



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

2008-2009

Twilla Rex, Principal



Austin Goals and Objectives

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

Performance Objective 1: The campus will achieve the Recognized status and each grade level will score 80% on TAKS reading/ELA.

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

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

Performance Objective 4: The campus will achieve the Recognized status and each grade level taking the TAKS will score 80% on TAKS science.

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: The 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"> • AIMSweb for skills development • Aligned Curriculum <ul style="list-style-type: none"> ○ Accountability ○ Data disaggregation ○ Item analysis ○ Benchmarks 	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"> • Target TEKS objectives • AIMSWEB progress Monitoring • Implement AEIS IT online • Accelerate in special programs • Provide summer school • Other options as needed 	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"> • Use academic teams • Insure all objectives are taught 	Asst. Supt.	6 Weeks	Local	Schedule for team meetings T-charts	TAKS



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> • Insure sequential instruction • Provide meeting times for staff to collaborate across grade levels 					
Provide staff development in core curriculum area <ul style="list-style-type: none"> • TAKS analysis and data disaggregation • Integration of technology in all curriculum areas • Training for Principals 		Throughout year	Local TII Tech TV Innovative TII TPTR AEIS IT	Staff development calendar	TAKS
Provide for ongoing campus assessments <ul style="list-style-type: none"> • Star Reading • Campus Developed Assessments • Curriculum tested • TAKS released tests • Alternative assessments 	Principal	August – May	Local	Progress reports	TAKS
Provide <ul style="list-style-type: none"> • Read Naturally • Motivation • Study Island 	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"> • School After School (SAS) • Homework help 	Counselor	August – March	SCE TIA	Progress Reports	TAKS
Organize curriculum notebook for TEKS, Curriculum maps, lesson plans and assessments	Principal	Fall	Local	Minutes of Meetings	TAKS



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



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

Measurable Performance Objective 2: The 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"> • AIMSweb for skills development • Aligned Curriculum <ul style="list-style-type: none"> ○ Accountability ○ Data disaggregation ○ Item analysis ○ Benchmarks ○ Aimsweb Progress Monitoring 	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"> • Target TEKS objectives • Accelerate in special programs • Provide summer school • SAS • Homework Help • Other options as needed 	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"> • Use academic teams 	Asst. Supt.	Weekly	Local	Schedule for team meetings	TAKS



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> • Insure all objectives are taught • Insure sequential instruction • Provide meeting times for staff to collaborate across grade levels 					
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"> • Study Island • Fasttmath 	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"> • SAS • Homework Help • Apangea Math 	Teachers	Daily	Local SCE TIA	Student List	TAKS
Continue PBSI (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: The 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"> • Chicken-leg 	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"> • SAS • Homework Help • Implement RTI 	Teachers	Daily	Local SCE TIA	Student List	TAKS
Continue PBSI (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: The campus will achieve the Recognized status and each grade level taking the TAKS will score 80% on science.

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"> • SAS • AIMSweb for skills development • Implement RTI • Homework Help 	Theirs	Daily	Local SCE TIA	Student List	TAKS
Continue PBSI (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"> • Early ID and intervention • CNA to determine student needs • Services at students' campus • Wilson Method 	Dyslexia staff Principal	August – Jan	Local	Training scheduled for staff	Students identified
Align SBOE procedures and district	Dyslexia staff	August	Local	Draft	Written procedures
Provide professional development for staff <ul style="list-style-type: none"> • Individualized and intensive • Multisensory • Phonetic reading methods • With staff input 	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"> • Progress Monitoring RTI • SIT Review 	Dyslexia staff	April-May	Local	Student progress reports	TAKS RPTE TPRI
Provide Parent Involvement opportunities	Dyslexia staff	Quarterly	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"> • TAKS • TAKS/ Participation • Annual Measurable Achievement Objectives • Adequate Yearly Progress 	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"> • Research-based • Based on needs from staff 	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"> • Furloughs • Re-Assessments • Exiting and transfers • Appeals of placement 	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"> • Include native language assessment • Include non-verbal assessment 	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"> • Depth & complexity including 4 core academic areas 	GT staff	April – Aug.	Local	Meeting minutes	Curriculum revisions



