

Small Middle School Campus Improvement Plan 2020/2021

Includes Zone Innovation Plan



SMALL
MIDDLE SCHOOL
AUSTIN Independent School District

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DMAC Solutions ®

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Campus Mission

To nurture growth by empowering all students through unique, enriched, and joyful learning opportunities. To create an inclusive school community that values all learners and offers multiple ways to be successful.

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.

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

longitudinal actual/projected campus enrollment
STAAR disaggregated by subj., grade, & stud. grp.
Staff (TELL) Survey results

Demographics Strengths

We have a diverse group of students (54%), staff (28.9%), and administration (75%) on our campus. This diversity enhances the educational experience for all school community members. The diversity among our leadership team allows for a perspective that is beneficial to creating systems and programs to serve all groups.

Demographics Weaknesses

Our staff does have some diversity (28.9%, page 21 of TEA report), but we need to continue to seek out and hire qualified diverse candidates that can serve our diverse student population (54%).

Demographics Needs

Our low socio economic (28.7%), minority groups (53.6%), and our ELL's (12.6%) need to continue to get additional targeted support to improve academically and opportunities to have leadership roles within our school community. Our ability to make our low socioeconomic and minority feel valued can positively effect their learning outcomes. We must continue to sustain a inclusive school culture that celebrates diversity and allows for everyone to be successful regardless of your race or economic standing.

Demographics Summary

We have intentionally hired qualified diverse candidates to help serve our diverse student population because of the positive effects it has on the entire school community. We must continue to seek out qualified diverse candidates that can offer positive ways to enhance the educational experience of our community. We also will continue to find ways to make all of our students feel valued and important regardless of their economic or racial background.

Comprehensive Needs Assessment

Student Achievement

Student Achievement Data Sources

Fitnessgram results - BOY to EOY growth
MOY disaggregated by grade, subj., & stud. grp.
Student Survey results
TELPAS disaggregated by grade & prof. lvl.

Student Achievement Strengths

The school staff collect and analyze course failure, grade retention, absenteeism, suspension, dropout, and graduation rates by ethnicity, gender, and socio-economic status to determine factors that put students at risk.

Student Achievement Weaknesses

At risk students sometimes are unidentified by the time progress reports and/or report cards come out.

Student Achievement Needs

Teachers need to use more short cycle assessments to be able to effectively intervene before grading snapshots.

Student Achievement Summary

With the intention to intervene as early and as often as possible, teachers need to use short cycle assessments, both campus and district created, to earmark which students are in need of interventions.

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Data Sources

- % teacher turnover
- CAPR results for administrators
- District Family Survey results
- Staff (TELL) Survey results
- Student Survey results

School Culture and Climate Strengths

Teachers work together effectively in collaborative teams to discuss instructional strategies and curriculum issues on a regular basis. They share professional practices and use their talents and knowledge to help each other with challenges and needs.

School staff value caring, celebration, and humor. There is a rich and robust tradition of rituals and celebrations, including holidays, special events, and recognition of goal attainment.

Honest, open, and frequent communications exist among staff members. Staff and students trust and have confidence in each other.

School Culture and Climate Weaknesses

Our climate surveys show a high level of success in school culture, but we must continue to improve and address the needs of all members within our school community.

School Culture and Climate Needs

Continue to modify, enhance, and expand programs that can positively impact the school culture and climate of our campus. During administrative and staff meetings, we will continue to discuss ways to improve in this area.

Comprehensive Needs Assessment

School Culture and Climate Summary

Overall our surveys have shown a high success of school culture and climate, but we must continue to find ways to improve and address the needs of all our school community members. Our ability to celebrate, recognize, and communicate to our staff directly impacts the high level of retention and employee satisfaction on our campus. We have multiple programs to recognize students that contribute to our campus by showing leadership, helpfulness, kindness, and compliance to our high standards. Our ability to make everyone feel valued on our campus makes them feel included and welcome on a daily basis.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

Staff (TELL) Survey results

Staff Quality, Recruitment and Retention Strengths

Our campus has a significant number of veteran teachers and innovative new teachers. Our teachers are committed to using best practices, technology, and various forms of assessments to evaluate student learning. We look for trainings and resources that will continue to enhance and improve student learning on our campus. We have been very successful with retaining our teachers on campus because of a positive and rewarding work environment. . We offer multiple ways to recognize and reward the work of our staff by during faculty meeting recognition, emails, newsletters, admin cookouts, and weekly offerings of snacks / drinks that are brought to their room by admin. We actively seek out new candidates that share the high educational standards of our campus and focus on the whole child to build positive relationships

Staff Quality, Recruitment and Retention Weaknesses

With the new systems and technology in place, many teachers are still in the learning curve for utilization. We have seen a downturn in prospective teachers so the availability of quality educators has gone down.

