

Webb Middle School

Campus Improvement Plan

2020/2021

Includes Targeted Improvement Plan



WEBB
MIDDLE SCHOOL
AUSTIN Independent School District

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Campus Mission

Webb staff and students

Encourage academic excellence and college preparation through
rigor, relevance, and relationships,
Believe in the power of fine and technical arts,
Belong to a community that
celebrates social and cultural diversity.

Campus Vision and Values

Rigor, Relevance, Relationships

are our students pathway to College, Career, and Life.

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

Raul Moreno

Date

9/18/2020

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

Raul Sanchez

Date

9/18/2020

Prioritized Focus Area #1

Prioritized Focus Area #1

1.1 Develop campus instructional leaders with clear roles and responsibilities.

Rationale

The campus made so many changes to systems last year (data tracking, discipline matrix, roles and responsibilities). So much progress was made, but there is still room to grow. Continuing to focus on EA 1.1 will improve outcomes across the campus. There are clear systems that needed to be established as a response to remote instruction, which further emphasized this as a priority.

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

One of the things the campus felt very strongly about last year, and wants to continue this year, are the ad-hoc committees that target Technology, AVID, and other organization functions at the campus. Teacher leads have been assigned as team leads for these committees. The responsibility of instruction and professional learning has been shared with APs and department heads, which is aligned to overall vision of the school: Rigor, Relevance, and Relationships are a pathway to College, Career, and Life. Weekly data analysis meetings will help build capacity of APs.

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

Teachers are an essential stakeholder. They have been involved in all summer activities and progress status updates through staff meetings throughout August. BLEND and Google Docs are used to share with teachers in real time and allow teachers to collaborate. There is a Task Force of teacher leads that are working on coming up with multiple methods of communication with families, including School Messenger, Principal Coffee, Facebook Live events (in Spanish), and a Principal Smore.

Desired Annual Outcome

100% (17/17) of campus organizations and departments will demonstrate increased teacher efficacy and multiple levels of leadership and will be supported by strong systems so that they are empowered to run independently. This will be measured by achieving at least an 8/10 on the department/committee effectiveness rubric. The presence of these well-implemented virtual and face-to-face systems will result in higher student outcomes (see Student Data Tab).

Departments include: Math (4), Science (4), Social Studies (4), ELAR (4), Electives (1). ELDA has their own PLC, which is why there are 4.

Committees/organizations include the following ad-hoc committees: Attendance, SEL/PBIS, AVID Site Team, Technology, Sheltered Instructional, Parent engagement, Publicity, Assembly, Beautification, Sunshine

Multiple levels of leadership includes: teacher leaders leading and administrators participating

Strong systems include: data tracker, PLC flipped model, lesson plan template, norms, agendas, roles and responsibilities, guiding principles, department/committee effectiveness rubric.

By May 2021, 100% of our campus organizations will demonstrate increased teacher efficacy and leadership involvement by meeting 8 of 10 of Webb's Self-Efficacy and Leadership Effectiveness Rubric measures, which will in turn introduce improved learning outcomes as outlined in our student data tab. The expected change in adult behavior and attitudes will help PLCs and committees run independently and focus on organizational priority outcomes: data driven decision making, a college ready focus, social justice and equity, and cultural relevance and relationships. All teachers will participate in one or more organizational committees that introduces improved student outcomes at every level. Ad hoc committee groups will meet monthly.

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

By October 2020, 100% of our campus PLC and committees will demonstrate increased teacher efficacy and leadership involvement by being proficient in 3 of 10 of Webb's Self-Efficacy and Leadership Effectiveness Rubric measures, which will in turn introduce improved learning outcomes as outlined in our student data tab.

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

By February 2021, 100% of our campus PLC and committees will demonstrate increased teacher efficacy and leadership involvement by meeting 5 of 10 of Webb's Self-Efficacy and Leadership Effectiveness Rubric measures, which will in turn introduce improved learning outcomes as outlined in our student data tab.

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

By May 2021, 100% of our campus organizations will demonstrate increased teacher efficacy and leadership involvement by meeting 8 of 10 of Webb's Self-Efficacy and Leadership Effectiveness Rubric measures, which will in turn introduce improved learning outcomes as outlined in our student data tab.

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

Barriers to Address During the Year

Fifteen new staff members hired this year, 6 of whom are new-to-profession. May lose teachers based on approved accommodations for continuing to work remotely. New teachers continuing to work remotely compounds the challenge of increasing teacher efficacy. Teacher access to reliable internet at home has made it more difficult to meet in teams. Once returning to campus, teachers will continue to meet remotely for PLCs and committees. Teachers will need a non-classroom location to meet remotely for PLCs and committees.

Barriers to Address: Cycle 1 (Sept-Nov)

Fifteen new staff members hired this year, 6 of whom are new-to-profession. May lose teachers based on approved accommodations for continuing to work remotely. New teachers continuing to work remotely compounds the challenge of increasing teacher efficacy. Teacher access to reliable internet at home has made it more difficult to meet in teams. Once returning to campus, teachers will continue to meet remotely for PLCs and committees. The transition to having some percent of students physically on campus, while some remain remote, will be an additional challenge in Cycle 1.

