

Ennis Independent School District
Stephen F. Austin Elementary
2024-2025 Campus Improvement Plan



Board Approval Date: August 13, 2024

Mission Statement

"Every Student is Important"

The Ennis Independent School District shall be an educational institution that continuously challenges and stimulates its students. EISD shall provide the highest quality instructional staff and the appropriate facilities to insure that every student is equipped to his/her greatest academic potential.

Qualities of character to be taught, modeled, and upheld in EISD shall include honesty, integrity, and respect. The curriculum, programs, offerings, and opportunities provided by EISD shall be intended to produce responsible people of high moral character, capable of personal and professional success, who shall have a positive impact on society.

Approved by Board of Trustees April 13, 1999

Vision

Educate, Encourage, Empower

Motto

Austin Elementary School shall provide a nurturing educational climate that will encourage all learners to strive to have a positive attitude, act respectfully and responsibly, work hard, and show kindness.

Ennis ISD District Goals

1. Ensure all students receive high-quality instruction.
2. Provide and support high quality staff for all classrooms.
3. Empower staff with resources to ensure student excellence.
4. Provide a safe and secure learning environment, cultivating character with high expectations.
5. Maintain a positive two-way partnership designed to strengthen the strategies aligned to the district vision and continuously improve teacher effectiveness and student outcomes.
6. Maintain high-quality facilities with instructional focus.

Austin Elementary Goals

1. The campus will provide a rigorous TEKS aligned curriculum that implements effective instructional practices guided by student data so that all students maximize growth and close achievement gaps.
2. The campus will select and employ high quality staff and will provide support through timely feedback, targeted staff development and opportunities for growth and leadership.
3. The campus staff will provide the best educational program for students through continued professional growth, collaboration to make changes as needed and proper provision of resources for teachers.
4. The campus will be a safe, positive and supportive environment where all stakeholders have a shared vision of high expectations of conduct and learning.
5. The campus will establish and maintain a positive two way partnership with the community where the goals and vision of the school are transparent and all stakeholders work collaboratively to meet the needs of all students and ensure teacher effectiveness.
6. The campus will provide and maintain high quality facilities that ensure safety, meet the needs of all stakeholders, reflect positively on the district and are inviting to the public.

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	7
School Processes & Programs	9
Perceptions	10
Comprehensive Needs Assessment Data Documentation	11
District Goals	13
District Goal 1: Ensure all students receive high-quality instruction. Ennis ISD Board Core Belief One: We believe in working to improve performance of all students, while closing achievement gaps. Campus Goal 1: The campus will provide a rigorous TEKS aligned curriculum that implements effective instructional practices guided by student data so all students maximize growth and close achievement gaps.	13
District Goal 2: Provide and support high quality staff for all classrooms. Ennis ISD Board Core Belief Two: We believe that all employees are critical to the success of our students. Campus Goal 2: The campus will select and employ high quality staff and will provide support through timely feedback, targeted staff development and opportunities for growth and leadership.	19
District Goal 3: Empower staff with resources to ensure student excellence. Ennis ISD Core Belief Three: We are committed to providing the resources necessary to ensure educational excellence. Campus Goal 3: The campus staff will provide the best educational program for students through continued professional growth, collaboration to make changes as needed and proper provision of resources for teachers.	21
District Goal 4: Provide a safe and secure learning environment, cultivating character and high expectations. Ennis ISD Board Core Belief Four: We believe all students deserve to be educated in a safe and secure environment with high expectations for positive student behavior. Campus Goal 4: The campus will be a safe, positive and supportive environment where all stakeholders have a shared vision of high expectations of conduct and learning.	24
District Goal 5: Maintain a positive two-way partnership designed to strengthen the strategies aligned to the district vision and continuously improve teacher effectiveness and student outcomes. Ennis ISD Board Core Belief Five: We believe that maintaining a positive two-way partnership with our community will enhance and strengthen our school system's appeal. Campus Goal 5: The campus will establish and maintain a positive two way partnership with the community where the goals and vision of the school are transparent and all stakeholders work collaboratively to meet the needs of all students and ensure teacher effectiveness.	28
District Goal 6: Maintain high-quality facilities with an instructional focus. Ennis ISD Board Core Belief Six: We believe that our facilities should be of the highest quality and well maintained to meet the needs of all stakeholders of the district. Campus Goal 6: The campus will provide and maintain high quality facilities that ensure safety, meet the needs of all stakeholders, reflect positively on the district and are inviting to the public.	30
Title I Personnel	31
2023-2024 Campus Site-Based Committee	32

