

# Paredes Middle School

## Campus Improvement Plan

### 2020/2021

*Includes Targeted Improvement Plan*



**PAREDES**  
MIDDLE SCHOOL  
AUSTIN Independent School District

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### **Campus Mission**

Paredes Middle School believes that all students can be successful. Our mission is to empower students and staff by creating a safe environment, implementing best practices, and focusing on high expectations.

### **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.

# District Commitments Theory of Action (ToA)

*For campuses with Targeted Improvement Plans*

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This section is to be filled out by the District Coordinator of School Improvement (DCSI) of each campus.

The purpose of the District Commitments Theory of Action is to identify which commitments the district needs to address to support the campus' implementation of their identified focus areas for improvement (essential actions).

1. Review the Essential Actions that the campus identified (either in the self-assessment or in the diagnostic). Make note of the Prioritized Levers under which these Essential actions fall. Is the campus working on Levers 1 and 4? Levers 2 and 5?

2. Use the drop-down menus to select a district commitment from each of the Prioritized Levers that the campus' focus areas fall under.

## **Lever 1: Strong School Leadership and Planning**

The district places its most effective school leaders in its highest need schools.

## **Lever 2: Effective, Well-Supported Teachers**

The district provides the campus with sufficient control over teacher hiring and placement.

## **Lever 3: Positive School Culture**

The district provides campuses with best practice resources and tools for engaging families (i.e., translation services, parent/student surveys, online communication structures).

## **Lever 4: High Quality Curriculum**

The district provides the campus with a standards-aligned guaranteed and viable curriculum (GVC) and scope and sequence.

## **Lever 5: Effective Instruction**

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.

3. Develop the if/and statements in the Theory of Action based on the district commitments you selected in the section above.

If...(district commitment aligned with first campus-selected lever here)

And...(district commitment aligned with second campus-selected lever here)

And...(district commitment aligned with third campus-selected lever here)

Then...\*write expected campus outcome here\*

## **District Commitments Theory of Action (ToA)**

If the district provides opportunities for on-going coaching and support of the campus leader around professional learning communities, literacy, social emotional learning, professional learning and observation feedback and the district provides access to high quality common formative assessment resources that are aligned to state standards then the campus will be able to provide data driven instructional practices, improve the quality of lesson plans, include formative assessments in order to improve leadership capacity and student achievement through rigorous, differentiated lessons with quality instructional practices.

## Prioritized Focus Area #1

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### Prioritized Focus Area #1

1.1 Develop campus instructional leaders with clear roles and responsibilities.

#### Rationale

Campus leadership has put several effective processes and protocols in place that instructional leaders use to guide their department and grade-level teams, and inform other areas of responsibility. There is, however, no protocol in place for recording, refining and clarifying these systems. One system in particular that needs to be formalized is the process for providing feedback and job-embedded professional development to Instructional Coaches. The campus leadership team members are meeting with staff and setting individual performance goals at the beginning of the school year, but there are no tracking tools or written policies for observation feedback loops that would allow leaders to monitor the progress of teachers, students, and leaders and provide consistent feedback to staff throughout the year.

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

Campus principal will partner with DCSI, accountability staff, and middle school principals cohort to improve leadership skills. Campus leadership will also continue to partner with Instructional Leadership Coach to improve strong school leadership. Continue to implement established roles and responsibilities. Campus principal will track and monitor walkthroughs with instructional leaders to improve the coaching and feedback cycle.

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

We begin this summer with a leadership retreat where we discuss the roles and responsibilities of the upcoming year. Then we will communicate the school plans faculty wide before school begins. We have most of our campus leadership team returning this fall, so the buy-in will continue from last year. Communication of the new school year will be available through the community blend course, CAC, website, and back to school meetings.

#### Desired Annual Outcome

We will have created a solid structure of our coaching and feedback cycle with our instructional coaches and will be implemented twice per month. The administrative team will have identified 100% of teachers and the level of additional support needed based on years of experience and prior year's performance. and categorize them in one of three tiers of support needed.

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

We will have created a solid structure of our coaching and feedback cycle with our instructional coaches and will be implemented twice per month. The administrative team will have identified 100% of teachers and the level of additional support needed based on years of experience and prior year's performance. We will categorize teachers in one of three tiers of support needed.

