

# LIVELY MIDDLE

## Lively Middle School Campus Improvement Plan 2021/2022

*Be the person we want to see in our students.*



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Date Reviewed:

DMAC Solutions ®

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### **Campus Mission**

To provide educational opportunities that inspire Global thinking and social responsibility.

### **Campus Vision**

Falcons will reach their full potential to make a positive impact on their community.

### **Campus Values**

We will create meaningful, challenging learning environments to increase student achievement and foster positive relationships.

### **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.

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**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) 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. Notify and direct the SEL committee to provide monthly updates during faculty meetings. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, SEL Campus Coordinator	by August 26th		Criteria: Notification email sent and standing item of SEL update present on the agendas.  11/01/21 - On Track
2. Notify the Camps School Coordinated Health contact to collaborate and communicate with the SEL committee to provide the information to include in the weekly newsletter. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Assistant Principal, Principal, SEL Campus Coordinator, SEL Committee	By end of September		Criteria: Email is sent and CSH coordinator and CSH provides information to SEL committee to place in weekly newsletter.  11/01/21 - Some Progress
3. Every faculty meeting agenda includes SEL/Whole Child Updates and weekly newsletter includes the SEL/Whole Child Every Child section. (Title I SW Elements: 1.1,2.3) (Target Group: All) (Strategic Priorities: 4)	Administrative Assistant, Administrators, SEL Campus Coordinator	monthly & weekly		Criteria: weekly newsletters and monthly faculty agendas are kept and include the SEL/Whole Child update  11/01/21 - On Track

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**Objective 2.** (Social and Emotional School Climate) By the end of the 21-22 SY the SEL committee will meet weekly to design and create 37 weekly themed campus wide SEL lessons that include the following SEL tenants 1) recognizing and managing our emotions, 2) developing caring and concern for others, 3) establishing positive relationships, 4) making responsible decisions, and 5) handling challenging situations constructively and ethically, for teachers to use daily during Advisory.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Teachers will utilize and teach the daily culturally sustaining Advisory lessons that include the following Tenants of SEL:            1. recognizing and managing our emotions,            2. developing caring and concern for others,            3. establishing positive relationships,            4. making responsible decisions, and            5. handling challenging situations constructively and ethically. (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All) (Strategic Priorities: 4)</p>	Advisory Teachers	Aug 17 to May 22	(L)Campus BTO - \$3,000, (O)Other - \$2,000	<p>Criteria: Review implementation and use of SEL lessons during Advisory through weekly campus walkthroughs by SEL team and campus administrators. 100% of the campus teachers will utilize and teach SEL lessons daily in Advisory.</p> <p>11/01/21 - Significant Progress</p>
<p>2. The SEL lead administrator will spot check SEL weekly meeting agendas and report progress during weekly admin team PLC. (Title I SW Elements: 2.2,2.6) (Target Group: All) (Strategic Priorities: 3,4)</p>	Assistant Principal, SEL Campus Coordinator	Weekly		<p>Criteria: Agendas are documented/archived and lead SEL Administrator will report progress and updates during weekly Admin PLCs.</p> <p>11/01/21 - No Progress</p>
<p>3. Campus instructional team and administrators will record Advisory observations on the AISD WT form. (Title I SW Elements: 2.2,2.4,2.6) (Target Group: All) (Strategic Priorities: 4)</p>	Administrators, Instructional Leadership Team	Aug 17-May 22		<p>Criteria: Weekly observations documented on AISD walkthrough form.</p> <p>11/01/21 - Some Progress</p>
<p>4. Teachers SEL (chill zone, treat cart, kudos, RAVE, teacher meals, PTA) Raffle with gift cards at Falcon Coffee (Title I SW Elements: 1.1,2.1,2.2,3.1) (Target Group: 6th,7th ,8th) (Strategic Priorities: 1)</p>	Administrators, CAC Members, Instructional Coaches, PTA	monthly	(O)Other	<p>Criteria: Falcon Coffee Agenda Staff feedback on how they want to be appreciated (we did this at least once at last Falcon Coffee 10/26) monthly survey/teacher temperature check -Google Form</p>