Comprehensive Needs Assessment

Demographics

Demographics Summary

Austin Elementary serves a relatively high Eco. Dis. population (80%). However, we have families that represent a broad range of incomes. In spite of a high Eco. Dis. population and a wide range of economic backgrounds, we do believe we have an "Austin Family" and that our school brings everyone together. We have a supportive community and neighborhood.

White - 23.34%

Hispanic - 65.14%

African American - 11.08%

Economically Disadvantaged - 80%

Emergent Bilingual - 37.84%

Two or More - 0.27%

Pacific Islander- 0%

Asian- 0%

All teachers are highly qualified. Professional development is readily available and provided locally, through Region 10 and occasionally out of town. GT training is required for all teachers. In addition, all brand new teachers to the profession are assigned a mentor their first year.

According to the 23-24 PEIMS data--

Beginning Teachers (2) - 8.7%

1-5 Years Experience(5) - 21.7%

6-10 Years Experience(4) - 17.4%

11-20 Years Experience(9) - 39.1%

Over 20 Years Experience(3) - 13.0%

Austin does well with family and community involvement. Parent volunteers help with a wide variety of activities. As reported through a parent survey, parents feel welcome in the school. They report that communication is a school strength. The site based planning committee meets regularly and involves parents and community members. Austin strives to always make family and community members welcome on the campus and knows that a partnership with them is part of making us an effective campus and meet the needs of all students.

Demographics Strengths

Professional development is available with follow-up support for implementation.

Needs are identified through surveys and requests or suggestions.

Effective instruction for all is supported and insured through the T-TESS process.

We continue to provide strong support for Emergent Bilinguals.

Our reading intervention teacher is an integral part of our CARE / RTI meetings this year. This is a great support for our teachers with students needing interventions.

Overall, we have a positive and supportive work environment.

We celebrated various cultural days throughout the year.

Our PTO was actively involved in supporting students and staff.

Student behavior issues were resolved quickly by administration or the counselor.

A consistent PLC time and day was instituted this year to allow teachers to plan, look at data and share instructional strategies.

The Austin Facebook page is utilized to highlight the great things going on as well as share important information.

Student Learning

Student Learning Summary

Austin	2023-2024 State	2023-2024 Ennis	2023-2024 Austin	Austin Difference 22-23
3rd Reading				
Approaches	75%	79%	82%	-6%
Meets	28%	46%	40%	-17%
Masters	21%	15%	17%	3%
3rd Math				
Approaches	69%	67%	65%	-17%
Meets	26%	37%	20%	-26%
Masters	15%	13%	15%	-5%

Student Learning Strengths

Students are instructed in small groups with peers as well as with the teacher along with whole group instruction.

Paraprofessionals are scheduled into classrooms to help support teachers and provide intervention for students.

Reading Intervention is provided by a teacher and aide for the most struggling readers.

Tutors are brought in to provide extra support to students.

i-Ready software has closed gaps for students in the areas of Math and Reading.

DL instruction is strong. DL students are performing considerably higher in the area of writing.

DL intervention teacher was added.

GO-Time/intervention block was added to the master schedule.

Speech services were pulled during PE, not a content area block.

WIN Time was implemented after school for 3rd grade to target intervention for STAAR.

School Processes & Programs

School Processes & Programs Summary

Austin Elementary serves 370 students in grades 1-3. Grades 1-2 are self-contained classes while 3rd grade is departmentalized. Each grade level has a team leader as well as one for the specials teachers. All teachers are assigned to serve to help in some way with a team either for social events or with school-wide initiatives. Teachers are evaluated through T-TESS goals and objectives. Monthly walk throughs and observations are conducted throughout the school year. PLCs and regular data talks are held to discuss student data and performance objectives. The PBIS team, CARE team, SBDM, and Team Leaders meet to establish and assess school objectives. Teachers also serve as UIL coaches.

