

**MCCALLUM H S**  
**McCallum High School**  
**2021/2022**



**McCALLUM**  
**HIGH SCHOOL**  
**AUSTIN** Independent School District

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Date Reviewed:

DMAC Solutions ®

Date Approved:

12/8/2021

### **Campus Mission**

McCallum High School cultivates adaptable, creative, critical thinkers through a comprehensive curriculum that includes rigorous academics, arts enrichment, and athletic opportunities.

### **Campus Vision**

McCallum High School is dedicated to a tradition of excellence in an ever-changing world. Within a safe and supportive community, we provide a relevant, high quality education to help students achieve their individual potential as we celebrate diversity, individuality, and creativity.

### **Campus Values**

McCallum graduates will have empathy, integrity, adaptability, interpersonal skills, critical thinking, perseverance, and creativity.

### **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 as an attachment for all campuses. The 2021-22 CIP/TIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP/TIP was developed/revised, and the CIP/TIP will be evaluated.

Element 2: CIP/TIP 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](http://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**

Ensure each strategy is aligned with Title 1 SW Elements and TEA Priorities.

Ensure all portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks):

#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)

Once you have completed these steps, mark this page COMPLETE (green completion check).

If you have questions about these requirements, please contact your Title 1 Compliance Coordinator.

# MCCALLUM H S

**Goal 1.** (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

**Objective 1.** (CSH Implementation) SMART Goal: By the end of SY 21-22, the campus will achieve at least a 70% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a Coordinated School Health committee and prioritize data gathering to ensure implementation (Target Group: All) (Strategic Priorities: 1)	Nurse, PE Teacher, SEL Campus Coordinator	September 2021		Criteria: McCallum will have a Coordinated School Health (CSH) committee and will complete the assessment to inform our practice.  10/29/21 - No Progress
2. Add Whole Child, Every Child placeholder to faculty meeting agendas to discuss current/continuous activities. (Target Group: All)	Administrators, SEL Committee	Beginning in September		Criteria: Strategy will be reflected in the faculty meeting agendas.  10/29/21 - Some Progress

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**Objective 2.** (Social and Emotional School Climate) SMART Goal: Every school leader, teacher, and student receives high quality, explicit instruction in SEL in order to maximize learning and optimize life experiences.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Engage your campus community in No Place for Hate activities annually. (Target Group: All) (Strategic Priorities: 3)	SEL Committee	Oct. 2021-April 2022	(O)Other - \$0	Criteria: The SEL Steering Committee will implement 3 No Place For Hate Lessons across the campus. Evaluation criteria will be based on an SEL end of year survey of both students and faculty.  10/29/21 - On Track 09/03/21 - Pending

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**Objective 3.** (Family Engagement) SMART Goal: To be more inclusive of working families, we will create opportunities for engagement outside of traditional working hours. On the 2022 Family Survey, 35% or fewer of respondents will agree or strongly agree that the McCallum holds events during the work hours.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. We will hold principal coffees (AM) and teas (PM) each month, allowing families to choose the right time that works for them. (Target Group: All)	Principal	Beginning in September		Criteria: Coffees and teas are held each month.  10/29/21 - On Track

# MCCALLUM H S

**Goal 2.** (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

**Objective 1.** (Data-driven instruction (ESF Essential Action 5.3)) SMART Goal: Prioritizing data-driven instruction will be reflected in our EOC data. 25% or more of African American students will meet Algebra 1 standards on the 2022 Algebra 1 EOC.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure teachers choose curriculum and books that better reflect the diversity of the world we live in and establish classroom environments that allow students to learn from multiple perspectives. (Target Group: H,AA,Migrant,F) (Strategic Priorities: 2)	ELA Admin, ELA Department Head, ELA Teachers	June/July 2021		Criteria: ELA PLCs will change at least one text to be more inclusive of students of color.  10/27/21 - On Track
2. Teacher teams have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration (Target Group: All) (Strategic Priorities: 2)	Administrators	Fall 2021		Criteria: Teachers will have a common planning period built into the master schedule and will have a designated PLC meeting time.  10/29/21 - On Track

# MCCALLUM H S

**Goal 3.** (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 1830 to 1850 by December 15, 2021 (refer to 21-22 projection). SMART Goal Semester 2: 85% of current students will be registered for SY 22-23 by June 1, 2022.

