

Grand Prairie Independent School District



Austin Elementary

2025-2026 Campus Improvement Plan

Mission Statement

Austin Environmental Science Academy will provide a positive, safe, and secure environment that will empower students to learn while building self-esteem. Students will be afforded the opportunity to experience success and mutual respect, which will prepare them to be life-long learners. The community will cooperate to produce responsible individuals who are able to adapt to an ever-changing society.

Vision

Our vision is to provide students with various 21st-century skills that will allow them to be competitive in our society. Austin Environmental Science Academy students will have opportunities to collaborate, increase creativity, build leadership skills, use problem-solving/critical thinking skills, and awaken global environmental awareness.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	5
Student Learning	8
School Processes & Programs	10
Perceptions	12
Priority Problem Statements	14
Data Documentation for CNA	17
Improvement Planning Data	18
Accountability Data	18
Student Data: Assessments	18
Student Data: Student Groups	19
Student Data: Behavior and Other Indicators	19
Employee Data	19
Parent/Community Data	20
Support Systems and Other Data	20
Priority Focus Areas	21
Priority Focus Area 1 : GPISD will ensure student success through engaging learning ex...	22
Committees	30
Site Based Decision Making Committee	31
Meeting Logs	31
Members	31
Policies, Procedures, and Requirements	32

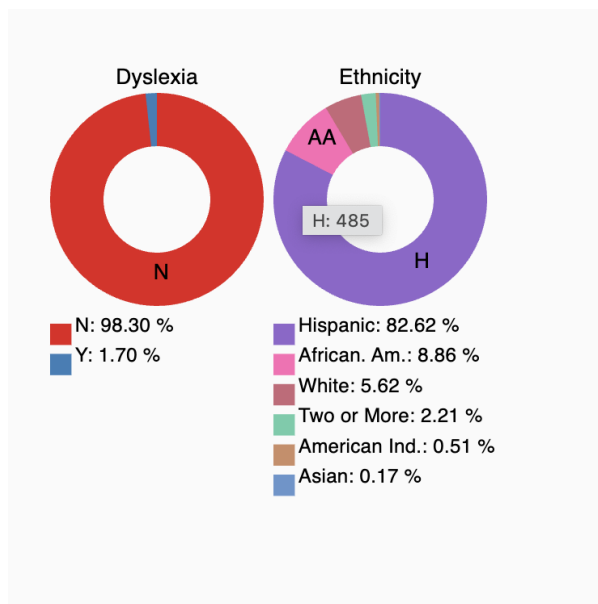
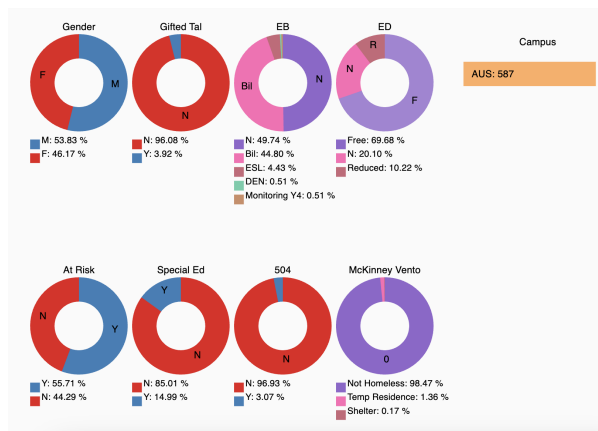


Comprehensive Needs Assessment

Demographics

Summary

Austin Environmental Science Academy is a traditional campus with a focus on Environmental Science. It has 589 students enrollment has decreased for the 25-26 school year by 12%. We serve about 50% Emergent bilinguals, 15% of students are in special education, 3% are considered gifted and talented, 83% are Economically disadvantaged with a 2% of dyslexic students and less than 2% are considered homeless. Our campus is predominantly made up of Hispanic students at 82% and 52% of our students are considered at risk.



Strengths

Austin students took the 24-25 STAAR, 56% of all 3-5 grade students met or exceeded grade level for Reading, 70% meet or exceed grade level for mathematics.

