

Gorzycki Middle School

Campus Improvement Plan

2020/2021

Excel today, Lead tomorrow



GORZYCKI
MIDDLE SCHOOL
AUSTIN Independent School District

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Date Reviewed:

DMAC Solutions ®

Page 1 of 36

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Campus Mission

To create a secure and collaborative climate where the Gorzycki community is empowered to challenge, design, build and lead tomorrow's world citizens through awareness and engagement.

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

% of beginning teachers (TAPR)

% teacher turnover

<https://txschools.gov/>

Demographics Strengths

STAAR Performance 2018-2019

- African American passing Reading STAAR improved from 80% (2018) to 89% (2019)
- African American passing Math STAAR improved from 82% (2018) to 89% (2019)
- Econ Dis passing Reading STAAR improved from 79% (2018) to 80% (2019)
- Econ Dis passing Math STAAR improved from 77% (2018) to 84% (2019)
- Econ Dis Writing STAAR improved from 50% (2018) to 71% (2019)

11% of teachers are first year teachers

36% of teachers have 11-20 years of experience

Our teacher ethnicity is comparable to student ethnicity

African American students 1.5%. African American teachers 1.3%

Hispanic students 21.6%. Hispanic teachers 19.5%

White students 65.4% White teachers 77.8%

African American students enrolled in GT 18.5%

Hispanic Students enrolled in GT 14.1%

Demographics Weaknesses

Students in special programs still struggling to reach Meets standards academically.

Demographics Needs

Comprehensive Needs Assessment

There is a need to continually review strategies to support ESL/ELL, SpEd and 504 identified learners within an accelerated, alternative, academic environment while meeting standards. Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines.

There is a need to remain culturally aware of our current learner needs.

There is a need to establish and maintain strong, positive relationships for all learners.

Demographics Summary

GMS will continue to support students in special programs by providing PD for teachers and including special education support staff in PLCs with content area general education teachers.

GMS will continue new teacher mentor program to promote growth and retention of teachers on the campus.

2020-21 Campus and Targeted Improvement Plan Checklist: Gorzycki (62)

Refer to the Notes column for requirement criteria. Required data should be addressed somewhere in the CIP/TIP.

Indicator	Data Source	2019 State Accountability Ratings				Notes
		2017-18	2018-19	2019-20	2020-21 Goal	
State Overall Scaled Score	TEA	94	91	No Data	TBD	
State Domain 1: Academic Achievement Scaled Score	TEA	94	94	No Data	TBD	
State Domain 2, Part A: Student Growth Scaled Score	TEA	84	81	No Data	TBD	Required to be addressed if any 2018-19 scaled scores were less than 70.
State Domain 2, Part B: Relative Performance Scaled Score	TEA	79	80	No Data	TBD	
State Domain 3: Closing the Gaps Scaled Score	TEA	95	85	No Data	TBD	
Consistently Underperforming/Historically Underserved Student Groups	TEA	--	none	No Data	none	Required to be addressed if any groups were identified in 2018-19
2019-20 Strategic Plan Scorecard Goal 1: Increase student achievement through a strong literacy foundation for all.						
% of English Learners at Advanced High or made one year of Composite Progress	TELPAS	54	33	No Data	>36	Required if < 36
2019-20 Strategic Plan Scorecard Goal 2: Ensure personal development and critical thinking skills through excellence in learning experiences.						
Campus SEL implementation survey score	SEL Survey	69	73	No Data	TBD	GPM 2.5. SY 2020-21 goal pending finalized Strategic Plan Scorecard. Recommended if MS/HS <50, ES <61
2019-20 Strategic Plan Scorecard Constraint 3: Do not allow the district to conduct itself in an inequitable or discriminatory manner.						
% African American students enrolled in Gifted/Talented (GT) programs	TEAMS	17.9	18.5	No Data	TBD	CPM 3.3. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
% Hispanic students enrolled in Gifted/Talented (GT) programs	TEAMS	13.5	14.1	No Data	TBD	CPM 3.4. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
My classmates treat me with respect	Student Climate Survey	NA	86	90	TBD	CPM 3.5. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
My classmates show respect to each other	Student Climate Survey	NA	86	90	TBD	CPM 3.5. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
My classmates show respect to others who are different	Student Climate Survey	NA	86	90	TBD	CPM 3.5. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
# home suspensions (all students)	Student Services	18	21	No data	TBD	CPM 3.6. SY 2020-21 goal pending finalized Strategic Plan Scorecard.
Campus rating on the Coordinated School Health (CSH) Survey	Physical Education	Exemplary	Exemplary	No Data	Exemplary or Recognized	CPM 3.7 Required to be addressed if 2018-19 was not Exemplary or Recognized
Campus' rating on the current year's GT Campus Accountability Monitoring Plan	Advanced Academics	Compliance	Exemplary	Compliance	Exemplary or Recognized	Required to be addressed if 2019-20 was not Exemplary or Recognized. Ratings for campuses with extenuating circumstances will be recalculated after buildings reopen. No one has been penalized in existing calculations for not completing tasks because they could not return to their campuses.