**Objective 1.** (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 1830 to 1850 by December 15, 2021 (refer to 21-22 projection). SMART Goal Semester 2: 85% of current students will be registered for SY 22-23 by June 1, 2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Our Fine Arts Academy Director and Counselor will attend fairs and Information events at middle schools around Austin to promote our Fine Arts Academy and it's programs. (Target Group: All,8th)	Academy Director, Counselor	Oct. 2021 - Jan. 2022		Criteria: Evaluation will be based on our enrollment numbers for fall 2022-2023. We will have 1850 students (or more) enrolled for next year.  10/29/21 - On Track



# MCCALLUM H S

**Goal 4.** (Exemplary Customer Service) SMART Goal: By the end of SY 21-22, the campus will move from Developing to Meets Expectations on the Campus Communication Strategies section of the Campus Assessment Rubric.

**Objective 1.** (Exemplary Customer Service) SMART Goal: By the end of SY 21-22, the campus will move from Developing to Meets Expectations on the Campus Communication Strategies section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure campus communication strategies are systematically cultivated and reviewed through an equity lens. (Target Group: All) (Strategic Priorities: 3)	Administrators	Oct. 2021-April 2022		Criteria: We will evaluate ourselves based on our customer service in the Family Survey. We should be at 94% or better on: I consistently receive good customer service.  10/29/21 - On Track

## 1st 9 weeks report - due October 22

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 1st 9 weeks Actual Results from SCA 1.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

**Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?**

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 1st 9 weeks Report.

*For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.*

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## 2nd 9 weeks report - due January 7

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 2nd 9 weeks Actual Results from SCA 2.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

**Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?**

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 2nd 9 weeks Report.

*For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.*

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## 3rd 9 weeks report - due March 25

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 3rd 9 weeks Actual Results from SCA 3.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal

(PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

**Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?**

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 3rd 9 weeks Report.

*For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.*

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### **4th 9 weeks report - due June 3**

Step 1.) Review data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) document.

Step 2.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.).

**Step 3.) For each section of your plan, did you meet your desired annual SMARTIE goals? Why or why not?**

Step 4.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 4th 9 weeks Report.

*For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.*

# MCCALLUM H S Site Base

Name	Position
Stone, Tamara	Campus Manager
Griffith, Nicole	Principal
Alverson, Lisa	CAC Parent Co-Chair
Murray, Rachel	CAC Staff Co-Chair

## SY 21-22 Campus and Targeted Improvement Plan Development Timeline

### Important Monitoring & Due Dates

August 9 and 10: CIP/TIP Overview and Workshop - Required for all Principals

Aug 9-Sept 3: CIP/TIP Development

Aug 24-26: Group TIP Development Workshop

Aug 31-Sept 1: TEA Training

Aug 17-Sept 17: Public Meeting/ CAC feedback

**Sept 3: CIPs/TIPs first drafts due in BLEND**

Sept 7-10: DCSI/EDs review of first drafts

Sept 13-17: Revise plan based on DCSI/EDs feedback

**Sept 13-24: (SEP) Recommended monitoring visit window**

**Sept 17: CIP/TIP final drafts due in BLEND**

Sept 20-24: DCSI/EDs review of final drafts

Sept 27: CIP/TIPs to Supe

Sept 27-30: TIL Lesson Alignment

Oct 4-6: TIL Observation and Feedback

**Oct 4-8: (OCT) Recommended monitoring visit window**

Oct 18-Nov 20: ESF Diagnostic Survey Window

Oct 18-22: SCA 1 data analysis and Cycle 1 reports

**Oct 22: 1st 9 Weeks CIP/TIP Report Submitted to BLEND**

Oct 25-29: DCSI/EDs review of Cycle 1 submissions

Oct 25-27: TIL DDI

**Nov 8-12: (NOV) Recommended monitoring visit window**

Nov 16-19: TIL Formative Assessment

Nov 30: TIL Cohort: Lesson Alignment

**Dec 6-10: (DEC) Recommended monitoring visit window**

Dec 18: Schedule ESF Diagnostic for Spring

Jan 4-7: SCA 2 data analysis and Cycle 2 reports

**Jan 7: 2nd 9 Weeks CIP/TIP Report Submitted to BLEND**

Jan 10-14: DCSI/EDs review of Cycle 2 submissions

Jan 12: TIL DDI

Jan 18: TIL Observation and Feedback

**Jan 24-28: (JAN) Recommended monitoring visit window**

Feb 1-April 29: ESF pre-work (including analysis of ESF diagnostic surveys), ESF pre-visit, ESF full-day visit, and ESF