Assessments used to measure achievement included MCLASS, Running Records, benchmarks, TRS unit tests, and STAAR. TRS is implemented to manage and align curriculum across the district, insuring that the TEKS are being consistently taught.

School Processes & Programs Strengths

T-TESS is implemented to provide teachers with feedback and the opportunity to reflect and grow professionally.

Committees have been established for various initiatives such as social events for students and staff.

School targeted tutoring has been implemented during intervention block.

We have a structured RTI process and CARE Team meeting schedule.

The SBDM team, team leaders and PBIS team meet on a regular basis.

Office procedures are in place to provide a welcoming environment as well as secure check in process for visitors.

We follow a curriculum map for both Reading and Math.

PLC's are done by grade level teams where TRS unit tests and other data are discussed as well as effective instruction.

School safety policies are executed on a daily basis with door checks twice a day and all required drills.

Perceptions

Perceptions Summary

Austin elementary values all of its stakeholders; students, parents, community members. Parents and community members are invited to family events throughout the year. Parent communication is done through School Dojo and the Austin Parent Page newsletter on Facebook.

Community members are invited to be a part of our quarterly awards, Hispanic Heritage Month, and help with special events throughout the year.

Austin students are challenged and encouraged to be on task and well behaved. We use Lion Pride Way and our PBIS strategies to instill character development in our students. We believe this will help our students be successful in school as well as a productive citizen.

We believe that we are a family at Austin elementary which includes not just our students and staff but also our families and community members with whom we partner. Austin Chili Supper had a huge turnout by the community and was a successful fundraiser for our PTO.

For our students we have UIL, drum club, Boys and Girls Club, school musicals and various events throughout the year that also include our families and community members.

All parent communication is done in two languages.

Perceptions Strengths

Students are safe and supported by the adults.

Parents are welcome and are considered a very valuable partner in the success of Austin Elementary.

Students have numerous opportunities to be involved.

Students receive numerous recognitions throughout the year for grades, conduct, character and achievements.

Students have enjoyed the utilization of spirit sticks this year.

Social Media (Facebook) and School Dojo are use to communicate information and celebrate the successes of the campus.

Teachers feel supported and appreciated by campus administration.

Communication between principal and staff is done weekly on the Friday Focus.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Running Records results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 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
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

District Goals

Revised/Approved: August 13, 2024

District Goal 1: Ensure all students receive high-quality instruction.

Ennis ISD Board Core Belief One: We believe in working to improve performance of all students, while closing achievement gaps.

Campus Goal 1: The campus will provide a rigorous TEKS aligned curriculum that implements effective instructional practices guided by student data so all students maximize growth and close achievement gaps.

Performance Objective 1: 1: The percentage of students in the "super group" as deemed by the state will meet state average "Approaches GL" on STAAR Reading and Math through school-wide effective instructional practices and interventions.

Standard #1: Instructional Leadership: The principal is responsible for ensuring every student receives high quality instruction.

High Priority

Evaluation Data Sources: 1: STAAR results, Accountability Summary

Strategy 1 Details		Reviews			
Strategy 1: 1.1.1(1c) Austin will provide a regular school day tutoring program to address and strengthen STAAR Math and Reading scores and help targeted students in all 3 grade levels with learning gaps. Strategy's Expected Result/Impact: STAAR reading and math scores will improve by 10% school-wide and in all sub groups. BAS, and iReady scores will improve campus-wide for targeted students. Staff Responsible for Monitoring: Principal and Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: 1.1.2(1c) Austin will continue to improve the effectiveness of the CARE Team process for identification of at-risk students and appropriate interventions for students in Tiers 2-3 by making more of an effort to communicate to and include parents. Strategy's Expected Result/Impact: Students will receive needed interventions and better parent involvement in the RtI process. Staff Responsible for Monitoring: CARE Team, Counselor, Principal, Reading Intervention Teacher and all Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: 1.1.5(1b,1c,1d) Students and teachers will utilize available software to close achievement gaps and reduce specific academic weaknesses using iReady. Strategy's Expected Result/Impact: Through the use of software programs, students will make gains in identified areas of weakness. Staff Responsible for Monitoring: Principal, Teachers, Computer Lab Aide and Paraprofessionals TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	June
Strategy 4 Details		Reviews			
Strategy 4: 1.1.6(1a) Austin will continue to utilize TRS with fidelity to help improve performance on state assessments by all students, focusing on Emergent Bilingual, Sped, and African American students in reading and math. Strategy's Expected Result/Impact: STAAR and unit assessment scores will improve from the previous year for EB, AA and SPED student populations. Staff Responsible for Monitoring: Principal and Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: 1.1.8(1a,1b,1c,1d) The principal, team leaders, and the teachers will implement the use of weekly data-driven PLC meetings by participating actively. Strategy's Expected Result/Impact: PLC time will be an invaluable resource for teachers to reflect on best instructional practices and address learning needs of students. Staff Responsible for Monitoring: Principal, Team Leaders, and Classroom Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: We will have a campus-wide focus on writing across all content areas. During PLC time, teachers will be intentional about focusing on writing utilizing prompts and question and sentence stems. Strategy's Expected Result/Impact: Students will become more proficient at writing and will improve language acquisition skills that show improvement on ELAR unit tests, STAAR and TELPAS. Instructional time during Daily 5 will be effective and efficient. Staff Responsible for Monitoring: Principal and Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

