

Lively Middle School

Campus Improvement Plan

2020/2021

Includes Targeted Improvement Plan



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Date Reviewed:

DMAC Solutions ®

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Date Approved:

4/6/2021

Campus Mission

To provide educational opportunities that inspire Global thinking and social responsibility.

Campus Vision

Falcons will reach their full potential to make a positive impact on their community.

Campus Values

We will create meaningful, challenging learning environments to increase student achievement and foster positive relationships.

Campus Motto

Be the person we want to see in our students.

Texas Public Education Mission Statement

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. (TEC Title 2, Ch 4, Sec.4.001)

Austin Independent School District Mission

Austin ISD educates more than 80,000 students and embraces 129 diverse school communities in one of the fastest-growing metroplexes in the country. In partnership with our families and our community, AISD's mission is to provide a comprehensive educational experience that is high-quality, challenging and inspires all students to make a positive contribution to society. We partner with world-class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare our students for college, career and life.

Every Student Succeeds Act (ESSA)
Title I, Part A Schoolwide Program (SWP) Implementation Statutory Requirements

Element 1: The Comprehensive Needs Assessment (CNA) is included for all campuses. The 2019-20 CIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP was developed/revised, and the CIP will be evaluated.

Element 2: CIP Requirements are identified as Strategies. Once published, a living draft of this plan can be found on the campus' school page at www.austinisd.org/schools. The list of individuals and their roles who assisted with the development of the CIP is included in this plan.

Element 3: Parent and Family Engagement Requirements, including the Parent/Family Engagement written policy, can be found within the Title I compliance packet, which is available upon request from the campus principal. The signed Principal Confirmation checklist is attached to this plan.

Instructions for Campuses

If you have questions about these requirements, contact your Title 1 Compliance Coordinator. Once the steps are completed, your Title 1 Compliance Coordinator will mark the Title 1 page COMPLETE (green completion check):

Each strategy is aligned with Title 1 SW Elements and TEA Priorities - due by close of business on September 30th

All portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks). For instructions on specific components, refer to the Goal titled: Title 1 Compliance Packet. - due by close of business on October 30th

#1 - The Title I Compliance Packet Principal Confirmation - Signed and uploaded with packet.

#2 - #9 See packet for details

#10 - The CIP Developers list has been filled out using PlanWorks (preferred)

TIP Assurances

I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

DCSI Name

Mr. Raul Moreno

Date

11/13/2020

I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

Principal Name

Ms. Stacie Holiday

Date

11/13/2020

Prioritized Focus Area #1

Prioritized Focus Area #1

5.1 Objective-driven daily lesson plans with formative assessments.

Rationale

Data from 2018-2019 school and 2019-2020 school year indicates that there are five groups of students that need more support AA, SPED, ELs, ECD, Hisp (progress measure). Formative assessments are effective for allowing students to show what they know during the lesson as oppose to waiting and the end of the grading period. Objective-driven daily lesson plans ensure TEKS aligned activities and demonstrate thoughtful planning to address student needs.

How will the campus build capacity in this area? Who will you partner with?

We will focus on DuFour Questions:

- 1.What is it we want our students to learn?
- 2.How will we know if each student has learned it?
- 3.How will we respond when some students do not learn it?
- 4.How can we extend and enrich the learning for students who have demonstrated proficiency?

These 4 questions will be addressed weekly during PLCs and lesson planning will include creation of formative assessments. During our PLCs teachers will model and discuss formative assessments used. Data from previous formative assessments will be discussed. Teacher's will use data from formative assessments to re-teach, assign interventions and provide extensions for students. Administrative team will review and examine lesson plans as well as PLC meeting minutes and data reflections to strengthen ability to provide feedback and guide planning and instruction. Principal will meet weekly with Instructional coaches to review and problem solve areas of needed support for PLCs. Principal will model reflective thinking, data-driven decision making skills, and PLC process for every campus PLC.

How will you communicate these priorities to your stakeholders? How will create buy-in?

Communication of the priorities noted above will be discussed during Falcon Coffee (faculty meetings), Professional Learning Communities, Instructional Coach PLCs, Administrative PLC, Grade Level Team Meetings, Campus Advisory Council, and Parent Coffees. Buy-in will be created by providing updates on each student's progress and the supports in place for students. Data will be reviewed and shared with all stakeholders.

Desired Annual Outcome

To address the prioritized focus area #1 (5.1 Objective-driven daily lesson plans with formative assessments) 100% of the core content area (Math, Science, ELA, Social Studies) Professional Learning Communities (PLCs) will have evidence in lesson planning, and meeting minutes that reflect the use of DuFour's 4 Questions, formative assessments, and data reflection. During data reflection, 100% of the planning will incorporate creation of targeted instruction for one or more of our students needing additional support (AA, SPED, ELs, ECD, Hisp).

The remaining PLCs that are not implementing the process will receive targeted support and feedback from administrative team and instructional coaches. The Principal, Academic Director and Instructional Coaches will attend at least 95% of the scheduled weekly instructional coaching PLCs (1x per week) to review and discuss the lesson planning, PLCs structures, formative assessment process and data reflection.