Calculation Report						
STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	254	254	86	-	594	
Approaches GL or Above	173	173	67	-	413	70%
Meets GL or Above	96	124	35	-	255	43%
Masters GL	46	56	15	-	117	20%
Total Percentage Points						133%
Component Score						44

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 ★ Austin Hispanic population is performing lower than the other demographics at only 67% of them passing STAAR.	Our Hispanic population is higher with 82% of the student population where 52% of them are emergent bilinguals.
2 ★ Our campus GT population has dropped with only 3% of our students are identified.	Teachers are not nominating students that are high achievers due to lack of training.

★ = Priority

Student Learning

Summary

CIP Goal 1: Student Achievement

Austin ESA has a Met Standard Accountability Rating 2024-2025 from the Texas Education Agency with the following scores:

- Austin's overall campus score is an C
- Domain1 Student Achievement: 72%.
- Domain 2 Student Progress Score: 75%.
- Domain 3 Closing the Achievement Gap Score: 75%

Tutoring and related accelerated instruction will continue to address the at-risk students. We have added an intervention time for grades 4 and 5 to help students that are identified as HB 1416. Expansion of accelerated learning programs for students will focus on the grade levels and subjects noted in the data reviewed section. We will use MAP Growth and Fluency to progress monitor students. Our academic RTI drill down process helps us monitor our students with academic concerns.

Strengths

STAAR for the 24-25 school year:

- 5th grade mathematics performance designation (master level)
- 5th grade science performance designation (master level)
- Accelerated student learning in RLA

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Student progress monitoring in K-2 must be individualized by providing targeted small group intervention and instruction.	Consistency of personalized and differentiated instruction, insufficient use of formative assessments to monitor ongoing development, consistent targeted early intervention strategies for struggling students.
2	Austin scored a 72% on the scale in Domain 1: Student Achievement which is a 2% dropped compared to last year.	Attendance played a role in our scores due to a drop in attendance from 97% to 95% this year.
3 ★	Austin special education students scored below 40% in math and reading STAAR scores.	Teachers are not implementing accommodations or following their IEP to make gains in their yearly goals.

★ = Priority

School Processes & Programs

Summary

- Curriculum Instruction: Teachers are required to plan for small group instruction based on student needs to reach their targeted score.
- Professional development: Teachers attend professional learning communities twice a week to help plan instruction and small group interventions, special education IEP implementation and documentation.
- Professional Development: Teachers will get trained on small group data implementation and tracking, RTI and accommodations that are appropriate for students. Social emotional learning teacher training and implementation.
- Leadership and decision making: Instructional time allotment to add intervention time in the master schedule.
- Technology integration plan: Software Imagine Learning that will focus on HB 1614 students
- Extracurricular: We offer after school clubs for grade PK-5
- Support services: Special programs such as special education, GT, inclusion support, CARE specialized supports, attendance incentives

Strengths

- Diverse educational opportunities
- Open-Enrollment campus
- Dual Language teacher training
- Special Education Services
- Technology Integration
- Data-Driven Decision-Making
- Innovative Teaching Methods
- Attendance Incentives
- Implementation of PBIS

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1★ Student attendance has dropped by 2% compared to last school year due to lack of engagement in school, inconsistent family support, and external barriers like transportation issues, unstable housing, or health concerns.	PK-1st grade students are frequently absent, teachers and administration inconsistent follow up with absentees.
2★ More students are experiencing difficulties in managing emotions, building positive relationships, and making responsible decisions, leading to increased behavioral issues.	Teachers lack of implementation of SEL programs and strategies across classrooms, as well as a lack of professional development for staff on how to integrate SEL into daily instruction. Without a comprehensive and school-wide approach to social-emotional learning, students are not receiving the necessary support to develop these critical life skills.
3★ Special education implementation and documentation of Individualized Education Programs (IEPs) are primarily due to insufficient training and support for staff on IEP processes and compliance requirements.	High caseloads for special education teachers, limited collaboration between general and special education staff, and inadequate monitoring systems for tracking IEP goals and services contribute to gaps in consistent service delivery.

★ = Priority

Perceptions

Summary

Parent Engagement: Austin has increased in parental involvement through PTA events, workshops, field trip chaperones, family engagement events and academic family nights.

