

Sadler Means YWLA

Campus Improvement Plan

2020/2021

Includes Targeted Improvement Plan



BERTHA SADLER MEANS
YOUNG WOMEN'S
LEADERSHIP ACADEMY
AUSTIN Independent School District

De'Sean Roby
6401 N. Hampton Drive Austin, TX 78723
(512) 414-3234
desean.robby@austinisd.org

Campus Mission

Bertha Sadler Means, Young Women's Leadership Academy is dedicated to academic excellence in the sciences and arts(STEM) and fostering the intellectual, creative, ethical and leadership development of its students. Sadler Means will develop the whole child through socio-emotional learning and culturally responsive experiences to inspire school and self pride while empowering a commitment to positive social change to their community and beyond.

Campus Vision

The Bertha Sadler Means Young Women's Leadership Academy will foster a sisterhood environment to develop confident, academically prepared, service-minded and innovative young women leaders for success in college, career, and life.

Campus Values

CHARACTER * RESPECT * SCHOLARSHIP * COMMUNITY

Texas Public Education Mission Statement

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

Austin Independent School District Mission

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

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

Element 1: The Comprehensive Needs Assessment (CNA) is included for all campuses. The 2020 -2021 CIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP was developed/revised, and the CIP will be evaluated.

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

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

Instructions for Campuses

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

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

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

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

#2 - #9 See packet for details

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

TIP Assurances

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

DCSI Name

Kenisha Coburn

Date

9/17/2020

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

De'Sean Roby

Date

9/17/2020

Prioritized Focus Area #1

Prioritized Focus Area #1

1.1 Develop campus instructional leaders with clear roles and responsibilities.

Rationale

The campus leadership team has started the process of creating clear roles and responsibilities for some members of the instructional leadership team. Campus administrators meet with teachers and with team leaders, but consistent scheduled time on campus administrators' calendars for observation feedback cycles is not evident.

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

We aim to create clear roles and responsibilities for all members of the leadership team. Additionally, we aim to provide greater clarity to ILT members in how to lead their departments/grade-levels. Principal aims to improve the capacity of the ILT in partnership with the external partner to be consistent with best practices. Using the weekly observation feedback, we want to improve the structure of our weekly ILT meetings to ensure we are focused on student and teacher data

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

Discussion of each lever will be a standing item on all faculty and community meetings. Promoting teacher choice and voice in the process of the TIP system will create teacher buy-in. We will focus on the "why" we're doing what we're doing in faculty meetings.

Desired Annual Outcome

The campus leadership has clear, written roles and performance expectations. Campus instructional leaders will maintain a structured schedule of meetings and observations to monitor the implementation of the instructional framework, student progress, data-driven PLC practices, and campus expectations.

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

By the end of the first 90 days: All members of the instructional leadership team will have clearly defined and written roles that have been communicated to the campus staff. 100% of PLC meetings and instructional leadership team meetings will be held for a time and duration indicated on the campus calendar and follow campus protocols as evidenced by meeting agendas. All members of the instructional leadership team will conduct walkthroughs using the campus walkthrough tool, with at least 75% of the walkthroughs indicated on the walkthrough calendar being completed, providing written feedback to teachers within 24 hours.

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

By the end of the second 90 days: 100% of PLC meetings and instructional leadership team meetings will be held for a time and duration indicated on the campus calendar and follow campus protocols as evidenced by meeting agendas. All members of the instructional leadership team will conduct walkthroughs using the campus walkthrough tool, with at least 75% of the walkthroughs indicated on the walkthrough calendar being completed, providing written feedback to teachers within 24 hours. Each campus administrator and instructional coach will have at least one post-walkthrough coaching conversation every two weeks as evidenced by notes and commitments added to the walkthrough spreadsheet. The instructional leadership team will examine walkthrough data at least biweekly and develop teacher-specific and PLC-specific plans focused on teacher development.