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Total Students: 1,280
Grade Span: 06 - 08
School Type: Middle

District Name: AUSTIN ISD
Campus Name: GORZYCKI MIDDLE
Campus Number: 227901062

Student Information	Count	Campus Percent	District	State
Total Students	1,280	100.0%	79,787	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.4%	0.3%
Pre-Kindergarten	0	0.0%	6.2%	4.4%
Kindergarten	0	0.0%	7.8%	6.9%
Grade 1	0	0.0%	7.9%	7.1%
Grade 2	0	0.0%	7.7%	7.2%
Grade 3	0	0.0%	7.5%	7.3%
Grade 4	0	0.0%	7.9%	7.6%
Grade 5	0	0.0%	7.7%	7.7%
Grade 6	458	35.8%	7.1%	7.7%
Grade 7	425	33.2%	7.0%	7.5%
Grade 8	397	31.0%	6.5%	7.5%
Grade 9	0	0.0%	7.5%	8.1%
Grade 10	0	0.0%	6.7%	7.4%
Grade 11	0	0.0%	6.2%	6.9%
Grade 12	0	0.0%	5.9%	6.5%
Ethnic Distribution:				
African American	19	1.5%	7.1%	12.6%
Hispanic	276	21.6%	55.5%	52.6%
White	837	65.4%	29.5%	27.4%
American Indian	3	0.2%	0.1%	0.4%
Asian	88	6.9%	4.4%	4.5%
Pacific Islander	1	0.1%	0.1%	0.2%
Two or More Races	56	4.4%	3.2%	2.4%
Economically Disadvantaged	71	5.5%	53.5%	60.6%
Non-Educationally Disadvantaged	1,209	94.5%	46.5%	39.4%
Section 504 Students	248	19.4%	9.4%	6.5%
English Learners (EL)	32	2.5%	27.2%	19.5%
Students w/ Disciplinary Placements (2017-18)	1	0.1%	1.1%	1.4%
Students w/ Dyslexia	163	12.7%	7.2%	3.6%
At-Risk	230	18.0%	49.4%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	146			
By Type of Primary Disability				
Students with Intellectual Disabilities	56	38.4%	47.7%	42.4%
Students with Physical Disabilities	7	4.8%	20.2%	21.9%
Students with Autism	37	25.3%	13.0%	13.7%
Students with Behavioral Disabilities	46	31.5%	18.6%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.5%	1.4%
Mobility (2017-18):				
Total Mobile Students	37	2.9%	16.4%	15.4%

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Student Information	Campus		Percent	District		State
	Count	Percent		Count	Percent	
By Ethnicity:						
African American	0	0.0%				
Hispanic	8	0.6%				
White	27	2.1%				
American Indian	0	0.0%				
Asian	1	0.1%				
Pacific Islander	0	0.0%				
Two or More Races	1	0.1%				

Student Information	Non-Special Education Rates		Special Education Rates	
	Campus	District	Campus	District
Retention Rates by Grade:				
Kindergarten	-	1.2%	-	4.4%
Grade 1	-	2.2%	-	4.0%
Grade 2	-	1.5%	-	2.3%
Grade 3	-	0.7%	-	1.0%
Grade 4	-	0.4%	-	0.3%
Grade 5	-	0.2%	-	0.5%
Grade 6	0.0%	0.1%	0.0%	0.3%
Grade 7	0.0%	0.1%	0.0%	0.6%
Grade 8	0.0%	0.3%	0.0%	0.2%
Grade 9	-	8.7%	-	16.2%

Class Size Information	Campus		District		State
	Campus	Percent	Count	Percent	
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):					
Elementary:					
Kindergarten	-	-	19.0	18.9	18.9
Grade 1	-	-	18.9	18.8	18.8
Grade 2	-	-	17.8	17.8	18.7
Grade 3	-	-	18.2	18.2	18.9
Grade 4	-	-	18.1	18.1	19.2
Grade 5	-	-	23.0	23.0	21.2
Grade 6	22.8	-	19.7	20.4	20.4
Secondary:					
English/Language Arts	12.4	-	16.2	16.6	16.6
Foreign Languages	20.8	-	18.2	18.9	18.9
Mathematics	19.0	-	18.5	17.8	17.8
Science	12.9	-	19.1	18.9	18.9
Social Studies	12.7	-	19.5	19.3	19.3

