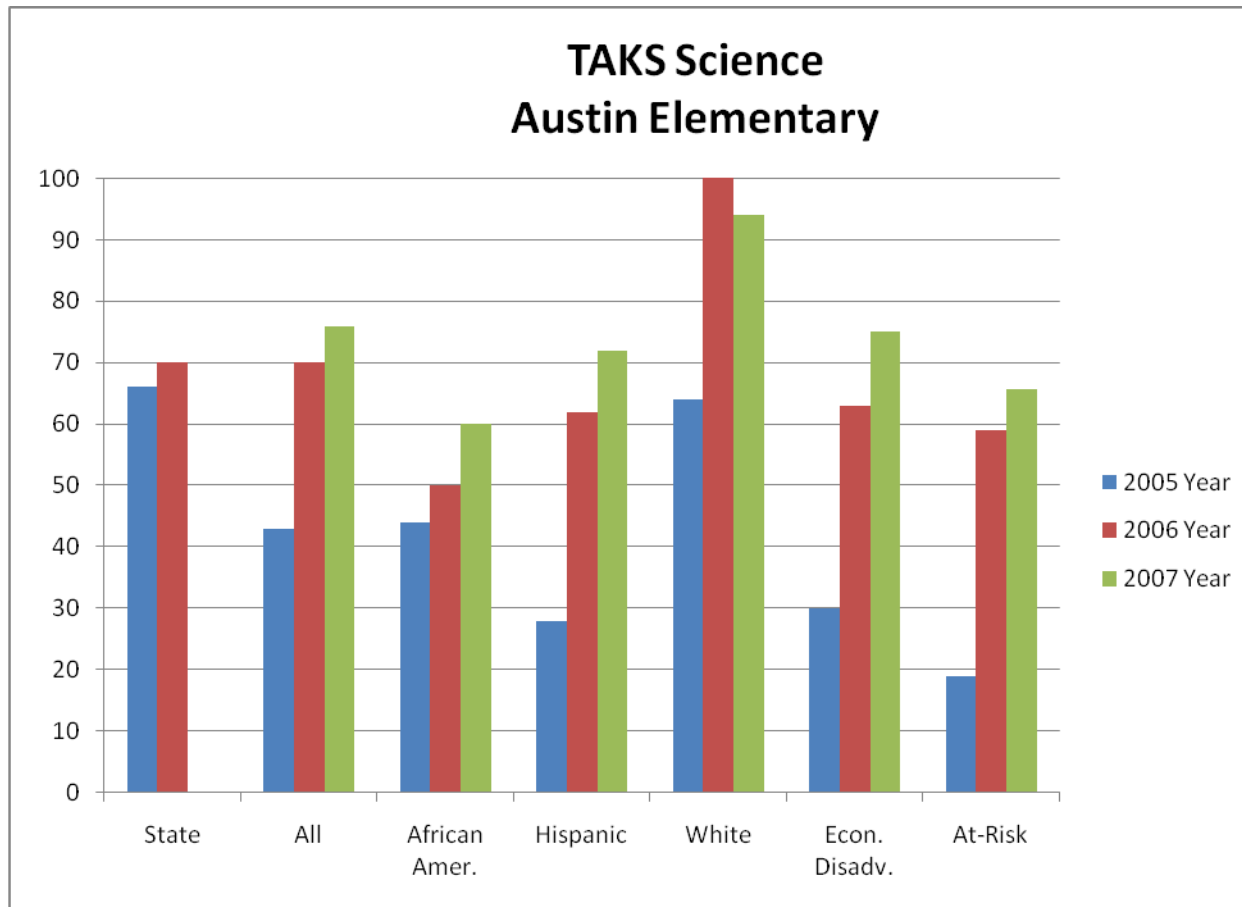
**Facilities**

The district has remodeled the campus office. A science lab was added complete with water at each station. The campus has one large computer lab and two small computer areas. The need is to maintain present facilities and keep them in the best possible condition...











State Targets for Highly Qualified Teachers

STATE OBJECTIVES	STATE TARGETS	SLATON ISD	SLATON HIGH SCHOOL	SLATON JR. HIGH	AUSTIN ELEM	WEST WARD ELEM
<b>1. Percentage of Classes Taught by Highly Qualified Teachers</b>						
2006-07	100%	100%	100%	100%	100%	100%
2005-06	100%	100%	100%	100%	100%	100%
2004-05	90%	97.93%	95.65%	100%	100%	100%
2003-04	80%	91.04%	84.82%	100%	92.86%	97.06%
<b>2. Percentage of Highly Qualified Teachers (State Aggregate)</b>						
2006-07	100%	100%	100%	100%	100%	100%
2005-06	100%	100%	100%	100%	100%	100%
2004-05	90%	98.02%	93.55%	100%	100%	100%
2003-04	80%	94.29%	89.29%	100%	92.86%	97.06%
<b>3. Percentage of Teachers Receiving High-Quality Professional Development</b>						
2006-07	100%	100%	100%	100%	100%	100%
2005-06	100%	100%	100%	100%	100%	100%
2004-05	97%	100%	100%	100%	100%	100%
2003-04	94%	100%	100%	100%	100%	100%



**PBMAS Indicators Not Meeting State Standards**

<b>Programs</b>	<b>Program Indicator(s) Not meeting Standards</b>	<b>⊕ Performance Level 2007</b>	<b>Performance Level 2008</b>	<b>Performance Level 2009</b>	<b>Performance Level 2010</b>
<b>Bilingual/English as a Second Language(BE/ESL)</b>	LEP TAKS/TAKS I- II Participation Rate	1			
<b>No Child Left Behind (NCLB)</b>	<i>All indicators met/exceeded state standard</i>				
<b>Special Education (SPED)</b>	SPED Identification	2			
	SPED African American Representation	1			
	SPED Hispanic Representation	1			
	SPED Discretionary DAEP Placement	3			
	SPED Discretionary DAEP Placements to ISS	1			

⊕ A performance Level of “0” meets state standards. A performance level of “3” is the least desirable score. Performance levels greater than “0” require district interventions.