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

By the end of the third 90 days: 100% of PLC meetings and instructional leadership team meetings will be held for a time and duration indicated on the campus calendar and follow campus protocols as evidenced by meeting agendas. All members of the instructional leadership team will conduct walkthroughs using the campus walkthrough tool, with at least 75% of the walkthroughs indicated on the walkthrough calendar being completed, providing written feedback to teachers within 24 hours. Each campus administrator and instructional coach will have at least one post-walkthrough coaching conversation every two weeks as evidenced by notes and commitments added to the walkthrough spreadsheet. The instructional leadership team will examine walkthrough data at least biweekly and implement tiered response and support plans focused on teacher development.

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

One barrier discussed at length is the fact that campus administration is heavily involved in "putting out fires" across the campus making it difficult to adhere to schedules. The principal described the lack of capacity building in other campus leaders to provide assistance around implementing and monitoring systems on campus has been a barrier. Due to these lacking systems, time to coach, model, and calibrate the observation feedback cycle has not been prioritized.

Barriers to Address: Cycle 1 (Sept-Nov)

Barriers to address during this cycle would be the transitions between virtual to in person instruction, and communication.

Barriers to Address: Cycle 2 (Dec-Feb)

The barriers will be that roles may shift as the campus continues to transition between virtual and in person instruction.

Barriers to Address: Cycle 3 (March-May)

The barriers will be that roles may shift as the campus continues to transition between virtual and in person instruction.

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 ongoing support and coaching of the campus leader and observes campus instructional leadership team meetings and professional learning communities, then the campus will develop campus instructional leaders with clear roles and responsibilities that are implemented with fidelity.

District Actions: Cycle 1 (Sept-Nov)

DCSI will meet weekly with campus principal to review progress on set goals and review artifacts being developed.

District Actions: Cycle 2 (Dec-Feb)

DCSI will meet weekly with campus principal to review progress on set goals and review artifacts being developed. The DCSI will provide ongoing coaching for the principal and observe instructional leadership team and PLC meetings. The district will provide professional learning focused on strengthening PLC practices and coaching campus staff.

District Actions: Cycle 3 (March-May)

DCSI will meet weekly with campus principal to review progress on set goals and review artifacts being developed. The DCSI will provide ongoing coaching for the principal and observe instructional leadership team and PLC meetings. The district will provide professional learning focused on strengthening PLC practices and coaching campus staff.

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

Prioritized Focus Area #2

Prioritized Focus Area #2

5.3 Data-driven instruction.

Rationale

Sadler Means YWLA has implemented many elements of the corrective instructional action planning process including identifying the gap and planning the reteach. The staff has started the discussion around unpacking standards, but this practice is not implemented campus-wide. In looking deeper into the action planning process, the campus has begun the process of identifying the gap, but creating teacher exemplars is missing. Since these two items are not part of a systemic school-wide process, the corrective instructional action planning process is incomplete. (Evaluating student work: high medium and low to identify student misconceptions and issues and issues with instruction)

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

We aim to build capacity in all our teachers this year around unpacking the standard and Data Driven Instruction. We will ensure that each of the STAAR tested courses will administer at least 3 Interim Assessments that are aligned to the rigor of the State Assessment. The PD will include training teachers and leaders on PLC and DDI processes, and incorporating strong, weekly data meetings into our practice. We will also include structures and time to allow for re-teaching and re-assessing. Student performance and progress towards goals will be displayed in the school and in classrooms in a way that promotes resilience and perseverance towards goals. As a result, the campus will foster student ownership and goal setting.

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

At full implementation, data to drive instruction will be an integral part of our instructional model. There will be a consistent, and effective system used after each common assessment across all classes, grade levels, and student groups. This system includes a data analysis document, reteach calendared dates, and progress monitoring tools for both teachers and students. Student performance and progress towards goals will be displayed in the school and in classrooms in a way that promotes resilience and perseverance towards goals. As a result, the campus will foster student ownership and goal setting. The ILT will meet within one week of these common assessments to review disaggregated data and implement instructional plans for teachers and/or PLCs. The master schedule will embed planning days after these assessments for teachers to meet in order to have in-depth conversations about the student data, effective instructional strategies and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.

Desired Annual Outcome

Protected time is built into the master schedule to allow teachers and teacher teams to meet, analyze data, and plan appropriate enrichments and interventions. Student progress is visible in all classes and throughout the school, and campus instructional leaders actively monitor student progress so that they can provide evidence-based feedback to teachers.