**Feb 7-11: (FEB) Recommended monitoring visit window**

Feb 22: TIL Lesson Alignment and Formative Assessment

**Feb 28- March 4: (MAR) Recommended monitoring visit window**

March 21-25: SCA 3 data analysis and Cycle 3 reports

March 22: TIL Observation and Feedback

**March 25: 3rd 9 Weeks CIP/TIP Report Submitted to BLEND**

March 28-April 1: DCSI/EDs review of Cycle 3 submissions

March 30: TIL DDI

**April 25-29: (APR) Recommended monitoring visit window**

May 31-June 3: MAP Growth data analysis and EOY reports

**June 3: EOY reports submitted to BLEND**

June 6-9: DCSI/EDs review of EOY submissions

Austin ISD Data Tracker - SY 21-22

Campus Name: McCallum

	Grade Level	Student Group	Subject Tested	Performance Level	2019 Results	1st 9 weeks			2nd 9 weeks			3rd 9 weeks			2022 STAAR/EOC	
						Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Summative Goal
TEA Data Tracker Elements	All	All	English I	App.	84%	SCA 1	79%	85%	SCA 2	81%		SCA 3	83%		STAAR	84%
	All	All	English I	Meets	76%	SCA 1	71%	59%	SCA 2	73%		SCA 3	75%		STAAR	76%
	All	All	English I	Masters	30%	SCA 1	25%	38%	SCA 2	27%		SCA 3	29%		STAAR	30%
	All	All	English II	App.	85%	SCA 1	80%	91%	SCA 2	82%		SCA 3	84%		STAAR	85%
	All	All	English II	Meets	75%	SCA 1	70%	70%	SCA 2	72%		SCA 3	74%		STAAR	75%
	All	All	English II	Masters	20%	SCA 1	15%	51%	SCA 2	17%		SCA 3	19%		STAAR	20%
	All	All	Algebra I	App.	91%	SCA 1	86%	74%	SCA 2	88%		SCA 3	90%		STAAR	91%
	All	All	Algebra I	Meets	79%	SCA 1	74%	51%	SCA 2	76%		SCA 3	78%		STAAR	79%
	All	All	Algebra I	Masters	56%	SCA 1	51%	43%	SCA 2	53%		SCA 3	55%		STAAR	56%
	All	All	Biology	App.	96%	SCA 1	91%	85%	SCA 2	93%		SCA 3	95%		STAAR	96%
	All	All	Biology	Meets	80%	SCA 1	75%	55%	SCA 2	77%		SCA 3	79%		STAAR	80%
	All	All	Biology	Masters	39%	SCA 1	34%	42%	SCA 2	36%		SCA 3	36%		STAAR	39%
	All	All	US History	App.	96%	SCA 1	91%	78%	SCA 2	93%		SCA 3	95%		STAAR	96%
	All	All	US History	Meets	89%	SCA 1	84%	50%	SCA 2	86%		SCA 3	88%		STAAR	89%
	All	All	US History	Masters	71%	SCA 1	66%	31%	SCA 2	68%		SCA 3	70%		STAAR	71%
Strategic Plan Scorecard Elements	All	Emer. Bilingual	Reading	Meets	37%	SCA 1	32%	32%	SCA 2	34%	0%	SCA 3	36%	0%	TELPAS	36%
	All	African American	All	Meets	49%	SCA 1	44%	32%	SCA 2	46%	0%	SCA 3	48%	0%	STAAR	36%
	All	Hispanic	All	Meets	69%	SCA 1	64%	39%	SCA 2	66%	0%	SCA 3	68%	0%	STAAR	41%
	All	Emer. Bilingual	All	Meets	40%	SCA 1	35%	29%	SCA 2	37%	0%	SCA 3	39%	0%	STAAR	37%
	All	Special Education	All	Meets	33%	SCA 1	28%	23%	SCA 2	30%	0%	SCA 3	32%	0%	STAAR	29%

Based on the 2022 Summative Goals selected, the campus is aiming for a Domain 1 EOC Performance scaled score and rating of:

Raw	Scaled	Grade
71	93	F

The Raw, Scaled, and Grades shown to the left will automatically populate on the A-F Estimator Worksheet, Student Achievement Domain (column I).