Barriers to Address: Cycle 2 (Dec-Feb)

Same as Cycle 1. Plus the continual fluidity of students in and out of the virtual environment will be an ongoing challenge for teacher planning. Teacher self-quarantine based on COVID-19 exposure will also be a challenge. These unforeseen circumstances will be articulated in the Cycle 1 reflection.

Barriers to Address: Cycle 3 (March-May)

Same as Cycle 2. Plus the continual fluidity of students in and out of the virtual environment will be an ongoing challenge for teacher planning. Teacher self-quarantine based on COVID-19 exposure will also be a challenge. These unforeseen circumstances will be articulated in the Cycle 2 reflection.

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

District Commitment Theory of Action (ToA)

If the district supports principals by protecting their time dedicated for school instructional leadership, and the district policies and practices prioritize principal and principal supervisor instructional leadership (e.g. manageable span of control, time dedicated to instructional practices), and if the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading, then the campus will be able to develop campus instructional leaders with clear roles and responsibilities and campus instructional leaders will be able to review lesson plans frequently for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support.

District Actions: Cycle 1 (Sept-Nov)

The DCSI will support the campus by reviewing instructional walk through data, discussing the tiers and support system, and reviewing the observation and feedback calendar.

District Actions: Cycle 2 (Dec-Feb)

*The Middle School Office has secured a consultant that will provide provide professional development to the Administrative Team and the Instructional Coaches in the area of instructional leadership, observation and feedback.

District Actions: Cycle 3 (March-May)

*The Middle School Office has secured a consultant that will provide provide professional development to the Administrative Team and the Instructional Coaches in the area of instructional leadership, observation and feedback.

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

Prioritized Focus Area #2

Prioritized Focus Area #2

5.1 Objective-driven daily lesson plans with formative assessments.

Rationale

Lots of progress was made last year, and lots of systems were created last year (PLC protocol, establishing responsibilities for teachers), but the campus didn't yet have a systematic way of assessing students, student data tracking, or a common lesson planning template. The campus feels that this work needs to continue, and that working on this EA will also help in other areas, where teachers feel overwhelmed due to inconsistencies in practice.

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

The entire faculty will be trained on Depth of Knowledge (El Saber) and Effective Questioning Techniques. The Lesson Planning Template and Data Tracking systems are focused on power standards and the student outcomes. The campus wants to ensure that questions, classroom instruction, resources, materials, and assessments are all aligned to the rigor of the TEKS and individual Student Expectations.

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

Teachers are an essential stakeholder. They have been involved in all summer activities and progress status updates through staff meetings throughout August. There is a Task Force of teacher leads that are working on coming up with multiple methods of communication with families, including School Messenger, Principal Coffee, Facebook Live event (in Spanish), and a Principal Smore.

Desired Annual Outcome

By May 2021, 100% of our campus PLCs will independently create common micro-assessments that regularly check for understanding, develop standards based lesson plans that are aligned to data outcomes, and adjust instructional and student targets as determined by our Webb PLC Data Driven Protocol. Implementation of lessons will reflect the lesson planning and will be observed 80% of the time using the Webb Google Walkthrough Form. PLC members will use student learning data from these common assessments to reflect on instructional practices and allow for the re-teaching of standards that need to be re-taught. Evidence: BLEND modules, Data Dig Forms, Walk Through Data, and Intervention Rosters, Pre-Regquisite teaching plans, Webb SMARTER Instructional Cycle Protocol, PLC Agendas.

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

By October 2020, our campus PLCs will create common micro-assessments that regularly check for understanding at least once per unit (every 2-3 weeks) and implementation of lessons will reflect the lesson planning and will be observed 50% of the time usually using the Webb Google Walkthrough Form. PLC protocol is mostly led by the MCL. Evidence: BLEND modules, Data Dig Forms, Walk Through Data, and Intervention Rosters, Pre-Regquisite teaching plans, Webb SMARTER Instructional Cycle Protocol, PLC Agendas .

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

By February 2021, our campus PLCs will create common micro-assessments that regularly check for understanding at least once per unit (every 2-3 weeks) and implementation of lessons will reflect the lesson planning and will be observed 65% of the time usually using the Webb Google Walkthrough Form. PLC protocol is mostly led by the MCL. Evidence: BLEND modules, Data Dig Forms, Walk Through Data, and Intervention Rosters, Pre-Regquisite teaching plans, Webb SMARTER Instructional Cycle Protocol, PLC Agendas .

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

By May 2021, our campus PLCs will create common micro-assessments that regularly check for understanding at least once per unit (every 2-3 weeks) and implementation of lessons will reflect the lesson planning and will be observed 80% of the time usually using the Webb Google Walkthrough Form. PLC protocol is mostly led by the MCL. Evidence: BLEND modules, Data Dig Forms, Walk Through Data, and Intervention Rosters, Pre-Regquisite teaching plans, Webb SMARTER Instructional Cycle Protocol, PLC Agendas.