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



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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		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"> • TAKS preparation classes • Tutoring before/during/after school • SAS • Homework Help • Small group instruction 	Counselor	Weekly	SCE OEYP	6 weeks grades	TAKS



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> Optional Extended Year Program 					
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 tether	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"> Positive Behavior Support Initiative (PBSI) Reading Intervention Tutoring Progress Monitoring 	Principal	6 weeks	SCE Local TIA	6 weeks grades	TAKS
Evaluate SCE program programs <ul style="list-style-type: none"> TAKS comparison of At-Risk and All Students in Reading, Math, and Writing 	Principal	May-June	SCE Local	Semester Grades	TAKS comparison



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



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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
Schoolwide Components: 1) Conduct Comprehensive Needs Assessment to determine needs and plan instruction <ul style="list-style-type: none"> • Special populations TAKS • Adequate Yearly Progress (AYP) for Economically Disadvantaged • Annual Measurable Achievement Objectives (AMAOS) for LEP 	Principal	May-Aug.	TIA	Data disaggregated	CNA
2) Plan reform strategies to address student needs <ul style="list-style-type: none"> • Focus: At-risk and low-achievers • Include extended day/year 	Site-Base Team, Chair	Quarterly	TIA, TIIA TIID, TV, TIC, ESL, SCE, TIII Local	CIPs and strategies Personnel files	TAKS HQ Report
3) Provide instruction by HQ teachers in core subject areas <ul style="list-style-type: none"> • Instructional TIA Paraprofessionals will have qualifications 	Principal	August – May	TIA, TII	Notifications sent regarding HQ status	Personnel File, HQ report
4) Provide staff development for teachers, paraprofessionals, based on input from staff; <ul style="list-style-type: none"> • Intensive, sustained, research-based 	Principal	March-May	TIA, local, TIID, TIIA TIII	Staff Development Calendar	TAKS
5) Attract and retain highly qualified teachers to	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	The 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"> Inform parents of TIA program Explain parents' rights to involved Revise Parent Compact 	Principal	Spring	Local	Meeting scheduled	Agenda and sign-in sheet
Provide parent communications: <ul style="list-style-type: none"> Conference with parents School Calendar Use parents' home language Provide information on State assessments and curriculum Send Timely notice if Teachers not highly qualified' Inform Parents of their right to know 	Principal	Weekly	TIA	Communications to parents The 6 weeks period	Communications for year PI evaluation



Strategies	Person Responsible	Timeline	Resources	Formative Evaluation	Summative
Teachers / 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"> • Home visits • Visibility in community: churches, 	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"> • Migrant TAKS 	Principal	release of AEIS	Local	TAKS release tests	TAKS
Provide PI activities <ul style="list-style-type: none"> • Include PAC • Regular meetings • Form partnership • Establish communications • Provide parent opportunities to participate in activities 	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"> • List priority for services needs • Tutorials • Acceleration • CAI 	Principal	Weekly	TIC	Services offered	Log TAKS TPRI



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> Support services 					
Provide professional development for Teachers and paraprofessionals <ul style="list-style-type: none"> With input from MEP staff 	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 meet 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"> • Curriculum modification • Modifications & behavioral interventions/Positive Behavior Support • Differentiated Instruction • Co-Teachers • Inclusion • Progress Monitoring Process • Time Out • Restraint training • Pre-Referral Process 	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"> • Appropriate assessments 	SPED Dr.	August	SPED	Training scheduled	Sign in sheets



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Conduct Comprehensive Needs Assessment including Performance Based Monitoring (PBM)reports <ul style="list-style-type: none"> • Progress Monitoring 	SPED. Director & General Ed. staff	Fall/Winter/Spring Benchmarks	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		The 6 weeks	Local	Attendance logs	AEIS data
Communicate with parents on importance/significance of attendance issues <ul style="list-style-type: none"> • Parents have voice in major decisions 	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"> • Follow Administrative Procedures • PBSI • Visits from principal and PBSI Team 	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"> • Unwanted physical or verbal aggression • Sexual harassment • Other forms of bullying <ul style="list-style-type: none"> ○ In schools, ○ On school grounds ○ In school vehicles 	Principals	Daily	TIV Local	Incidents reported The 6 weeks	PEIMS incidents reports
Provide drug, tobacco, alcohol & violence education in curriculum areas <ul style="list-style-type: none"> • Assemblies The semester • Southwest Deterrent Services (drug dogs) • Suicide prevention, conflict resolution, violence prevention 	Principal	Semester	Local TIV	Lesson Plans	Student incidents
Provide Positive Behavior training and program <ul style="list-style-type: none"> • Recognize and reinforce positive behaviors/Character Charts • Positive Note Home • Tiger Track 	Principal	August – May	Local TIV	Training schedule	Attendance certificates