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**Objective 3.** (Family Engagement) By the end of the 21-22 SY the parent support specialist will create a family engagement plan outlining at least one family engagement activity each month and provide training to all Lively staff, including strategies for engaging diverse families at least twice (once each semester).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Meetings pre-scheduled and included on the PD calendar in the Lively Digital Handbook. (Title I SW Elements: 1.1,2.2,3.1) (Target Group: H,AA,ECD,ESL,SPED,AtRisk) (Strategic Priorities: 4)	Administrators, Parent Support Specialist, Principal	x2 year (1 per semester)		Criteria: Pre-set the dates for x2 staff training on the PD calendar. Faculty meeting agenda includes at least two training sessions per year on engaging and involving families (AA, SPED, ECD, ELs, Hisp).  11/01/21 - Completed 11/01/21 - On Track
2. PSS will provide an overview of Lively family demographics to the staff during the first training. (Title I SW Elements: 2.2,2.6,3.1) (Target Group: H,AA,ECD,ESL,LEP,GT,AtRisk) (Strategic Priorities: 4)	Parent Support Specialist	first semester		Criteria: Demographics are presented with in the first semester.  11/01/21 - On Track
3. Parents have input on monthly meeting topics (parent coffee). (Title I SW Elements: 2.1,2.2) (Target Group: All) (Strategic Priorities: 4)	Assistant Principal, Parent Support Specialist	monthly		Criteria: Monthly parent meetings are scheduled (family engagement plan is complete with budget). Parent feedback on next monthly meeting is collected and parent ideas/suggestions are implemented.  11/01/21 - On Track

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**Goal 2.** (ESF Lever 4: High Quality, Inclusive Instructional Materials and Assessments) All students engage daily with TEKS-aligned, high-quality instructional materials, and assessments that support learning at appropriate levels of rigor. All students are provided a rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities.

**Objective 1.** (ESF Essential Action 4.1) In the 21-22 SY 100% of teachers will use created assessments (SCAs) aligned to state standards and the appropriate level of rigor and administer at least three to four times per year and two additional common assessments per grading cycle to determine if students learned what was taught.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct data dig process in PLCs (weekly) to examine student's areas of growth and strengths (skills, SEs, TEKS) specifically focused on our five specific student groups (AA, Hisp, SPED, ELs, ECD). (Title I SW Elements: 1.1,2.2,2.4,2.6) (Target Group: H,AA,ECD,SPED,GT,AtRisk) (Strategic Priorities: 2,4)	Administrators, Instructional Coaches, Instructional Leadership Team	weekly and x19weeks		Criteria: Data dig conversations are noted in PLC agendas and data is uploaded in BLEND PLC course. The data tracking document explicitly shows discussion for our five student focus groups (AA, SPED, Hisp, ELs, ECD).  11/01/21 - Some Progress
2. Instructional coaches will create PLC calendars indicating data dig meetings dates for the year. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: H,AA,ECD,ESL,LEP,SPED,GT) (Strategic Priorities: 2,4)	Instructional Coaches	By August 30th		Criteria: Data dig dates are present on calendar.  11/01/21 - Completed
3. Time for corrective instruction is built into the scope and sequence by using formative assessments data to create responsive lesson plans that meet the needs of students in need of more support or enrichment (AA, Hisp, ELs, SPED, ECD). (AA, EL, SPED, ECD, Hisp) (Title I SW Elements: 1.1,2.4,2.5,2.6) (Target Group: H,AA,ECD,ESL,SPED,GT,AtRisk,Dys) (Strategic Priorities: 2)	Instructional Leadership Team, PLCs, Teachers	weekly		Criteria: Common and formative assessments are linked to the lesson plan templates and adjustments in instruction are noted in lesson plan and/or PLC agendas.  11/01/21 - Some Progress
4. Teachers create two common assessments and the common assessments loaded in PLC BLEND course (a minimum of two per grading cycle). (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 2)	Instructional Coaches, Instructional Leadership Team, Teachers	2/nine week grading cycle		Criteria: Common assessments are posted in BLEND. Admin team and ICs to check weekly.  11/01/21 - Some Progress
5. Teachers create specific intervention and monitoring plans for studnets needing additional support. The studnet plans are disucssed during PLC meetings and uploaded	PLCs, Teachers	Weekly (as needed)		Criteria: Instructional leadershi team and adminisrators will provide feedback for teachres on intervneti plans. Inteventions