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

Barriers to Address During the Year

Fifteen new staff members hired this year, 6 of whom are new-to-profession. Access to technology and free/reliable wifi for all students to engage in remote instruction. Inconsistency in face-to-face instruction will play a role in supporting students who have learning gaps. 71% of the students are English Learners and 99% are eligible for free or reduced lunch. Not knowing what Accountability system will look like.

Barriers to Address: Cycle 1 (Sept-Nov)

Fifteen new staff members hired this year, 6 of whom are new-to-profession. May lose teachers based on approved accommodations for continuing to work remotely. New teachers continuing to work remotely compounds the challenge of increasing teacher efficacy. Teacher access to reliable internet at home has made it more difficult to meet in teams. Once returning to campus, teachers will continue to meet remotely for PLCs and committees. The transition to having some percent of students physically on campus, while some remain remote, will be an additional challenge in Cycle 1.

Barriers to Address: Cycle 2 (Dec-Feb)

Same as Cycle 1. Plus the continual fluidity of students in and out of the virtual environment will be an ongoing challenge for teacher planning. Teacher self-quarantine based on COVID-19 exposure will also be a challenge. These unforeseen circumstances will be articulated in the Cycle 1 reflection.

Barriers to Address: Cycle 3 (March-May)

Same as Cycle 2. Plus the continual fluidity of students in and out of the virtual environment will be an ongoing challenge for teacher planning. Teacher self-quarantine based on COVID-19 exposure will also be a challenge. These unforeseen circumstances will be articulated in the Cycle 2 reflection.

Barriers to Address: Cycle 4 (June-Aug) - Leave blank until Cycle 3 report is due on June 4.**District Commitment Theory of Action (ToA)**

If the district supports principals by protecting their time dedicated for school instructional leadership, and the district policies and practices prioritize principal and principal supervisor instructional leadership (e.g. manageable span of control, time dedicated to instructional practices), and if the district ensures access to high-quality common formative assessment resources aligned to state standards for all tested areas and PK-2nd grade math and reading, then the campus will be able to develop campus instructional leaders with clear roles and responsibilities and campus instructional leaders will be able to review lesson plans frequently for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support.

District Actions: Cycle 1 (Sept-Nov)

The DCSI will partner with the office of academics to provide professional development in the area of concurrent learning.

District Actions: Cycle 2 (Dec-Feb)

The DCSI will provide the Principal opportunities to virtually visit classrooms in other schools that exhibit high quality remote learning practices. The DCSI will also provide the principal with the opportunity to collaborate with other principal in the area of high quality remote learning practices.

District Actions: Cycle 3 (March-May)

The DCSI will provide the Principal opportunities to virtually visit classrooms in other schools that exhibit high quality remote learning practices. The DCSI will also provide the principal with the opportunity to collaborate with other principal in the area of high quality remote learning practices.

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

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?

Area #1: By October 2020, 100% of our campus PLC and committees will demonstrate increased teacher efficacy and leadership involvement by being proficient in 3 of 10 of Webb's Self-Efficacy and Leadership Effectiveness Rubric measures, which will in turn introduce improved learning outcomes as outlined in our student data tab. By October 2020, our campus PLCs will create common micro-assessments that regularly check for understanding at least once per unit (every 2-3 weeks) and implementation of lessons will reflect the lesson planning and will be observed 50% of the time usually using the Webb Google Walkthrough Form. PLC protocol is mostly led by the MCL. Evidence: BLEND modules, Data Dig Forms, Walk Through Data, and Intervention Rosters, Pre-Regquisite teaching plans, Webb SMARTER Instructional Cycle Protocol, PLC Agendas .

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

The campus has not yet met the ambitious student performance goals set to achieve an overall rating of a B for 2021. Although the campus only met one goal (science at the Masters level), SCA data show that the campus met or exceeded the 2019 final STAAR results in 9 of 15 targets. This shows that the campus making progress, and that we need to continue to implement and refine the actions outlined in the TIP.

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?

In our original TIP, we planned to monitor efficacy of PLCs and ad hoc committees, as both types of groups are important to the campus operations. While the ad hoc committees are important, the CLT has determined that it is most important to focus and calibrate the work of the PLCs that directly impact teacher effectiveness and student learning. The rubric that was created is designed to guide the development of core content PLCs. Administrators and MCLs are assigned to each PLC and will continue to guide their growth using this tool. The ad hoc committees will be monitored at the campus level and an internal simplified rubric will be created to guide their work. Only the PLC progression will be monitored as part of the TIP for the remainder of the year.

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

The action steps for Cycle 2 are well developed. We will continue to focus on strong PLCs, and will incorporate a planning tool that will facilitate teacher disaggregation of mini assessment data by demographics so that we can better focus efforts on under-performing student groups and individual students. We will continue to work with families to provide remote instructional support and encourage a return to campus especially for those who are not yet being successful in learning from home.