Administrative team will attend 95% of the scheduled Administration PLCs, held weekly (1x per week), to review core class lesson plans, BLEND pages, available assessment data (formative and summative). Evidence of meetings and data reflection located in meeting minutes, Google Drive, and PLC BLEND courses. Timely feedback provided within 48 to content area PLCs by administration, lead teachers and/or instructional coaches.

Desired 90-day Outcome: Cycle 1 (Sept-Nov)

80% of the core PLCs have evidence of DuFour's questions in lesson plans, created formative assessments, use data from formative assessments to make instructional decisions, and documented evidence indicating specific support for the following student groups: AA, SPED, ECD, & Hisp).

Desired 90-day Outcome: Cycle 2 (Dec-Feb)

85% of the core PLCs have evidence of DuFour's questions in lesson plans, created formative assessments, use data from formative assessments to make instructional decisions, and documented evidence indicating specific support for the following student groups: AA, SPED, ECD, & Hisp).

Desired 90-day Outcome: Cycle 3 (March-May)

90% of the core PLCs have evidence of DuFour's questions in lesson plans, created formative assessments, use data from formative assessments to make instructional decisions, and documented evidence indicating specific support for the following student groups: AA, SPED, ECD, & Hisp).

Desired 90-day Outcome: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

TBD

Barriers to Address During the Year

Barriers to Address:

1. Refine and monitor the PLC process.
2. Providing time and having consistent PLCs to authentically build formative assessments, plan, and review data to guide instruction.
3. Documenting the work and planning conducted in PLC (Google Drive and/or PLC BLEND page)
4. Training admin staff on how to ask reflective questions during PLC to guide thinking of the PLC.
5. Consistently planning support around our targeted student groups (AA, SPED, ECD, ELs, and Hisp).

Barriers to Address: Cycle 1 (Sept-Nov)

1. Refine and monitor the PLC process, 2. Providing time and having consistent PLCs to authentically build formative assessments, plan, and review data to guide instruction. 4. Training admin staff on how to ask reflective questions during PLC to guide thinking of the PLC and 5. Consistently planning support around our targeted student groups (AA, SPED, ECD, ELs, and Hisp).

Barriers to Address: Cycle 2 (Dec-Feb)

1. Refine and monitor the PLC process, 3. Documenting the work and planning conducted in PLC (Google Drive and/or PLC BLEND page) and 5. Consistently planning support around our targeted student groups (AA, SPED, ECD, ELs, and Hisp).

Barriers to Address: Cycle 3 (March-May)

1. Refine and monitor the PLC process and 5. Consistently planning support around our targeted student groups (AA, SPED, ECD, ELs, and Hisp).

Barriers to Address: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

TBD

District Commitment Theory of Action (ToA)

If the district provides the campus with sufficient control over teacher hiring and placement and district policies and practices ensure that campuses have effective, well supported teachers, and the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and district policies and practices support effective instruction in schools, then the campus will be able to recruit, select, assign, induct, and retain a full staff of highly qualified educators and support teachers in writing and implementing objective-driven daily lesson plans with formative assessments.

District Actions: Cycle 1 (Sept-Nov)

District leadership will: participate with campus leadership teams through learning walks of classroom instruction and planning PLCs; guide campus leadership teams through the coaching, feedback, and follow-up cycle; and, inform campus leadership teams of professional learning opportunities targeted to campus specific needs.

District Actions: Cycle 2 (Dec-Feb)

District leadership will: participate with campus leadership teams through learning walks of classroom instruction and planning PLCs; guide campus leadership teams through the coaching, feedback, and follow-up cycle; and, inform campus leadership teams of professional learning opportunities targeted to campus specific needs.

District Actions: Cycle 3 (March-May)

District leadership will: participate with campus leadership teams through learning walks of classroom instruction and planning PLCs; guide campus leadership teams through the coaching, feedback, and follow-up cycle; and, inform campus leadership teams of professional learning opportunities targeted to campus specific needs.

District Actions: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

TBD

Prioritized Focus Area #2

Prioritized Focus Area #2

2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.

Rationale

Turnover in staff has decreased from 2018-2019 and 2019-2020 school year. Consistent and highly qualified staff is essential to effective teaching and positively impacts instruction. The social emotional health of our staff is a priority. We implemented the RULER program last year with our staff and this year the goal is to implement school-wide. The goal of RULER is to learn about emotional intelligence and how noticing feelings and regulating them can lead to increased emotional intelligence leading to higher productivity, stronger overall emotional health, competent and confident teachers. With the challenges from 2020 it is critical that teachers continue to use skills learned from RULER implementations last year and new skills this year in Advisory, Falcon Coffee (faculty meetings), and PLCs. Strong emotionally healthy teachers that feel supported are more likely to stay at the school and deliver effective instruction; maximizing the amount of time spent on building capacity with staff in using the RULER skills.

How will the campus build capacity in this area? Who will you partner with?

Lively campus will continue to practice the skills learned from RULER implementation last year and this year. We will utilize the skills from RULER implement then in Advisory courses and teach our students about these skills and how to use the RULER skills. We will continue to build a resilient staff by practicing RULER skills during PLCs, daily campus interactions, and Falcon Coffees(faculty meetings).