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

100% of core content teachers receive the required number of coaching and feedback cycle per designated tier system, and at least 75% of the feedback received within two school days.

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

100% of core content teacher receive the required number of coaching and feedback cycle within 48 hours per designated tier system. Improved results from cycle 2 of effective use of instructional strategies (PPfT components)

#### 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

The campus leadership team believes there has been a disconnect between staff and leadership in the past. Work on moving the culture to one of trust and a growth mindset has been hindered due to a lack of time and other pressing issues taking precedent, as well as a need for assistance in the form of professional learning for the leadership team. However, the leadership team is focused on shifting the school culture from one of micromanagement to staff feeling trusted to make decisions on their own with oversight from campus administration. The campus leadership team feels strongly that building a culture of trust and moving the campus staff to a growth mindset will have a positive impact on instruction.

#### Barriers to Address: Cycle 1 (Sept-Nov)

The effects of Covid-19 on all aspects of life. The troubles of remote learning. Unpredicted changes in the future. Personnel issues. Adequate funding to support all programs.

#### Barriers to Address: Cycle 2 (Dec-Feb)

Additional personnel to support the campus' coaching program as the campus transitions into face to face learning. The effects of Covid-19 on all aspects of life. The troubles of doing both remote learning and face to face learning. Unpredicted changes in the future. Personnel issues.

**Barriers to Address: Cycle 3 (March-May)**

Time needed to continue implementing coaching and feedback cycle with fidelity in the testing season. Additional personnel to support the campus' coaching program. The effects of Covid-19 on all aspects of life. Unpredicted changes in the future. Personnel issues.

**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 provides opportunities for on-going coaching and support of the campus leader around professional learning communities, literacy, social emotional learning, professional learning and observation feedback and the district provides access to high quality common formative assessment resources that are aligned to state standards then the campus will be able to provide data driven instructional practices, improve the quality of lesson plans, include formative assessments in order to improve leadership capacity and student achievement through rigorous, differentiated lessons with quality instructional practices.

**District Actions: Cycle 1 (Sept-Nov)**

Campus principal will partner with DCSI, accountability staff, and middle school principals cohort to improve leadership skills. Campus leadership will also continue to partner with Instructional Leadership Coach to improve strong school leadership. DCSI will work with principal to ensure a smooth transition into face to face learning.

**District Actions: Cycle 2 (Dec-Feb)**

Campus principal will partner with DCSI, accountability staff, and middle school principals cohort to improve leadership skills. Campus leadership will also continue to partner with Instructional Leadership Coach to improve strong school leadership.

**District Actions: Cycle 3 (March-May)**

Campus principal will partner with DCSI, accountability staff, and middle school principals cohort to improve leadership skills. Campus leadership will also continue to partner with Instructional Leadership Coach to improve strong school leadership.

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

# Prioritized Focus Area #2

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## Prioritized Focus Area #2

### 5.3 Data-driven instruction.

#### Rationale

A focus on data driven instruction will be the process through which all other programmatic initiatives will be monitored through the lens of student achievement. In 2019-2020, the campus built strong processes with a new leadership team and a significant number of novice and new to campus teachers. While these processes resulted in significant progress on campus climate and culture, student progress lagged, based on the data we were able to collect, absent 2020 STAAR data. Therefore in 2020-2021, we plan to focus on and track evidence of student learning, develop a process to intervene as soon as small gaps are identified to assure student progress. Campus instructional leaders already review periodic (six weeks and middle of the year) disaggregated data to tracks and monitor student progress. While this was useful, we want to provide timely corrective action instead of waiting until cumulative data is available. The campus is developing a plan for teachers to use a weekly corrective instruction action process in PLCs to analyze performance on standards based key learning experiences, identify trends and root causes of student misconceptions, and create and implement interventions based on real time data. Teacher teams have protected PLC time in the master schedule, with Instructional Coach support, to discuss formative and interim student data, effective instructional strategies, instructional adjustments, and weekly interventions focused on meeting the needs of all students, with a focus on students with disabilities and English Learners. The focus on data driven instruction will allow the campus to address elements of other areas of the Effective School Framework while always measuring success based on student performance data.