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?

Focus Area 1: Desired 90-day Outcome: Cycle 2: By February 2021, 100% of our campus PLC and committees will demonstrate increased teacher efficacy and leadership involvement by meeting 5 of 10 of Webb's Self-Efficacy and Leadership Effectiveness Rubric measures, which will in turn introduce improved learning outcomes as outlined in our student data tab. Staff from the middle school office are collaborating to score the rubric and support PLC development. All PLCs are meeting 5/10 or more of the rubric indicators. Based on the unique needs of each group, administrators and Multi classroom leaders are working with their assigned PLC to further develop their competencies using the rubric to guide the work. Teachers are taking more ownership of planning and sharing best practices with their colleagues. The campus will continue to foster teacher efficacy and add additional instructional tools. Focus Area 2: Desired 90-day Outcome: Cycle 2: By February 2021, our campus PLCs will create common micro-assessments that regularly check for understanding at least once per unit (every 2-3 weeks) and implementation of lessons will reflect the lesson planning and will be observed 65% of the time usually using the Webb Google Walkthrough Form. PLC protocol is mostly led by the MCL. Evidence: BLEND modules, Data Dig Forms, Walk Through Data, and Intervention Rosters, Pre-Regquisite teaching plans, Webb SMARTER Instructional Cycle Protocol, PLC Agendas . Common micro assessments are continuing to be created, administered and used to guide instructional adjustments. Walk-throughs are being conducted both in person and through Zoom using the Webb "look fors" and use of these tools guide the work of the CLT. The campus achieved the 90-day outcome. PLCs use the district provided blueprint lessons, incorporate specific instructional strategies tailored to the needs of Webb students, measure mastery, and plan next steps using the campus developed SMARTER planning process. A Google form is used to provide

feedback to teachers based on walk-throughs, to this date, more than 120 classrooms walk-throughs have been documented. Additionally, every six weeks, teachers are receiving feedback in Professional Growth and Responsibilities based on district evaluation tool (PPFT).

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

Reading App – No Meets – No, but matches 2019 STAAR Masters – No Math App – No Meets – No Masters – No, but matches 2019 STAAR Science App – No Meets – No, but exceeded 2019 STAAR Masters – Yes, and doubled 2019 STAAR Writing App – No Meets – No Masters – No Focus 1 – Academic Achievement AA Reading– No SpEd Reading – No Focus 2 – Student Success AA Math – No SpEd Math– No ELP Component – No.

The campus has not yet met the ambitious student performance goals set to achieve an overall rating of a B for 2021. Although the campus only met one goal (science at the Masters level), MOY data show that the campus met or exceeded the 2019 final STAAR results in 4 of 15 targets. This shows that the campus making limited progress due to the loss of remote learners, and that we need to continue to implement and refine the actions outlined in the TIP. In order to address these outcomes, the campus will invite students who fail two or more courses to attend Webb’s Summer Bridge Program in June 2021 to recover credit and be promoted to the next grade level.

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?

We are going to continue to stay the course and encourage students to return to campus for face-to-face instruction.

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

See strategies for next steps.

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 Weaknesses

44% of Webb students read at 2 or more grade levels below because nearly 68% of them are emergent bilinguals.

Demographics Summary

As of 10/6/2020, there are 620 students enrolled at Webb MS according to DMAC: 212 6th graders, 176 7th graders, and 232 8th graders.

Ethnicity: Hispanic 84%, Black-9.7%, White 5%, Asian 1%, Multiple <1%

Student groups: Economic Disadvantaged-93%, Emergent Bilinguals-68%, Special Education-14.8%, Gifted and Talented-5%

Student Achievement

Student Achievement Strengths

88% of the AP Spanish students received college credit for the 2020 test. Algebra 1 students have repeatedly averaged 90% and above performance on STAAR.

Student Achievement Weaknesses

Diagnostic results from IReady completed September 2020 indicate that 78% of our students are classified in Tier 3 for reading proficiency. A significant number of our students demonstrate deficiencies in phonics, high frequency words, vocabulary, and comprehension.

Webb students also show significant gaps for math in number operations, Algebraic thinking, measurement, and geometry. Approximately 70% of our students are classified as at risk and are placed in Tier 3.

Comprehensive Needs Assessment

Student Achievement Needs

The campus needs district support to employ additional staff who can serve as content interventionists in order to close gaps. Our campus needs to use a targeted math and reading program such as guided reading and a math fact fluency program.

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Strengths

Results from last year's parent and student TELL surveys were all rated high. The teacher responses were improved from last year's results indicating that our campus systems and initiatives are making an impact.

School Culture and Climate Weaknesses

An area for improvement is creating opportunities for more teacher input and teacher leadership. This is a focus for this coming school year.

School Culture and Climate Needs

District support is need to incentivize recruitment and retainment of staff. An incentivized plan would help to retain staff not only at Webb, but at east Austin schools.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

All staff are highly qualified. Most all of the staff have years of experience. Teachers who have started their first teaching year are all assigned a mentor.

