Brazosport Independent School District

Stephen F. Austin STEM Academy

2023-2024 Improvement Plan

Board Approval Date: October 16, 2023

Mission Statement

At Stephen F. Austin STEM Academy, our mission is to maximize the full academic and social potential of each child through a community of highly effective teachers and administrators, alongside supportive and engaged families.

Motto: Small School - Big Futures

Vision

Stephen F. Austin STEM Academy... Setting the standard in STEM Education.

Value Statement

At Stephen F. Austin STEM Academy, we believe...

That all students given the right supports can learn at their maximum potential.

That every classroom will be a place of acceptance and effective instruction.

That our school is a place where high-level learning is the primary focus of everything we do.

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: May 11, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

The CEIC met and looked at the previous year data and how COVID impacted the school setting. Using STAAR data, T-TESS data, certification data, virtual vs. non-virtual student performance, math and reading screener data and CBA data. Data was analyzed and problem statements were created. From those, root causes were derived and the plan was written to address those root causes. The meeting was on May 11, 2023. The participants were Sheri Minter, Principal; Helen Knezek, Content Specialist; Tayler Ramirez, Parent/secretary; Anne Tischler, Interventionist; Mayra Gonzalez, parent; and Lenny Angelone, SPED teacher.

Demographics

Demographics Summary

SFA 2023-2024 student enrollment is 260 students in grades PreK - 6th (August 2023)

Eco D = 60% / Spec Services = 38% (SpEd = 21% 504 = 7% and LEP = 10%) / AA = 4% / Hispanic = 50% / White = 41% / Two or more races = 3.25%

The attendance rate for 2022-23 was 94%.

SFA STEM Academy has 34 staff members and is located in Jones Creek, a small tight-knit community made up of houses and trailer parks. Parents and community members value education for children and are very supportive and trusting of this school. SFA staff would like to work toward a more ACTIVE level of parental involvement.

Our needs remain the same in attendance and student academic growth.

Our strengths include a strong PLC and Intervention system.

Demographics Strengths

- Involved community with generational influence
- Student to Teacher ratio
- Minimal Staff turnover (100% staffed)
- PK - 6 campus that allows for strong vertical alignment and quality PLC process

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Overall student attendance was 94%.   **Root Cause:** There were not processes in place to keep parents informed or to hold them accountable for student absences.

Student Learning

Student Learning Summary

Reading: STAAR Scores in both gains and losses (GR3 -6 / GR4 +19 / GR5 +2 / GR6 -3) A focus on Balanced Literacy and Guided Reading will be in place. Interventions include LLI groups to target At-Risk and SpEd students with help.

Math: STAAR Scores indicate both gains and losses (GR3 -4 / GR4 +14 / GR5 -3 / GR6 -8) and require an intensive focus on targeted interventions based on Campus and District Assessment data.

Writing continues to be a struggle as demonstrated through District Writing Measures

Science: STAAR Scores indicate a -21 loss (from 82% app in 2022 to 61% app in 2023)

Campus Levels and fluctuations in MEETS mirrors the approaches information here.

SFA intervention times are heavily utilized, but could be more targeted in regards to re-teach.

Student Learning Strengths

- Student GROWTH remains the goal at SFA. Student growth is reflected in short and long-term interventions.
- STAR early literacy growth in K and 1st grade
- STAR inventory reading and math growth
- Elimination of ineffective, non-rigorous, and non-researched based programs

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The overall performance at Meets Grade Level for Reading was 43%. The overall performance at Meets Grade Level for Math was 37%. The overall performance at Meets Grade Level in Science was 23%.   **Root Cause:** Instruction lacks the appropriate rigor for the standards.

Problem Statement 2 (Prioritized): The gap between special education students and all students at the Meets Grade Level is 32% in reading and 26% in math, and between Emergent Bilingual and all students is 10% in reading and 4% in math.   **Root Cause:** The rigor level of instruction is not commensurate with the standard's expectations, which means that differentiation for special ed and EB students is not at an appropriate rigor level.