District Goal 1: Ensure all students receive high-quality instruction.

Ennis ISD Board Core Belief One: We believe in working to improve performance of all students, while closing achievement gaps.

Campus Goal 1: The campus will provide a rigorous TEKS aligned curriculum that implements effective instructional practices guided by student data so all students maximize growth and close achievement gaps.

Performance Objective 2: The campus will target students and instructional practices that will increase STAAR Math and Reading Meets level scores to meet state average on "Meets GL".

Standard #1: Instructional Leadership: The principal is responsible for ensuring every student receives high quality instruction.

High Priority
Evaluation Data Sources: TRS Unit tests, past campus STAAR scores, and math/reading screening tests.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 1.2.1(1c) We will utilize unit and performance assessments, MCLASS, running records, and iReady data to note areas of strengths and weaknesses in both classes and individual students so that targeted interventions can be put into place. Strategy's Expected Result/Impact: The percentage of 3rd grade students passing and achieving "Meets Grade Level" scores will improve for unit tests and STAAR Reading and Math tests. Staff Responsible for Monitoring: Classroom Teachers, Counselor and Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details		Reviews			
Strategy 2: 1.2.4(1b, 1d) Staff will continue to improve implementation PBIS Guidelines for Success in a more consistent manner and help students utilize successful habits to help their learning experience. A behavior support paraprofessional will help those students struggling with consistency and emotional regulation. Strategy's Expected Result/Impact: Students and staff will all know and exhibit the behavior expectations campus wide. Staff Responsible for Monitoring: Principal, Counselor, All Classroom Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: 1.1.13 (1b, 1d) Create a campus-wide focus / plan to challenge and meet the needs of our GT population and higher achieving students so that they can meet their potential and perform at a higher level on district and state assessments. GT students will be pulled weekly in small groups to better address their needs and provide challenges at a higher level. Strategy's Expected Result/Impact: Students will perform at a higher level on quarterly assessments and increase our Meets level percentages on STAAR. Staff Responsible for Monitoring: Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	June
Strategy 4 Details		Reviews			
Strategy 4: Gomez & Gomez, "Going Blue" model will be utilized in our non DL classrooms to focus on the best practices for engagement, writing, grouping, and rigorous instruction. Strategy's Expected Result/Impact: The percentage of students passing and achieving "Meets Grade Level" scores will improve for unit tests and STAAR Reading and Math tests. Staff Responsible for Monitoring: Principal and Classroom teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math		Formative			Summative
		Oct	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

District Goal 2: Provide and support high quality staff for all classrooms.

Ennis ISD Board Core Belief Two: We believe that all employees are critical to the success of our students.

Campus Goal 2: The campus will select and employ high quality staff and will provide support through timely feedback, targeted staff development and opportunities for growth and leadership.

Performance Objective 1: We will provide professional growth opportunities and a positive and supportive working environment to retain and grow high quality staff.

Standard #2: Human Capital: The principal is responsible for ensuring there are highly qualified teachers and staff in every classroom throughout the school.