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

By the end of the first 90 days: 100% of core content teachers will implement individualized student data tracking systems. 100% of core content PLCs will analyze data and develop response plans at least two times as evidenced by PLC meeting agendas and minutes.

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

By the end of the second 90 days: 100% of core content teachers will implement individualized student data tracking systems. 100% of core content PLCs will analyze formative assessment data at least two times and develop response plans focused on tier 1 instructional adjustments and tier 2 interventions.

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

By the end of the third 90 days: 100% of core content teachers will implement individualized student data tracking systems. 100% of core content PLCs will analyze formative or summative assessment data biweekly and develop response plans focused on tier 1 instructional adjustments and tier 2 interventions. Student-specific plans of intervention and enrichment will be implemented weekly to address all tested content areas.

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 administrative team named a potential barrier to implementing data-driven instruction is the understanding of the "why" behind this process. Shifting the mindsets of the campus from a compliance activity to a true practice that will move student performance could be a barrier. The time involved in training, discussing, and monitoring the implementation of this process with fidelity could also be a barrier.

Barriers to Address: Cycle 1 (Sept-Nov)

"Barriers to address during this cycle include: *the logistics of conducting teacher team meetings virtually, as well as transitioning between virtual and in-person meetings *maintaining consistency and fidelity of use with student data trackers "

Barriers to Address: Cycle 2 (Dec-Feb)

"Barriers to address during this cycle include: *the logistics of conducting teacher team meetings virtually, as well as transitioning between virtual and in-person meetings *maintaining consistency and fidelity of use with student data trackers "

Barriers to Address: Cycle 3 (March-May)

"Barriers to address during this cycle include: *the logistics of conducting teacher team meetings virtually, as well as transitioning between virtual and in-person meetings *maintaining consistency and fidelity of use with student data trackers "

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 reviews data with campus leader, provides coaching, and observes the use of data during instruction and data meetings, then the campus will implement data tracking systems.

District Actions: Cycle 1 (Sept-Nov)

DCSI will meet weekly with campus principal to review teacher meeting artifacts and student data tracking.

District Actions: Cycle 2 (Dec-Feb)

DCSI will meet weekly with campus principal to review teacher meeting artifacts and student data tracking.

District Actions: Cycle 3 (March-May)

DCSI will meet weekly with campus principal to review teacher meeting artifacts and student data tracking.

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

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

Reflection and Planning for Next 90-Day Cycle

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

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

The goals that have been identified as significant process have portions that still need work. Some of the goals have been met however, campus leadership meetings & PLCs have identified systems and meetings with DSCI has identified changes that need to be made to tighten up PLC structures to support student learning.

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

We did not achieve all of our student performance goals, although the campus did make growth. The challenges connected to COVID 19 has made an impact on consistent student progress.

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?

Campus is creating professional development and planning opportunities to respond to data. Campus has also redesigned 2nd semester bell schedules to address student data.

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

Campus has tiered teachers who need more support. ILT will make adjustment in the walkthrough schedule based upon the needs for student and professional growth. Math instructional coach is providing additional PLC support for new teachers in how to deliver content.

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

Reflection and Planning for Next 90-Day Cycle

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

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

We have met the 100% PLC goal, however; we have not been consistent with walkthroughs. This due to sudden starts and stops during the school year.

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

We did not achieve all of our student performance goals, although the campus did make growth. The challenges connected to COVID 19 has made an impact on consistent student progress.

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?

Leadership will implement observation and coaching protocols.

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

Modify campus incentive program to improve student engagement.

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

Reflection and Planning for Next 90-Day Cycle

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

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

Sadler Means has achieved two of the three of 1.1. The third prioritized focus area we have made significant process. Principal does a check on Wednesdays to see if admin has made it to classrooms. Next year the campus, will calendar non-negotiable time to visit classrooms and coach teachers. The campus has made significant process using data for students, however; will need to begin the data push at the beginning of the school year.

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

Sadler Means did not achieve its performance goals. However, we did see academic growth in the area of mathematics from 2019 - 2021. The campus did not achieve its goals because the concurrently instructional model was not effective in meeting the needs of all students. In conjunction, the interruptions during the school year prohibited instructional continuity.