School Processes & Programs

School Processes & Programs Summary

SFA staff report high satisfaction with our systems and administration. We continue to promote PBIS strategies throughout the school, utilizing GATOR GotYa, and multiple PBIS reward events. Our Master Schedule includes time for Interventions in Reading and Math daily as well as small group social circles, clubs and extensions (grade 5&6 honors Gator time).

School Processes & Programs Strengths

Staff is trained on the importance of building relationships with students and we strive to make each student feel a sense of belonging at school.

SFA Master Schedule includes Reading Intervention and Math Intervention daily.

We have a strong leadership team (CEIC, Grade Level Leads, and involved Specials teachers)

SFA is committed to revitalizing committees to assist with increased parental involvement and attendance incentives.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Challenges in the management of students in grades five and six resulted in a disproportionate amount of time out of instruction compared to the rest of the campus.   **Root Cause:** Consequences for poor behavior were not commensurate to the offense.

Problem Statement 2 (Prioritized): The overall performance at Meets Grade Level for Reading was 43%. The overall performance at Meets Grade Level for Math was 37%. The overall performance at Meets Grade Level in Science was 23%.   **Root Cause:** Instruction lacks the appropriate rigor for the standards.

Problem Statement 3 (Prioritized): Overall student attendance was 94%.   **Root Cause:** There were not processes in place to keep parents informed or to hold them accountable for student absences.

Problem Statement 4 (Prioritized): There has been a significant increase in students' inability to manage their anger in an appropriate manner.

Problem Statement 5 (Prioritized): SFA is no longer a Sustained Professional Learning Community.   **Root Cause:** There hasn't been an emphasis on being a Professional Learning Community in four years.

Perceptions

Perceptions Summary

SFA staff and parent surveys show that we are working together for the success of our students. Our families rated SFA very high on our satisfaction survey. Parents report that they miss being able to come to school for lunch, and for programs. We are committed to returning to open campus next year.

Perceptions Strengths

SFA has proactive PBIS initiatives to promote positive intervention rather than punitive consequences such as Jamboree, Gator Gotchas, and Class Dojo recognition. Counselors and Behavior Team members provide social skill/character lessons and groups, pet therapy sessions,and lunch groups. Teachers report feeling supported by the administration and other specialists. We have a strong Communities in School program that works with our community partners and our families to increase attendance, and increase academic success.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): A percentage of parents feel unsure of what to do in order to support their student's learning and need that information communicated to them in an effective manner.   **Root Cause:** SFA has begun recovering from the limitations of campus visitors; however parental opportunities and informational nights have not returned to pre-COVID frequency. SFA staff understands that relationships with parents are a vital and are committed to better utilization of online tools (Class Doj & class-Tag) media outlets and face to face parent / family nights.

Priority Problem Statements

Problem Statement 1: Overall student attendance was 94%.

Root Cause 1: There were not processes in place to keep parents informed or to hold them accountable for student absences.

Problem Statement 1 Areas: Demographics - School Processes & Programs

Problem Statement 2: The overall performance at Meets Grade Level for Reading was 43%. The overall performance at Meets Grade Level for Math was 37%. The overall performance at Meets Grade Level in Science was 23%.

Root Cause 2: Instruction lacks the appropriate rigor for the standards.

Problem Statement 2 Areas: Student Learning - School Processes & Programs

Problem Statement 3: Challenges in the management of students in grades five and six resulted in a disproportionate amount of time out of instruction compared to the rest of the campus.

Root Cause 3: Consequences for poor behavior were not commensurate to the offense.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: A percentage of parents feel unsure of what to do in order to support their student's learning and need that information communicated to them in an effective manner.

Root Cause 4: SFA has begun recovering from the limitations of campus visitors; however parental opportunities and informational nights have not returned to pre-COVID frequency. SFA staff understands that relationships with parents are a vital and are committed to better utilization of online tools (Class Doj & class-Tag) media outlets and face to face parent / family nights.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: There has been a significant increase in students' inability to manage their anger in an appropriate manner.

