



Local Improvement Plan Template 26-27

Campus Name: Austin Elementary School

Areas of Identification:

RLA Meets – SPED	Math Meets - SPED	Student Success - SPED	
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Campus Improvement Team Agendas / Sign Ins:

Date: LIP 9.4.26 AUSTIN.pdf
Date: (Insert Date) / Insert Link

Data Monitoring Documentation – Link Data Tours (including Closing the Loops) folder for monitoring:

[Austin Data Tour Folder](#)

Area of need #1

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **RLA Academic Achievement (Meets) - Special Education**.

Criteria:	Campus Plan:
Campus Goal for this area:	26% of Students served in Special Education will achieve meets on STAAR RLA.
Campus Data to be regularly reviewed and tracked for this metric:	Checkpoint assessments, Interim Assessments,
Monitoring Frequency (List dates):	Data will be updated by: Sept 30 October 30 November 30

	December / January 30 February 28 March 30 April 30 May 30
Staff responsible for updating these metrics (Names of staff responsible, position)	Jessica Moreno, Principal Stephani Castillo, AP Larry Orona & Sped Team
Educational Interventions:	• Targeted Small Group Instruction – Scheduled daily in classrooms • Master schedule includes daily intervention block • Montessori Specialist schedule designed to support content area teachers and students as appropriate • Small groups will specifically target approaches level students in this demographic for extension and enrichment on and above grade level.
Allocation of Resources:	Required: Time Adjustments • Targeted Small Group Instruction – Scheduled daily in classrooms • Master schedule includes daily intervention block • Montessori Specialist schedule designed to support content area teachers and students as appropriate • Increased tier 1 instructional time in classrooms by 45 minutes daily Required: Funding Adjustments • Montessori Specialist schedule designed to support content area teachers and students as appropriate - \$80,000 • District level support for Title funding arrangements Required: Staffing Adjustments

	• Montessori Specialist schedule designed to support content area teachers and students as appropriate - \$80,000 • Strategic staffing of grades 4-6 to prioritize TIA designated and high-growth teachers • Additional administrative instructional support in grade 3, coaching
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Data Monitoring:

Restate Goal: 26% of Students served in Special Education will achieve meets on STAAR RLA.

Checkpoint 1A: (September) 3 rd %: 4 th %: 5 th %: 6 th %:	Checkpoint 1B: (October) 3 rd %: 4 th %: 5 th %: 6 th %:	Interim (Fall) (October) 3 rd %: 4 th %: 5 th %: 6 th %:	Checkpoint 2A: (November) 3 rd %: 4 th %: 5 th %: 6 th %:	Checkpoint 2B: (December) 3 rd %: 4 th %: 5 th %: 6 th %:
Interim (Spring) (January) 3 rd %: 4 th %: 5 th %: 6 th %:	Checkpoint 3A: (February) 3 rd %: 4 th %: 5 th %: 6 th %:	Checkpoint 3B: (March) 3 rd %: 4 th %: 5 th %: 6 th %:	Checkpoint 4A: (April) 3 rd %: 4 th %: 5 th %: 6 th %:	

Area of need #2

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools



Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Math Academic Achievement (Meets) - Special Education**.

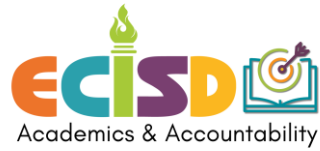
Criteria:	Campus Plan:
Campus Goal for this area:	29% of Students served in Special Education will achieve meets on Math STAAR.
Campus Data to be regularly reviewed and tracked for this metric:	Checkpoint assessments, Interim Assessments,
Monitoring Frequency (List dates):	Data will be updated by: Sept 30 October 30 November 30 December / January 30 February 28 March 30 April 30 May 30
Staff responsible for updating these metrics (Names of staff responsible, position)	Jessica Moreno, Principal Stephani Castillo, AP Larry Orona & Sped Team
Educational Interventions:	• Targeted Small Group Instruction – Scheduled daily in classrooms • Master schedule includes daily intervention block • Montessori Specialist schedule designed to support content area teachers and students as appropriate • Small groups will specifically target approaches level students in this demographic for extension and enrichment on and above grade level. • Required use of district adopted HQIM
Allocation of Resources:	Required: Time Adjustments

	• Targeted Small Group Instruction – Scheduled daily in classrooms • Master schedule includes daily intervention block • Montessori Specialist schedule designed to support content area teachers and students as appropriate • Increased tier 1 instructional time in classrooms by 45 minutes daily Required: Funding Adjustments • Montessori Specialist schedule designed to support content area teachers and students as appropriate - \$80,000 • District level support for Title funding arrangements Required: Staffing Adjustments • Montessori Specialist schedule designed to support content area teachers and students as appropriate - \$80,000 • Strategic staffing of grades 4-6 to prioritize TIA designated and high-growth teachers Additional administrative instructional support in grade 3, coaching
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Data Monitoring:

Restate Goal: 29% of Students served in Special Education will achieve meets on STAAR RLA.