High Priority

Evaluation Data Sources: Summary of staff development events attended by teachers (and number of teachers attending), turnover rate for staff, numbers of highly qualified staff and results of staff survey.

Strategy 1 Details	Reviews			
Strategy 1: 2.1.3(2a) Highly qualified teachers will be hired for needed openings and will be retained through proper support systems such as mentors for new teachers to the campus . Strategy's Expected Result/Impact: High quality teachers will be hired and retained. Staff Responsible for Monitoring: Principal and HR Department TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: 2.1.4(2a) In coordination with the office and the PTO, the staff will receive periodic lunches, treats, special gifts, acknowledgment of teacher and para of the quarter, team building opportunities, and positive notes to improve and sustain morale. Strategy's Expected Result/Impact: Morale and unity will be high among the staff. Staff Responsible for Monitoring: Principal, Office and PTO TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: 2.1.5(2c) Through utilization of the campus leadership team and the SBDM team, the staff and principal will work collaboratively to make academic and procedural decisions for the campus. Strategy's Expected Result/Impact: Meeting the needs and charting the direction of the campus will be a collaborative effort. Staff Responsible for Monitoring: Principal, Team Leaders, SBDM Team, and Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: 2.1.7(2b,2c) Through regularly scheduled PLCs and data meetings, teachers will identify areas of needed additional teacher training and when possible, teachers will provide and lead in those staff development opportunities. Strategy's Expected Result/Impact: Teachers will learn from each other so that the best instructional practices will be utilized with all learners. Staff Responsible for Monitoring: Principal, Team Leaders and Teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

District Goal 3: Empower staff with resources to ensure student excellence.

Ennis ISD Core Belief Three: We are committed to providing the resources necessary to ensure educational excellence.

Campus Goal 3: The campus staff will provide the best educational program for students through continued professional growth, collaboration to make changes as needed and proper provision of resources for teachers.

Performance Objective 1: We will find various forms of funding to provide the necessary resources for educational excellence and professional growth and through collaboration and communication all stake holders will be informed and part of the process to make Austin Elementary a successful campus.

Standard #3: Executive Leadership: The principal is responsible for modeling a consistent focus and personal responsibility for improving student outcome.

Evaluation Data Sources: Documentation of how funds were used for professional development and educational program changes or improvements.
EOY parent and staff surveys

Strategy 1 Details	Reviews			
Strategy 1: 3.1.1 Budget funds will be utilized in the most effective manner to support student needs and to provide the necessary educational resources such as intervention and tutoring materials. Strategy's Expected Result/Impact: Students and teachers will have the needed resources to be successful. Staff Responsible for Monitoring: Principal and Team Leaders TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: 3.1.3(3b) Austin teachers will be encouraged to apply for grants to the EISD Education Foundation so that additional resources for students can be purchased and implemented. Strategy's Expected Result/Impact: Teachers will apply and will be awarded grants through the EISD Education Foundation. Staff Responsible for Monitoring: Principal, EISD Education Foundation Director and Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments		Formative			Summative
		Oct	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: 3.1.4(3C) The principal will communicate to the staff through a Friday Focus newsletter which will highlight upcoming special events, duty area reminders, important dates, staff birthdays, deadlines for staff and any other necessary information, encouragement, and literature to keep the campus informed. Strategy's Expected Result/Impact: The staff will work in unison and will be held accountable for expectations. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Oct	Jan	Mar	June
Strategy 4 Details		Reviews			
Strategy 4: 3.1.5(3a,3b) Through the utilization of the campus leadership team and the SBDM team, the campus will provide feedback to the principal of any changes or modifications that are needed for the educational program, staff training needs or building operations. Those members will then report back to their respective teams and grade levels. Strategy's Expected Result/Impact: Campus needs will be addressed in a collaborative manner. Staff Responsible for Monitoring: Principal, Team Leaders, SBDM Team and Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
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Strategy 5 Details	Reviews			
Strategy 5: 3.1.8(3b,3c) PTO meetings, Awards Assemblies, Chili Supper, Learning Nights, school musicals and other parent events will be used to keep parents engaged and informed on the instructional practices and initiatives of the school. Strategy's Expected Result/Impact: Parents and community members will be knowledgeable of campus information and initiatives. Staff Responsible for Monitoring: Principal, PTO and All Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

District Goal 4: Provide a safe and secure learning environment, cultivating character and high expectations.