Root Cause 5:

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: SFA is no longer a Sustained Professional Learning Community.

Root Cause 6: There hasn't been an emphasis on being a Professional Learning Community in four years.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: The gap between special education students and all students at the Meets Grade Level is 32% in reading and 26% in math, and between Emergent Bilingual and all students is 10% in reading and 4% in math.

Root Cause 7: The rigor level of instruction is not commensurate with the standard's expectations, which means that differentiation for special ed and EB students is not at an

appropriate rigor level.

Problem Statement 7 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Running Records results

Student Data: Student Groups

- 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*Future Ready.

Performance Objective 1: In 2023-2024, the percent of 3rd grade through 6th grade students that score Meets Grade Level or above on STAAR Reading will increase from by 3% - 5% student growth. (HB 3 Early Literacy Goal)

High Priority

HB3 Goal

Evaluation Data Sources: District and State Assessments

Strategy 1 Details		Reviews			
Strategy 1: We will provide targeted training for needed implementation support in guided reading.		**Formative**			**Summative**
Strategy's Expected Result/Impact: The percentage of students who perform at Meets Grade Level on STAAR Reading exams will increase from 4% to 8% for students in grades 3-6. 70% or more of students will attain one or more years of growth on the EOY reading screeners in grade K-2.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal / Content Specialist / Interventionist / Teachers and Support Staff **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools					
Strategy 2 Details		Reviews			
Strategy 2: Utilize AR program to increase fluency, comprehension and vocabulary for grades k-6		**Formative**			**Summative**
Strategy's Expected Result/Impact: The percentage of students who perform at Meets Grade Level on STAAR Reading exams will increase from 4% to 8% for students in grades 3-6. 70% or more of students will attain one or		**Nov**	**Jan**	**Mar**	**June**

more years of growth on the EOY reading screeners in grade K-2.

Staff Responsible for Monitoring: Principal / Content Specialist / ELA teachers and Librarian

Title I:
2.5
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*Future Ready.

Performance Objective 2: In 2023-2024, the percent of 3rd grade through 6th grade students that score Meets Grade Level or above on STAAR Math will increase by 3%-5% student growth (HB 3 Early Numeracy Outcome Goal)

High Priority

HB3 Goal

Evaluation Data Sources: District and State Assessments

Strategy 1 Details	Reviews			
Strategy 1: We will provide targeted training for needed implementation support in guided math.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The percentage of students who perform at Meets Grade Level on STAAR Math exams will increase from 4% or more for students in grades 3-6. 70% or more of students will attain one or more years of growth on the EOY math screeners in grade K-2. **Staff Responsible for Monitoring:** Administration **Title I:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	**Nov**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Goal 1: Brazosport ISD will provide a rigorous and relevant learning experience to ensure that every student will B*Future Ready.

Performance Objective 3: In 2023-2024, all Closing the Gaps Domain populations groups that did not meet the annual performance targets will receive targeted support and interventions.

High Priority

Evaluation Data Sources: STAAR Results by accountability groups
Intervention schedules
Intervention rosters

Strategy 1 Details		Reviews			
Strategy 1: Grade levels will collaborate by subject to analyze achievement and assessment data, and identify the instructional strategies that will be used to address ELA learning gaps among student groups and improve Tier 1 ELA instruction for all students.		**Formative**			**Summative**
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: The percentage of students who perform at Meets Grade Level on STAAR Reading exams will increase from 4% to 8% for students in grades 3-6. **Staff Responsible for Monitoring:** Content Specialist / Interventionist / Grade Level Leads **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools					
Strategy 2 Details		Reviews			
Strategy 2: Grade levels will collaborate by subject area to analyze achievement and assessment data, and identify the instructional strategies that will be used to address performance gaps in math among student groups and improve Tier 1 math instruction for all students.		**Formative**			**Summative**
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: The percentage of students who perform at Meets Grade Level on STAAR Math exams will increase from 4% or more for students in grades 3-6. **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools					