During Professional Learning opportunities, Lively staff will continue to study the importance of emotional intelligence and how to implement these practices in SEL curriculum for students and during staff meetings. Our New Teacher Cohort will utilize RULER strategies.

Targeted Mission and Vision and Goals tied to core beliefs with RULER as on of the action items for students during SEL/Advisory and Staff.

Partner with SEL coordinator and SEL campus lead to provide mindfulness moments for staff 1x weekly. SEL campus lead will attend meeting with SEL coordinator at least 1x month to plan whole school SEL implementation. Continue to refine our programmatic approach to SEL infusing RULER and additional SEL strategies for teachers and students.

How will you communicate these priorities to your stakeholders? How will create buy-in?

Buy-in will be communicated during the following Lively engagement opportunities:

- CAC
- Parent Coffee
- PTSA
- Newsletters
- Lively Community BLEND Course
- Falcon Coffee

Buy-in will be created by engaging all stakeholders in improvement plans, data review of RULER implementation, professional learning for parents and reviewing SEL Advisory lessons that embed RULER skills development.

Desired Annual Outcome

Lively SEL staff lead (Assistant Principal or SEL Lead Teacher) will have at least one meeting a month with SEL coordinator. Meetings minutes will be documented and reviewed. Meetings will be measured by tracking the frequency of SEL meetings, evidence of those meetings noted in meeting minutes and calendar invites.

Evidence of RULER in SEL/Advisory course documented in Lively BLEND Campus Advisory course modules, evidence of RULER implementation will be documented by SEL team and observed during administrative team and/or SEL team walk-thrus).

100% Staff engages in and participates in at least two Professional Learning sessions and practices at least two SEL/Advisory strategies (documented and evidence noted in Professional Learning Agenda, Lively Professional Learning BLEND course modules and Professional Learning Agendas, staff attendance is tracked via BLEND course module completion).

RULER mood meter is 100% integrated every day during Advisory (evidence noted in Lively MS Advisory BLEND course).

Professional Learning agenda reflects RULER strategies training at least x2 a semester (evidence noted in Professional Learning Lively BLEND course).

Desired 90-day Outcome: Cycle 1 (Sept-Nov)

85 % SEL/Advisory courses using RULER, 85 % Staff participates in at least 1x mindfulness session, 100% of staff participates in at least 1 PL session with an SEL and RULER targeted focus.

Desired 90-day Outcome: Cycle 2 (Dec-Feb)

90 % SEL/Advisory courses using RULER, 90 % Staff participates in at least 1x mindfulness session, 100% of staff participates in at least 1 PL session with an SEL and RULER targeted focus.

Desired 90-day Outcome: Cycle 3 (March-May)

95 % SEL/Advisory courses using RULER, 95 % Staff participates in at least 1x mindfulness session, 100% of staff participates in at least 1 PL session with an SEL and RULER targeted focus.

Desired 90-day Outcome: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

100 % SEL/Advisory courses using RULER, 100 % Staff participates in at least 1x mindfulness session, 100% of staff participates in at least 1 PL session with an SEL and RULER targeted focus.

Barriers to Address During the Year

Time and learning curve with implementing hybrid teaching model for implementation of RULER in SEL/Advisory for students and staff. The virtual learning environment presents a challenge of how to motivate and engage using RULER strategies. Overall staff morale with current challenges of the 2020-2021 school year.

Barriers to Address: Cycle 1 (Sept-Nov)

Staff anxiety and morale surrounding COVID19, planning for reopening of school and training for new hybrid learning.

Barriers to Address: Cycle 2 (Dec-Feb)

Transition of students and staff anxiety and morale surrounding COVID19, school and training for new hybrid learning.

Barriers to Address: Cycle 3 (March-May)

Transition of students and staff anxiety and morale surrounding COVID19, STAAR, school and training for new hybrid learning.

Barriers to Address: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

TBD

District Commitment Theory of Action (ToA)

If the district provides the campus with sufficient control over teacher hiring and placement and district policies and practices ensure that campuses have effective, well supported teachers, and the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and district policies and practices support effective instruction in schools, then the campus will be able to recruit, select, assign, induct, and retain a full staff of highly qualified educators and support teachers in writing and implementing objective-driven daily lesson plans with formative assessments.

District Actions: Cycle 1 (Sept-Nov)

District leadership will: participate with campus leadership teams through learning walks of classroom instruction and planning PLCs; guide campus leadership teams through the coaching, feedback, and follow-up cycle; and, inform campus leadership teams of professional learning opportunities targeted to campus specific needs.

District Actions: Cycle 2 (Dec-Feb)

District leadership will: participate with campus leadership teams through learning walks of classroom instruction and planning PLCs; guide campus leadership teams through the coaching, feedback, and follow-up cycle; and, inform campus leadership teams of professional learning opportunities targeted to campus specific needs.

District Actions: Cycle 3 (March-May)

District leadership will: participate with campus leadership teams through learning walks of classroom instruction and planning PLCs; guide campus leadership teams through the coaching, feedback, and follow-up cycle; and, inform campus leadership teams of professional learning opportunities targeted to campus specific needs.