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

We will concentrate on the PLC planning process, specifically focusing on disaggregating data, providing timely corrective action, and supporting strong instruction. A dedicated IC will be present in all content PLCs to support the planning and implementation of the PLC process. Campus will study and implement the book Leadership Tools for School Principals. Campus will partner with district academic specialists, DCSI, and accountability staff to support data-driven instruction.

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

We will communicate the updates to the PLC planning process through faculty meetings and the beginning PLC meetings. Follow-up trainings will be provided to support, provide feedback, and foster buy-in in the data-driven process.

#### Desired Annual Outcome

Establish and maintain a data-driven culture of high expectations for all students with a focus on evidence of learning by consistently utilizing the Paredes Data-Dive checklist.

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

100% of our core content teachers will begin collaboratively using the Paredes data dive checklist and sharing best practices in PLCs after each unit of short cycle assessment, which will have an impact on student learning. Evidence of the data dive taking place 75% of the time will be the completed using the Paredes Data Dive checklist for the unit.

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

100% of the core content teachers will continue to collaboratively use the Paredes data-dive checklist and adhering best practices in PLCs with an emphasis on identify gaps and examining student work (with responsive action identified) at the end of each unit or short cycle assessment and record their findings on the Paredes Data Dive checklist for the unit 90% of the time.

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

The teachers will continue collaboratively using the Paredes data-dive checklist 100% of the time and sharing best practices in PLCs with an emphasis on planning the reteach based on identified high leverage standards at the end of the unit or short cycle assessment and will be reflected on the Paredes Data-Dive checklist.

#### 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

The campus leadership team has worked hard this year to recruit staff early to fill vacant teacher positions and put programs and systems in place to retain them (e.g. supporting the development of, and offering leadership opportunities to, effective teachers, empowering the staff to make decisions, and improving the teacher mentor program). However, the campus struggles to fill vacancies by the beginning of the school year and continues to have vacancies during the year. District processes and procedures have not yet allowed the campus to be fully staffed by July 1st. Another barrier to success revolves around the reassignment of staff. Campus administration has been trying to focus on the strategic assignment and reassignment of teachers so their strengths best match the needs of students. The leadership team believes the teaching staff does not always fully understand why they have been reassigned. Campus leadership is working to improve in this area, but has been hindered due to balancing multiple demands they face on the campus. Staff sometimes feel the justification for reassignment is not shared with them and perceive this as a lack of transparency on the part of campus administration, which in turn puts a strain on school culture.

**Barriers to Address: Cycle 1 (Sept-Nov)**

Learning the new data-driven process. PLCs in the virtual setting. Consistency across all PLCs.

**Barriers to Address: Cycle 2 (Dec-Feb)**

Interruptions in the school year. The validity of the data with remote testing.

**Barriers to Address: Cycle 3 (March-May)**

The teachers will continue collaboratively using the Paredes data-dive checklist 100% of the time and sharing best practices in PLCs with an emphasis on planning the reteach based on identified high leverage standards at the end of the unit or short cycle assessment and will be reflected on the Paredes Data-Dive checklist.

**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 provides opportunities for on-going coaching and support of the campus leader around professional learning communities, literacy, social emotional learning, professional learning and observation feedback and the district provides access to high quality common formative assessment resources that are aligned to state standards then the campus will be able to provide data driven instructional practices, improve the quality of lesson plans, include formative assessments in order to improve leadership capacity and student achievement through rigorous, differentiated lessons with quality instructional practices.

**District Actions: Cycle 1 (Sept-Nov)**

Campus will partner with district academic specialists, DCSI, and accountability staff to support data-driven instruction.

**District Actions: Cycle 2 (Dec-Feb)**

Campus will partner with district academic specialists, DCSI, and accountability staff to support data-driven instruction.

**District Actions: Cycle 3 (March-May)**

Campus will partner with district academic specialists, DCSI, and accountability staff to support data-driven instruction.

**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*

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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: Yes, we have accomplished our desired 90-day outcome. We have created a structure of our coaching and feedback cycle with our instructional coaches. This was implemented twice per month. The administrative team has identified the tiers of all teachers and the level of additional support needed. Focus Area 2: Yes, we developed and introduced the Paredes Data Dive checklist in core content PLCs. 100% of our core content teachers have begun collaboratively using the Paredes data dive checklist and sharing best practices in core content PLCs.