Strategy 3 Details	Reviews			
Strategy 3: Students will participate in STREAM classes to receive well-rounded instruction in science, technology, readining, engineering, art, and mathematics to supplement rigorous Tier 1 instruction, and they will participate in physical activity through recesses and Physical Education classes that research shows improves student outcomes.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Al students will demonstrate learning at high levels by improving Meets Grade Level performance in both reading and math by 10%. **Staff Responsible for Monitoring:** Principal **Title I:** 2.5 **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 2				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: The overall performance at Meets Grade Level for Reading was 43%. The overall performance at Meets Grade Level for Math was 37%. The overall performance at Meets Grade Level in Science was 23%.   **Root Cause**: Instruction lacks the appropriate rigor for the standards.
Problem Statement 2: The gap between special education students and all students at the Meets Grade Level is 32% in reading and 26% in math, and between Emergent Bilingual and all students is 10% in reading and 4% in math.   **Root Cause**: The rigor level of instruction is not commensurate with the standard's expectations, which means that differentiation for special ed and EB students is not at an appropriate rigor level.
School Processes & Programs
Problem Statement 2: The overall performance at Meets Grade Level for Reading was 43%. The overall performance at Meets Grade Level for Math was 37%. The overall performance at Meets Grade Level in Science was 23%.   **Root Cause**: Instruction lacks the appropriate rigor for the standards.

Goal 2: Brazosport ISD learning environments will be safe and conducive to learning.

Performance Objective 1: In 2023-2024 Stephen F. Austin Elementary will expand campus PBIS strategies to improve campus climate and increase student attendance for the 22-23 average of 94% to 96% attendance in all grade levels.

High Priority

Evaluation Data Sources: Reduce discipline referrals by 5% and increase attendance to 96% attendance rate.

Strategy 1 Details	Reviews			
Strategy 1: Provide ongoing PBIS activities and rewards during the semester.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 5% decrease in discipline referrals.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: PBIS team and staff				
Title I: 2.6 - **TEA Priorities:** Improve low-performing schools				

Strategy 2 Details	Reviews			
Strategy 2: Meet with fifth and sixth grade students on the first day of school to go over behavior expectations and consequences.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease office referrals by 5%	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal				
Title I: 2.6 - **TEA Priorities:** Improve low-performing schools **Problem Statements:** School Processes & Programs 1				

Strategy 3 Details	Reviews			
Strategy 3: At the beginning of the year teacher inservice, train the teachers in how to properly write and process an office discipline referral.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease office referrals by 5% **Staff Responsible for Monitoring:** Principal **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** School Processes & Programs 1	**Nov**	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Process office discipline referrals in a timely manner that includes rapid communication with teachers and parents on the outcome.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Decrease office referrals by 5% **Staff Responsible for Monitoring:** Principals **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** School Processes & Programs 1	**Nov**	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Challenges in the management of students in grades five and six resulted in a disproportionate amount of time out of instruction compared to the rest of the campus.   **Root Cause**: Consequences for poor behavior were not commensurate to the offense.

Goal 2: Brazosport ISD learning environments will be safe and conducive to learning.

Performance Objective 2: In 2023-2024, Austin Elementary will maintain a safe, nurturing and supportive learning environment.

High Priority

Evaluation Data Sources: 5% decrease in discipline referrals and 100% compliance with crisis drills.