Staff Quality, Recruitment and Retention Needs

To continue to find ways to make our staff feel valued and appreciated for the time and effort that put into our school community. Reach out to surrounding Universities and teacher certification programs and offer a place to learn and develop as prospective teachers.

Staff Quality, Recruitment and Retention Summary

Our ability to maintain a high quality of staff (50% of teachers have between 6-20 years experience) is attributed to intentional staff development offerings, providing adequate planning for teacher teams, recruiting the best teachers that are available, and providing a school environment with high standards and effective systems. The new technology has created learning curves for staff, but it continues to improve daily. We will continue to work with surrounding universities and teacher certification programs to provide a place to grow and learn as prospective educators.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

STAAR disaggregated by subj., grade, & stud. grp.
TELPAS disaggregated by grade & prof. lvl.

Curriculum, Instruction and Assessment Strengths

Teachers use the district provided materials as a framework to build on. This provides them with a level of input into the material they teach will is designed so that they can share their passions about each topic as they go through the TEKS. With their passion for their subject being shared this brings a higher level of instruction to the students - since the teachers are invested in the materials the students are drawn in with their excitement. Assessments are done throughout each unit and cumulatively at the end of units. The assessments given from the teachers are directly relevant to the material they have been taught. This can lead to increased test scores relevant to the TEKS that are covered.

Curriculum, Instruction and Assessment Weaknesses

Provide the resources, time, and ability for teachers to effectively access and utilize relevant academic data. Address the needs of ELL's (TELPAS report attached).

Curriculum, Instruction and Assessment Needs

The ability from the district to provide the lesson materials from the desired sites / sources that our teachers feel would best meet the needs of our students. By giving the teachers the choice in the material they are using this would develop deeper investment in the product being developed and delivered by the teaching staff.

Curriculum, Instruction and Assessment Summary

While the district is providing great material that the teachers are able to modify and enhance to meet the need of our students there are some further steps that could be taken. Our teachers are designing and delivering needs appropriate rigorous instruction that is targeted towards the TEKS that are supposed to be covered within each unit. Teacher involvement and engagement is high ensuring that our students get the most exciting engaging lessons that they possibly can. In class assessments help understand where the students are at in learning the desired information which ultimately helps to prepare them for their performance on the standardized tests.

Comprehensive Needs Assessment

Family and Community Involvement

Family and Community Involvement Data Sources

District Family Survey results

Family and Community Involvement Strengths

We are lucky to have a highly involved community. We have numerous volunteers that come up to support our Green program by taking care of the animals on weekends and over breaks. During normal school years we normally have a heavy presence of volunteers on campus helping to support various areas of our campus and special programs like CAT (Cougar Adventure Time) days. We have several guest speakers and other types of support that comes in to benefit the development of our students. As well as having numerous partnerships with several local businesses and colleges.

Family and Community Involvement Weaknesses

Involving our ELL parents and transfer students that do not have a high level of school involvement.

Family and Community Involvement Needs

To continue to involve and reach out to our transfer student parents to be involved as much as possible with volunteering opportunities. Volunteering increases the sense of community and ownership of the campus community.

Family and Community Involvement Summary

We have high levels of volunteer participation to help support our campus fund raisers and support systems. Many of our parents go above and beyond to give our students critical resources and to support our staff as they serve the needs of the campus. We need to continue to reach out to parents of transfer students to increase their opportunity to volunteer and build ownership and inclusiveness of the school community.

Comprehensive Needs Assessment

School Context and Organization

School Context and Organization Data Sources

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

School Context and Organization Strengths

Scheduling is done to meet the needs of our student population based academic needs from STAAR scores, BOY's and MOY's, universal screeners, and previous years achievement. We also offer an extensive amount of high school credit courses (eight high school credit courses) and other electives to diversify the educational experience for our students.

School Context and Organization Weaknesses

Increase the time and resources for teachers to improve planning and to continue to provide additional supports for every student on campus.

School Context and Organization Needs

Increase community and parental awareness and involvement and increase the learning of second language learners.

School Context and Organization Summary

We use multiple sources to create the master schedule and constantly review the needs of students to plan for a high level of teacher support and interventions. We continue to assess the needs of students through assessments and feedback provided by teachers.