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 1,280
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School Type: Middle

District Name: AUSTIN ISD
Campus Name: GORZYCKI MIDDLE
Campus Number: 227901062

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	98.3	100.0%	100.0%	100.0%
Professional Staff:	83.3	84.7%	63.0%	64.1%
Teachers	76.2	77.5%	49.9%	49.8%
Professional Support	3.1	3.1%	9.7%	10.1%
Campus Administration (School Leadership)	4.0	4.1%	3.0%	3.0%
Educational Aides:	15.0	15.3%	8.5%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	87.0	4,414.0
Part-time	1.0	n/a	25.0	572.0
Counselors				
Full-time	1.0	n/a	169.0	12,433.0
Part-time	2.0	n/a	48.0	1,097.0
Total Minority Staff:	22.0	22.4%	55.6%	50.4%
Teachers by Ethnicity and Sex:				
African American	1.0	1.3%	5.7%	10.6%
Hispanic	14.9	19.5%	32.4%	27.7%
White	59.3	77.8%	57.5%	58.4%
American Indian	0.0	0.0%	0.3%	0.3%
Asian	1.0	1.3%	2.3%	1.7%
Pacific Islander	0.0	0.0%	0.1%	0.2%
Two or More Races	0.0	0.0%	1.6%	1.1%
Males	24.8	32.6%	25.3%	23.8%
Females	51.4	67.4%	74.7%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	1.4%
Bachelors	59.2	77.6%	79.8%	73.6%
Masters	17.0	22.4%	18.8%	24.3%
Doctorate	0.0	0.0%	0.7%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	8.7	11.4%	10.7%	7.0%
1-5 Years Experience	11.3	14.8%	29.3%	28.9%
6-10 Years Experience	20.9	27.5%	18.5%	19.0%
11-20 Years Experience	27.3	35.9%	26.2%	29.3%
Over 20 Years Experience	8.0	10.5%	15.3%	15.7%
Number of Students per Teacher	16.8	n/a	14.4	15.1

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Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	13.0	6.2	6.3
Average Years Experience of Principals with District	13.0	5.9	5.4
Average Years Experience of Assistant Principals	6.0	5.3	5.3
Average Years Experience of Assistant Principals with District	6.0	4.9	4.7
Average Years Experience of Teachers:			
Average Years Experience of Teachers with District:	10.7	10.5	11.1
	8.0	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$49,937	\$48,927	\$47,218
1-5 Years Experience	\$49,697	\$49,451	\$50,408
6-10 Years Experience	\$50,040	\$49,945	\$52,786
11-20 Years Experience	\$51,821	\$51,430	\$56,041
Over 20 Years Experience	\$57,990	\$59,003	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$51,451	\$51,464	\$54,122
Professional Support	\$52,752	\$61,372	\$64,069
Campus Administration (School Leadership)	\$80,728	\$79,618	\$78,947
Instructional Staff Percent:	n/a	61.6%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	5.5	6.043.6

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 1,280
 Grade Span: 06 - 08
 School Type: Middle

District Name: AUSTIN ISD
 Campus Name: GORZYCKI MIDDLE
 Campus Number: 227901062

Program Information	Campus		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	31	2.4%	29.1%	19.7%
Career & Technical Education	918	71.7%	28.7%	26.3%
Gifted & Talented Education	208	16.3%	9.7%	8.1%
Special Education	146	11.4%	12.0%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.3	0.3%	17.0%	6.4%
Career & Technical Education	6.8	9.0%	4.1%	4.9%
Compensatory Education	0.0	0.0%	2.5%	2.7%
Gifted & Talented Education	0.8	1.0%	0.3%	2.0%
Regular Education	31.0	40.7%	52.4%	71.4%
Special Education	15.2	20.0%	13.7%	9.1%
Other	22.1	29.0%	10.1%	3.6%

'N' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
 '*' Indicates results are masked due to small numbers to protect student confidentiality.
 '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
 '***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
 '-' Indicates there are no students in the group.
 'n/a' Indicates data reporting is not applicable for this group.
 '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

PPFT results for teachers
Staff (TELL) Survey results
Staff Development

Staff Quality, Recruitment and Retention Strengths

- Teachers are encouraged to reflect on their own practice
- Professional learning opportunities are aligned with the school's improvement plan
- Professional development enhances teacher's abilities to improve student learning
- Teacher placements are strategic, based on student need, and teacher strengths

Staff Quality, Recruitment and Retention Weaknesses

we do not have a high turn over rate for teachers or support staff,

Staff Quality, Recruitment and Retention Needs

continue needed support for special education staff.