Strategy 1 Details	Reviews			
Strategy 1: The Counselor will maintain a monitor list of students who exhibit anger management issues.	**Formative**			**Summative**
Strategy's Expected Result/Impact: A decrease in anger management incidents	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor				
Title I: 2.6 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** School Processes & Programs 4				

Strategy 2 Details	Reviews			
Strategy 2: The counselor will meet with groups of students whose names are on the anger management monitor list to provide them with tools and support to manage their anger.	**Formative**			**Summative**
Strategy's Expected Result/Impact: A decrease in anger management incidents	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor				
Title I: 2.6 **Problem Statements:** School Processes & Programs 4				

Strategy 3 Details	Reviews			
Strategy 3: The campus Behavior Technician will meet with students one-on-one to help them learn to manage their anger.	**Formative**			**Summative**
Strategy's Expected Result/Impact: A decrease in anger management incidents	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Behavior Technician				
Title I: 2.6 **Problem Statements:** School Processes & Programs 4				

Strategy 4 Details	Reviews			
Strategy 4: The counselor will participate in grade level collaboration meetings to receive and provide communication about the students on the anger management monitor list.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: A decrease in anger management incidents **Staff Responsible for Monitoring:** Counselor **Title I:** 2.6 **Problem Statements:** School Processes & Programs 4				

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Performance Objective 2 Problem Statements:

| School Processes & Programs |
|---|
| **Problem Statement 4**: There has been a significant increase in students' inability to manage their anger in an appropriate manner. |

Goal 3: Brazosport ISD will promote, communicate and market the accomplishments, achievements, and successes of students and staff.

Performance Objective 1: In 2023-24, Stephen F. Austin Elementary School will actively work to engage parents in the education of their children resulting in a 15% increase in parent satisfaction rating and active participation as demonstrated by after school event attendance.

    High Priority

    Evaluation Data Sources: End of year parent survey / Event Sign ins

Strategy 1 Details	Reviews			
Strategy 1: Teachers will hold required parent meetings at times convenient to parents to discuss the Title I Parent Compact.	**Formative**			**Summative**

Strategy's Expected Result/Impact: The percentage of students who perform at Meets Grade Level on STAAR Reading exams will increase from 4% to 8% for students in grades 3-6. The percentage of students who perform at Meets Grade Level on STAAR Math exams will increase from 4% or more for students in grades 3-6.
    Staff Responsible for Monitoring: Classroom Teacher / AP / Principal
 	
    Title I:
4.2
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
    Funding Sources: Snacks for Title I Meeting - 211 - Title I, Part A Parent & Family Engagement - $834
	Nov	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Stephen F Austin will jointly develop with, and distribute to, parents and family members a written Parent and Family Engagement Policy. The policy will be available in English and Spanish, and accessible on the campus website.	**Formative**			**Summative**

Strategy's Expected Result/Impact: The percentage of students who perform at Meets Grade Level on STAAR Reading exams will increase from 4% to 8% for students in grades 3-6. The percentage of students who perform at Meets Grade Level on STAAR Math exams will increase from 4% or more for students in grades 3-6.
    Staff Responsible for Monitoring: Principal / Title 1 Lead / PAFE Committee / School Counselor
 	
    Title I:
4.1
 - **TEA Priorities:**
Improve low-performing schools
	Nov	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Stephen F Austin will conduct, with parents and family members, an annual evaluation of the Parent and Family Engagement Policy and conduct parent involvement activities.	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The revised plan will be completed in May and translated so that it is ready to be posted at the beginning of the 2022-2023 school year. **Staff Responsible for Monitoring:** Assistant Principal **Title I:** 4.1 **- TEA Priorities:** Improve low-performing schools				
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 4: Brazosport ISD will exercise fiscal responsibility to ensure financial strength and provide the resources to equip and maintain quality facilities and educational programming.

Performance Objective 1: In 2023-24, Stephen F. Austin Elementary School will allocate supplemental funds to support the overall instructional program of the campus and to address learning loss resulting in the all students group meeting or exceeding annual performance targets for each racial/ethnic and special program population group identify as under performing in 2022.