Comprehensive Needs Assessment

Technology

Technology Strengths

The school/district staff have thoroughly assessed the current technology and are making technology an integral part of a comprehensive plan for improving student learning

Teachers are sufficiently comfortable with learning and using technology tools, and they use these tools as a natural and welcome extension of their teaching.

The school/district provide equitable and practical access to technology for teachers and students according to provisions on the acceptable use policy.

Technology Weaknesses

Students are still having issues in regards to connectivity (bandwidth) and knowledge of how to operate AISD provided devices.

Technology Needs

The district to supply us with adequate amount of laptops that work. We are running low and our orders have been half filled consistently, leaving students without technology.

Technology Summary

The integration of technology into learning has been increasingly more important for our learners. Staff has continued to overcome technology issues and learning new systems to serve the student population. Students have show some success with online learning, but many still struggle with tech issues and lack of focus over the school day in some classes. We will continue to modify how we present and use online information to increase engagement and learning for all students.

Comprehensive Needs Assessment Data Sources

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

Staff (TELL) Survey results

TELPAS disaggregated by grade & prof. lvl.

Small 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. Provide clear expectations with distinct roles and responsibilities for leadership team. Continue to evaluate and adjust roles to best serve the school community. Provide PD opportunities that can help increase skill sets within these leadership roles. (Target Group: All) (Strategic Priorities: 1)	Administrative Team	9/20-6/21		

Small 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. (ESF Essential Action 1.2) Focused plan development and regular monitoring of implementation and outcomes

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. We will create a learning walk schedule which allows us to observe remote and in-person teaching to influence our professional development strategies. Teachers will also be able to view the form and the rubric to have a better idea as to what administration is looking for in each class. (Target Group: All)	Assistant Principal, Department Chairs, Principal	9/20-6/21		

Small 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 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. Continue to integrate AVID strategies and processes in all classes on campus. Provide resources, trainings, and opportunities for all staff and students to show college awareness through signage, shirts, presentations, and AVID strategies that are intertwined into the teaching processes in all classes. (Target Group: All) (Strategic Priorities: 3)	AVID Team	9/20-6/21		Criteria: Use the AVID end of year comprehensive evaluation process to diagnose and grade AVID success for the year.

Small 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 4. (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
1. Intentionally integrate AVID strategies and processes into all classes on campus by providing targeted resources on Google, tool kits, and teacher trainings. Provide feedback and check ins with teachers about utilizing AVID strategies. (Target Group: All) (Strategic Priorities: 3)	Administrators	9/20-6/21		Criteria: AVID evaluation system used at the end of the year

Small Middle School

Goal 2. (Effective, Well-Supported Teachers (ESF Lever 2)) 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. Reach out to staff and community in regards to suggestions for future teachers, TAs, office staff, and custodian. We need to create a grassroots recruiting campaign that begins with our stakeholders recognizing potential employees who share our values and mission. (Target Group: All)	Academic Leadership Team, Administrative Assistant, Administrative Team, CAC Members, Campus Leadership Team	October 30		

Small Middle School

Goal 2. (Effective, Well-Supported Teachers (ESF Lever 2)) 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. Build teacher capacity by mentorship with experienced teachers on campus, administrative focused feedback that offers suggestions and resources to increase capacity, and offer PD opportunities that are highly relevant and innovative to our learning goals. (Target Group: All)	Academic Leadership Team	9/20-6/21		

Small Middle School

Goal 3. (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 1. (ESF Essential Action 3.1) Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create systems and processes that support a safe environment from fires, bad weather, and intruders on our campus. Provide up to date information and training to staff to be prepared in case of an emergency to take care of our students. Implement an open and honest approach to handle student conflicts and to promote ways for students resolve issues with communication and empathy. Recognize student achievement by displaying names on our website, school communication, and personal phone calls to parents. Provide positive interactions from admin to our student population to develop trust and relationships. (Target Group: All)	Administrative Team	9/20-6/21		

Small Middle School

Goal 3. (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 2. (ESF Essential Action 3.2) Explicit behavioral expectations and management systems for students and staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Create a Google Presentation that clearly outlines behavior expectations for students that is covered by all advisory teachers the first few days of school to establish clear expectations. Reinforce these expectations by revisiting them daily if needed. Provide clear signage around campus that shows certain expectations for behavior. Create a Discipline Matrix that is clear and transparent that is posted on our website for students and parents.</p>		9/20-6/21		

Small Middle School

Goal 3. (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 3. (ESF Essential Action 3.3) Proactive and responsive student support services