Staff Quality, Recruitment and Retention Summary

Teachers are encouraged and supported as they complete professional Pathways for Teachers. When we have open positions, we use referrals from high performing teachers in the recruitment and selection of staff. Teacher leaders serve on interview committees. Ongoing support includes administrative observation and instructional coaching. Teachers are invited to attend learning walks with administrators and teacher leaders. Campus mentor program continues to be supported for all new to the district/ new to campus teachers. Staff members are selected based upon certification areas, technology adaptability, experience in best practices with struggling learners and relationship

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

building skills.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

GT-CAMP ratings

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

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

Curriculum, Instruction and Assessment Strengths

- curriculum aligned to YPG and TEKS
- dedicated time for common assessments
- Instructional materials with key ideas, essential questions
- alignment of grade level content area teachers
- classroom visits

Curriculum, Instruction and Assessment Weaknesses

- data review of formative assessments and interventions/reteach for students not meeting the standards

Curriculum, Instruction and Assessment Needs

PLC planning time as priority

technological support and training

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary

Campus teachers create daily lessons plans that include clear objectives and aligned activities. Instructional materials contain depth and rigor to engage students. Teachers are provided needed virtual instructional platforms to engage students. Teachers continue to implement district provided curriculum.

Family and Community Involvement

Family and Community Involvement Data Sources

District Family Survey results
<https://txschools.gov/>

Family and Community Involvement Strengths

- the school does a good job of encouraging parent/guardian involvement
- this school maintains clear, two-way communication with the community
- community members support teachers, contributing to their success with students
- Parents/guardians are influential decision makers in this school
- Parents/guardians know what is going on in this school

Family and Community Involvement Weaknesses

disparity between district communications to community and school communications with community

Family and Community Involvement Needs

continue to encourage and support community and family involvement

Family and Community Involvement Summary

Comprehensive Needs Assessment

This school has an active Campus Advisory Council (CAC) that holds regular open meetings, includes members that are parents, community representatives, and staff. It has elected officers that reviews campus' TAPR and other needs assessment data, provides input on the Campus Improvement Plan, approves the campus budget, and approves the campus professional learning plan each year.

GMS will continue to ensure consistency, clarity and inclusivity of all messages, and encourage opportunities for authentic engagement of parents, residents, community members and business partners

Foster dynamic relationships and a common culture to enrich student learning experiences and strengthen the community

School Context and Organization

School Context and Organization Data Sources

% teacher turnover
CAPR results for administrators
GT-CAMP ratings
Staff (TELL) Survey results

School Context and Organization Strengths

- Campus leaders have a comprehensive list of responsibilities, including teachers assigned for supervision
- weekly meetings as an administrative team
- weekly meetings in PLC
- Performance expectations are clear and measurable
- Principal improves and coaches campus leadership
- Teachers are encouraged to participate in leadership roles
- Plan for Professional Learning

School Context and Organization Weaknesses

- The faculty has an effective process for making group decisions to solve problems
- teachers have an appropriate level of influence on decision making in this school
- documentation of teacher professional learning

Comprehensive Needs Assessment

School Context and Organization Needs

continued support of teacher leaders and leadership staff. Continue monitoring classroom visits and learning walks as related to the virtual environment
Create a plan for embedded professional development to provide teachers time to complete GT trainings.

School Context and Organization Summary

Campus instructional leaders meet weekly to discuss campus concerns, campus needs, teachers and student needs.
Gorzycki Cabinet meets monthly to discuss and make decisions to support campus, teachers and student needs and concerns.

Comprehensive Needs Assessment

Technology

Technology Data Sources

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

Technology Strengths

100% of those surveyed believe our school is provided instructional resources commensurate with student needs

Technology Weaknesses

lack of updated equipment for virtual learning. Online learning PD and continued support for teachers and staff.

Technology Needs

89% of teachers believe they have adequate access to instructional technology, including computers, printers, software and internet

Technology Summary

GMS will continue to implement thoughtful and developmentally appropriate use of technology with students. Teachers have gone above and beyond to create engaging and rigorous curriculum via BLEND and google classroom. Students and families are supported online and during face to face instruction.