Webb provides more feedback through informal walkthroughs, campus wide calendar so that staff are well informed.
New teacher meetings to increase support, understanding, and communication. All teachers new to Webb MS participate.

Staff Quality, Recruitment and Retention Weaknesses

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Weaknesses (Continued)

15 of the staff are new to our campus. Each will be assigned a mentor. Webb has a high turnover rate which impacts implementation of instructional programs and campus initiatives for improvement. Our campus continues to provide ongoing spiraled professional development in order to help improve teacher effectiveness.

Staff Quality, Recruitment and Retention Needs

As of 10/6/2020, Webb MS still needs one more counselor. and one SBS teacher. With all of the vacancies that occur, Webb is forced to hire first year teachers.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Our campus has a well defined PLC framework that targets standards based instruction and depth of knowledge lesson planning. Our campus also implements structured data dig planning sessions to inform campus wide interventions.

Curriculum, Instruction and Assessment Weaknesses

Our campus PLC process needs to be revisited to help build teacher capacity and efficacy. Teachers need to improve their own ability to make decisions to improve decisions for student learning.

Curriculum, Instruction and Assessment Needs

DMAC training is needed to help teachers use their judgement on their capabilities to bring about desired outcomes on student engagement and learning, especially with difficult and unmotivated students.

Comprehensive Needs Assessment

Family and Community Involvement

Family and Community Involvement Strengths

Webb is occupying multiple platforms to reach our community. Our school is using Facebook Live, campus digital marquis, Smore letters, and School Messenger to engage and inform parents about reopening plans and other parent meetings.

Ours school is also a Community School and has a strong Family Resource Center which provides wrap around services for families.

Family and Community Involvement Weaknesses

One of the limitations is that Covid 19 is impacting the number of families in every capacity. Families are needing to work multiple jobs and also have connectivity issues.

Family and Community Involvement Needs

As of 10/6/202, Webb has a vacancy for the position of parent support specialist.

School Context and Organization

School Context and Organization Strengths

Our campus has an experienced leadership team that has ensured stability and consistency for all stakeholders. Our team consists of administration, instructional coaches, special education chair and an academy director. This year we have implemented a Leadership Coalition which involves all teacher team leads which builds capacity in our building and teacher voice.

School Context and Organization Weaknesses

Comprehensive Needs Assessment

School Context and Organization Weaknesses (Continued)

Covid 19 has presented new challenges in that we have to do everything virtually and the time it takes for teaching technology skills and the time needed to complete tasks. This also creates a need for social and emotional needs and the leadership works to extinguish staff fears.

School Context and Organization Needs

Currently we have 4 unfilled vacancies.

Technology

Technology Strengths

All students are using a 1:1 device. Students have also been given a hotspot for virtual learning. Teachers have advanced in using multiple ways in which to enrich the lessons. Extensive professional development has been given to teachers for instruction for hybrid models. These trainings have been ongoing since last year.

Technology Weaknesses

Connectivity for students. Students are having a difficult time accessing Zoom and Blend lessons, even with the hotspots, which have limited data are provided. Internet signals are weak and students are often dropped from the Zoom class.

Technology Needs

Technology needs are as follows:

Mini iPad cameras, extension cords, surge protectors, charging stations, and headphones. The students also need a class to teach how to access academic technology.

SY 20-21 Resources

Federal	State	Local	Other
Title 1, Part A - 211-00-0000-00-000-0-00-0-00 (\$583,709)			

Webb Middle School

Goal 1. (Strong School Leadership and Planning (ESF Lever 1)) Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 1. (ESF Essential Action 1.1) Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Publish formative assessment results at least once every unit (using reports from DMAC and 5Labs) and create response plans based on formative assessments. Re-evaluate and regroup student interventions based on formative assessment results.	Leadership Team	Quarterly		Criteria: Presentation shared through BLEND 05/25/21 - Significant Progress 03/08/21 - Significant Progress 11/05/20 - Significant Progress
2. Monitor the progress of the PLC planning process and the tracking of student data based on formative assessments. Evaluate PLC effectiveness and use the data to inform the support for teachers. (Target Group: All)	Instructional Coaches	December 1st - February 2		Criteria: PLC agendas PLC Protocol Form Student Data Tracker (whole campus) 05/25/21 - Significant Progress 03/08/21 - Significant Progress 11/05/20 - Significant Progress
3. Assign campus leaders (APs, teacher leaders, and instructional coaches) to lead at faculty meetings and committees.	Principal	December 1st - February 2		Criteria: PPTs will include names of presenters/leaders 05/25/21 - Completed 03/08/21 - On Track 11/05/20 - On Track
4. Principal will guide professional learning for Assistant Principals on instructional observations and feedback. Principal and APs will observe classrooms together and establish interrater reliability with regards to feedback/coaching provided to teachers. (Target Group: All)	Assistant Principal, Principal	December 1st - February 2		Criteria: Google walkthrough form export showing evidence of both Principal and AP as observers 05/25/21 - Significant Progress 03/08/21 - Significant Progress 11/05/20 - Significant Progress
5. Have leadership team attend Standards-Based Instruction planning, and then train campus staff in August. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 4)	Campus Leadership Team, Principal	7/1-8/31		Criteria: Data and Standards Based Instruction.pptx 11/05/20 - Completed
6. Continuously engage in Leadership Retreats to prepare for new school year and identify priorities and the virtual systems that needed to be in place before the start of	Campus Leadership Team, Principal	8/31, 10/15, 11/20		Criteria: Virtual Teacher Guide, including roles and responsibilities for admin and teachers and PLC norms