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?

N/A

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

N/A

End of Year Reflection - due June 4

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

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

Yes, Sadler Means created clear written transparent roles and performance expectations. All campus instructional leaders maintain a structure schedule of meetings and observations to monitor student progress.

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

Yes, Sadler Means' master schedule reflects that teachers and teams have planning time. Walk-through forms illustrate active monitoring of student progress. PLC times is used to monitor formative and summative assessment data and develop response plans.

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Strengths

All information based on the 2019 TELL Survey Responses

Sadler Means faculty and staff feel this is a good place to work.

Sadler Means faculty and staff have positive relationships with their peers.

Sadler Means faculty and staff like working here and with the students.

School Culture and Climate Weaknesses

All information based on the 2019 TELL Survey Responses

Sadler Means faculty and staff have rated communication 61%

Sadler Means faculty and staff managing conduct below 80% for behavior management for the last three years.

Sadler Means faculty and staff they were sure about what they wanted to teacher below 70% for the last three years.

School Culture and Climate Summary

Sadler Means will need to develop systems that will define roles and responsibilities to assist with communication issues on the campus. Campus will need to define structures to support student behavior by focusing on PBIS strategies and Restorative structures as well Trauma Informed teaching.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Comprehensive Needs Assessment

80% of the teachers enjoy working with their peers.

81% of teachers are committed to working at Sadler Means.

90% of the teachers are willing to work and support their peers.

Staff Quality, Recruitment and Retention Weaknesses

Sadler Means' teaching staff is 30% new teachers with 0 - 5 year experience

Salder Means content area is one teacher per content area, which can cause undo stress on teachers when it comes to state assessment and student achievement.

Staff Quality, Recruitment and Retention Needs

Larger teaching staff to meet all the programming and academic needs of the campus.

Staff Quality, Recruitment and Retention Summary

Campus will need to increase enrollment in order to maintain a large staff.

Recruitment of new staff members will need to be done earlier in the year, to secure experienced teaching staff.

Campus will needed to provide quality and differentiated professional development to staff, summer professional development to meet the needs of all teachers to prepare for the upcoming school year.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Comprehensive Needs Assessment

Sadler Means currently has staffed to instructional coaches in mathematics and ELA. Administrative team is balanced and has strength in ELA and mathematics.

Teachers have been placed according to strengths based on data.

Campus master schedule has to been designed to support all learners, mastered, met, on the bubble and struggling learners.

Curriculum, Instruction and Assessment Weaknesses

Sadler Means has not used data regularly to inform content instruction.

Sadler Means campus indicated that only 52% detailed knowledge of the content covered/instructional method used at this school.

67% of teachers do not feel they have been assigned classes that maximize their likelihood of success with students.

Curriculum, Instruction and Assessment Needs

Time to utilize professional development days to support the professional growth needs of teachers. (Differentiated)

Summer professional development that allows teacher to plan and focus on the professional learning.

Curriculum, Instruction and Assessment Summary

Sadler Means will need to continue to embed professional development with our PLC time in order to make sure that teachers understand what they are teaching and how they translate this knowledge to students.

Sadler Means will need to continue show teachers how data can support student learning and how data should be translated and how changes in delivery can create mastery for students.

Campus will need to provide quality and differentiated for staff over the summer.

Comprehensive Needs Assessment Data Sources

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

Staff (TELL) Survey results

Student Survey results

SY 20-21 Resources

Federal	State	Local	Other
Title 1, Part A - 211-00-0000-00-000-0-00-0-00 (\$191,070)			

Sadler Means YWLA

Goal 1. (Strong School Leadership and Planning (ESF Lever 1)) The campus leadership has clear written transparent roles and performance expectations. Campus instructional leaders will maintain a structured schedule of meetings and observations to monitor student progress, formative data and professional growth.