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Counselors meet with every student in one on one meetings. Check in with students about needs and progress. Provide multiple for ways for communication and promote an open door policy. Monitor grades and attendance and reach out to families for support. (Target Group: All)	Counselor	9/20-6/21		

Small Middle School

Goal 3. (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 4. (ESF Essential Action 3.4) Involving families and community

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Communicate with parents of school activities to promote volunteering and community building. Counselors offer one on one transition meetings for 8th graders going to high school. Parent events to support mental health and well being. Provide parent meetings to provide course information. (Target Group: All)	Counselor	9/20-6/21		

Small Middle School

Goal 4. (High Quality Curriculum (ESF Lever 4)) All students have access to a TEKS-aligned, guaranteed and viable curriculum, assessments, and resources to engage in learning at appropriate levels of rigor.

Objective 1. (ESF Essential Action 4.1) Curriculum and assessments aligned to TEKS with a year-long scope and sequence

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize the district blueprints that are aligned with TEKS. Also, our PLC planning guides specifically asks for the TEKS that lessons are aligned to as teachers develop lessons and activities. PLC guide also requires differentiation strategies for all student groups. (Target Group: All)	Academic Leadership Team, Administrative Team	9/20-6/21		

Small Middle School

Goal 5. (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. Provide a PLC framework and lesson planning guide that teachers can access on Google to plan effectively. The lesson planning guide requires learning objectives and daily assessment criteria. (Target Group: All)	Academic Leadership Team			

Small Middle School

Goal 5. (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. (ESF Essential Action 5.2) Effective classroom routines and instructional strategies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Insert strategies to support historically underserved student groups here.				
2. Insert Creative Learning Strategies here.				
3. Insert strategies to support students with special needs here.				
4. Insert Problem-Based Learning strategies here.				
5. Insert strategies to support English Learners here.				
6. Insert Social and Emotional Learning strategies here. (ESF: 5.2)				

Small Middle School

Goal 5. (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 3. (ESF Essential Action 5.4) RTI for students with learning gaps

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CST teams meets weekly to address individual student needs. During the meeting we discuss action plans and follow up on the progress the next week. (Target Group: All)	Administrative Team, CST Chair, CST Team	9/20-6/21		

Small Middle School

Goal 6. (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
1. Integrate multiple sources of AVID strategies and college awareness into our advisory time and campus wide.	Teachers, Technology Team	Ongoing		Criteria: % of teachers using BLEND: MS 50% of goal measured thru Blend PageView Spreadsheet
2. Increase college awareness by adding additional AVID days for college gear and providing resources for all classes to use campus wide. Also create video presentation for campus awareness and recruiting.	Teachers, Technology Team	Ongoing		Criteria: % of Parents using BLEND thru Parent BLEND tour

Small Middle School

Goal 7. (Sustainability) Guided by the Environmental Stewardship Advisory Committee, the district is working to balance the needs of the environment; the diverse community we serve; and available financial resources across the three foundational pillars and eight sustainability action areas: Engery, Water, Transportation, Air Quality, Purchasing, Waste, Food, and Nature. austinisd.org/sustainability

Objective 1. (Green Team) Green Team

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. We are a Green Flag school that promotes environmental education that is the highest honor that is designated by the National Wildlife Federation. Offer the Green Tech Academy that includes a variety of environmental classes that focused on student led initiatives. (Target Group: All)	Green Committee	9/20-6/21		

Small Middle School

Goal 8. (Vibrant, Welcoming, 21st Century Learning Environments) Modernization Projects, School Changes, Targeted Utilization Plans, and AISD CARES

Objective 1. (Customer Service) AISD CARES

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. We actively plan to offer high levels of customer service by providing clear communication through signage, website resources, and in person instructions.	Administrative Assistant, Administrative Team	9/20-6/21		

Small Middle School

Goal 9. (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. (Whole Child, Every Child) Whole Child, Every Child

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. SEL SEED model school that actively promotes emotional well being through academics, PRIDE, school clubs, and staff interactions.	Administrative Team, Administrators, Advisory Teachers, Counselor	9/20-6/21		

Small Middle School

Goal 9. (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. (Health and Wellness) Health and Wellness

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Promote health and wellness by offering outdoor time for students to be active. PE departments integrates multiple programs that promotes outdoor activity, nutritional information, and overall well being strategies. We also offer a Health class that specifically address health issues and needs of our students. (Target Group: All)	Administrative Team, Administrators	9/20-6/21		