Climate and Culture: We strive to provide a positive and welcoming campus culture for our parents, students and staff. We promote attendance with teacher and student incentives. Through our Campus Improvement committee we provide transparency in school initiatives and programs. We build partnerships with small business to get donations for students and staff.

Staff retention: We have 30 classroom teachers and 17 of our teachers have been recipients of teacher incentive allotment. For the 25-26 school year, with 5 new teachers hired.

Student feedback: Students feel safe and happy to come to school. The noted they can trust their teachers and staff on Panorama Survey.

Implementation of AVID and career readiness by establishing clear partnerships with local businesses and community organizations, and engage families in the career planning process

Strengths

- Parent Engagement events/volunteers participation
 - Positive campus culture student and staff incentives and recognition
 - Staff Retention
 - CIC participation in campus climate and culture development and maintenance
 - College Awareness and focus throughout campus with AVID
 - Campus wide implementation of Connect, community and celebrate (3Cs)
 - Parent Engagement (Trophy Run, Parent Workshops, monthly newsletter, PTA events)
 - Various campus committees such as (Sunshine, Literacy, Math/Science/School Safety, Advisory, PBIS)

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Consistent implementation of PBIS campus wide.	Teachers sometimes use the PBIS systems to manage behavior, we need more consistent student incentives.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Austin Hispanic population is performing lower than the other demographics at only 67% of them passing STAAR.

Our Hispanic population is higher with 82% of the student population where 52% of them are emergent bilinguals.

2
★

Our campus GT population has dropped with only 3% of our students are identified.

Teachers are not nominating students that are high achievers due to lack of training.

3
★

Student progress monitoring in K-2 must be individualized by providing targeted small group intervention and instruction.

Consistency of personalized and differentiated instruction, insufficient use of formative assessments to monitor ongoing development, consistent targeted early intervention strategies for struggling students.

4
★

Austin special education students scored below 40% in math and reading STAAR scores.

Teachers are not implementing accommodations or following their IEP to make gains in their yearly goals.

5
★

Consistent implementation of PBIS campus wide.

Teachers sometimes use the PBIS systems to manage behavior, we need more consistent student incentives.

6
★

Student attendance has dropped by 2% compared to last school year due to lack of engagement in school, inconsistent family support, and external barriers like transportation issues, unstable housing, or health concerns.

PK-1st grade students are frequently absent, teachers and administration inconsistent follow up with absentees.

7
★

More students are experiencing difficulties in managing emotions, building positive relationships, and making responsible decisions, leading to increased behavioral issues.

Teachers lack of implementation of SEL programs and strategies across classrooms, as well as a lack of professional development for staff on how to integrate SEL into daily instruction. Without a comprehensive and school-wide approach to social-emotional learning, students are not receiving the necessary support to develop these critical life skills.

8
★

Special education implementation and documentation of Individualized Education Programs (IEPs) are primarily due to insufficient training and support for staff on IEP processes and compliance requirements.

High caseloads for special education teachers, limited collaboration between general and special education staff, and inadequate monitoring systems for tracking IEP goals and services contribute to gaps in consistent service delivery.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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
- ☒ HB3 CCMR goals
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☒ 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 released test questions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- ☒ Local diagnostic reading assessment data

- ☒ Local benchmark or common assessments data
- ☒ Grades that measure student performance based on the TEKS

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
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Section 504 data
- ☒ Gifted and talented data
- ☒ Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

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
- ☒ Evaluation(s) of professional development implementation and impact

- ☒ 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
- ☒ Communications data
- ☒ Budgets/entitlements and expenditures data



Priority Focus Areas

Priority Focus Area 1

GPISD will ensure student success through engaging learning experiences, collaborative leadership, and a focus on maximizing student achievement.

Measurable Objective 1 High Priority HB3 Priority Focus Area

Early Childhood Literacy Proficiency: The percentage of 3rd grade students scoring Meets grade level or above on STAAR Reading will increase from 38% to 48% by June 2030. (HB3 Goal)

Evaluation Data Source: STAAR Reading Data & MAP Data

Strategy 1

Teachers will use MAP Growth from EOY to monitor student growth in Reading and utilize iready to work on individual pathway and personalized instruction based on iready reports.