Checkpoint 1A:	Checkpoint 1B: (October)	Interim (Fall) (October) 3 rd %:	Checkpoint 2A: (November)	Checkpoint 2B: (December)
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(September) 3 rd %: 4 th %: 5 th %: 6 th %:	3 rd %: 4 th %: 5 th %: 6 th %:	4 th %: 5 th %: 6 th %:	3 rd %: 4 th %: 5 th %: 6 th %:	3 rd %: 4 th %: 5 th %: 6 th %:
Interim (Spring) (January) 3 rd %: 4 th %: 5 th %: 6 th %:	Checkpoint 3A: (February) 3 rd %: 4 th %: 5 th %: 6 th %:	Checkpoint 3B: (March) 3 rd %: 4 th %: 5 th %: 6 th %:	Checkpoint 4A: (April) 3 rd %: 4 th %: 5 th %: 6 th %:	



Area of need #3

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Student Success (STAAR D1) - Special Education**.

Criteria:	Campus Plan:
Campus Goal for this area:	The average of Approaches, Meets, and Masters for students served in Special Education will be 23% across all subject areas and grade levels (3, 4, 5, 6, RLA, Math, Science).
Campus Data to be regularly reviewed and tracked for this metric:	Checkpoint assessments, Interim Assessments,
Monitoring Frequency (List dates):	Data will be updated by: Sept 30 October 30 November 30 December / January 30 February 28 March 30 April 30 May 30
Staff responsible for updating these metrics (Names of staff responsible, position)	Jessica Moreno, Principal Stephani Castillo, AP Larry Orona & Sped Team
Educational Interventions:	- Targeted Small Group Instruction – Scheduled daily in classrooms - Master schedule includes daily intervention block - Montessori Specialist schedule designed to support content area teachers and students as appropriate - Small groups will specifically target approaches level students in this demographic for extension and

	enrichment on and above grade level. • Required use of district adopted HQIM • Exploring STEM Lab position for science
Allocation of Resources:	Required: Time Adjustments • Targeted Small Group Instruction – Scheduled daily in classrooms • Master schedule includes daily intervention block • Montessori Specialist schedule designed to support content area teachers and students as appropriate • Increased tier 1 instructional time in classrooms by 45 minutes daily Required: Funding Adjustments • Montessori Specialist schedule designed to support content area teachers and students as appropriate - \$80,000 • District level support for Title funding arrangements Required: Staffing Adjustments • Montessori Specialist schedule designed to support content area teachers and students as appropriate - \$80,000 • Strategic staffing of grades 4-6 to prioritize TIA designated and high-growth teachers Additional administrative instructional support in grade 3, coaching

Data Monitoring:

Restate Goal: The average of Approaches, Meets, and Masters for students served in Special Education will be 23% across all subject areas and grade levels (3, 4, 5, RLA, Math, Science).

Checkpoint 1A: (September) RLA: 3 rd %: 4 th %: 5 th %: 6 th %: Math: 3 rd %: 4 th %: 5 th %: 6 th %: Science: 5 th %:	Checkpoint 1B: (October) RLA: 3 rd %: 4 th %: 5 th %: 6 th %: Math: 3 rd %: 4 th %: 5 th %: 6 th %: Science: 5 th %:	Interim (Fall) (October) RLA: 3 rd %: 4 th %: 5 th %: 6 th %: Math: 3 rd %: 4 th %: 5 th %: 6 th %: Science: 5 th %:	Checkpoint 2A: (November) RLA: 3 rd %: 4 th %: 5 th %: 6 th %: Math: 3 rd %: 4 th %: 5 th %: 6 th %: Science: 5 th %:	Checkpoint 2B: (December) RLA: 3 rd %: 4 th %: 5 th %: 6 th %: Math: 3 rd %: 4 th %: 5 th %: 6 th %: Science: 5 th %:
Interim (Spring) (January) RLA: 3 rd %: 4 th %: 5 th %: 6 th %: Math: 3 rd %: 4 th %: 5 th %: 6 th %: Science: 5 th %:	Checkpoint 3A: (February) RLA: 3 rd %: 4 th %: 5 th %: 6 th %: Math: 3 rd %: 4 th %: 5 th %: 6 th %: Science: 5 th %:	Checkpoint 3B: (March) RLA: 3 rd %: 4 th %: 5 th %: 6 th %: Math: 3 rd %: 4 th %: 5 th %: 6 th %: Science: 5 th %:	Checkpoint 4A: (April) RLA: 3 rd %: 4 th %: 5 th %: 6 th %: Math: 3 rd %: 4 th %: 5 th %: 6 th %: Science: 5 th %:	

Assurances:



If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes. These adjustments will be documented in monthly LIP Reporting.

District Level Monitoring will take place monthly via meetings between the principal and principal supervisor (EDL) **Dr. Magdalena Aguilar**. If the plan is not successfully implemented, principal supervisors will move the campus into a higher, more intensive campus support tier.