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> • Club 21 • Tiger Café • PBSI • Student/Staff Challenges 					
Implement Discipline management plan <ul style="list-style-type: none"> • Crisis management plan included • School-wide Discipline Program • Responsibility Cards • Punch Notes • Provide Student Handbook to parents/students with policies on discipline and procedures • CHAMPS 	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"> • Chapter 29 and 37 programs • AEP • JJAEP 	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"> • From alternative setting • Grade levels • Campus to campus 	Principal	Throughout year	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"> • Calendar of events in newspaper • Newsletter • Area TV stations • Parent Night • Student Handbooks • NCLB notifications • Utilize PBSI 	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"> • Keep Slaton beautiful • Local Air Shows • Walk with Mayor • Health Fair • Santa Red & Blue • Food Bank Drive 	Principal	As available	Local	Events	PI Evaluation
Provide opportunities for involvement <ul style="list-style-type: none"> • Multicultural focus • Provide transportation • Mentoring opportunities 	Principal	September	Local	Planning schedule	Bonfire



Strategy	Person Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<ul style="list-style-type: none"> • Tutoring 					
Utilize PBSI	Principal	Monthly	Local	Committee formed	Committee meetings
Continue Planning and Decision Making process <ul style="list-style-type: none"> • Parents • Community • Business • Input from all stakeholders • In six areas: Planning, Budgeting, Curriculum, Staff Development, Staffing Patterns, School Organization • School-wide Discipline System • SFA Weekly Tuesday folder • End of year report 	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"> • Resources Champs • PBS • Differentiated Instruction 	Teachers	August – May	Local	Classroom observations	AEIS
Provide alternative educational setting <ul style="list-style-type: none"> • Afternoon hours as appropriate • Extended day /week • SAS • OEY 	Principal	Daily	Local SCE	Placements	Enrollment records
Identify students having difficulty and provide immediate support <ul style="list-style-type: none"> • PBSI • Staff Mentor 	Counselor & teachers	Daily	Local	Student support records	End of year grades



Comprehensive Needs Assessment

Austin Elementary is a 4-5 campus with 195 students. The low income percentage is 71.55%. The campus received a rating of Recognized. To make this rating, at least 75% of the students tested must pass 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 the student group must meet TAKS performance and participation standards.

State Monitoring System: Performance Based Monitoring (PBM):

Bilingual/ESL and NCLB program areas met all indicators to state standards or above. Career and Technology Education program had one indicator requiring analysis—the RHSP/DAP Diploma Rate. Special Education had six indicators requiring district analysis. These areas will be the focus of the district for meeting student needs and state standards. See PBMAS Chart

Staff:

See Chart on State Highly Qualified Teachers

The campus had one teacher who did not meet the highly qualified requirements for the year.



Parent Involvement Strengths:

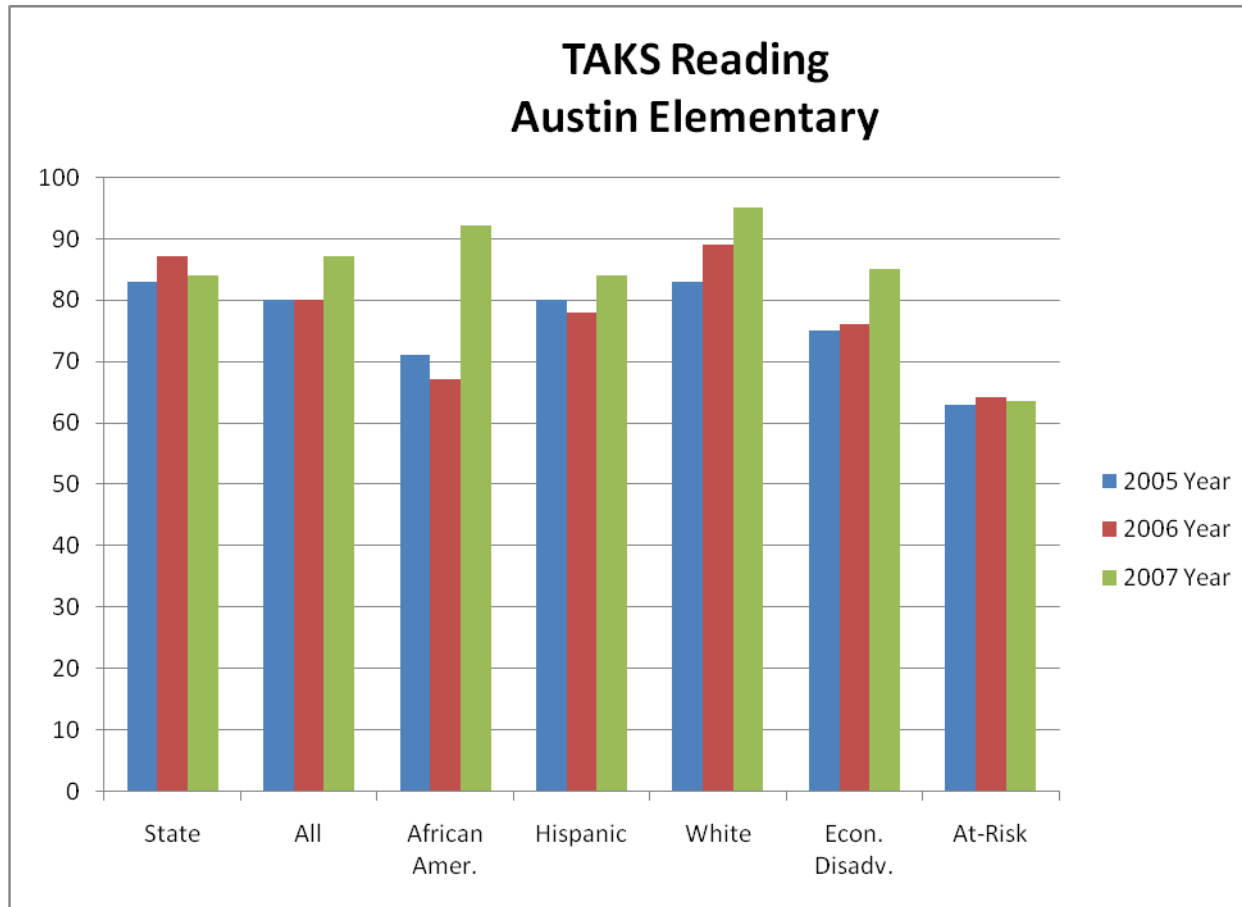
The Parent Involvement Policy and Program is evaluated the year to determine ways to involve all parents and make improvements in the program. Areas of strengths were: 1) Include all parents in activities; 2) Inform parents about the curriculum and programs offered; and 3) Provide information on student assessments and student achievement during the year.