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

We achieved 8/20 of our student performance goals. We met Math at Masters GL, Science at all performance levels, Social Studies at Masters GL, and Writing at all performance levels. For those we achieved in science and writing, we attribute our success to our strong teams with effective collaboration. For those we missed, we are focusing on how to use the data to make adjustments in PLC to improve performance. For Domain 3, although we missed the targets, we have improved performance with Sped and African American students. For Sped, this is due to inclusion teachers who have experience with the content and the student population.

### **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?**

Next steps will include creating a document that shows the coaching and feedback cycle process.

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

## *Reflection and Planning for Next 90-Day Cycle*

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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?**

We were able to partially meet our focus area 1 goal, and we met our focus area 2 goal. While we did not meet the 100% goal for focus area 1, the majority of core content teachers receive the required number of coaching and feedback cycle per designated tier system. We have met the goal where at least 75% of the feedback received within two school days. We have partnered with an outside consultant, Dr. Gideon, who helps support our collaboration and communication throughout the walk-through process. Campus started with a Google Form for walk-throughs in order to provide immediate feedback. Then, the campus moved to a focus on concurrent teaching with an emailed observation form. The Paredes data-dive checklist is being used after every district assessment. As a part of the data dive, PLCs examine SE performance in order to identify gaps in learning. As a result, PLCs readjust pacing calendars, after examining student work, and determine areas of focus for interventions to support student success.

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

We met 3/20 of our student performance goals. (Science Masters and Social Studies Meets and Masters) Reasons why we improved: Our social studies PLC, which has worked together since last year, is composed of teachers who effectively work as a team in implementing district blended learning resources effectively. We've also seen improvement in our Dual Language classes, which includes 8th grade Science, and our emergent bilingual student population as a result of the training received and the AVID Excel program. Our science PLC has also improved from last year due to the consistent implementation of campus learning protocols and expectations. Reasons why we didn't achieve goals: We've experienced some language barriers between our teachers and students which is exacerbated with remote learning. We continue to use training and instructional tools to bridge this gap. There were several unplanned interruptions that broke the momentum that we were building at the start of the second semester. We continue to strive for excellence at Paredes Middle School.

### **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 will continue with the plan



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

None

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

*Reflection and Planning for Next 90-Day Cycle*

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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**

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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?**

# TIP Assurances

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

**DCSI Name**

Mr. Raul Moreno

**Date**

9/29/2020

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**

Mr. Vicente Salazar

**Date**

9/29/2020

# Comprehensive Needs Assessment

## Demographics

### Demographics Strengths

At Paredes Middle School, we have a student population of around 900 students. The student population is diverse, we have 2.3% Asian, 2.5% two or more races, 9% White, 6.5% Black and African American, 79.7% Hispanic. 16.6% of our student body receive special education services and 26.2% of our students are English Learners (EL). Teachers have received professional learning for working with ELs and SPED students.

### Demographics Weaknesses

The campus has a high mobility rate of about 12%.

### Demographics Needs

Our campus will continue providing professional learning opportunities for the many diverse student groups that attend school at our campus.

### Demographics Summary

We believe that ALL students can be successful. Together we can take Paredes Middle School to the next level. We are a Proud Puma Nation. The diverse make up and special populations of Paredes contribute to a unique student body. The teachers and staff will work towards providing an inclusive learning environment for all learners.

## Student Achievement

### Student Achievement Data Sources

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

# Comprehensive Needs Assessment

## Student Achievement Strengths

What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.

Domain 1: From a 64 scaled score (34 component) to a 70 scaled score (38 component).

Rationale: Our goal is to reach 69% Approaches, 32% Meets, and 11% Masters on all our STAAR tested subjects. At Paredes, we believe achieving these goals is possible for us this year. Our PLCs will be more data-driven and intentional on how we plan and support teachers. We also plan to have increased accountability for our coaching and feedback cycles.

Domain 2B: From a 70 scaled score (34 component) to an 80 scaled score (38 component).