Strategy's Expected Result/Impact: 3rd grade will show a 3% increase from 17% to 20% for meets or above level

Staff Responsible for Monitoring: Classroom teachers, sped teachers, GT specialist, icoach and admin

Funding Sources: 199 199 - SCE, \$1,000

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November

January

March

June

Strategy 2

Teachers will offer after school tutoring for all high approaches and meets students and update their tutoring groups using benchmark data.

Strategy's Expected Result/Impact: 3rd grade will show an increase in benchmark data from 34% on grade level to 40%.

Staff Responsible for Monitoring: icoach and administration

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

No Progress

November

January

March

June

Measurable Objective 2 High Priority HB3 Priority Focus Area

Early Childhood Mathematics Proficiency: The percentage of 3rd grade students scoring Meets grade level or above on STAAR Math will increase from 38% to 53% by June 2030. (HB3 Goal)

Evaluation Data Source: STAAR Math Data & MAP Data

Strategy 1

Teachers will use MAP Growth from EOY to monitor student growth in Mathematics and utilize iready to work on individual pathway and personalized instruction based on iready reports.

Strategy's Expected Result/Impact: 3rd grade students will show a 6% increase from 34% to 40% for meets or above level

Staff Responsible for Monitoring: Classroom teachers, sped teachers, GT specialist, icoach and admin

Funding Sources: 199 - SCE, \$1,000

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November

January

March

June

Strategy 2

Teachers will offer after school tutoring for all high approaches and meets students and update their tutoring groups using benchmark data.

Strategy's Expected Result/Impact: 3rd grade will show an increase in benchmark data from 75% to 80% on grade level.

Staff Responsible for Monitoring: icoach and administration

Title I: 2.5.1, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

No Progress

November

January

March

June

Measurable Objective 3 High Priority

8th Grade Reading Proficiency: The percentage of 8th grade students scoring Meets or above on STAAR Reading will increase from 38% to 48% by June 2030

Evaluation Data Source: N/A Our campus is a PK - 5th school.

Strategy 1

Not applicable

Formative Reviews

November

January

March

June

Measurable Objective 4 High Priority

Student Discipline: GPISD will see a 5% decrease in in-school suspension (ISS from 5279 to 5,015), out-of-school suspension (OSS from 399 to 379), and Disciplinary Alternative Education Program (DAEP from 570 to 542) placements by June 2030.

Evaluation Data Source: Skyward Discipline Data

Strategy 1

Austin will implement the 3Cs daily and campus wide PBIS to manage behaviors.

Strategy's Expected Result/Impact: We will stay at 0 of Out of school suspension for this school year.

Staff Responsible for Monitoring: Classroom teachers, counselor and admin

Funding Sources: 199 - General Fund, \$2,000

Title I:

Formative Reviews

November

January

March

June

Strategy 2

Austin will implement a campus wide Longhorn Store to incentives students for positive behaviors every 3 weeks.

Strategy's Expected Result/Impact: Decrease classroom behaviors and reinforce with positive behaviors and motivating students to get an opportunity to purchase at the Longhorn store.

Staff Responsible for Monitoring: All staff

Funding Sources: 199 - General Fund, \$2,000

Title I: 2.5.2, 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

November

January

March

June

Measurable Objective 5 High Priority

Family Engagement: GPISD will demonstrate continuous growth in family engagement participation by increasing attendance at district and campus events by 5% (from 39,155 to 41,113) through ongoing family engagement initiatives and strategies by June 2030.

Evaluation Data Source: Survey Data & Sign-In Documents

Strategy 1

We will recruit parent volunteers, increase parent engagement activities and parent workshops, Trophy Run by building strong relationships and the PTA president.

Strategy's Expected Result/Impact: We want to increase our PTA membership from 50 members to 70 for this school year.

Staff Responsible for Monitoring: PTA, Family Involvement Team

Funding Sources: 211 - Title 1, \$500

Title I:

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

November

January

March

June

Strategy 2

Austin Family Engagement team will invite parents to decorate for the different holidays and for PTA events.

Strategy's Expected Result/Impact: This is will increase parental participation at events and build a partnership between teachers and parents.