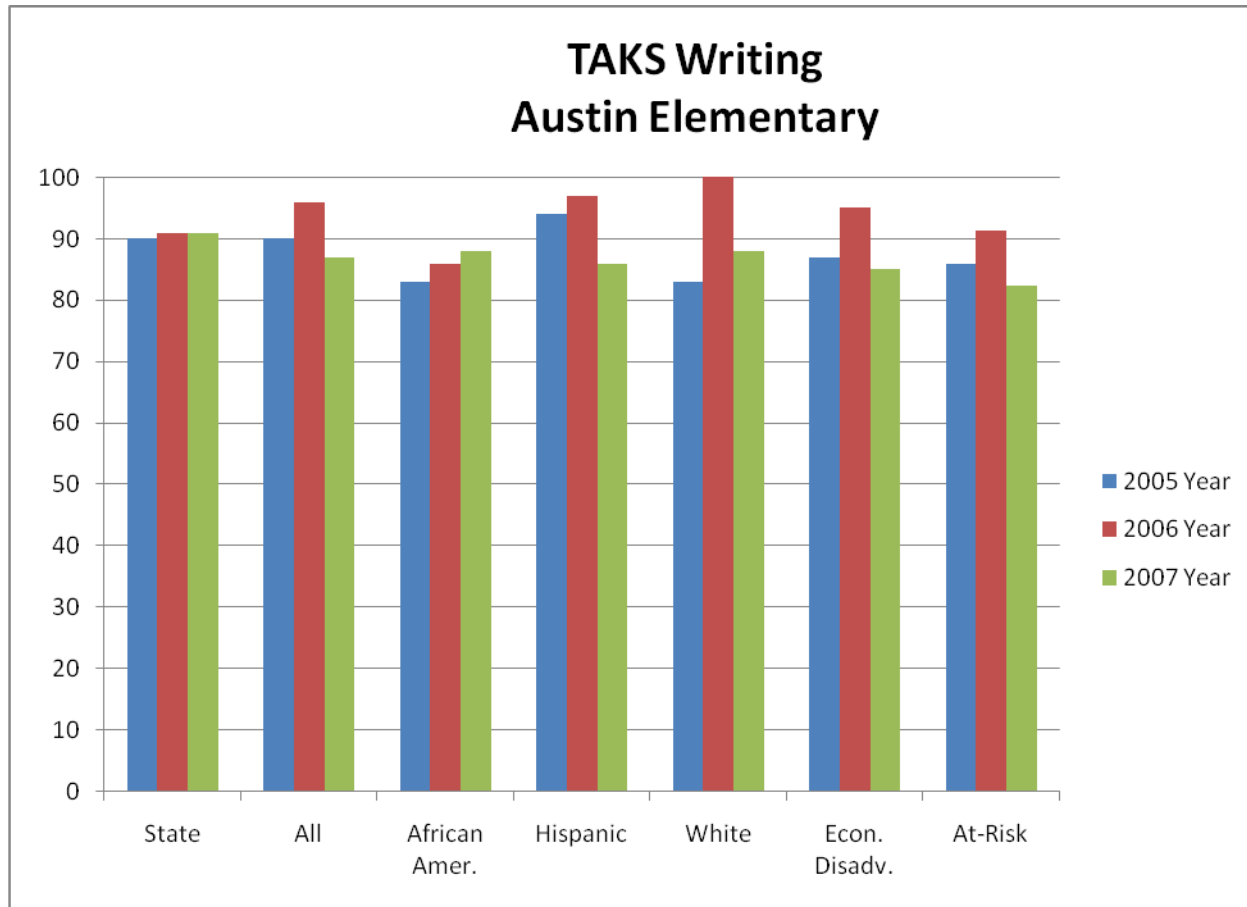
Needs

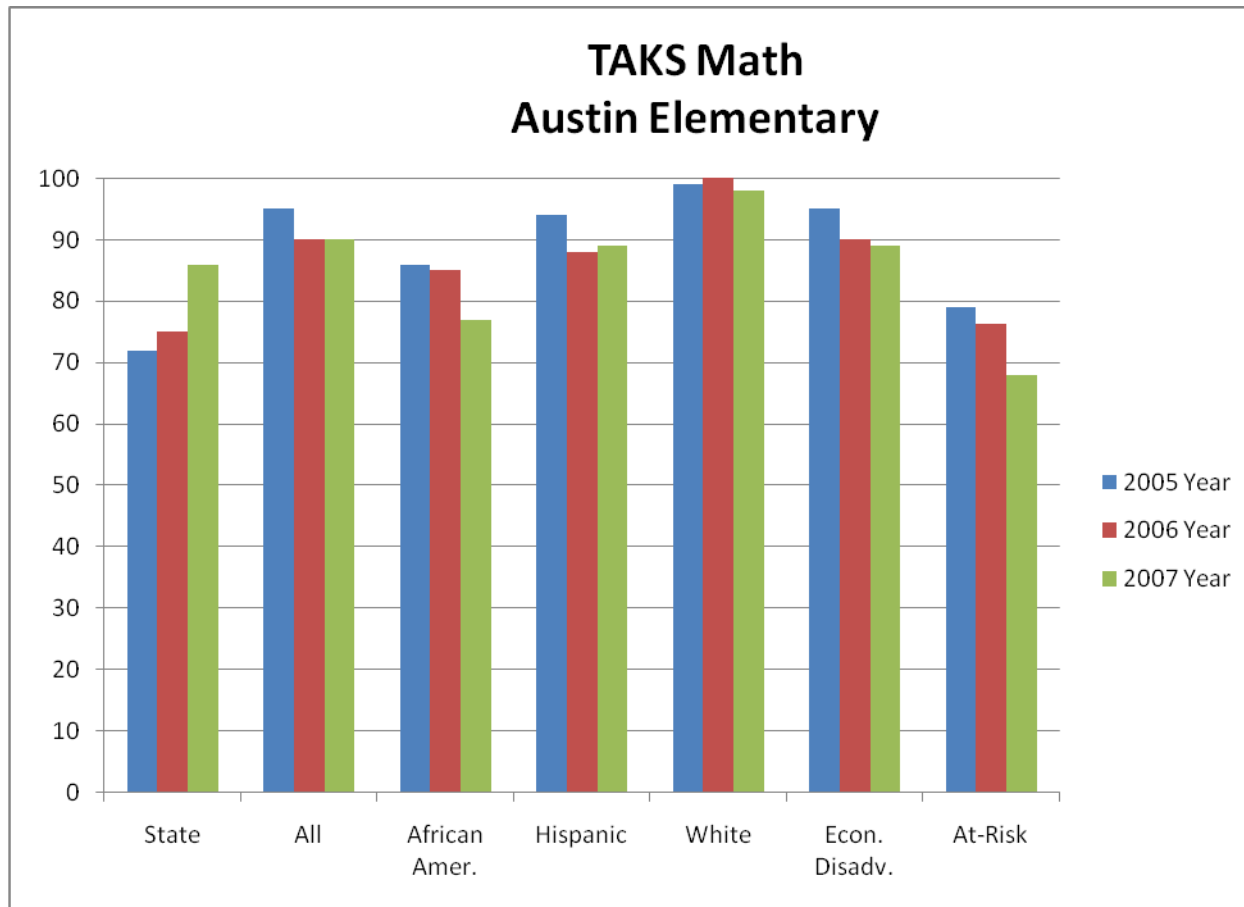
The needs identified by the survey were as follows: 1) Inform parents about their right to request information regarding the qualifications of their child's teacher(s); 2) Inform parents about their child's teachers if their child is taught for 4 consecutive weeks by a teacher who does not meet the highly qualified requirements; and 3) Provide training for parents to help their child at home. The district will focus on these needs.