Rationale: We have an Economically Disadvantaged percentage of 90%. By focusing on our campus relative performance we will be supporting a majority of the students on our campus. We have established the focused-five instructional strategies that drive our academic performance.

Domain 3: From a 36 scaled score (2 component) to a 64 scaled score (18 component).

Rationale: At our school, we have an EL percentage of 29% and a SpEd percentage of 16%. Through our PLCs, we will use the data-driven approach to disaggregate data in order to track and monitor our support of all of our student groups. We will also support our ELs through strong literacy practices and the AVID Excel class.

What changes in student group and subject performance are included in these goals?

Domain 1: We are aiming to improve by 8% approaches, 3% meets, and 2% masters across all subjects.

Domain 2B: We are prioritizing our Eco Dis population and their achievement across the board for Domain 2.

Domain 3: We are targeting our support for our ECD and SPED populations for Domain 3. We will also continue to improve our EL populations progress on our campus' TELPAS data.

## Student Achievement Weaknesses

We were only able to achieve 1 out of 49 of our Domain 3 accountability targets. Some of the gaps between the Domain 3 targets and our 2019 results are fairly small, so we believe we will be able to hit more targets this year.

## Student Achievement Needs

Analyze data and work with tier two and tier three students in order to close the achievement gap.

## Student Achievement Summary

# Comprehensive Needs Assessment

This school year, we will focus on disaggregating and analyzing our data in order to support our student groups with the greatest needs, while still supporting all students.

# Comprehensive Needs Assessment

## School Culture and Climate

### School Culture and Climate Data Sources

District Family Survey results  
Staff (TELL) Survey results  
Student Survey results

### School Culture and Climate Strengths

At Paredes, we take pride in our school culture and climate. Our TELL Staff and Student surveys indicate that Paredes is both a great school to work at, and a great school to learn in. Paredes has grade level, content, and vertical PLCs that support the development of teachers and leaders on our campus. We incorporate SEL in our lessons at school so our teachers have the opportunity to build community. All academic and elective teachers are supported by instructional coaches that are a part of the instructional leadership team. The instructional coaches share teacher concerns and needs during instructional leadership meetings

### School Culture and Climate Weaknesses

The 2019-2020 TELL data shows that Paredes's climate and culture is below the district average in many areas. The general climate is at 63% and the district's average is 80%. School leadership is 62% at Paredes and 79% for the district. Principal leadership at Paredes is at 59% and the district is at 79%. Teacher leadership is at 54% at Paredes and 79% for the district.

### School Culture and Climate Needs

With the new leadership at our campus, Paredes can benefit from staff community and team building activities. We will provide additional opportunities for teacher leaders to lead campus initiatives and work groups. We will check in on our progress with the faculty to determine next steps throughout the year.

### School Culture and Climate Summary

Excellence is our standard so we will continue to strive towards excellence together. As a school, we want to empower students and help them believe they can succeed, regardless of their circumstances and the adversity they face. We hope to foster an environment of lifelong learners, not only of students, but faculty and staff as well.

# Comprehensive Needs Assessment

## School Culture and Climate Summary (Continued)

As a school community, we will continue to listen and learn from our students, staff, parents and community members. Through collaboration and a common understanding, we will make informed decisions that will benefit the school community as a whole. We will nurture positive and productive relationships that benefits students' needs academically, socially, and emotionally.?

We believe that ALL students can be successful. Together we can take Paredes Middle School to the next level. We are a Proud Puma Nation.