Staff Responsible for Monitoring: The family engagement team and administration

Funding Sources: 212- Title I-C Migrant, \$500

Title I: 2.5.3

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

No Progress

November

January

March

June

Strategy 3

Each grade level will have a music performance in order to engage parents.

Strategy's Expected Result/Impact: Increase parent involvement and engagement by student music performance.

Staff Responsible for Monitoring: Specials team

Title I: 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

Strategy 4

Austin will engage families in academic night events such as Mathoween, Literacy and Science Night.

Strategy's Expected Result/Impact: Increase parent involvement through academic nights.

Staff Responsible for Monitoring: Classroom teacher and committee chairs

Funding Sources: Materials for the grade level tables 199 - General Fund, \$500

Title I: 2.5.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

No Progress

November

January

March

June

Measurable Objective 6 High Priority

Student Attendance: GPISD will increase overall Average Daily Attendance (ADA) from 93.3% to 94% by June 2030

Evaluation Data Source: Skyward Attendance Data

Strategy 1

We will increase our ADA by incentivising students weekly for perfect attendance drawings or raffle.

Strategy's Expected Result/Impact: We will increase our ADA by 2% from 95% to 97%.

Staff Responsible for Monitoring: classroom teachers, counselor and admin

Funding Sources: 211 - Title 1, \$2,000

Title I:

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November

January

March

June

Strategy 2

Austin will implement beat the bell at tardy bell motivate perfect attendance.

Strategy's Expected Result/Impact: Increase perfect attendance and decrease tardies and absences

Staff Responsible for Monitoring: Counselor and administrator

Funding Sources: Prizes for students 211 - Title 1, \$500

Title I: 2.5.3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress

November

January

March

June

Measurable Objective 7 High Priority HB3 Priority Focus Area

College, Career, and Military Readiness (CCMR): The percentage of graduates that meet the CCMR criteria for A-F accountability will increase from 90% to 95% by August 2030. (HB 3)

Evaluation Data Source: EMS CCMR Dashboard Data & OnDataSuite Data

Strategy 1

We will have career day on campus, take students a University field trip to DBU through AVID, and hold a parent workshop on how to prepare for college.

Strategy's Expected Result/Impact: Students will increase awareness of college readiness.

Staff Responsible for Monitoring: classroom teachers, counselor and admin

Funding Sources: 199 - General Fund, \$500

Title I: 2.5.1

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

November

January

March

June

Strategy 2

Austin will increase 4th and 5th grade STAAR performance on grade level or above by providing targeted skill intervention and enrichment for 4th and 5th grade students in both Math and Reading using, personalized instructional resources with iReady, and assessing every 3 weeks to monitor progress.

Strategy's Expected Result/Impact: Increase school progress domain 2a from 78 to 83

Staff Responsible for Monitoring: All staff

Title I: 2.5.1, 2.5.2

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 Reviews

No Progress

November

January

March

June

Strategy 3

Austin will Incorporate hands-on interactive learning, investigative and experiments, and implementing visual literacy with fidelity for students to apply learning and increase rigor through professional learning, coaching and integration of ongoing professional development..

Strategy's Expected Result/Impact: 5th grade science STAAR scores increase from 50% to 55%