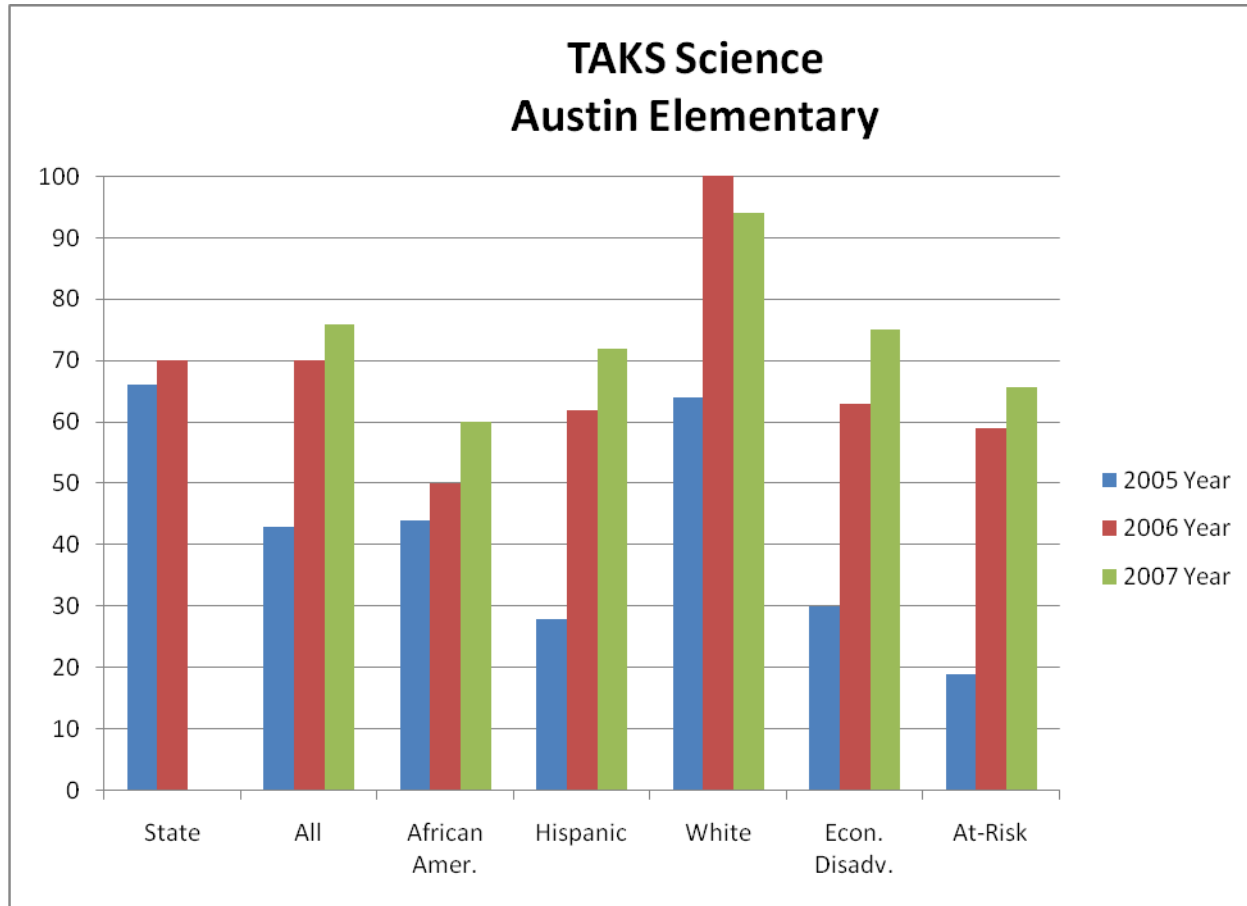
Facilities

The district has remodeled the campus office. A science lab was added complete with water at The 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...











**Highly Qualified Teachers
Slaton ISD Progress Meeting State Objectives**

STATE OBJECTIVES	YEAR	STATE TARGETS	SLATON ISD	SLATON HS	JR. HIGH	AUSTIN ELEM	THOMAS
1. Percentage of Classes Taught by HQ Teachers	2008-09	100%	99.6%	100%	100%	92.31	100%
	2007-08	100%	100%	100%	100%	100%	100%
	2006-07	100%	100%	100%	100%	100%	100%
2. Percentage of Teachers Highly Qualified	2008-09	100%	98.99%	100%	100%	92.31%	100%
	2007-08	100%	100%	100%	100%	100%	100%
	2006-07	100%	100%	100%	100%	100%	100%
3. Percentage of Teachers Receiving High Quality Professional Development	2008-09	100%	100%	100%	100%	100%	100%
	2007-08	100%	100%	100%	100%	100%	100%
	2006-07	100%	100%	100%	100%	100%	100%

Reports are available for viewing on the TEA website: <http://www.tea.state.tx.us/nclb/hqreport.html>



Performance Based Monitoring Multi-Year Summary

Programs	Program Indicators Below Standard	Performance Level 2007	Performance Level 2008	Performance Level 2009	Performance Level 2010
Bilingual/English as a Second Language(BE/ESL)					
	LEP TAKS/TAKS I-SDAA II Participation Rate	1	All indicators met standards		
Career and Technology Education(CTE)					
	CTE RSHP / DAP Diploma Rate	1	1		
No Child Left Behind (NCLB)					
		All indicators met standard	All indicators met standard		
Special Education (SPED)					
	RHSP/DAP Diploma Rate		3		



Programs	Program Indicators Below Standard	Performance Level 2007	Performance Level 2008	Performance Level 2009	Performance Level 2010
	Identification	2	2		
	African American Representation	1	0		
	Hispanic Representation	1	1		
	Discretionary DAEP Placement	3	3		
	Discretionary DAEP Placements to ISS	1	2		

SCORING KEY Standard Analysis

Districts meet minimum size in the current year or most recent two years. Minimum size 30 students

Performance Level (PL)	PL Assignment	Notes
0	Met Standard	Best Score
1	0.1 – 10 points below standard	
2	10.1 – 20 points below standard	
3	20.1 + points below standard	Worst Score