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**Objective 1.** (ESF Essential Action 4.1) In the 21-22 SY 100% of teachers will use created assessments (SCAs) aligned to state standards and the appropriate level of rigor and administer at least three to four times per year and two additional common assessments per grading cycle to determine if students learned what was taught.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
in PLC BLEND page. (Title I SW Elements: 1.1,2.4,2.5) (Target Group: H,AA,ECD,ESL,SPED,GT) (Strategic Priorities: 2,4)				plans are documented and loaded in PLC BLEND page.  11/01/21 - Some Progress



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**Goal 3.** (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.** (Objective-driven daily lesson plans with formative assessments (ESF Essential Action 5.1)) In the 21-22 SY 100% of teachers will create and submit weekly lesson plans that include clear objectives, success criteria, formative assessments, higher level questioning using Costa's Levels of Thinking, and meet the specific needs of five student groups (AA, EL, SPED, ECD, Hisp).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. The administrative and instructional team will perform weekly walkthroughs using the AISD WT form to check lesson alignment, objectives and success criteria are posted and students can state what they are learning. Administrative staff and Instructional Coaches see teachers using formative assessments and high leverage question strategies during the lesson. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: H,AA,ECD,LEP,SPED,GT,Dys) (Strategic Priorities: 3,4)</p>	<p>Administrators, Instructional Leadership Team, Principal</p>	<p>weekly</p>		<p>Criteria: WT form documents evidence of questioning actively used during the lesson, formative assessment are used, and students can identify the learning objective and state success criteria.</p> <p>11/01/21 - On Track</p>
<p>2. During weekly WT the administrative and instructional team will ask at least two students to identify the success criteria and state the learning objective. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: H,AA,ECD,ESL,SPED,GT,AtRisk,Dys,504) (Strategic Priorities: 3,4)</p>	<p>Administrators, Instructional Leadership Team</p>	<p>weekly</p>		<p>Criteria: Documented on WT form and discussed in weekly instructional leadership and admin team PLCs</p> <p>11/01/21 - On Track</p>

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**Objective 2.** (Data-driven instruction (ESF Essential Action 5.3)) In SY 21-22, 100% of teachers of core subject areas will review results of Short Cycle Assessment data, disaggregated by student groups (AA, Hisp, ELs, SPED, ECD) and Student Expectations, within one week of the assessment date.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers track progress of individual students (SE/Skills/TEKS) to identify students that need intervention and enrichment. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 2)	Instructional Coaches, Teachers	bi-weekly		Criteria: Review data collections sheet in PLC. Data sheets are posted and available for review in BLEND PLC course.  11/01/21 - Some Progress
2. Instructional team and SPED PLC will review data tracking reports for individual students. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 2)	Administrators, Instructional Leadership Team, Principal, Special Education Staff, SpEd Administrator, SpEd Department Chair	bi-weekly		Criteria: Instructional Leadership Team and Administrators will review student data reports. Reports must be present and team will document students needing instructional support and/or enrichment in agendas.  11/01/21 - No Progress
3. Teachers and Instructional Leadership Team reviews targeted plans for intervention and enrichment for students. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Instructional Leadership Team, Teachers	x2 nine weeks		Criteria: Intervention and enrichment plans are detailed per student and posted in BLEND PLC course.  11/01/21 - Some Progress
4. Core PLC teams will meet at least four times a week to review lesson plans, effective instructional strategies, and compare data form formative, common, and summative assessments. (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 4)	PLCs	4x a week		Criteria: Adminstrative and insturctinal team will drop in to PLCs weekly. Vistis are scheduled on calendars and updates provided during instructional leadership and administrative weekly PLC meetings.  11/01/21 - On Track

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**Objective 3.** (Support for Emergent Bilingual students) In the 21-22 SY 100% of teachers will plan and assess student speaking skills that align with TELPAS rubric 2 times per grading period per subject area.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create sample speaking assessment for teachers and review in PLC. (Title I SW Elements: 2.4,2.6) (Target Group: ESL,Migrant,LEP) (Strategic Priorities: 2,4)	Instructional Specialists/Coaches	x2/9 week grading period		Criteria: 100% of teachers have evidence of assessment used by submitting the sample assessments in BLEND.  11/01/21 - Pending 11/01/21 - Some Progress