High Priority

Evaluation Data Sources: Campus Supplemental Funding Budget

Strategy 1 Details	Reviews			
Strategy 1: SFA will utilize Compensatory Education funds to address learning loss and to provide interventions to struggling students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The percentage of students who perform at Meets Grade Level on STAAR Reading exams will increase from 4% to 8% for students in grades 3-6. The percentage of students who perform at Meets Grade Level on STAAR Math exams will increase from 4% or more for students in grades 3-6. **Staff Responsible for Monitoring:** Principal **Title I:** 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools **Funding Sources:** Supplies and Materials - Local 30-State Comp Ed - $6,845	**Nov**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: SFA will utilize Title I, Part A and SCE funding to support the overall instructional program of the campus.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The percentage of students who perform at Meets Grade Level on STAAR Reading exams will increase from 4% to 8% for students in grades 3-6. The percentage of students who perform at Meets Grade Level on STAAR Math exams will increase from 4% or more for students in grades 3-6. **Staff Responsible for Monitoring:** Principal **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** Supplies - 211 - Title I, Part A - $392	**Nov**	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Provide necessary resources for intervention and enrichment activities such as Mentoring Minds, LLI, ALEKS, RBD, IXL, Science and SocSt Weekly, Kids to all students.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: The percentage of students who perform at Meets Grade Level on STAAR Reading exams will increase from 4% to 8% for students in grades 3-6. The percentage of students who perform at Meets Grade Level on STAAR Math exams will increase from 4% or more for students in grades 3-6. **Staff Responsible for Monitoring:** Principal / AP / Interventionist **Title I:** 2.5 **- TEA Priorities:** Build a foundation of reading and math				
0% No Progress 100% Accomplished ➡️ Continue/Modify ✖️ Discontinue				

Goal 5: Brazosport ISD will recruit, develop and retain highly effective staff.

Performance Objective 1: In 2023-24, Stephen F. Austin Elementary will provide opportunities for professional learning that are relevant, effective and ongoing as needed.

High Priority

Evaluation Data Sources: Staff survey will support that teachers feel knowledgeable in their current teaching position.

Strategy 1 Details	Reviews			
Strategy 1: Provide staff with opportunities to improve classroom instructional skills, interventions to struggling students and collaborating as a Professional Learning Community.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: All teaching staff trained in Tier 1 Content Priorities and having attended the PLC Summer Institute. **Staff Responsible for Monitoring:** Principal / CCS / District Level Instructional Support **Title I:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Problem Statements:** School Processes & Programs 5				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 5: SFA is no longer a Sustained Professional Learning Community.   **Root Cause**: There hasn't been an emphasis on being a Professional Learning Community in four years.

Goal 5: Brazosport ISD will recruit, develop and retain highly effective staff.

Performance Objective 2: In 2023-24, Austin Elementary will utilize supplemental funding to hire additional staff to support a well rounded education for all students, particularly those identified as at risk, served through special programs, or identified as homeless or being served through Foster Care.

Strategy 1 Details	Reviews			
Strategy 1: State Compensatory Education funds will be used to partially pay for an Interventionist who will support at risk and economically disadvantaged students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: The percentage of students who perform at Meets Grade Level on STAAR Reading exams will increase from 4% to 8% for students in grades 3-6.				
Staff Responsible for Monitoring: Principal				
Title I:				
2.5				
- TEA Priorities:				
Build a foundation of reading and math, Improve low-performing schools				
Funding Sources: INterventionist - Local 30-State Comp Ed Personnel - $70,000				

Strategy 2 Details	Reviews			
Strategy 2: Title I, Part A supplemental funds will be used to pay for an Interventionist to support Tier 2 instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The percentage of students who perform at Approaches Grade Level on STAAR Math and Reading exams will increase by 4% (with a focus on individual student growth).	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal / CCS / Interventionist				
Title I:				
2.5				
- TEA Priorities:				
Build a foundation of reading and math				
Funding Sources: Anne Tischler - 211 - Title I, Part A - $70,000				

Strategy 3 Details	Reviews			
Strategy 3: ESSER III supplemental funds will be used to provide additional personnel to support reading/ELA instruction.	Formative			Summative
Strategy's Expected Result/Impact: The percentage of students who perform at Meets Grade Level on STAAR Reading exams will increase from 4% to 8% for students in grades 3-6, particularly for students identified as English Learners, served by special education, identified as Homeless or in Foster Care, or who are Migrant children, at risk or identified as economically disadvantaged. **Staff Responsible for Monitoring:** Principal **Title I:** 2.4 - **TEA Priorities:** Build a foundation of reading and math	**Nov**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

State Compensatory

Budget for Stephen F. Austin STEM Academy

Total SCE Funds: $76,920.00
Total FTEs Funded by SCE: 1
Brief Description of SCE Services and/or Programs

Compensatory Education funds are used to fully the Dyslexia Interventionist and for tutorials/supplies.