# Paredes 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. (C1) Create walkthrough calendar and tracking system (Google Forms)	Principal	Sept/Oct		Criteria: Walkthrough calendar, Google form 11/16/20 - Significant Progress
2. (C1) Start book study on Leading with Intention	CLT	Sept/Oct		Criteria: Book study presentation 11/16/20 - On Track
3. (C1) The instructional team will calibrate their new walkthrough system	Principal	Sept/Oct		Criteria: Walkthrough calendar, Google form 12/10/20 - Significant Progress 11/16/20 - Some Progress
4. (C1) Establish weekly operational and instructional meetings that have an emphasis on progress monitoring and data analysis	Principal	Sept/Oct		Criteria: Meeting agendas 11/16/20 - On Track
5. (C1) Create individual coaching sessions (bi-weekly) with principal/assistant principals and ICs	Principal	Sept/Oct		Criteria: Meeting agendas 12/10/20 - On Track
6. (C1) Create standing cabinet meetings (monthly) to discuss overall logistics, culture, and climate of the campus	CLT	Sept/Oct		Criteria: Meeting agendas 11/16/20 - On Track
7. (C2) Update walkthrough calendar and tracking system based on the results of cycle 1	Principal	Dec/Jan		Criteria: walkthrough calendar 04/01/21 - On Track
8. (C2) Continue book study on Leading with Intention	CLT	Dec/Jan		Criteria: book study presentation 04/01/21 - Significant Progress
9. (C2) Adjust weekly operational and instructional meetings that have an emphasis on progress monitoring and data analysis as needed for the face to face learning	Principal	Dec/Jan		Criteria: meeting agendas 04/01/21 - Significant Progress
10. (C2) Continue individual coaching sessions (bi-weekly) with principal/assistant principals and ICs and follow-up on leaders	Principal	Dec/Jan		Criteria: meeting agendas 04/01/21 - On Track



# Paredes 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
walkthroughs and individual goals				
11. (C3) Update walkthrough calendar and tracking system based on the results of cycle 2 observations, newly created intervention sections, and the Middle of Year assessment data.	Principal	Mar/Apr		Criteria: updated walkthrough calendar  04/20/21 - On Track
12. (C3) Finish book study on Leading with Intention	Principal	Mar/Apr		Criteria: book study presentation  04/20/21 - On Track
13. (C3) Adjust weekly operational and instructional meetings with adjustments based on student and teacher needs	CLT	Mar/Apr		Criteria: meeting agendas  04/20/21 - On Track
14. (C3) Conduct end of year principal/assistant principals and ICs conference meetings that reflect on their progress throughout the year.	Principal	Mar/Apr		Criteria: end of year meeting dates  06/01/21 - Completed

# Paredes 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 5.3) Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. (C1) Develop system to provide regular corrective instruction and extension plans	Instructional Coaches	Sept/Oct		Criteria: corrective instruction system 11/16/20 - On Track
2. (C1) Create a data dive protocol that promotes shared ownership of articulated roles and responsibilities	Assistant Principal	Sept/Oct		Criteria: data protocol 11/16/20 - On Track
3. (C1) Create an intentional master schedule with built in time for purposeful planning and data driven instruction	Principal	Sept/Oct		Criteria: Master schedule 11/16/20 - Completed
4. (C1) Embed the correction action planning process in our data dive protocol	CLT	Sept/Oct		Criteria: data protocol 11/16/20 - Completed
5. (C1) Use IReady data to identify gaps in student learning	Instructional Coaches	Sept/Oct		Criteria: Iready reports 12/10/20 - Significant Progress 11/16/20 - Some Progress
6. (C2) Monitor system to provide regular corrective instruction and extension plans	CLT	Dec/Jan		Criteria: corrective instruction system updates 04/01/21 - On Track
7. (C2) Implement data dive protocol that promotes shared ownership of articulated roles and responsibilities	Instructional Coaches	Dec/Jan		Criteria: data protocol 04/01/21 - On Track
8. (C2) Embed the corrective action planning process in our data dive template with an emphasis on identifying the gap	Instructional Coaches	Dec/Jan		Criteria: data protocol - identifying the gap 04/01/21 - Significant Progress
9. (C3) Monitor system to provide regular corrective instruction and extension plans	CLT	Mar/Apr		Criteria: corrective instruction system updates 04/20/21 - Significant Progress
10. (C3) Continue implementing the data dive	Instructional Coaches	Mar/Apr		Criteria: data protocol

# Paredes 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 5.3) Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
protocol that promotes shared ownership of articulated roles and responsibilities				04/20/21 - On Track
11. (C3) Embed the corrective action planning process in our data dive template with an emphasis on planning the reteach based on identified high leverage standards	Instructional Coaches	Mar/Apr		Criteria: data protocol - planning the reteach 04/20/21 - On Track

# Paredes 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
1. Each grade level cohort attends a college visit	Admin, Gear Up Facilitator, Grade Level Lead	June 2020		Criteria: Attendance Roster of students attending the college visit