Webb Middle School

Goal 1. (Strong School Leadership and Planning (ESF Lever 1)) Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 1. (ESF Essential Action 1.1) Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
school. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 4)				11/05/20 - Completed
7. Create contingency plans due to COVID-19. Turn all paper and face-to-face resources into virtual. Plan for hybrid instructional model and return of students to face-to-face instruction. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 4)	Campus Leadership Team, Principal	8/31, 10/15, 11/20		Criteria: Webb Campus Reopening Plan Webb Reopening Handbook 11/05/20 - Completed

Webb Middle School

Goal 1. (Strong School Leadership and Planning (ESF Lever 1)) Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 2. (AVID Domain II: Schoolwide Systems) AVID is Schoolwide when systems are in place that support governance, curriculum and instruction, data collection and analysis, professional learning, and student and parent outreach to ensure college readiness for AVID Elective student and improved academic performance for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. We will provide AVID professional learning opportunities by using our bi-monthly meetings to teach AVID instructional strategies, and then receive feedback on how well those strategies are being received in the classroom. The AVID Site team as a whole will help implement this indicator, and this indicator aligns with our overall professional learning plan.	AVID Team	Monthly		

Webb Middle School

Goal 1. (Strong School Leadership and Planning (ESF Lever 1)) Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 3. (AVID Domain III: Schoolwide Leadership) AVID Schoolwide leadership sets the vision and tone that promote college readiness and high expectations for all students in the school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. The SLT and AVID Site team will have joint meetings on the third Wednesday of each month. In order to ensure that the higher rigor and college readiness that is established this year remains through staff transitions, we plan on creating systems and schedules that can last for multiple years. We will provide minutes and attendance for meetings in which SLT and Site members meet jointly. This aligns with our School Improvement Plan.</p>	<p>AVID Team</p>	<p>End of semester</p>		

Webb Middle School

Goal 2. (Effective Instruction (ESF Lever 5)) 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
1. PLCs will create lesson plans that include looking at the prerequisite skills that are needed prior to first teach. Instructional leadership will support PLCs and provide feedback on lesson plans. (Target Group: All)	CLT	8/1-11/30		Criteria: Final Lesson Plans 05/25/21 - Completed 11/05/20 - Completed
2. Create a universal design Lesson Plan Template to be used with all grades and content areas (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 4)	Campus Leadership Team, Principal, Teachers	7/1-8/31		Criteria: Webb MS Depth of Knowledge Lesson Plan Template 11/05/20 - Completed
3. Walkthrough calendar updated. Walkthrough form streamlined and aligned to DOK. Campus Leadership Team will monitor the alignment of lesson plans to the instruction observed in the classroom and DOK level of the TEKS and Student Expectations. Feedback provided to teachers. Feedback will be tracked by administration. (Target Group: All)	CLT	December 1st - February 2		Criteria: Walkthrough calendar; Google walkthrough form; feedback tracking form 05/25/21 - Completed 03/08/21 - Significant Progress 11/05/20 - Significant Progress
4. Refine Webb PLC data analysis protocol to include: Guiding questions to aid in analysis. Teachers will look at both individual student, student group, and class period performance compared to ambitious performance targets. Action plans will be developed to target specific students. Teachers will identify which targeted objectives will be scaffolded, taught, or re-taught.		December 1st - February 2		Criteria: Data Analysis PLC Protocol 05/25/21 - Significant Progress 03/08/21 - Significant Progress 11/05/20 - Significant Progress
5. Provide targeted instructional support for MCLs - specifically on the data analysis PLC protocol. MCLs will also self-identify areas of growth and select from available professional learning. Instructional Leadership Coaches can continue to mentor MCLs (virtual or face to face).	CLT	December 1st - February 2		Criteria: PD Agenda 05/25/21 - Significant Progress 03/08/21 - Significant Progress 11/05/20 - Significant Progress
6. Provide multiple professional learning opportunities for teachers on assessment	Admin	December 1st - February 2		Criteria: PD Agendas

Webb Middle School

Goal 2. (Effective Instruction (ESF Lever 5)) 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
(choosing/writing good questions that are at the rigor of the TEK), DMAC TAG, and DMAC TEKScore.				05/25/21 - Significant Progress 03/08/21 - Significant Progress