Staff Responsible for Monitoring: icoach and adminstration

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

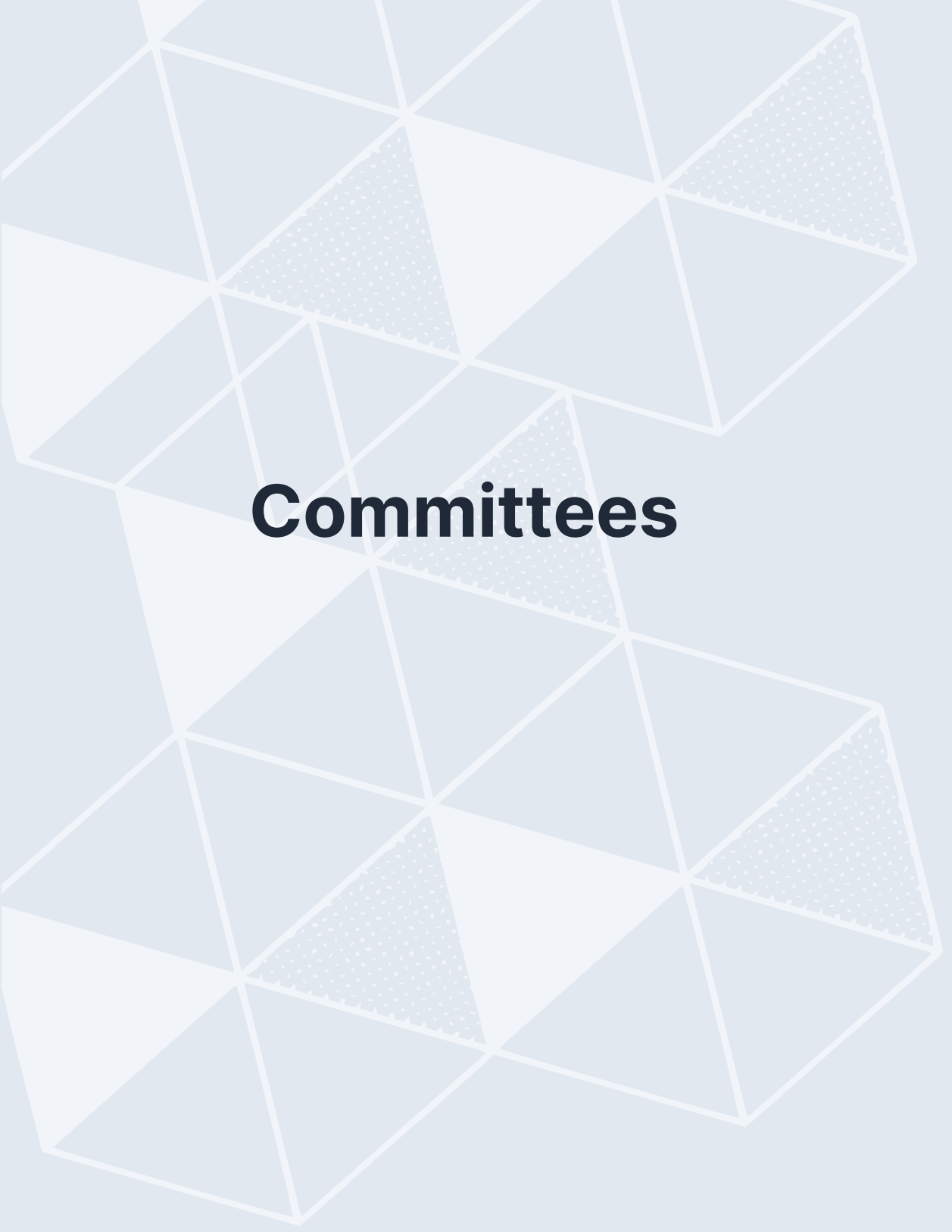
No Progress

November

January

March

June



Committees

Committees

Site Based Decision Making Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
September 26, 2025 @ 4:00 PM	Austin Library	--	--

Members

First Name	Last Name	Position	Committee Role
Kimberly	Robles	Parent	Parent
Barranda	Shepherd	Inclusion	Teacher
Yuriana	Gonzalez	icoach	Teacher
Jennifer	Golden	IMS	Teacher
Halli	Collom	Kinder	Teacher
Marta	Beltran	2nd grade	Teacher
Lizet	Gonzalez	3rd grade	Teacher
Julie	Hunter	5th grade	Teacher
Vanessa	Quinonez	4th grade	Teacher
Deyla	Lazo	Business	Parent
Lashonda	Williams	Counselor	Staff
Taneshra	Dixon	Assistant Principal	Administrator
Dalia	Aguilar	Principal	Administrator



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	--	8/17/2023	Holly Mohler	5/24/2024
Child Abuse and Neglect	--	--	Holly Mohler	5/24/2024
Decision-Making and Planning Policy Evaluation	--	6/1/2023	Holly Mohler	5/24/2024
Disciplinary Alternative Education Program (DAEP)	--	11/7/2023	Holly Mohler	5/24/2024
Pregnancy Related Services	--	7/20/2022	Holly Mohler	5/24/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	--	5/5/2025	Holly Mohler	5/24/2024