# Paredes 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: HS 80% - MS 50% - ES 20% 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
3. Support college and career readiness but researching colleges and careers inside of all CTE classes. (Target Group: CTE) (Strategic Priorities: 3)	Teachers	ongoing		Criteria: Students in all CTE courses will have evidence of career and college research.  10/02/20 - Pending

# Paredes 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 3.** (Recruitment and Retainment) To set up a recruitment plan for incoming 6th grade AVID and AVID Excel students. This will include recruiting through elementary site visits, Elementary Nights on our campus, virtual college nights, and digital application. As for our future 7th and 8th grade AVID and AVID Excel students, we would like a retainment plan and interview process for those students wanting to join AVID and for those wanting to continue to stay in AVID and AVID Excel.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Recruitment Fall & Spring Elementary Feeder School visits, Digital Application available on those visits and on campus website, Interview space and time allotted for new students to join and for those wanting to continue, College Information Night (once in the Fall and once in the Spring), Active communication with Counselors of Elementary Schools. (Target Group: ECD,ESL,M,F,5th,6th,7th )	AVID Coordinator, AVID SI trained teacher, AVID Team, AVID Trained Teachers, Counselor	May 2021	(O)AVID	

# Paredes Middle School

**Goal 4.** (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](http://austinisd.org/sustainability)

**Objective 1.** (Food) Food

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers, students and staff complete Nutrition and Food Services Survey (Target Group: All)	Admin, Cafeteria staff	May 2021		Criteria: Completion Rate of submitted survey

# Paredes Middle School

**Goal 5.** (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. Regularly scheduled CAC meetings		May 2021		Criteria: CAC Sign Ins and/or meeting notes
2. To provide exceptional customer service and meet or exceed the district expectations on	Office Staff	May 2021	(O)Other - \$50	



# Paredes Middle School

**Goal 6.** (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.** (Coordinated School Health) We will continue to implement a Coordinated School Health plan on our campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Form a Coordinated School Health team that meets 4 times a year to plan and implement the District's Coordinated School Health events, as well as other campus Coordinated School Health events and/or activities.	Administrative Team, PE Coach	10/9/2020		Criteria: meeting notes, tweets of events
2. Students, families, and staff are knowledgeable about the services and supports that are available at or through school including physical, mental, behavioral, and emotional health.	Admin, Administrative Assistant, CATCH Team, CIS Leader, Counselor	12/31/2020		Criteria: school website/and or flyers/brochures

# Paredes Middle School

**Goal 6.** (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: Employee Wellbeing) We will support the wellbeing of all employees by promoting a healthy work-life balance through initiatives targeting staff's physical, mental, emotional, and nutritional wellbeing.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Participate in Healthy Heart Week, as part of the district's Coordinated School Health initiative.	Administrative Assistant, Administrative Team, Cafeteria staff, CATCH Team	2/28/2021		Criteria: Event pictures, tweets, website
2. Identify a campus-based Wellness Champion, who will be responsible for sharing all wellness announcements from the district wellness coordinator.	PE Teacher, Principal	8/31/2020		Criteria: Emails
3. Offer at least 3 staff wellness opportunities per year.	CATCH Team	06/1/2021		Criteria: Emails, flyers, pictures

# Paredes Middle School

**Goal 6.** (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.** (Health and Wellness: Student Fitness) We will achieve health and fitness for students through increased student participation in physical activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Plan and implement Physical Education lessons that include 50% of moderate to vigorous physical activity weekly.	Administrative Team, PE Teacher	6/1/2021		Criteria: Administration observations
2. Increase the number of classroom teachers implementing physical activity during the instructional day using identified AISD Brain Break Resources, Go Noodle, or other forms of brain breaks.	Administrative Team, CATCH Team, Teachers	5/31/2021		Criteria: Brain break schedule, activities listed in lesson plans

# Paredes Middle School

**Goal 7.** (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. 90% compliance on initial, transfer and annual 504 meetings held on time. (Strategic Priorities: 4)	504 Coordinator, Counselor, CST Team	May 31, 2021		Criteria: 504 plans; minutes of meetings; calendar of events.
2. 90% compliance on initial, transfer and annual ARD meetings held on time.	Special Education Staff, SpEd Administrator, SpEd Department Chair	May 31, 2021		Criteria: ARD meetings; ARD calendar