Webb Middle School

Goal 2. (Effective Instruction (ESF Lever 5)) 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. (AVID Domain I: Schoolwide Instruction) AVID Schoolwide instruction occurs when the entire instructional staff utilizes AISD strategies, other best instructional practices, and 21st century tools to ensure college readiness for AVID Elective students and improved academic performance for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Students will participate in such strategies as Costa’s Levels of Thinking, Collaborative Study Groups, and whole class discussion. AVID Site members will help to teach their co teachers AVID strategies to help implement these into their classroom. The AVID Coordinator and fellow members of the Site team will conduct walkthroughs to ensure that these practices are being done in the classroom to foster higher level thinking. This indicator aligns with our School Improvement Plan.</p>	<p>AVID Team</p>	<p>End of semester</p>		

Webb Middle School

Goal 3. (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

Objective 1. (AVID Domain IV: Schoolwide Culture) AVID Schoolwide culture is evident when the AVID philosophy progressively shifts beliefs and behaviors resulting in an increase of students meeting college readiness requirements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Teachers will be trained in the AVID WICOR Strategies. AVID Site members will participate in walkthroughs to ensure WICOR strategies are being used. Teachers will be asked to turn in lesson plans that reflect and identify that WICOR strategies are being used in their classrooms. This aligns with our School Improvement Plan.</p>	<p>AVID Team</p>			<p>Criteria: We will be checking in on the progress of these strategies throughout the year, and we will set a benchmark for the semester end.</p>
<p>2. Students will participate in such strategies as Costa's Levels of Thinking, Collaborative Study Groups, and whole class discussion. AVID Site members will help to teach their co teachers AVID strategies to help implement these into their classroom. The AVID Coordinator and fellow members of the Site team will conduct walkthroughs to ensure that these practices are being done in the classroom to foster higher level thinking. This indicator aligns with our School Improvement Plan.</p>	<p>AVID Team</p>			<p>Criteria: We will be checking in on the progress of these strategies throughout the year, and we will set a benchmark for the semester end.</p>

Webb Middle School

Goal 3. (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

Objective 2. (Career and Technical Education (CTE)) Career and Technical Education provides students with the academic knowledge and technical skills needed for secondary and post-secondary opportunities, skilled employment and active citizenship. Programs of study represent a recommended sequence of courses based on a student's interests, goals and aptitudes. Combined with a four-year plan of course work, students can utilize the programs of study in creating the framework for success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers use BLEND in classrooms: PageView goals at 4000	Teachers, Technology Team	ongoing		Criteria: % of teachers using BLEND: MS 50% of goal measured thru Blend PageView Spreadsheet
2. Use BLEND Campus Community Course to share announcements, events, and deadlines with parents	Teachers, Technology Team	ongoing		Criteria: % of Parents using BLEND thru Parent BLEND tour

Webb Middle School

Goal 4. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

Objective 1. (Principal Confirmation - Documents Due Oct. 30, 2020) All documentation should be uploaded at the Plan level using Attachments.**Do not attach any documents with student or staff records as they will be published online with the CIP/TIP.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attachment #1. Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. (Sign and attach the form.) (Target Group: ECD) (Strategic Priorities: 1)	Principal	10/30/2020		Criteria: Principal Attestation Form 11/03/20 - Completed
2. 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 stationery.) (Title I SW Elements: 3.1) (Target Group: ECD)	Principal	10/30/2020		Criteria: Parent/Family Involvement Policy on your campus stationery 11/03/20 - Completed
3. 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.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	10/30/2020		Criteria: Parent/Family School Compact 11/03/20 - Completed
4. 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.) (Title I SW Elements: 2.1,3.2) (Target Group: ECD)	Principal	10/30/2020		Criteria: agenda, sign in sheets, meeting notice, and meeting minutes 12/11/20 - Completed
5. Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be	Principal	10/30/2020		Criteria: Sample communications in languages other than English 11/03/20 - Completed

Webb Middle School

Goal 4. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

Objective 1. (Principal Confirmation - Documents Due Oct. 30, 2020) All documentation should be uploaded at the Plan level using Attachments.**Do not attach any documents with student or staff records as they will be published online with the CIP/TIP.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
attached.) (Title I SW Elements: 2.3) (Target Group: ECD)				
6. Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Documentation of notice on school letterhead is attached.) (Title I SW Elements: 2.3) (Target Group: ECD) (Strategic Priorities: 1)	Principal	10/30/2020		Criteria: Documentation of notice on school letterhead 11/03/20 - Completed
7. 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.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	10/30/2020		Criteria: agendas, sign in sheets, minutes or records of meetings 11/03/20 - No Progress
8. 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. (Target Group: ECD)	Principal	10/30/2020		Criteria: verify attendance of training and submission of Time & Effort Reports 11/03/20 - Completed
9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	10/30/2020		Criteria: Homeless documentation sheet 12/01/20 - Completed 11/03/20 - Some Progress
10. Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. Go to Plan Level of CIP and click on "CIP Developers List". List the name & position of the developers of the 2020-2021 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used & uploaded with packet.) (Target Group: ECD)	Principal	10/30/2020		Criteria: CIP Developers List 11/03/20 - Completed

SY 20-21 CIP Developers List

Name	Position
Buckles, Erna	Asst. Principal
Moreno, Raul	DCSI
Spear, Doug	Central Office Support
Cordero, Gina	Central Office Support
Gideon, Barbara	Instructional Leadership Coach
Coyle, Michael	Asst. Principal
Saenz, Diana	Asst. Principal
Rebello, Melinda	Multi Classroom Leader (Instructional Coach)
Saldivar, Yesenia	Multi Classroom Leader (Instructional Coach)

STUDENT DATA

To complete the Student Data Tab, please enter data for all STAAR tested courses.