Small Middle School

Goal 9. (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. (SEL Seed Model Plan) SEL Seed Model Plan

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Take time to cultivate and deepen relationships, build partnerships, and plan for SEL. Design opportunities where adults can connect, heal and build their capacity to support students. Create safe and supportive equitable learning environments that promote all students social emotional development.	Administrative Team, SEL Committee	9/20-6/21		

Small Middle School

Goal 10. Zone Innovations

Objective 1. In the 19-20 SY, we will implement and support sheltered instruction to our year 1 cohort of ELLs and students with disabilities (1 core per grade level) while training the entire campus on Structured Conversations (SI 6) and Structured Reading (SI 7) activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide sheltered Instruction training for year one cohort (1 ELA class per grade level) via AISD's 7 Step Model.				
2. AISD to provide coaching, mentoring, and feedback the entire year to campus cohort.				
3. Provide sheltered Instruction PD campus-wide: 1st semester = structured conversations, 2nd sem = structured reading and writing				
4. Campus will learn plan and overview of Structured Conversations in BOY PD with the task of creating authentic, structured conversation activities during their PLC time of the first CAT day (09/25/19).				
5. Campus will learn plan and overview of Structured Reading in MOY PD with the task of creating authentic, structured reading activities during their PLC time of the 3rd CAT day (03/13/20).				

Small Middle School

Goal 10. Zone Innovations

Objective 2. In the 19-20 SY, we will offer quarterly, teacher-created electives in an effort to build relationships with our diverse student body and build community within the campus. During this time we will also provide PD opportunities for our teachers every quarter with the emphasis on differentiation, PLCs, and 2019/20 Teach Like a Champion and Sheltered Instruction initiatives.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Get clearance for 9-week calendar from AISD.				
2. Create CAT Day Calendar for quarterly Enrichment and PD opportunities.				
3. Set expectations for CAT Days and Provide 1 day for teachers to create and plan for their classes.				
4. Set expectations for 9-week assessment window with staff and share how the final week is strictly for reassessment and opportunities to turn in late work.				
5. TZ Team to create campus-wide afternoon activities for students during first CAT Day.				
6. Teachers turn CAT Electives into scheduler for creating of choice sheets.				
7. Students will fill out CAT Day Elective Choice sheet in PRIDE				
8. Students will be placed into CAT Day Classes				
9. PLC Framework for SI Structured Conversations Activities shared with teachers to plan with during their PLC time of the first CAT Day.				
10. TZ Team to create campus-wide afternoon activities for students during 2nd CAT Day.				
11. Set expectations for CAT Days and Provide 1/2 day for teachers to create and plan for their 2nd semester classes.				

Small Middle School

Goal 11. (Advanced Academics) Advanced academics are educational programs designed to move students with high ability at a pace appropriate to their rate of learning through studies that go beyond the age-level or grade-level expectations which include depth and complexity, provide academic acceleration, and address the cognitive, social, and emotional needs of the students. Smart without compromise. Potential without limits.

Objective 1. (Advanced Academics) GT-CAMP and representation in GT for historically underserved student groups

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. We provide a Great Thinkers Club by the GT coordinator to support our GT learners. (Target Group: GT)	GT Advocate	9/20-6/21		

Small Middle School

Goal 12. (Supporting Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.

Objective 1. (Supporting Special Populations) Ensure compliance with all 504 and Special Education requirements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Specific administrators are assigned as CST chair, Sped administrators, and 504 coordinators to help address and resolve needs of our special student populations.	Administrative Team, Administrators	9/20-6/21		

Small Middle School

Goal 13. (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. Actively plan based on student needs during cabinet and meetings to address SEL needs. The SEL team meets to create lessons based on student feedback to create intentional learning opportunities that promotes Social Emotional Learning.	Administrators, Counselor, SEL Committee	9/20-6/21		

Small Middle School

Goal 13. (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. SEL lessons provide talking points to increase student communication using Restorative questions to help resolve conflicts.	Advisory Teachers, SEL Committee	9/20-6/21		

SY 20-21 CIP Developers List

Name	Position
Nelson, Matthew	Campus Administrator
Sammon, David	Asst. Principal
Poehl, Christopher	AP
Bush, Emily	Executive Director of Innovation Zone
Renault Varian, Emma	CAC Chair
Hudgins, Chasee	Co-Chair CAC
Krier, Sarah	Counselor
Diaz, Cynthia	Counselor
Brown, Sylvia	Teacher
Shoptaw, Thomas	Teacher
Crow, Lauren	Teacher