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**Objective 4.** (Learning Walk (Job embedded Professional Development)) In the 21-22 SY teachers will engage and participate in at least one learning walk activity each month to provide job embedded professional development. The goal is for teachers to observe successful implementation of high leverage instructional strategies, questioning techniques, and examples of incorporating high learning expectations for students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Learning walks for each core PLC are scheduled and teachers along with administration and instructional leadership team discuss observations of learning walks to provide concrete examples for support and growth of effective instructional strategies. (Title I SW Elements: 1.1,2.2,2.4,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Administrators, Instructional Leadership Team, Instructional Team, Teachers	x1 month		Criteria: Learning walks are scheduled and documented discussions of observations in PLC meetings.  11/01/21 - On Track
2. Instructional leadership team and administrators provide specific coaching and feedback to teachers in need weekly. (Title I SW Elements: 1.1,2.2,2.4) (Target Group: All) (Strategic Priorities: 2,4)	Administrators, Instructional Leadership Team, Principal	weekly		Criteria: Documented feedback and coaching (emails, WT tracker, AISD WT form)  11/01/21 - On Track

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**Objective 5.** (Culturally Relevant and Responsive Teaching) By the end of 21-22 SY 100% of Lively staff will participate in two professional development sessions with a focus on Culturally Responsive Teaching (CRT) practices and Cultural Consciousness. All staff who attend the training will be able to implement at least one of the three pre-identified CRT (Culturally Relevant Teaching) strategies.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Lively teaching staff will include at least one Culturally Responsive Teaching practice in weekly lesson plans. (Title I SW Elements: 2.5,2.6) (Target Group: H,AA,ECD,ESL,LEP,GT,AtRisk) (Strategic Priorities: 4)	Teachers	weekly		Criteria: Culturally relevant strategies visible and documented in AISD WT official form.  11/01/21 - Significant Progress
2. Weekly focus shared that included CRT (Culturally Relevant Teaching) strategies as a focus on the Walkthrough "look-fors" (for weekly instructional focuses) (Title I SW Elements: 2.4,2.6) (Target Group: H,AA,ECD,ESL,LEP,SPED) (Strategic Priorities: 4)	Administrators, Instructional Leadership Team, Principal	weekly		Criteria: instructional focus communicated via email, faculty meetings, and PLC agendas.  11/01/21 - Some Progress

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**Objective 6.** (Intentional Literacy Strategies) By the end of 21-22 SY 100% of Lively staff will receive monthly professional development during faculty meetings that provide specific examples on how to implement and design intentional literacy learning strategies into daily lessons and student experiences.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Lively teaching staff will include at least one literacy strategy in weekly lesson plans. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2)	Teachers	weekly		Criteria: The instructional leadership and Admin team will review lesson plans weekly, observe, document and provide feedback on the literacy strategy.  11/01/21 - On Track
2. During weekly WT admin and IC will document evidence of literacy strategies and if no literary strategy is observed provide coaching feedback to teachers. (Title I SW Elements: 2.2,2.4,2.5) (Target Group: All) (Strategic Priorities: 2,3,4)	Administrators, Instructional Leadership Team	weekly		Criteria: literacy strategies are present, anchor charts with literacy strategies are visible, the use of literacy strategies is documented in weekly WT forms (specific strategies are documented)  11/01/21 - Significant Progress

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**Objective 7.** (Build Teacher Capacity) In the 21-22 SY the instructional and administrative team will utilize a weekly observation schedule and meet face to face with teachers as needed following each observation for the purpose of instructional coaching.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use a common system for tracking feedback for teachers that allows leaders to track: the number of observations they have conducted, the action steps issued, and the trends across teachers that can be used to inform professional development. (Title I SW Elements: 2.2,2.4) (Target Group: All) (Strategic Priorities: 1)	Administrators, Instructional Team	weekly		Criteria: documented feedback and tracker is discussed and used in instructional and administrative PLCs  11/01/21 - On Track

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**Goal 4.** (Increased Enrollment) Expand access to enrichment opportunities for students from communities that are marginalized (Strategic Plan Strategy 3). Prioritize improvement of program opportunities, communication, and facility planning for campuses in communities that are marginalized (Strategic Plan Strategy 8).