District Actions: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.

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Cycle 1 (Sept-Nov) Report - due December 4

Reflection and Planning for Next 90-Day Cycle

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

*

Did you achieve your student performance goals (see Student Data Page)? Why or why not?

*

Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?

*

What new action steps do you need to add to the next cycle?

*

Cycle 2 (Dec-Feb) Report - due March 5

Reflection and Planning for Next 90-Day Cycle

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

*

Did you achieve your student performance goals (see Student Data Page)? Why or why not?

*

Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?

*

What new action steps do you need to add to the next cycle?

*

Cycle 3 (March-May) Report - due June 4

Reflection and Planning for Next 90-Day Cycle

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

*

Did you achieve your student performance goals (see Student Data Page)? Why or why not?

*

Review the necessary adjustments/next steps documented in your Goals/Objectives/Strategies section in PlanWorks. What action steps from this cycle will you continue working on in the next cycle?

*

What new action steps do you need to add to the next cycle?

*

End of Year Reflection - due June 4

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

Prioritized Focus Area #1: Did the campus achieve the desired outcome? Why or why not?

*

Prioritized Focus Area #2: Did the campus achieve the desired outcome? Why or why not?

*

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

MOY disaggregated by grade, subj., & stud. grp.
Short Cycle Assessments disaggregated by stud. grp.
STAAR disaggregated by subj., grade, & stud. grp.
TELPAS disaggregated by grade & prof. lvl.

Demographics Strengths

- Staff can identify the students that need additional support
- Staff are committed to using Professional Learning Committee (PLC) processes and structures to address student needs
- PLC processes have improved over the last two school years
- Students in need of support (AA, Hisp, ECD, SPED, ELs) are topics on all admin team meeting agendas, CAC discussions, and PLC discussions
- Data from last years benchmarks show some progress towards goals

Demographics Weaknesses

Addressing the needs of our emergent bilingual students (ELs) and SPED students (across all core subject areas).
Differentiating for students in need of support (AA, Hisp, ELs, SPED, and ECD).
The achievement gap between comprehensive and magnet program.

Demographics Needs

Supporting the following students in need of academic support:

- AA
- Hisp
- ECD
- SPED
- ELs (emergent bilingual)

Comprehensive Needs Assessment

Demographics Summary

We are working in our campus PLCs to effectively create lesson plans that show evidence of TEKS alignment, address the needs of students needing support (AA, Hisp, ECD, SPED, and ELs), and use formative assessments to make instructional decisions.

School Culture and Climate

School Culture and Climate Strengths

- Campus has implemented RULER program successfully with staff.
- SEED Model Campus.
- Revised SEL/Advisory curriculum.
- Prepared to implement RULER with students.
- Protected time in schedule for students and staff to participate in SEL activities.
- RULER strategies are used and familiar to both staff and students.
- Student interests in SEL committee and student created SEL Cl.

School Culture and Climate Weaknesses

- Staff continue to build trust during Professional Learning Communities with new teachers, administrators, and instructional coaches.

School Culture and Climate Needs

- Implement revamped SEL/Advisory course
- Mindfulness opportunities for staff
- Student SEL committee
- Consistent meetings 1x with SEL coordinator and SEL campus lead

School Culture and Climate Summary

SEL and RULER implementation continue to be a focus for our campus. We have improved and created a school wide SEL approach. The goal for us it to improve and utilize

Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

our SEL/Advisory lesson content and looking forward to providing more SEL driven activities for students. Finally, a student SEL committee is a goal for this school year. Last spring we had two students present an interest in starting a student-led SEL course. The students have already created CI for SEL.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

% teacher turnover
SEL Implementation Survey results
STAAR disaggregated by subj., grade, & stud. grp.
Student Survey results

Staff Quality, Recruitment and Retention Strengths

- Improved staff turnover from 2018-2019 to 2019-2020. Staff turnover decreased from 20 to less than 10.
- Principal check-in meetings will all staff at least twice a year (conducted by the Principal 1:1 with all staff).
- Targeted PL calendar.
- LiveBinder (Staff Handbook).

Staff Quality, Recruitment and Retention Weaknesses

- New Teachers Cohort was very effective last school year. There is a need to continue these cohort support sessions. With the challenge of COVID 19 these meetings have not consistently occurred.

Staff Quality, Recruitment and Retention Needs

Implement RULER training to build capacity with teachers.
Mindfulness opportunities with staff.
Continue staff check-in with Principal.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary

Well supported staff in the areas of PL and check-in will help to retain quality staff.
Targeted PL surrounding Lively core beliefs and commitments will provide clarity and direction.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

Focus Groups/Interviews

MOY disaggregated by grade, subj., & stud. grp.

Short Cycle Assessments disaggregated by stud. grp

STAAR disaggregated by subj., grade, & stud. grp.

TELPAS disaggregated by grade & prof. lvl.