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. We will create clear, written, and transparent roles and responsibilities for campus instructional leaders and communicate these with the staff. (Title I SW Elements: 1.1,2.2) (Strategic Priorities: 1)	Administrative Team	11/30/2020		Criteria: Roles & Responsibilities Chart, Observation Schedule, Master Schedule 10/07/20 - Completed
2. We will create, communicate, and monitor performance expectations for leadership roles and grade level goals for attendance, and STAAR. (Strategic Priorities: 4)	Attendance Committee, Campus Leadership Team	11/30/2020		Criteria: Finalize Version of Expectations, Attendance Tracking Protocol, BLEND Data, eCST Data, IReady Data, Short Cycle Data 10/07/20 - On Track
3. We will create a calendar of core leadership tasks including, and PLC meetings, and leadership meetings. (Strategic Priorities: 4)	Campus Leadership Team	11/30/2020		Criteria: Calendar, PLC schedule 10/07/20 - Completed
4. We will create a system for teacher observation and feedback and provide PD to teachers. (Strategic Priorities: 4)	Campus Leadership Team	11/30/2020		Criteria: Professional Development Agenda, Sign In Sheet, Observation tool, Calendar 10/07/20 - On Track
5. We will create a system for campus leadership to meet on a weekly basis to focus on student progress and formative data, and we will communicate our findings with staff and use this to drive our professional development. (Title I SW Elements: 2.2,2.5) (Strategic Priorities: 4)	Academic Leadership Team	11/30/2020		Criteria: Agenda, Calendar, Data Tracking Tool 05/10/21 - On Track 10/07/20 - Some Progress
6. The campus will monitor performance expectations for leadership roles and grade level goals for attendance, and assessment data (Strategic Priorities: 1,4)	Academic Leadership Team, Attendance Committee	02/28/2021		Criteria: Activity/Observation Log 05/10/21 - On Track 03/31/21 - Significant Progress 10/07/20 - Significant Progress
7. Monitor the monthly and weekly leadership meetings and content PLCs.	Academic Leadership Team	02/28/2021		Criteria: Calendar, PLC schedule, Meeting Agenda & Minutes

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- Goal 1.** (Strong School Leadership and Planning (ESF Lever 1)) The campus leadership has clear written transparent roles and performance expectations. Campus instructional leaders will maintain a structured schedule of meetings and observations to monitor student progress, formative data and professional growth.
- 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
				03/31/21 - On Track 11/02/20 - On Track
8. Leadership will implement observation and coaching protocols. (Title I SW Elements: 2.2,2.5) (Strategic Priorities: 4)	Academic Leadership Team			Criteria: We will create a system for campus leadership to meet on a weekly basis to focus on student progress and formative data, and we will communicate our findings with staff and use this to drive our professional development. 05/26/21 - Completed 05/10/21 - On Track 04/26/21 - Significant Progress 03/31/21 - Some Progress 11/02/20 - On Track 11/02/20 - Pending
9. The campus will monitor performance expectations for leadership roles and grade level goals for attendance, and assessment data.	Academic Leadership Team	05/31/2021		Criteria: Attendance Data, short cycle assessments 05/26/21 - Completed 04/26/21 - On Track 11/02/20 - On Track
10. Leadership team members are participating in monthly and weekly leadership meetings and content PLCs.	Academic Leadership Team	05/31/2021		Criteria: Leadership Calendar, PLC Agenda & Minutes 05/26/21 - Completed 04/26/21 - On Track 11/02/20 - On Track

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Goal 1. (Strong School Leadership and Planning (ESF Lever 1)) The campus leadership has clear written transparent roles and performance expectations. Campus instructional leaders will maintain a structured schedule of meetings and observations to monitor student progress, formative data and professional growth.

Objective 2. (ESF Essential Action 1.2) Focused plan development and regular monitoring of implementation and outcomes

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Using the identified roles and responsibilities in Strategy 1, the campus will develop a monitoring system to ensure that roles and responsibilities designated to instructional coaches, grade level leads, behavior coaches, and department chairs are in line with overall campus academic and behavior goals. (Strategic Priorities: 1)	Administrative Team	September		Criteria: Quarterly meeting agendas 11/02/20 - Completed
2. We will create a system for campus leadership to meet on a weekly basis to focus on student progress and formative data. (Strategic Priorities: 1,4)	Administrative Team, Instructional Leadership Team, Instructional Specialists/Coaches, Principal			Criteria: Calendar, PLC Meeting Notes, Student Data, Lesson Plans 07/28/20 - Some Progress
3. Cycle 3: CLT will evaluate the progress of staff in terms of professional development in order to strategically assign teachers based on student performance and teacher strengths. (Strategic Priorities: 1)	Administrative Team, Principal	May		Criteria: Walk-through forms Final Evaluations 11/02/20 - Some Progress