**Objective 1.** (Increased Enrollment) By the end of the second semester 85% of current students will be registered for SY 22-23 by July 1, 2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Host First Thursday tours for families and prospective students. (Title I SW Elements: 1.1,2.2) (Target Group: H,AA,ECD,ESL,SPED,GT) (Strategic Priorities: 4)	Administrators, Counselor	monthly first Thursday		Criteria: First Thursday tours are on campus website and easily accessible for parents to schedule.  11/01/21 - On Track
2. Review enrollment weekly during administrative PLCs. (Title I SW Elements: 1.1,2.4) (Target Group: All,H,AA,ECD,LEP,SPED) (Strategic Priorities: 4)	Administrators, Principal	weekly		Criteria: Principal reviews enrollment report daily.  11/01/21 - On Track
3. Continue to recruit a class of 200+ 6th graders in and outside of our attendance zone (in district). (Title I SW Elements: 1.1,2.2,2.4) (Target Group: H,AA,ECD,SPED,GT) (Strategic Priorities: 4)	Administrators	Fall semester		Criteria: Document recruitment numbers and provide weekly updates.  11/01/21 - Some Progress
4. Showcase signature programs that offer advanced academics and enrichment opportunities for all students (specific focus intentional recruitment and placement of students in signature programs). (Title I SW Elements: 1.1,2.2,2.4) (Target Group: H,AA,ECD,ESL,LEP,SPED,GT) (Strategic Priorities: 1,3,4)	Academic Dean, Academy Director, Administrators, Counselor, Principal, PTA	monthly		Criteria: pre-schedule the showcase nights and family events. Intentional invitations sent to targeted student groups and families (AA, Hisp, ELs, ECD, and SPED).  11/01/21 - On Track
5. PSS, counselors, and office staff will host a minimum of three registration and enrollment events in the spring semester. (Title I SW Elements: 2.2,2.3) (Target Group: All) (Strategic Priorities: 4)	Counselor, Office Staff, Parent Support Specialist	x3 spring semester		Criteria: Registration/enrollment events are pre-scheduled.  11/01/21 - No Progress 11/01/21 - Pending



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**Goal 5.** (Exemplary Customer Service) Engage employees and invite their collaboration to define and deliver “best in class” internal customer service in support of student outcomes (Strategic Plan Strategy 10).

**Objective 1.** (Exemplary Customer Service) By the end of SY 21-22, the campus will move from Developing to Meets Expectations on the Campus Communication Goals & Practices and Facility & Operations section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use the AISD CARES rubric to develop a monitoring checklist and use it in monthly walkthroughs. Specific focus on customer service for the families represented in the following groups AA, EL, SPED, ECD, Hisp. (Title I SW Elements: 1.1,2.1) (Target Group: H,AA,ECD,Migrant,LEP,SPED,AtRisk) (Strategic Priorities: 4)	Administrators, Principal	monthly		Criteria: The WT form for CARES is completed and feedback is provided to staff.  11/01/21 - Significant Progress
2. Ongoing coaching and feedback provided to staff on refining customer service practices. (Title I SW Elements: 1.1,2.2,3.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, Principal	as needed		Criteria: Customer service feedback documented in meeting agendas and emails.  11/01/21 - On Track

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**Goal 6.** (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	Due 9/17		Criteria: Principal Attestation Form 10/06/21 - 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	Due 9/17		Criteria: Parent/Family Involvement Policy on your campus stationery 10/06/21 - 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: 2.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: Parent/Family School Compact 10/06/21 - 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 and 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	Due 9/17		Criteria: agenda, sign in sheets, meeting notice, and meeting minutes 10/06/21 - 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	Due 9/17		Criteria: Sample communications in languages other than English 10/06/21 - Completed

# LIVELY MIDDLE

**Goal 6.** (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	Due 9/17		Criteria: Documentation of notice on school letterhead 10/06/21 - 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	Due 9/17		Criteria: agendas, sign in sheets, minutes or records of meetings 10/06/21 - Significant Progress
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.				10/06/21 - Completed
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 9/17		Criteria: Homeless documentation sheet 10/06/21 - Completed
10. Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. Go to Plan Level of CIP and click on "CIP/TIP Developers List". List the name & position of the developers of the 2021-2022 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used & uploaded with packet.) (Target Group: All)	Principal	Due 9/17		Criteria: CIP/TIP Developers List 10/06/21 - Completed