Gorzycki Middle School

Goal 1. (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. Build a campus SEL team that provides weekly SEL lessons and activities to teachers. Model SEL activities with teachers during meetings. Create welcoming rituals and optimistic closings. Students and teachers participate in reflection surveys (Target Group: All) (Strategic Priorities: 1) (ESF: 1,1.1,3)	Administrators, Campus Committees	monthly	(L)Campus BTO, (L)SEL Activities, (O)3 Signatures Practices	Criteria: BLEND course completion implementation of SEL campus wide student and teacher weekly participation in SEL activities students complete reflection survey after SEL lesson Faculty meeting agendas PD agendas Sown to grow mood meter 12/16/20 - Some Progress 10/15/20 - Pending

Gorzycki Middle School

Goal 1. (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

Objective 2. (SEL Critical Practice 3) Create safe, supportive, and equitable learning environments that promote all students' social and emotional development.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students acquire knowledge and skills necessary to understand and manage emotions, set and achieve goals, and establish and maintain positive relationships. BLEND SEL activities/lessons for campus Excel teachers to use with students 3 Signatures Practices (Target Group: All) (Strategic Priorities: 2,3) (ESF: 1,1.2,2,2.1,4,4.1)	Administrative Team, SEL Campus Coordinator, SEL Committee, Teachers	monthly	(L)Campus BTO, (L)SEL Activities, (O)3 Signatures Practices	Criteria: BLEND course completion Student SEL reflection survey PD agendas Faculty meeting agendas Student Survey Tell Survey Mood meter 12/16/20 - Some Progress 10/15/20 - Some Progress

Gorzycki Middle School

Goal 1. (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

Objective 3. (Social Emotion Learning PD for campus teachers) To provide ongoing, embedded professional development to teachers and staff on the implementation of SEL strategies.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide ongoing embedded PD for campus teachers and staff through faculty meetings, GCAB meetings, department meetings, Kid Day team time (Target Group: All,AtRisk) (Strategic Priorities: 1) (ESF: 1,1.2)	Academic Leadership Team, Administrative Team, Campus Leadership Team, Counselor, SEL Campus Coordinator, SEL Committee	monthly	(L)Campus BTO, (L)SEL Activities	Criteria: Faculty meeting agendas PD agendas GCAB Agendas Kid Day/PLC agendas 12/16/20 - Some Progress 12/16/20 - Pending 12/16/20 - On Track

Gorzycki Middle School

Goal 2. (GT Professional Learning) In 2019-2020 school year we received compliance rating for teacher professional development. We did not reach or goal of 100% participation for teacher GT professional learning 30 hours foundations and 6 hour update. 2018-2019 we had 94% completion in this area.

Objective 1. (Professional Learning for campus staff.) Ensure that 100% of our core teachers complete either the 30 hours Foundations training or their 6 hour update.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus will use professional development days to ensure teachers complete GT 6 hour update or register and begin GT 30 hour Foundations training (Target Group: GT) (Strategic Priorities: 3) (ESF: 4,4.1)	GT Advocate	February 28 2021	(F)2019-2020 GT Accountability, (L)GT PD 11-3-20, (L)GT teacher feedback for identified students	Criteria: HCP Teachers GT certificates upon completion. Teachers complete feedback on newly identified students Faculty meeting agendas/PD agenda 12/16/20 - Completed 10/15/20 - Pending

SY 20-21 CIP Developers List

Name	Position
Mitchell, Cathryn	Campus Administrator
Black, Whitney	Campus Administrator
Summers, Benjamin	Campus Manager
Almaraz-Ortiz, Christina	campus manager
Bowen, Griselda	classified representative
Hawkins Decaire, Chloe	Teacher
Ledak, Stephanie	Teacher
Mazac, Emily	Teacher
Mielke, Lisa	Teacher
Rathsack, Arrion	no campus participant Co-Chair

3 SEL Signature Practices - Blend Course Resources

The three SEL signature practices create conditions for growth and learning across all SEL competencies, while using culturally responsive strategies to help support collaborative environments, for both students and adults. When used consistently, the three signature practices create conditions for growth and learning across all SEL competencies, while using culturally responsive strategies to help create collaborative environments.

1. Welcoming Rituals

All Levels

- [Develop a check-in process](#): Greet every student at the door, offering them choice on a greeting, or use a chart to place a sticky with the students name (i.e. RULER chart)
- [Welcoming Ritual Smore](#): This Smore offers a variety of resources and suggestions of Welcoming Rituals for the remote environment
- [Ice breaker questions](#) for elementary and secondary students.