Ennis ISD Board Core Belief Four: We believe all students deserve to be educated in a safe and secure environment with high expectations for positive student behavior.

Campus Goal 4: The campus will be a safe, positive and supportive environment where all stakeholders have a shared vision of high expectations of conduct and learning.

Performance Objective 1: By continuing the use of PBIS , leadership opportunities, and safety procedures and routines will be implemented so that positive behaviors will be encouraged and rewarded while inappropriate behavior will be dealt with in an appropriate manner.

Standard #4: School Culture: The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

High Priority

Evaluation Data Sources: Documentation of drills completed, discipline incidents, conduct grades and teacher utilization of the PBIS strategies.
EOY student surveys

Strategy 1 Details	Reviews			
Strategy 1: 4.1.9(4b,4d) The campus will implement the safety and security measures adopted by the district and will continue to complete safety drills as required directed by our police officer, Officer Smith. He also will lead a flag patrol and cafeteria clean up crew. Strategy's Expected Result/Impact: Students, parents and visitors will know they have a safe school. Staff Responsible for Monitoring: Principal and District Police Officers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: 4.1.1(4a,4b,4c,4e) The importance of good attendance will be emphasized with a School Is Cool Reward incentive each quarter for students with no more than two absences or tardies. A quarterly Staff Award will also be implemented. Strategy's Expected Result/Impact: Student overall attendance will improve to 97%. Staff Responsible for Monitoring: Principal and Secretary ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: 4.1.3(4a,4b,4d,4e) The counselor will conduct monthly guidance lessons to address bullying, social skills, conflict resolution and goal setting. Strategy's Expected Result/Impact: This goal will include her Guidance Curriculum Component increasing from 12% of time spent to 40% of time spent in Austin's School Counseling Program. Staff Responsible for Monitoring: Counselor Title I: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: 4.1.5(4a,4b,4e) Through the utilization of the PBIS team, a school-wide structured discipline referral / consequence system will be implemented. Behavior bashes will occur every quarter for students that make good choices with their behavior. Strategy's Expected Result/Impact: Fewer discipline referrals will be documented from previous years and schoolwide behavior will improve in classrooms, cafeteria, and hallways. Staff Responsible for Monitoring: Principal, behavior support paraprofessional, PBIS Team, Team Leaders, and All Staff ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: 4.1.6(4a,4e) The campus will continue having nine week awards assemblies as an incentive for students who demonstrate positive citizenship, outstanding behavior, good grades and excellent attendance. A Family Dinner Award will also be given to a lucky student that had Perfect Attendance. The use of Spirit Monkey Spirit Sticks will be implemented as a reward. Strategy's Expected Result/Impact: Students will be motivated to achieve good grades, be Austin Lions and have good attendance. Staff Responsible for Monitoring: Principal and All Staff. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: 4.1.8 The Austin campus will work to provide opportunities for student involvement such as UIL, drum club, and school-wide musicals and volunteer opportunities so that students will begin to pursue specialized interests and develop leadership skills. Strategy's Expected Result/Impact: We will have high involvement of students in campus activities which will motivate them to be strong, engaged students. Staff Responsible for Monitoring: Principal, Counselor and All Teachers ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: 4.1.10(4a,4b, 4d) With the assistance of the PBIS team and the counselor, we will implement the expectations and guidelines of the district-wide Lion Pride Way initiative using PAWS tickets. These attributes can be reinforced in the counselor's monthly guidance lessons. Strategy's Expected Result/Impact: Students will learn to be more confident in interactions with others as well as respectful, mannerly and begin to have the tools necessary to be successful in the future. Staff Responsible for Monitoring: PBIS team, Principal, All Staff ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: The campus will participate in a campus leadership initiative with a Leadership Book of the Month. The entire campus will read a Leadership book each month and respond to it in various ways to display in the hallways. Bulletin boards will be decorated for each leadership book. Common dialogue and conversations concerning the book will be addressed on the morning announcements. Strategy's Expected Result/Impact: Improvement and participation in student leadership Staff Responsible for Monitoring: Principal Title I: 2.5	Formative			Summative
	Oct	Jan	Mar	June

Strategy 9 Details	Reviews			
Strategy 9: Flexible seating will be utilized in all classrooms to increase student engagement and focus. Strategy's Expected Result/Impact: Student discipline referrals will reduce this school year as students are allowed more active seating during instruction. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

District Goal 5: Maintain a positive two-way partnership designed to strengthen the strategies aligned to the district vision and continuously improve teacher effectiveness and student outcomes.