- For Domain 1, enter the 2019 STAAR results for each tested course. You can enter the Total % of assessments at Approaches/Meets/Masters for your campus in column H in the form App/Meets/Ma (for example: 60/20/10). If you prefer to enter the data by each grade-level, you may add rows to accommodate each grade.

- If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency: Approaches, Meets, Masters.

- For each cycle, please enter Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.

- Once data is available, please update the Actual Result column.

- Please enter a Summative Goal as well.

- For Domain 3, you will choose 2-4 targets to track this year. You can choose 1-2 targets from the Academic Achievement Indicators, 1-2 targets from the Student Success Indicators or a combinations of targets from both areas. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B. . Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B.

- You will choose which tested subjects to track for these indicators.

- Your TEA Specialist can support you in selecting these focus areas. Just like in Domain 1, please include the 2019 results for each selected target group.

- If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency.

- Please enter a Summative Goal as well.

- If you are choosing to track Academic Achievement- Track Meets ONLY

- If tracking Student Success (E/MS) track an average of Approaches, Meets and Masters (as one number)

- High Schools or K-12 campuses should use one number that is in relation to CCMR.

- For each cycle, please enter the Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.

- Once data is available, please update the Actual Result column.

- You will also track your English Language Proficiency throughout the year. Just like in Domain 1, please include the 2019 TELPAS data. If you administered a baseline assessment, please enter the data from that assessment in Column I.

- For each cycle, please identify what assessment you are using to track the progress of students (as a proxy for TELPAS). You can adjust the data you provide, based on the data your campus collects. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

- Please enter a Summative Goals as well.

- Please communicate with your TEA School Improvement Specialist if there are challenges in completing all portions of this data at each cycle due to the disruption of the school year in regard to COVID-19.

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments											2021 Accountability Goal
							2019 Results	2020 Baseline Data (Optional)	Cycle 1			Cycle 2			Cycle 3			
									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	39		District SCA	58	39	MOY	58	35	STAAR Release	58		58
		All	All	Reading	Meets	STAAR	18		District SCA	27	10	MOY	27	18	STAAR Release	27		27
		All	All	Reading	Masters	STAAR	6		District SCA	12	4	MOY	12	9	STAAR Release	12		12
		All	All	Mathematics	Approaches	STAAR	54		District SCA	60	29	MOY	60	36	STAAR Release	60		60
		All	All	Mathematics	Meets	STAAR	20		District SCA	27	9	MOY	27	12	STAAR Release	27		27
		All	All	Mathematics	Masters	STAAR	5		District SCA	12	5	MOY	12	5	STAAR Release	12		12
		All	All	Science	Approaches	STAAR	47		District SCA	58	50	MOY	58	41	STAAR Release	58		58
		All	All	Science	Meets	STAAR	18		District SCA	27	25	MOY	27	20	STAAR Release	27		27
		All	All	Science	Masters	STAAR	6		District SCA	12	14	MOY	12	12	STAAR Release	12		12
		All	All	Social Studies	Approaches	STAAR	30		District SCA	45	36	MOY	45	47	STAAR Release	45		45
		All	All	Social Studies	Meets	STAAR	14		District SCA	25	15	MOY	25	17	STAAR Release	25		25
		All	All	Social Studies	Masters	STAAR	5		District SCA	12	9	MOY	12	10	STAAR Release	12		12
		All	All	Writing	Approaches	STAAR	44		District SCA	58	34	MOY	58	12	STAAR Release	58		58
		All	All	Writing	Meets	STAAR	23		District SCA	27	12	MOY	27	4	STAAR Release	27		27
All	All	Writing	Masters	STAAR	6		District SCA	12	4	MOY	12	2	STAAR Release	12		12		
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	AA	Reading	Meets	STAAR	27		District SCA	32	11	MOY	32	19	STAAR Release	32		32
		All	SpEd	Reading	Meets	STAAR	13		District SCA	19	12	MOY	19	0	STAAR Release	19		19
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	AA	Mathematics	Meets	STAAR	31		District SCA	31	6	MOY	31	13	STAAR Release	31		31
		All	SpEd	Mathematics	Meets	STAAR	12		District SCA	23	2	MOY	23	4	STAAR Release	23		23
4. Domain 3 Focus 3	ELP Component (Minimum 25 students required)	All	English Learners (ELs)	TELPAS	All	TELPAS	14		District SCA	36	15	MOY	36	14	STAAR Release	36		36