# Paredes Middle School

**Goal 7.** (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 2.** Increase parent/guardian participation in 504/ARD meetings to >75%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase parent/guardian participation in 504/ARD meetings by utilizing phone conferences, as well as virtual programs such as TEAMS and ZOOM.	504 Coordinator, Counselor, Special Education Staff, SpEd Department Chair	May 31, 2021		

# Paredes Middle School

**Goal 8.** (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. Introduce and discuss new and old SEL strategies for teachers to try in their classrooms. Sharing ideas and information on strategies that have worked with the SEL team, Leadership and CIS. Increase the number of teachers involved on the SEL site team and provide these instructions through professional development. (Target Group: All)	AVID Team, Leadership Team, SEL Campus Coordinator, SEL Committee	May 2021		

## SY 20-21 CIP Developers List

Name	Position
Moreno, Raul	DCSI
Salazar, Vicente	Principal
Smith, Susie	AP
Brown, Daniel	Central Office
Medrano, Janeth	IC
Walls, Vivian	Teacher
Hartman, Melanie	Teacher
Moreno, Joshua	Teacher
Almanza, Melissa	Teacher
Gomez, Carlos	Teacher
Bartz, Martha	Teacher

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments											
							2019 Results	2020 Baseline Data (Optional)	Cycle 1 (Sept - Nov)			Cycle 2 (Dec - Feb)			Cycle 3 (Mar - May)			2021 Accountability Goal
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	63		District Benchmark	71		District Interim	71		District Benchmark	71		71
		All	All	Reading	Meets	STAAR	31		District Benchmark	34		District Interim	34		District Benchmark	34		34
		All	All	Reading	Masters	STAAR	13		District Benchmark	15		District Interim	15		District Benchmark	15		15
		All	All	Mathematics	Approaches	STAAR	68		District Benchmark	76		District Interim	76		District Benchmark	76		76
		All	All	Mathematics	Meets	STAAR	33		District Benchmark	36		District Interim	36		District Benchmark	36		36
		All	All	Mathematics	Masters	STAAR	12		District Benchmark	14		District Interim	14		District Benchmark	14		14
		All	All	Science	Approaches	STAAR	60		District Benchmark	68		District Interim	68		District Benchmark	68		68
		All	All	Science	Meets	STAAR	26		District Benchmark	29		District Interim	29		District Benchmark	29		29
		All	All	Science	Masters	STAAR	9		District Benchmark	11		District Interim	11		District Benchmark	11		11
		All	All	Social Studies	Approaches	STAAR	43		District Benchmark	51		District Interim	51		District Benchmark	51		51
		All	All	Social Studies	Meets	STAAR	16		District Benchmark	19		District Interim	19		District Benchmark	19		19
		All	All	Social Studies	Masters	STAAR	5		District Benchmark	7		District Interim	7		District Benchmark	7		7
		All	All	Writing	Approaches	STAAR	55		District Benchmark	63		District Interim	63		District Benchmark	63		63
		All	All	Writing	Meets	STAAR	25		District Benchmark	28		District Interim	28		District Benchmark	28		28
		All	All	Writing	Masters	STAAR	6		District Benchmark	8		District Interim	8		District Benchmark	8		8
2. Domain 3 Focus 1	Focus 1 Components Academic Achievement	All	ECD	Reading	Meets	STAAR	29		District Benchmark	33		District Interim	33		District Benchmark	33		33
		All	SpEd	Mathematics	Meets	STAAR	20		District Benchmark	23		District Interim	23		District Benchmark	23		23
3. Domain 3 Focus 2	Focus 2 Components Student Success indicators	All	SpEd	ALL	ALL	STAAR	20		District Benchmark	23		District Interim	23		District Benchmark	23		23
		All	ECD	ALL	ALL	STAAR	32		District Benchmark	38		District Interim	38		District Benchmark	38		38
4. Domain 3 Focus 3	ELP Component	All	Els	TELPAS	All	TELPAS	15		District Benchmark	36		District Interim	36		District Benchmark	36		36