Curriculum, Instruction and Assessment Strengths

- Consistent PLC processes
- Instructional Coach weekly meetings
- Administrative team reviews BLEND course and lesson plans weekly
- Administrative team provided timely feedback within 48 hours
- PL aligned to instructional needs

Curriculum, Instruction and Assessment Weaknesses

- Use of formative assessments
- Reflective use of data to guide instruction
- Differentiation is evident in lesson plans and used data to plan instruction
- Providing and designing targeted students in need of support

Curriculum, Instruction and Assessment Needs

Comprehensive Needs Assessment

- PL for formative assessment
- Using data from assessments to guide instruction and support highest needs of students
- Mastery Learning to assess students proficiency with skills.
- Additional practice with EL strategies (7 steps).

Curriculum, Instruction and Assessment Summary

Overall our campus is still working on using formative assessment to guide instruction and provide targeted support. This will continue to be a focus during all PLCs meetings.

Family and Community Involvement

Family and Community Involvement Strengths

- Consistent opportunities for parent participation and partnership. (CAC, PTSA, and Parent Coffees)
- Creation of Family Center.
- Addition of Student Support Specialist.
- Fully funded Parent Support Specialist and Communities in Schools

Family and Community Involvement Weaknesses

- Need to increase teacher and parent communication.

Family and Community Involvement Needs

- Parent training and courses with SEL focus.
- BLEND training sessions for parents.
- Host at least 2x each semester additional family engagement events or support sessions.

Family and Community Involvement Summary

Comprehensive Needs Assessment

Our Family engagement and participation continues to grow. Overall our campus is working with our stakeholders to strengthen the school to community partnership.

Comprehensive Needs Assessment Data Sources

Focus Groups/Interviews

SEL Implementation Survey results

STAAR disaggregated by subj., grade, & stud. grp.

TELPAS disaggregated by grade & prof. lvl.

SY 20-21 Resources

Federal	State	Local	Other
Title 1, Part A - 211-00-0000-00-000-0-00-0-00 (\$275,220)			

Lively Middle School

Goal 1. (Effective, Well-Supported Teachers) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning, and building the capacity of teachers so that all students have access to high-quality educators.

Objective 1. (ESF Essential Action 2.1) Recruit, select, assign, induct, and retain a full staff of highly qualified educators.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. New teachers and teachers in need of support will attend "New Teacher Cohort" meetings held at least 1x per month. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 1)	Director, Instructional Leadership Team, Instructional Specialists/Coaches, Lead Mentor, Model Teacher	1x montly	(F)Title 1, Part A - \$71,000	Criteria: Evidence of meetings on Office 365 Calendar, agenda for meetings, staff attendance, and pre-planning. 02/03/21 - On Track 01/11/21 - On Track 12/17/20 - On Track
2. Continue to use and implement RULER skills in Advisory, Falcon Coffee, Lively Professional Learning and PLCs. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1)	Academic Leadership Team, Advisory Teachers, Counselor, SEL Campus Coordinator, SEL Committee	ongoing	(L)Campus BTO, (O)Other	Criteria: Use of RULER strategies and skills are evident in Advisory lessons, BLEND course for Advisory as well as the Lively Professional Learning BLEND course. 02/03/21 - On Track 01/11/21 - On Track 12/17/20 - On Track

Lively Middle School

Goal 1. (Effective, Well-Supported Teachers) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning, and building the capacity of teachers so that all students have access to high-quality educators.

Objective 2. (ESF Essential Action 2.2) Build teacher capacity through observation and feedback cycles.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Campus administrative team will create an indicator and tracking system via Google Form to target teachers in need of support. They indicators are based on the Domains in PPfT (Student Engagement, Assessment and Feedback, Differentiation, Problem Solving and Critical Thinking, Classroom Feedback, Routines and Procedures and Classroom Climate). The teachers indicated in need of targeted assistance will be reviewed and documented during weekly admin team meetings. Weekly walk-throughs will be conducted by administrative team for teachers showing significant needs. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,4)</p>	<p>Assistant Principal, Director, Principal</p>	<p>Weekly through Q4</p>	<p>(F)Title 1, Part A - \$91,873</p>	<p>Criteria: Support Indicator tab on Walk-through Google Form, admin team meeting minutes reflect review of lesson plan and discussion about teachers in need of support.</p> <p>02/03/21 - Significant Progress 01/11/21 - Significant Progress 12/17/20 - Significant Progress</p>
<p>2. Administrative Team (Principals, APs and Directors) will provide feedback to teachers within 48 hours of conducting walk-throughs. The feedback will be specific. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,4)</p>	<p>Assistant Principal, Director, Principal</p>	<p>Weekly through Q4</p>		<p>Criteria: Walk-through Google Form Data reviewed admin team meetings, admin team meeting minutes specifically note teacher and support provided, emails to teachers or documented meetings on Office 365 calendar</p> <p>02/03/21 - On Track 01/11/21 - On Track 12/17/20 - On Track</p>
<p>3. Teachers needing additional support will have a follow up meeting with someone on the administrative team. Meetings and targeted support will be documented at admin team meetings in the meeting notes on Google Drive, meetings will be on Office 365 calendar and/or email will be sent asking teacher to follow up in person or to practice a skill/strategy that the teachers can demonstrate upon the next visit. (Title I SW Elements:</p>	<p>Assistant Principal, Director, Instructional Coaches, Principal</p>	<p>Weekly through Q4</p>	<p>(F)Title 1, Part A</p>	<p>Criteria: Admin team meeting minutes specifically note teacher and support provided, emails to teachers or documented meetings on Office 365 calendar, IC document on Google Drive the support provided to teachers</p> <p>02/03/21 - On Track 01/11/21 - On Track</p>

Lively Middle School

Goal 1. (Effective, Well-Supported Teachers) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning, and building the capacity of teachers so that all students have access to high-quality educators.