Sadler Means YWLA

Goal 1. (Strong School Leadership and Planning (ESF Lever 1)) The campus leadership has clear written transparent roles and performance expectations. Campus instructional leaders will maintain a structured schedule of meetings and observations to monitor student progress, formative data and professional growth.

Objective 3. (AVID Domain II: Schoolwide Systems) AVID is Schoolwide when systems are in place that support governance, curriculum and instruction, data collection and analysis, professional learning, and student and parent outreach to ensure college readiness for AVID Elective student and improved academic performance for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will introduce school-wide AVID strategies that will be used in all classrooms. (Title I SW Elements: 2.2)	AVID Coordinator, AVID Team, AVID Trained Teachers	Ongoing		Criteria: Campus PD Agendas 11/02/20 - On Track
2. The campus will extend the AVID to include AVID Excel to support the Emergent Bilingual population. (Title I SW Elements: 2.5) (Target Group: ESL) (Strategic Priorities: 4)	AVID Coordinator, Principal	2020 -2021 School Year		Criteria: Master schedule 11/02/20 - On Track

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Goal 2. (Data Driven Instruction (ESF Lever 5.3)) Protected time is built into the master schedule to allow teachers and teacher teams to meet, analyze data, and plan appropriate enrichments and interventions. Student progress is visible in all classes and throughout the school, and campus instructional leaders actively monitor student progress so that they can provide evidence-based feedback to teachers.

Objective 1. (ESF Essential Action 5.3) Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. We will create, communicate, and monitor performance expectations for leadership roles and grade level goals for attendance, and STAAR. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 4)	Administrative Team, Attendance Committee	11/30/2020		Criteria: Finalize Version of Expectations, Attendance Tracking Protocol, BLEND Data, eCST Data, IReady Data, Short Cycle Data 11/02/20 - On Track
2. We will create a system for campus leadership to meet on a weekly basis to focus on student progress and formative data, and we will communicate our findings with staff and use this to drive our professional development. (Title I SW Elements: 1.1,2.1) (Strategic Priorities: 4)	Administrative Team	11/30/2020		Criteria: Agenda, Calendar, Data Tracking Tool 11/02/20 - On Track
3. ILT will introduce data collection tools for both students and teachers to monitor student data and provide students with their baseline data. (Title I SW Elements: 1.1)	Academic Leadership Team	11/30/2020		Criteria: Data Tracking Tools, IReady Data 11/02/20 - Some Progress
4. The campus will monitor performance expectations for leadership roles and grade level goals for attendance, and assessment data (Title I SW Elements: 1.1)	Academic Leadership Team, Attendance Committee	02/28/2021		Criteria: Finalize Version of Expectations, Attendance Tracking Protocol, BLEND Data, eCST Data, IReady Data, Short Cycle Data, Activity/Observation Log 03/31/21 - Significant Progress 11/02/20 - Significant Progress
5. Data Analysis on student data and progress on school and district assessment (Title I SW Elements: 1.1,2.2,2.5,2.6) (Strategic Priorities: 2)	Academic Leadership Team, Instructional Leadership Team	02/28/2021		Criteria: Data Tracking Tool, DMAC, IReady reports 03/31/21 - Significant Progress 11/16/20 - Some Progress
6. ILT will monitor teachers and student data collection tools. (Title I SW Elements: 1.1,2.5,2.6)	Academic Leadership Team	02/28/2021		Criteria: IReady Data, STAAR Data, Campus Monitoring Tool

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Goal 2. (Data Driven Instruction (ESF Lever 5.3)) Protected time is built into the master schedule to allow teachers and teacher teams to meet, analyze data, and plan appropriate enrichments and interventions. Student progress is visible in all classes and throughout the school, and campus instructional leaders actively monitor student progress so that they can provide evidence-based feedback to teachers.