Personnel for Stephen F. Austin STEM Academy

Name	Position	FTE
Amanda Martinez	Interventionist	1

Title I

1.1: Comprehensive Needs Assessment

The CEIC met and looked at the previous year data and how COVID impacted the school setting. Using STAAR data, T-TESS data, certification data, virtual vs. non-virtual student performance, math and reading screener data and CBA data. Data was analyzed and problem statements were created. From those, root causes were derived and the plan was written to address those root causes. The meeting was on May 11, 2022. The participants were Sheri Minter, Principal; Helen Knezek, Content Specialist; Tayler Ramirez, Parent/secretary; Anne Tischler, Interventionist; Mayra Gonzalez, parent; and Lenny Angelone, SPED teacher.

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus improvement plan was developed by the CEIC.

2.2: Regular monitoring and revision

The CEIC formative reviews the CIP in November, February, April and May-June.

2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan will be translated into Spanish, and both versions of the plan will uploaded to the campus and district websites. Copies of the plan in both languages will be available for viewing in the front office. Stakeholders wishing to have a copy will be provided one upon request.

2.4: Opportunities for all children to meet State standards

Goal	Performance Objective	Strategy	Description
1	1	1	We will provide targeted training for needed implementation support in guided reading.
1	2	1	We will provide targeted training for needed implementation support in guided math.
1	3	1	Grade levels will collaborate by subject to analyze achievement and assessment data, and identify the instructional strategies that will be used to address ELA learning gaps among student groups and improve Tier 1 ELA instruction for all students.
1	3	2	Grade levels will collaborate by subject area to analyze achievement and assessment data, and identify the instructional strategies that will be used to address performance gaps in math among student groups and improve Tier 1 math instruction for all students.
4	1	2	SFA will utilize Title I, Part A funding to support the overall instructional program of the campus.

Goal	Performance Objective	Strategy	Description
4	1	3	SFA will utilize ESSER II and III funding to provides resources to support Tier I instruction.
5	1	1	Provide staff with opportunities to improve classroom instructional skills, interventions to struggling students and collaborating as a Professional Learning Community.
5	2	3	ESSER III supplemental funds will be used to provide additional personnel to support reading/ELA instruction.

2.5: Increased learning time and well-rounded education

Goal	Performance Objective	Strategy	Description
1	1	2	Utilize AR program to increase fluency, comprehension and vocabulary for grades k-6
4	1	1	SFA will utilize Compensatory Education funds to address learning loss and to provide interventions to struggling students.
4	1	4	Provide necessary resources for intervention and enrichment activities such as Mentoring Minds, Istation, Reading Horizons, IXL, Science Weekly, RAZ Kids to all students.
5	2	1	State Compensatory Education funds will be used to partially pay for an Interventionist who will support at risk and economically disadvantaged students.
5	2	2	Title I, Part A supplemental funds will be used to pay for an Interventionist to support math instruction.

2.6: Address needs of all students, particularly at-risk

Goal	Performance Objective	Strategy	Description
1	3	1	Grade levels will collaborate by subject to analyze achievement and assessment data, and identify the instructional strategies that will be used to address ELA learning gaps among student groups and improve Tier 1 ELA instruction for all students.
1	3	2	Grade levels will collaborate by subject area to analyze achievement and assessment data, and identify the instructional strategies that will be used to address performance gaps in math among student groups and improve Tier 1 math instruction for all students.
2	1	1	Provide ongoing PBIS activities and rewards during the semester.
2	1	2	Provide materials for PBIS.