Elementary Students

- [Pk-5 Welcoming Rituals](#)
- Implement [Morning Meetings](#) into your classroom experience
 - i. To learn more about Morning Meetings, please check out that BLEND course.
- [Second Step](#): *Using the greeting activities within the daily lessons as springboard to create something that is meaningful for your classroom community and reflects your students needs and experiences*

Secondary Students

- [SPARK Community Game](#)
- [Community building](#) activities for teens
- [School-Connect](#): *Using the greeting activities within the daily lessons as springboard to create something that is meaningful for your classroom community and reflects your students needs and experiences*

Adults

- [Ice breaker questions](#) for adults
- Virtual Work Environments
 - i. [Best virtual team building activities for remote staff](#)

ii. [35 Great Team Building Activities](#)

2. Engaging Pedagogy

Engaging strategies for students or adults:

- **In-person environment:**
 - Turn and talk with a shoulder partner
 - Journal
 - Popcorn convo
 - Small group discussion
 - Padlet
 - Kahoot!
 - Flipgrid
 - Think-ink-pair-share
 - Mentimeter

- **Virtual environment:**
 - Break out rooms
 - Zoom whiteboard
 - Chat feature
 - Think-ink-share
 - Padlet
 - Flipgrid
 - Kahoot!
 - Mentimeter
 - [Virtual Learning Activities](#)

Brain Breaks for students or adults:

1. **Brain Breaks:** Take a break from content. Regular, short breaks can help them focus, increase their productivity, and reduce their stress.
 - [Brain Break Activities](#)
 - [50 Educational Brain Breaks Your Students will Love](#)

2. Take a **Mindful Moment**
 1. [6 GIFs to Help you Relax](#)
 2. [Liberate Meditation](#)
 3. [Headspace for Educators](#)
 4. [Stop, Breathe, Think](#)

3. Institute an **Equity Pause:**

An equity pause allows you and your team to slow down and reflect on the actions, emotions, and insights that impact us as designers and humans. It also provides time to remind ourselves

of our shared goals/practices in support of equity and inclusion.

3. Optimistic Closure

- [22 Powerful Closures](#) (all ages)
- [Closing Activities](#) (secondary)
- Use a closing quote that ties to the information or tone of the material shared.
- Circle back to greeting activity and put a twist on it!

4. Additional Resources:

- [3 Signature Practices booklet](#) by CASEL
- [Signature Practices Handout for students](#)
- [Signature Practices Handout for adults](#)

2020-21 Campus and Targeted Improvement Plan Checklist: Gorzycki (62)

Refer to the Notes column for requirement criteria. Required data should be addressed somewhere in the CIP/TIP.

Indicator	Data Source	2019 State Accountability Ratings				2020-21 Goal	Notes
		2017-18	2018-19	2019-20	2020-21 Goal		
State Overall Scaled Score	TEA	94	91	No Data	TBD		
State Domain 1: Academic Achievement Scaled Score	TEA	94	94	No Data	TBD		
State Domain 2, Part A: Student Growth Scaled Score	TEA	84	81	No Data	TBD	Required to be addressed if any 2018-19 scaled scores were less than 70.	
State Domain 2, Part B: Relative Performance Scaled Score	TEA	79	80	No Data	TBD		
State Domain 3: Closing the Gaps Scaled Score	TEA	95	85	No Data	TBD		
Consistently Underperforming/Historically Underserved Student Groups	TEA	--	none	No Data	none	Required to be addressed if any groups were identified in 2018-19	
2019-20 Strategic Plan Scorecard Goal 1: Increase student achievement through a strong literacy foundation for all.							
% of English Learners at Advanced High or made one year of Composite Progress	TELPAS	54	33	No Data	>36	Required if < 36	
2019-20 Strategic Plan Scorecard Goal 2: Ensure personal development and critical thinking skills through excellence in learning experiences.							
Campus SEL implementation survey score	SEL Survey	69	73	No Data	TBD	GPM 2.5. SY 2020-21 goal pending finalized Strategic Plan Scorecard. Recommended if MS/HS <50, ES <61	
2019-20 Strategic Plan Scorecard Constraint 3: Do not allow the district to conduct itself in an inequitable or discriminatory manner.							
% African American students enrolled in Gifted/Talented (GT) programs	TEAMS	17.9	18.5	No Data	TBD	CPM 3.3. SY 2020-21 goal pending finalized Strategic Plan Scorecard.	
% Hispanic students enrolled in Gifted/Talented (GT) programs	TEAMS	13.5	14.1	No Data	TBD	CPM 3.4. SY 2020-21 goal pending finalized Strategic Plan Scorecard.	
My classmates treat me with respect	Student Climate Survey	NA	86	90	TBD	CPM 3.5. SY 2020-21 goal pending finalized Strategic Plan Scorecard.	
My classmates show respect to each other	Student Climate Survey	NA	86	90	TBD	CPM 3.5. SY 2020-21 goal pending finalized Strategic Plan Scorecard.	
My classmates show respect to others who are different	Student Climate Survey	NA	86	90	TBD	CPM 3.5. SY 2020-21 goal pending finalized Strategic Plan Scorecard.	
# home suspensions (all students)	Student Services	18	21	No data	TBD	CPM 3.6. SY 2020-21 goal pending finalized Strategic Plan Scorecard.	
Campus rating on the Coordinated School Health (CSH) Survey	Physical Education	Exemplary	Exemplary	No Data	Exemplary or Recognized	CPM 3.7 Required to be addressed if 2018-19 was not Exemplary or Recognized	
Campus' rating on the current year's GT Campus Accountability Monitoring Plan	Advanced Academics	Compliance	Exemplary	Compliance	Exemplary or Recognized	Required to be addressed if 2019-20 was not Exemplary or Recognized. Ratings for campuses with extenuating circumstances will be recalculated after buildings reopen. No one has been penalized in existing calculations for not completing tasks because they could not return to their campuses.	