Objective 1. (ESF Essential Action 5.3) Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				11/02/20 - Some Progress
7. Data Analysis on MOY student data and progress on school and district assessment (Title I SW Elements: 1.1,2.6) (Strategic Priorities: 4)	Academic Leadership Team	05/31/2021		Criteria: Meeting Agenda, DMAC Reports & IReady Reports 05/26/21 - Significant Progress 04/26/21 - On Track
8. Interventions and enrichment activities are being implemented based upon student data. (Title I SW Elements: 1.1,2.5) (Strategic Priorities: 4)	Academic Leadership Team	05/31/2021		Criteria: Lesson plans, Intervention and enrichment student lists 05/26/21 - Significant Progress 04/26/21 - Some Progress 03/31/21 - Some Progress 11/16/20 - Some Progress

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Goal 2. (Data Driven Instruction (ESF Lever 5.3)) Protected time is built into the master schedule to allow teachers and teacher teams to meet, analyze data, and plan appropriate enrichments and interventions. Student progress is visible in all classes and throughout the school, and campus instructional leaders actively monitor student progress so that they can provide evidence-based feedback to teachers.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will provide time during faculty meetings and professional development. (Strategic Priorities: 1,4)	AVID Coordinator, AVID Team, Principal	Ongoing		Criteria: Campus Agendas and Sign In Sheets

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Goal 3. (Advanced Academics) Advanced academics are educational programs designed to move students with high ability at a pace appropriate to their rate of learning through studies that go beyond the age-level or grade-level expectations which include depth and complexity, provide academic acceleration, and address the cognitive, social, and emotional needs of the students. Smart without compromise. Potential without limits.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will create an advanced math track for students to be prepared for Algebra in 8th grade (Strategic Priorities: 1)	AVID Team, Counselor, Instructional Leadership Team	2020 - 2021 School Year		Criteria: Master schedule, student data 11/02/20 - On Track
2. The campus will use STAAR longitudinal data along with benchmark data to identify students who need to be in advanced academic classes. (Title I SW Elements: 1.1,2.4,2.5) (Strategic Priorities: 1)	Counselor, Instructional Leadership Team, Instructional Specialists/Coaches	May 2021		Criteria: Master schedule, student schedules, and campus data

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Goal 4. (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. Develop scheduling and program to meet the academic needs of 504, SPED, and GT students. (Target Group: SPED,GT,504) (Strategic Priorities: 1,2)	Academic Leadership Team, Counselor, CST Chair, Department Chairs	Ongoing		Criteria: Master schedule, student schedules 11/02/20 - Some Progress

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attachment #1. Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. (Sign and attach the form.) (Target Group: ECD) (Strategic Priorities: 1)	Principal	10/30/2020		Criteria: Principal Attestation Form 11/02/20 - Completed
2. Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. (Attach copy of Parent/Family Involvement Policy on your campus stationery.) (Title I SW Elements: 3.1) (Target Group: ECD)	Principal	10/30/2020		Criteria: Parent/Family Involvement Policy on your campus stationery 11/02/20 - Completed
3. Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. (Attach copy of Parent/Family School Compact.) (Title I SW Elements: 3.1) (Target Group: ECD) (Strategic Priorities: 4)	CAC Members, Principal, PTA	10/30/2020		Criteria: Parent/Family School Compact 11/02/20 - Completed
4. Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements, initiatives, and informing them of their right to be involved. (Documentation MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. must be attached. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE.) (Title I SW Elements: 2.1,3.2) (Target Group: ECD)	Principal	10/30/2020		Criteria: agenda, sign in sheets, meeting notice, and meeting minutes 11/02/20 - Completed
5. Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be	Principal	10/30/2020		Criteria: Sample communications in languages other than English 11/02/20 - Completed