Objective 2. (ESF Essential Action 2.2) Build teacher capacity through observation and feedback cycles.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,4)				12/17/20 - On Track

Lively Middle School

Goal 2. (Effective Instruction) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 1. (ESF Essential Action 5.1) Objective-driven daily lesson plans with formative assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Lesson plans for all departments are located in the Google Shared Drive and reviewed weekly by leadership team and instructional coaches. Feedback for lesson planning and support shared at PLCs and Department weekly and monthly meetings. Instructional coaches and administrators assigned to core content area PLCs will use reflective questions and coaching cycles to guide lesson planning that is objective-drive, reflects the use of formative assessments to make instructional decisions, contains evidence of specific students needing support (AA, SPED, ECD, ELs, and Hisp) are discussed and targeted supports are evident in the lesson plans. (Title I SW Elements: 1.1,2.1,2.2,2.3,2.5,2.6) (Target Group: H,AA,ECD,ESL,LEP,SPED,GT) (Strategic Priorities: 1,4)</p>	<p>Assistant Principal, Director, Instructional Coaches, Principal</p>	<p>Ongoing through Q4</p>	<p>(F)Title 1, Part A - \$71,769</p>	<p>Criteria: Lesson plans on Google Drive and Tracking Chart and meeting minutes/agendas. Evidence of administrative team and instructional coaches attending meetings and feedback is discussed during instructional coach and administrative PLCs.</p> <p>02/03/21 - On Track 02/03/21 - Pending 02/03/21 - On Track 01/11/21 - On Track 12/17/20 - Significant Progress</p>

Lively Middle School

Goal 2. (Effective Instruction) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 2. (ESF Essential Action 5.3) Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Weekly analysis and data discussion occurring during PLC meetings. Documented in PLC notes and/or agenda. Data discussed will include the data collected from formative and summative assessments (campus, district, and state data as appropriate). The instructional coaches and administrators over core content areas will utilize effective questions, and coaching feedback cycle to prompt discussion and analysis of using data to guide instruction. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: H,AA,ECD,ESL,LEP,SPED,GT) (Strategic Priorities: 2,3,4)</p>	<p>Academic Leadership Team, Academy Director, Administrative Team, Campus Leadership Team, Instructional Coaches, PLCs, Principal, Teachers, Team Leaders</p>	<p>Weekly</p>	<p>(F)Title 1, Part A, (L)Campus BTO, (O)AVID, (O)Other</p>	<p>Criteria: Evidence of data discussion and reflection in PLC agendas and/or notes.</p> <p>02/03/21 - On Track 02/03/21 - Significant Progress 02/03/21 - Some Progress 01/11/21 - Significant Progress 12/17/20 - Significant Progress</p>

Lively Middle School

Goal 2. (Effective Instruction) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 3. (ESF Essential Action 5.4) RTI for students with learning gaps

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. PLCs will use the information from data discussions to target students who need interventions. The lesson plans will reflect the intervention for targeted students who have been identified as needing interventions. Specific strategies for ELs & SPED documented in lesson plans. (Title I SW Elements: 1.1,2.6) (Target Group: H,AA,ECD,ESL,SPED,GT,AtRisk) (Strategic Priorities: 4)</p>	<p>Instructional Coaches, Teachers</p>	<p>Cycle 2 (Dec-Feb)</p>		<p>Criteria: PLC notes and data in PLC Google Drive and/or BLEND courses.</p> <p>12/17/20 - On Track</p>
<p>2. Set aside DOI days to focus on planning student intervention needs, providing targeted professional development for teachers (supporting emergent bilingual students, AVID instructional strategies like WICOR, sheltered instruction, 7 steps), and document strategies for support in lesson plans. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: H,AA,ECD,ESL,SPED,AtRisk) (Strategic Priorities: 2,3,4)</p>	<p>Academy Director, Administrative Team, AVID Coordinator, AVID Team, AVID Trained Teachers, Instructional Coaches, Principal, Teachers</p>	<p>Cycle 2 (Dec-Feb)</p>	<p>(F)Title 1, Part A, (L)Campus BTO, (O)AVID</p>	<p>Criteria: PLC lesson plans in PLC Google Drive, DOI day agendas, and evidence as observed in campus walk-thrus.</p> <p>12/17/20 - On Track</p>
<p>3. Tier 2 and Tier 3 Math and Reading interventions are created during the school day for students who did not meet standard on 2018-2019 STAAR and iReady data used to place students in need of additional support or acceleration. Reading/Math inventory conducted using iReady to track student progress. (Title I SW Elements: 1.1,2.5) (Target Group: H,AA,ECD,ESL,SPED,GT,AtRisk,Dys) (Strategic Priorities: 4)</p>	<p>Academy Director, Instructional Coaches, Principal</p>	<p>End of October - iReady</p>		<p>Criteria: Master Schedule; results of reading/math iReady data, and intervention rosters created, intervention time is utilized</p> <p>12/17/20 - On Track</p>
<p>4. Use of FIL, iReady activities for Math and Reading Tier 2 and Tier 3 supports. Assist with implementation and lessons conducted with fidelity. (Title I SW Elements: 2.5,2.6) (Target Group: H,AA,ECD,ESL,SPED,AtRisk) (Strategic Priorities: 2)</p>	<p>Academy Director, Assistant Principal, Instructional Coaches, Intervention Staff</p>	<p>weekly through Qtr 3</p>		<p>Criteria: iReady and WTs during intervention Tier 2 and Tier 3 support classes, data and planning reflected in lesson plans</p> <p>02/03/21 - Some Progress</p>