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(Verify the file can be opened, viewed, and closed properly)

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Total Students: 1,280
Grade Span: 06 - 08
School Type: Middle

District Name: AUSTIN ISD
Campus Name: GORZYCKI MIDDLE
Campus Number: 227901062

Student Information	Count	Campus Percent	District	State
Total Students	1,280	100.0%	79,787	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.4%	0.3%
Pre-Kindergarten	0	0.0%	6.2%	4.4%
Kindergarten	0	0.0%	7.8%	6.9%
Grade 1	0	0.0%	7.9%	7.1%
Grade 2	0	0.0%	7.7%	7.2%
Grade 3	0	0.0%	7.5%	7.3%
Grade 4	0	0.0%	7.9%	7.6%
Grade 5	0	0.0%	7.7%	7.7%
Grade 6	458	35.8%	7.1%	7.7%
Grade 7	425	33.2%	7.0%	7.5%
Grade 8	397	31.0%	6.5%	7.5%
Grade 9	0	0.0%	7.5%	8.1%
Grade 10	0	0.0%	6.7%	7.4%
Grade 11	0	0.0%	6.2%	6.9%
Grade 12	0	0.0%	5.9%	6.5%
Ethnic Distribution:				
African American	19	1.5%	7.1%	12.6%
Hispanic	276	21.6%	55.5%	52.6%
White	837	65.4%	29.5%	27.4%
American Indian	3	0.2%	0.1%	0.4%
Asian	88	6.9%	4.4%	4.5%
Pacific Islander	1	0.1%	0.1%	0.2%
Two or More Races	56	4.4%	3.2%	2.4%
Economically Disadvantaged	71	5.5%	53.5%	60.6%
Non-Educationally Disadvantaged	1,209	94.5%	46.5%	39.4%
Section 504 Students	248	19.4%	9.4%	6.5%
English Learners (EL)	32	2.5%	27.2%	19.5%
Students w/ Disciplinary Placements (2017-18)	1	0.1%	1.1%	1.4%
Students w/ Dyslexia	163	12.7%	7.2%	3.6%
At-Risk	230	18.0%	49.4%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	146			
By Type of Primary Disability				
Students with Intellectual Disabilities	56	38.4%	47.7%	42.4%
Students with Physical Disabilities	7	4.8%	20.2%	21.9%
Students with Autism	37	25.3%	13.0%	13.7%
Students with Behavioral Disabilities	46	31.5%	18.6%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.5%	1.4%
Mobility (2017-18):				
Total Mobile Students	37	2.9%	16.4%	15.4%

TEXAS EDUCATION AGENCY
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 Campus Name: GORZYCKI MIDDLE
 Campus Number: 227901062

Total Students: 1,280
 Grade Span: 06 - 08
 School Type: Middle

Student Information	Campus		Percent		District	State
	Count	Percent	Count	Percent		
By Ethnicity:						
African American	0	0.0%				
Hispanic	8	0.6%				
White	27	2.1%				
American Indian	0	0.0%				
Asian	1	0.1%				
Pacific Islander	0	0.0%				
Two or More Races	1	0.1%				

Student Information	Non-Special Education Rates		Special Education Rates		District	State
	Campus	District	Campus	District		
Retention Rates by Grade:						
Kindergarten	-	1.2%	-	4.4%		6.2%
Grade 1	-	2.2%	-	4.0%		5.5%
Grade 2	-	1.5%	-	2.0%		2.3%
Grade 3	-	0.7%	-	1.0%		0.9%
Grade 4	-	0.4%	-	0.3%		0.5%
Grade 5	-	0.2%	-	0.5%		0.6%
Grade 6	0.0%	0.1%	0.0%	0.3%		0.5%
Grade 7	0.0%	0.1%	0.0%	0.6%		0.6%
Grade 8	0.0%	0.3%	0.0%	0.2%		0.7%
Grade 9	-	8.7%	-	16.2%		12.7%