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
attached.) (Title I SW Elements: 2.3) (Target Group: ECD)				
6. Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Documentation of notice on school letterhead is attached.) (Title I SW Elements: 2.3) (Target Group: ECD) (Strategic Priorities: 1)	Principal	10/30/2020		Criteria: Documentation of notice on school letterhead 11/02/20 - Completed
7. Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the Value and Contributions of Parents for staff. (Documentation: agendas, sign in sheets, minutes or records of meetings must be attached.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	10/30/2020		Criteria: agendas, sign in sheets, minutes or records of meetings 11/10/20 - On Track 11/02/20 - Completed
8. Attachment #8. Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month. (Target Group: ECD)	Principal	10/30/2020		Criteria: verify attendance of training and submission of Time & Effort Reports 11/02/20 - Completed
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	10/30/2020		Criteria: Homeless documentation sheet 11/02/20 - Completed
10. Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. Go to Plan Level of CIP and click on "CIP Developers List". List the name & position of the developers of the 2020-2021 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used & uploaded with packet.) (Target Group: ECD)	Principal	10/30/2020		Criteria: CIP Developers List 11/02/20 - Completed

SY 20-21 CIP Developers List

Name	Position
Coburn, Kenisha	DCSI
Roby, De'sean	Campus Principal
Borthwick, Chris	Accountability Support
Bedford, Natasha	Assistant Principal
Estep, Patti	Assistant Principal
Fischer, Megan	IC Humanities
Willis, Ariel	IC STEM
Oliphant, Rosalind	Co-CAC Chair (Staff Member)
Campbell, Kelsey	Co-CAC Chair (Parent)

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments											
							2019 Results	2020 Baseline Data (Optional)	Cycle 1			Cycle 2			Cycle 3			2021 Accountability Goal Summative 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	58		Benchmark	58	56	Benchmark	60	45	STAAR	60	36	60
		All	All	Reading	Meets	STAAR	28		Benchmark	28	25	Benchmark	30	22	STAAR	50	17	50
		All	All	Reading	Masters	STAAR	10		Benchmark	10	14	Benchmark	10	8	STAAR	10	7	10
		All	All	Mathematics	Approaches	STAAR	60		Benchmark	60	47	Benchmark	65	57	STAAR	65	31	65
		All	All	Mathematics	Meets	STAAR	23		Benchmark	23	20	Benchmark	25	30	STAAR	46	11	46
		All	All	Mathematics	Masters	STAAR	5		Benchmark	5	16	Benchmark	10	20	STAAR	10	4	10
		All	All	Science	Approaches	STAAR	54		Benchmark	54	54	Benchmark	59	51	STAAR	60	26	60
		All	All	Science	Meets	STAAR	23		Benchmark	23	32	Benchmark	32	25	STAAR	35	2	35
		All	All	Science	Masters	STAAR	6		Benchmark	6	25	Benchmark	7	15	STAAR	10	0	10
		All	All	Social Studies	Approaches	STAAR	49		Benchmark	49	40	Benchmark	50	54	STAAR	55	17	55
		All	All	Social Studies	Meets	STAAR	26		Benchmark	26	15	Benchmark	26	25	STAAR	30	0	30
		All	All	Social Studies	Masters	STAAR	12		Benchmark	12	6	Benchmark	12	21	STAAR	15	0	15
		All	All	Writing	Approaches	STAAR	51		Benchmark	51	53	Benchmark	55	29	STAAR	60	N/A	60
		All	All	Writing	Meets	STAAR	24		Benchmark	24	25	Benchmark	25	11	STAAR	30	N/A	30
All	All	Writing	Masters	STAAR	7		Benchmark	7	10	Benchmark	10	7	STAAR	15	N/A	15		
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Achievement or Student Achievement)	All	All	Reading	Meets	STAAR	29		Benchmark	30	25	Benchmark	35	22	STAAR	44	17	44
		All	All	Mathematics	Meets	STAAR	24		Benchmark	30	16	Benchmark	35	30	STAAR	46	11	46
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Achievement or Student Achievement)	All	African American	Reading	Meets	STAAR	35		BENCHMARK	20	25	BENCHMARK	26	20	STAAR	32	N/A	32
		All	African American	Mathematics	Meets	STAAR	21		BENCHMARK	20	8	BENCHMARK	15	15	STAAR	31	N/A	31
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	TELPAS	26		Benchmark	36	25	Benchmark	36	22	STAAR	36	17	36