Lively Middle School

Goal 2. (Effective Instruction) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 3. (ESF Essential Action 5.4) RTI for students with learning gaps

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				02/03/21 - On Track 01/11/21 - Some Progress 12/17/20 - Some Progress
5. Utilize the Certified Academic Language Therapist to provide reading fluency and phonics support to students identified with Dyslexia. (Title I SW Elements: 1.1,2.1) (Target Group: Dys) (Strategic Priorities: 2,3)	504 Coordinator, Administrative Team, Director, DMAC Campus Coordinator, ELA Teachers, Grade Level Team, Instructional Coaches, PLCs	ongoing	(L)Campus BTO	Criteria: Evidence demonstrated from selecting targeted student groups and execution of Take Flight intervention with student groups. 02/03/21 - On Track 01/11/21 - On Track 12/17/20 - On Track

Lively Middle School

Goal 3. (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

Objective 1. (SEL Seed Model Plan) SEL Seed Model Plan

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. SEL meeting with SEL coordinator and SEL campus lead at least 1x month. (Title I SW Elements: 1.1) (Target Group: All)	Assistant Principal, SEL Campus Coordinator	1x monthly		Criteria: Evidence of meetings as noted in calendar and notes from meeting. 02/03/21 - On Track 01/11/21 - On Track 12/17/20 - On Track

Lively Middle School

Goal 3. (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

Objective 2. (Creative Learning Initiative) Creative Learning Initiative

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Model at least one CLI strategy for teachers to utilize in classes. The CLI strategy will be modeled by the CLI campus team. Administrators will look for evidence of CLI strategies while conducting walkthroughs/class visits. (Title I SW Elements: 2.4,2.5) (Target Group: All)</p>	<p>Academic Leadership Team, Assistant Principal, CLI Team</p>	<p>1x Monthly</p>		<p>Criteria: Evidence of CLI strategy presentation in Lively PL BLEND course at 1x month. Evidence of administrative team looking for CLI strategies during walkthroughs (WT) documented in WT form and administrative PLC agenda/notes.</p> <p>02/03/21 - On Track 01/11/21 - On Track 12/17/20 - Some Progress</p>

Lively Middle School

Goal 3. (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

Objective 3. (RULER) Utilize and implement RULER skills in all Lively Advisory courses and Professional Learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use, model, and implement RULER strategies in skills (mood meter, campus charter, meta-moment, and understanding emotional intelligence). (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 3,4)	Administrators, Advisory Teachers, Counselor, Grade Level Team, Instructional Coaches, Parent Support Specialist, Parents, PLCs, Principal, SEL Campus Coordinator, SEL Committee, Social Worker/Social Services Specialist, Students, Teachers	ongoing	(L)Campus BTO, (O)Other	Criteria: Our campus charter created, use of mood meter and meta-moment in Advisory and professional learning by students and staff. 02/03/21 - On Track 02/03/21 - On Track 12/17/20 - On Track

Lively Middle School

Goal 4. (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

Objective 1. (SEL Critical Practice 1) Take time to cultivate and deepen relationships, build partnerships, and plan for SEL.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize parent coffees to build capacity with our families and learn/share SEL strategies that we use with our students. Parents can also preview SEL/Advisory Lesson theme for the month.. (Title I SW Elements: 3.1) (Target Group: All)	Administrative Team, Assistant Principal, Campus Leadership Team, Parent Support Specialist, Principal	1x montly		Criteria: Agenda shows evidence that SEL/Advisory plans and themes are shared with parents 1x monthly at Parent Coffees. Parent's receive SEL tips/training during Parent Coffee. 02/03/21 - Significant Progress 02/03/21 - Significant Progress 01/11/21 - Significant Progress 12/17/20 - Significant Progress

Lively Middle School

Goal 4. (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

Objective 2. (SEL Critical Practice 2) Design opportunities where adults can connect, heal, and build their capacity to support students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Mindfulness Fridays for staff provide and opportunity for staff to connect with each other and participate in mindfulness activities with SEL coordinator. Use of RULER mood meter and staff charter at Falcon Coffees (2x monthly). (Target Group: All)	Assistant Principal, SEL Campus Coordinator, SEL Committee	1x Weekly & 2x monthly		Criteria: Friday mindfulness meetings are documented in PL calendar for the year and evidence of RULER strategies evident in Lively PL BLEND course. 02/03/21 - On Track 01/11/21 - On Track 12/17/20 - On Track