Class Size Information	Campus		District		State
	Campus	District	Campus	District	
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):					
Elementary:					
Kindergarten	-	19.0		18.9	18.9
Grade 1	-	18.9		18.8	18.8
Grade 2	-	17.8		17.8	18.7
Grade 3	-	18.2		18.2	18.9
Grade 4	-	18.1		18.1	19.2
Grade 5	-	23.0		23.0	21.2
Grade 6	22.8	19.7		19.7	20.4
Secondary:					
English/Language Arts	12.4	16.2		16.2	16.6
Foreign Languages	20.8	18.2		18.2	18.9
Mathematics	19.0	18.5		18.5	17.8
Science	12.9	19.1		19.1	18.9
Social Studies	12.7	19.5		19.5	19.3

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 1,280
Grade Span: 06 - 08
School Type: Middle

District Name: AUSTIN ISD
Campus Name: GORZYCKI MIDDLE
Campus Number: 227901062

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	98.3	100.0%	100.0%	100.0%
Professional Staff:	83.3	84.7%	63.0%	64.1%
Teachers	76.2	77.5%	49.9%	49.8%
Professional Support	3.1	3.1%	9.7%	10.1%
Campus Administration (School Leadership)	4.0	4.1%	3.0%	3.0%
Educational Aides:	15.0	15.3%	8.5%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	87.0	4,414.0
Part-time	1.0	n/a	25.0	572.0
Counselors				
Full-time	1.0	n/a	169.0	12,433.0
Part-time	2.0	n/a	48.0	1,097.0
Total Minority Staff:	22.0	22.4%	55.6%	50.4%
Teachers by Ethnicity and Sex:				
African American	1.0	1.3%	5.7%	10.6%
Hispanic	14.9	19.5%	32.4%	27.7%
White	59.3	77.8%	57.5%	58.4%
American Indian	0.0	0.0%	0.3%	0.3%
Asian	1.0	1.3%	2.3%	1.7%
Pacific Islander	0.0	0.0%	0.1%	0.2%
Two or More Races	0.0	0.0%	1.6%	1.1%
Males	24.8	32.6%	25.3%	23.8%
Females	51.4	67.4%	74.7%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	1.4%
Bachelors	59.2	77.6%	79.8%	73.6%
Masters	17.0	22.4%	18.8%	24.3%
Doctorate	0.0	0.0%	0.7%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	8.7	11.4%	10.7%	7.0%
1-5 Years Experience	11.3	14.8%	29.3%	28.9%
6-10 Years Experience	20.9	27.5%	18.5%	19.0%
11-20 Years Experience	27.3	35.9%	26.2%	29.3%
Over 20 Years Experience	8.0	10.5%	15.3%	15.7%
Number of Students per Teacher	16.8	n/a	14.4	15.1

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Staff Information

	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	13.0	6.2	6.3
Average Years Experience of Principals with District	13.0	5.9	5.4
Average Years Experience of Assistant Principals	6.0	5.3	5.3
Average Years Experience of Assistant Principals with District	6.0	4.9	4.7
Average Years Experience of Teachers:			
Average Years Experience of Teachers with District:	10.7	10.5	11.1
	8.0	8.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$49,937	\$48,927	\$47,218
1-5 Years Experience	\$49,697	\$49,451	\$50,408
6-10 Years Experience	\$50,040	\$49,945	\$52,786
11-20 Years Experience	\$51,821	\$51,430	\$56,041
Over 20 Years Experience	\$57,990	\$59,003	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$51,451	\$51,464	\$54,122
Professional Support	\$52,752	\$61,372	\$64,069
Campus Administration (School Leadership)	\$80,728	\$79,618	\$78,947
Instructional Staff Percent:	n/a	61.6%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	5.5	6,043.6

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Texas Academic Performance Report
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Program Information	Campus		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	31	2.4%	29.1%	19.7%
Career & Technical Education	918	71.7%	28.7%	26.3%
Gifted & Talented Education	208	16.3%	9.7%	8.1%
Special Education	146	11.4%	12.0%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.3	0.3%	17.0%	6.4%
Career & Technical Education	6.8	9.0%	4.1%	4.9%
Compensatory Education	0.0	0.0%	2.5%	2.7%
Gifted & Talented Education	0.8	1.0%	0.3%	2.0%
Regular Education	31.0	40.7%	52.4%	71.4%
Special Education	15.2	20.0%	13.7%	9.1%
Other	22.1	29.0%	10.1%	3.6%

'N' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
 '*' Indicates results are masked due to small numbers to protect student confidentiality.
 '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
 '***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
 '-' Indicates there are no students in the group.
 'n/a' Indicates data reporting is not applicable for this group.
 '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)