Ennis ISD Board Core Belief Five: We believe that maintaining a positive two-way partnership with our community will enhance and strengthen our school system's appeal.

Campus Goal 5: The campus will establish and maintain a positive two way partnership with the community where the goals and vision of the school are transparent and all stakeholders work collaboratively to meet the needs of all students and ensure teacher effectiveness.

Performance Objective 1: Communication to parents will take on different forms (verbal, written, electronic, social media, etc.) to encourage parent involvement through having an open campus again.

Standard #5: Strategic Operations: The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes.

High Priority

Evaluation Data Sources: Documentation of the different forms of communication used with parents and the community and the log of parent attendance at various school functions, positive parent contacts and parent / teacher conferences.

Strategy 1 Details	Reviews			
Strategy 1: 5.1.1(5a,5c,5d) The campus will utilize many forms of communication such as the Austin Parent Page newsletter, emails, social media, School Dojo, take home folders and notes to keep parents informed of school-related issues and information. A Positive Teacher Referral will be implemented on the Parent Page as well. Strategy's Expected Result/Impact: Parents and community members will be informed about school activities and initiatives as well as how their child is progressing. Parent Engagement would increase. Staff Responsible for Monitoring: Principal, Office Staff and Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: 5.1.5(5a,5c) Numerous opportunities will be available for parents to be involved in the campus by volunteering or attending school related activities such as field trips, field days, awards assemblies, PTO Meetings, Chili Supper, school musical, and Love of Learning Night. Strategy's Expected Result/Impact: We will have an increase in the number of parents at our events from the previous school year. Staff Responsible for Monitoring: Principal and All Teachers ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: 5.1.8(5a,5b,5c)The Austin campus will utilize the EISD website and Facebook page to promote the successes of the campus and to strengthen the image of the school and the district with the community. Strategy's Expected Result/Impact: The campus will be visible through social media highlighting the positive news. Staff Responsible for Monitoring: Principal and Office Staff ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

District Goal 6: Maintain high-quality facilities with an instructional focus.

Ennis ISD Board Core Belief Six: We believe that our facilities should be of the highest quality and well maintained to meet the needs of all stakeholders of the district.

Campus Goal 6: The campus will provide and maintain high quality facilities that ensure safety, meet the needs of all stakeholders, reflect positively on the district and are inviting to the public.

Performance Objective 1: In cooperation with Sodexo, the campus will be monitored for cleanliness, safety and any maintenance issues will be reported within one business day.

Evaluation Data Sources: Projects completed, maintenance requests completed and overall appearance at school events.

Strategy 1 Details	Reviews			
Strategy 1: 6.1.1 The Austin campus will continue making various aesthetic improvements to the building through projects funded by the PTO and district capital improvement funds. Strategy's Expected Result/Impact: The building will be more attractive and inviting. Staff Responsible for Monitoring: Principal, Campus Leadership Team, SBDM Team and PTO ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: 6.1.2 The Austin campus will submit maintenance requests, special event set-up, building needs, etc. through the office using the Maximo system. Strategy's Expected Result/Impact: The building will be more attractive and inviting. Staff Responsible for Monitoring: Principal and Office Staff ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Kristen Darby	Instructional Coach- Position #1000276	Admin. Other	1.0

2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Classroom Teacher	Elizabeth Fullington	1st grade teacher
Paraprofessional	Roxanne Dominguez	Paraprofessional
Community Representative	Dee-Dee Gryder	Retired school employee
Classroom Teacher	Kim Pechal	Reading Intervention teacher
Classroom Teacher	Chloe Brown	3rd Grade Teacher
Classroom Teacher	Regina Mach	2nd Grade Teacher
Non-classroom Professional	Kristen Counselor	Counselor
Administrator	Kara Mathes	Principal