Goal	Performance Objective	Strategy	Description
2	1	3	Conduct Monthly PBIS meetings
2	1	4	Allow time for vigorous activities, recess, and conduct the State required Fitness Gram
2	2	1	Instruct PK - 6 students on procedures for reporting bullying and other appropriate social and study skills, and provide training to staff and age appropriate students on methods for addressing violence prevention and intervention.
4	1	1	SFA will utilize Compensatory Education funds to address learning loss and to provide interventions to struggling students.
5	1	1	Provide staff with opportunities to improve classroom instructional skills, interventions to struggling students and collaborating as a Professional Learning Community.

3.1: Annually evaluate the schoolwide plan

The schoolwide plan is evaluated in June following the receipt of state testing data and using a campus leadership team consisting of campus administrators and grade level heads. The results are recorded in the summative evaluation sections of the formative/summative review tab in the plan and published as part of the final evaluated plan.

4.1: Develop and distribute Parent and Family Engagement Policy

Goal	Performance Objective	Strategy	Description
3	1	2	Stephen F Austin will jointly develop with, and distribute to, parents and family members a written Parent and Family Engagement Policy. The policy will be available in English and Spanish, and accessible on the campus website.
3	1	3	Stephen F Austin will conduct, with parents and family members, an annual evaluation of the Parent and Family Engagement Policy.

4.2: Offer flexible number of parent involvement meetings

Goal	Performance Objective	Strategy	Description
3	1	1	Teachers will hold required parent meetings at times convenient to parents to discuss the Title I Parent Compact.

Title I Personnel

Name	Position	Program	FTE
Anne Tischler	Teacher	Math Interventionist / ESL Teacher	.83

2023-2024 Campus Improvement Team

Committee Role	Name	Position
Administrator	Sheri Minter	Principal
Administrator	Helen Knezek	Instructional Coach / CTC / AP
Counselor	Robin Coker	
Non-classroom Professional	Tayler Ramirez	Campus Secretary
Non-classroom Professional	Mayra Gonzalez	PEIMS
Classroom Teacher	Anne Tischler	Intervention
Classroom Teacher	Amanda Martinez	Intervention
Classroom Teacher	Lacie Fletcher	SpEd ICS
Non-classroom Professional	Joani Wallace	Librarian
District-level Professional	Lori Rosenkranz	District Math Coordinator
Paraprofessional	Breana Wied	Behavior Tech
Classroom Teacher	Chris Gibson	STREAM Teacher
Parent	Brent Carpenter	Parent
Community Representative	William Tidwell	Jones Creek Marshall
Classroom Teacher	Julia Lampe	Classroom Teacher
Classroom Teacher	Monica Dingee	Teacher
Classroom Teacher	Maryissa Gonzales	Classroom Teacher

Campus Funding Summary

SCE 199- Summer School/Summer School NOW (HB 4545)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$5,250.00
				+/- Difference	$5,250.00

Local 30-State Comp Ed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Supplies and Materials		$6,845.00
				Sub-Total	$6,845.00
				Budgeted Fund Source Amount	$6,845.00
				+/- Difference	$0.00

Local 30-State Comp Ed Personnel

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	INterventionist		$70,000.00
				Sub-Total	$70,000.00
				Budgeted Fund Source Amount	$70,000.00
				+/- Difference	$0.00

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	2	Supplies		$392.00
5	2	2	Anne Tischler		$70,000.00
				Sub-Total	$70,392.00
				Budgeted Fund Source Amount	$70,392.00
				+/- Difference	$0.00

211 - Title I, Part A Parent & Family Engagement

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Snacks for Title I Meeting		$834.00

211 - Title I, Part A Parent & Family Engagement					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$834.00
				Budgeted Fund Source Amount	$834.00
				+/- Difference	$0.00
				Grand Total Budgeted	$153,321.00
				Grand Total Spent	$148,071.00
				+/- Difference	$5,250.00