Lively Middle School

Goal 5. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

Objective #. No objectives defined.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

SY 20-21 CIP Developers List

Name	Position
Twining, Veronica	Teacher-Math Department Chair
Elsbeth, Clason	Teacher-Social Studies Department Chair
Tanner, Sarah	Assistant Principal
Lepine, Sherry	Academic Director
Green, Eugenia	Teacher
Wilsche, Becky	Parent
Price, La'Quana	Parent
Baumgart, Glen	Parent
Richards, Trudy	Parent
Haskell, Maureen	Parent-PTA President
Northcutt-Benson, Elizabeth	Magnet Director
Clare, Ali	Parent
Solis, Laurie	Parent
Holiday, Stacie	Principal
Lopez, Linda	Teacher Science Department Chair
Carroll, Yvette	Choir Teacher-FA Department Chair

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments											
							2019 Results	2020 Baseline Data (Optional)	Cycle 1 (Sept - Nov)			Cycle 2 (Dec - Feb)			Cycle 3 (Mar - May)			2021 Accountability Goal
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	71		District SCA	70		District Benchmark	71		Campus-created assessment	73		73
		All	All	Reading	Meets	STAAR	50		District SCA	50		District Benchmark	52		Campus-created assessment	56		56
		All	All	Reading	Masters	STAAR	31		District SCA	30		District Benchmark	32		Campus-created assessment	40		40
		All	All	Mathematics	Approaches	STAAR	75		District SCA	70		District Benchmark	72		Campus-created assessment	78		78
		All	All	Mathematics	Meets	STAAR	50		District SCA	50		District Benchmark	52		Campus-created assessment	55		55
		All	All	Mathematics	Masters	STAAR	25		District SCA	26		District Benchmark	28		Campus-created assessment	30		30
		All	All	Science	Approaches	STAAR	66		District SCA	65		District Benchmark	67		Campus-created assessment	70		70
		All	All	Science	Meets	STAAR	52		District SCA	50		District Benchmark	52		Campus-created assessment	55		55
		All	All	Science	Masters	STAAR	28		District SCA	29		District Benchmark	30		Campus-created assessment	32		32
		All	All	Social Studies	Approaches	STAAR	60		District SCA	60		District Benchmark	61		Campus-created assessment	63		63
		All	All	Social Studies	Meets	STAAR	35		District SCA	36		District Benchmark	36		Campus-created assessment	73		37
		All	All	Social Studies	Masters	STAAR	20		District SCA	20		District Benchmark	21		Campus-created assessment	23		23
		All	All	Writing	Approaches	STAAR	59		District SCA	60		District Benchmark	61		Campus-created assessment	63		63
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Focus 2 Components)	All	AA	Reading	Meets	STAAR	29		District SCA	33		District Benchmark	37		Campus-created assessment	44		44
		All	ECD	Reading	Meets	STAAR	32		District SCA	32		District Benchmark	33		Campus-created assessment	35		35
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Focus 1 Components)	All	AA	Mathematics	Meets	STAAR	27		District SCA	30		District Benchmark	31		Campus-created assessment	33		33
		All	ECD	Mathematics	Meets	STAAR	33		District SCA	33		District Benchmark	34		Campus-created assessment	36		36
4. Domain 3 Focus 3	ELP Component	All	Els	TELPAS	All	TELPAS	0		District SCA	N/A		District Benchmark	N/A		Campus-created assessment	N/A		10



TITLE I COMPLIANCE PACKET

2020-2021

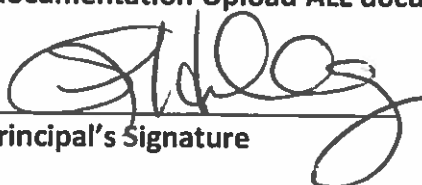
Principal Confirmation

Documents due- October 30, 2020

- Attachment #1. Principal Attestation Form: *Qualifications for Teachers and Paraprofessionals. (Sign and attach the form.)*
- Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. *(Attach copy of Parent/Family Involvement Policy on your campus stationary.)*
- Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. *(Attach copy of Parent/Family School Compact.)*
- Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements, initiatives, and informing them of their right to be involved. *(Documentation MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. must be attached. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE.)*
- Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. *(Sample communications in languages other than English must be attached.)*
- Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. *(Documentation of notice on school letterhead is attached.)*
- Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the Value and Contributions of Parents for staff. *(Documentation: agendas, sign in sheets, minutes or records of meetings must be attached.)*
- Attachment #8. Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month.
- Attachment #9. Homeless Documentation *(Complete and submit sheet attached.)*
- Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached ✓

By signing this form, I am confirming that the following Title I Compliance Requirements have been met, as verified by the attached documentation Upload ALL documents to your folder in the Google Drive.

Lively middle school
Campus Name


Principal's Signature

10/19/2020
Date