## 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.*

# LIVELY MIDDLE Site Base

Name	Position
Clarson, Elsbeth	SSudies Teacher/Department Chair
Hernandez, Evelyn	ELAR Teacher/Department Chair
Twining, Veronica	Math Teacher/Department Chair
Olson, Katherine	Science Teacher/Department Chair
Uriegas, Alfredo	Math Teacher
Northcutt-Benson, Elizabeth	Magnet Director
Lepine, Sherry	Academic Director
Carroll, Yvette	Choir/Theater Teacher/Department Chair
Munroe, Sharon	Parent/CAC
Baker, Gregory	Parent/CAC
Smith, Michelle	Parent/CAC
Richards, Trudy	Parent/CAC
Holiday, Stacie	Principal
Figueroa, Marianna	Parent Support Specialist
Brooks, Bryan	Parent/CAC

## 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

## SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - LIVELY MS

### Instructions for the Austin ISD ESF Campus Self-Assessment:

1. Review the [Essential Actions, Key Practices, and Success Criteria for the Effective Schools Framework](#).
2. Determine your campus's level of implementation based on a scale of 1 - Not Yet Started to 5 - Fully Implemented.

<i>Effective Schools Framework</i>	<i>Lever 1: Strong School Leadership and Planning</i>	<i>Lever 2: Strategic Staffing</i>	<i>Lever 3: Positive School Culture</i>	<i>Lever 4: High-Quality Instructional Materials and Assessments</i>	<i>Lever 5 (5.1): Effective Instruction</i>	<i>Lever 5 (5.3): Data-Driven Instruction</i>
Essential Action	Developing campus instructional leaders (principal, assistant principal, teacher leaders, and counselors) with clear roles and responsibilities.	Recruit, select, assign, induct, and retain a full staff of highly qualified educators.	Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.	Effective classroom routines and instructional strategies	Data-driven instruction
Essential Action Reflection Rating	<b>5</b>	<b>4</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>3</b>

### 3. Read the following guiding questions for each essential action:

1. Are the necessary underlying systems and structures in place to support the development of an essential action?	2. Does the essential action align with a significant district-led priority and/or will there be district-level support around high quality implementation of an essential action?	3. Will engaging in the work associated with the essential action provide the highest leverage towards overall school improvement?
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### 4. Identify the specific 2 Essential Actions the campus will address in the CIP/TIP as the focus areas of improvement. Include the rationale for the selection of your essential actions.

<b>Focus Area for Improvement</b>	<b>Rationale</b>
5.1	At Lively we strive for instructional excellence. Towards that end, we aim to provide data-driven, aligned instruction while providing timely and bite-sized pieces of targeted feedback based on Leverage Leadership 2.0.
5.3	Teachers at Lively need to pinpoint gaps, practice high-leverage strategies, and follow through with Accelerated Instruction plans to improve achievement for the following student groups (AA, Hisp, EB, SPED, ECD). and students.



**SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - LIVELY MS**

**Instructions for the Comprehensive Needs Assessment (CNA):**

1. Locate the data source for each section and fill in the data. All CNA sections are required.
2. Answer reflection questions associated with each section.
3. Follow steps 3 and 4 at the end of the CNA.

**Open Qualtrics using your portal tile, and click on the “Coordinated School Health Reporting, 2021” dashboard. Add your implementation subscale scores to the table below.**

	Overall Average	*CSH Implementation	*Health Education	*Physical Education/Physical Activity	*Food Services	Employee Wellness	SEL	Physical Environment	*Family Engagement	Community Engagement	Counseling/Mental Health/Social Services	Health Services
SY 20-21	-	-	-	-	-	-	-	-	-	-	-	-
SY 21-22 Goal	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%

\*A score of <70% is considered Unacceptable. An Unacceptable score in any of the state required components (Coordinated School Health Implementation, Health Education, Physical Education/Physical Activity, Food Services, or Family Engagement) will result in the overall score also being Unacceptable.

**Coordinated School Health reflection question:** Some of your campus implementation scores will go up by returning to both in-person instruction and “business as usual.” In which CSH areas do you feel something needs to change at the campus in order for the implementation score to reach 70%? (Note: These are the areas to focus on in your CIP/TIP this year. At a minimum, each campus must address CSH Implementation, SEL, and Family or Community Engagement.)

**SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - LIVELY MS**

**Longitudinal Discipline Data Report**

Number of Disciplinary Actions by Student Group																					
		African American					Hispanic					White					Female				
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP
2017-2018		60	0	71	38	3	690	0	406	277	41	231	0	13	13	1	488	0	179	122	16
2018-2019		60	0	42	50	8	693	1	243	381	34	278	0	11	11	2	527	1	114	140	22
**2019-2020		62	0	14	35	1	773	1	87	268	33	262	0	6	27	2	582	0	52	149	23
		Male					Economically Disadvantaged					Special Education									
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsions	Home Suspension	In-School Suspension	Removal to DAEP					
2017-2018		551	0	317	214	30	675	0	474	307	43	138	0	133	43	8					
2018-2019		575	0	186	315	23	682	1	282	435	41	141	1	81	98	14					
**2019-2020		587	1	56	184	14	770	1	94	292	32	162	1	39	69	12					

\*Remote instruction March 13-May 28, 2020, due to COVID 19

**Discipline Data Reflection Questions:** What trends do you observe in discipline dispositions for your students from [historically underserved student groups](#)?

Our discipline data shows that students of color and poverty receive discipline referrals at higher rates than their white counterparts who commit the same offense. For example, White students comprise 22 % of the student body at Lively MS and receive 7.4% of the discipline referrals, while Hispanic students who comprise 65.6 % of the student body received 80.6% of the referrals. Black students comprise 5.2% of the students and receive 11.5% of the referrals (data is from 2019-2020 due to pandemic data not reflecting the problem).

**What are the top 3 reasons students get referrals?**

The top incidents that are of concern are: physical aggression, fights, and threatening other students, along with influence of drugs and cyberbullying.

[Lively MS Discipline Data Presentation](#)

## SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - LIVELY MS

### SY 20-21 TELPAS Progress

	Listening Progress	Speaking Progress	Reading Progress	Writing Progress
2021				
Grade	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl
6	54	27	53	78
7	59	28	73	28
8	37	5	32	50
All	52	23	55	52

**TELPAS Reflection Question:** What trends do you observe in progress for your students across grade levels and TELPAS components?

Speaking is an area of need for our students. **Action Item/Strategy to include:** Process standards include speaking and need to be used 1 per 4 weeks.

### SY 20-21 STAAR Results (Reading, Math, Writing, Science, and Social Studies).

	Test Grade	All Students					African American					Hispanic					White					
		# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	
2021 STAAR																						
Math	06	156	40	51	21	7	8	50	50	25	13	118	43	44	14	3	21	27	76	43	10	
Math	07	86	22	40	10	7	4	17	*	*	*	59	22	24	5	3	15	21	80	20	7	
Math	08	152	26	63	28	8	4	18	*	*	*	90	27	51	19	7	45	24	84	49	13	
Math	All	394	29	53	22	7	16	26	44	25	6	267	30	42	13	4	81	24	81	42	11	
Reading	06	183	47	55	33	18	8	50	63	50	0	136	50	46	18	9	27	35	85	85	52	
Reading	07	141	37	66	46	28	6	26	50	17	0	97	36	58	34	18	28	39	93	82	61	
Reading	08	50	9	56	44	24	2	10	*	*	*	34	11	47	35	18	9	5	100	89	56	
Reading	All	374	28	59	39	23	16	27	56	38	0	267	31	50	26	13	64	20	91	84	56	
Writing	07	90	25	60	38	11	3	16	*	*	*	58	23	45	17	3	24	35	92	92	25	
Science	08	46	12	52	37	17	2	13	*	*	*	30	13	40	27	10	10	9	90	70	40	
Social Studies	08	44	11	57	30	14	2	13	*	*	*	28	12	39	14	4	9	8	89	56	33	

**SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - LIVELY MS**

	Test Grade	Econ Disadvantaged					Emergent Bilingual					Special Ed Services					Dyslexia Services					
		# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	
2021 STAAR																						
Math	06	106	43	35	12	6	78	50	37	12	4	28	45	29	18	4	14	38	21	0	0	
Math	07	63	25	22	3	2	41	33	15	7	5	14	26	14	14	7	12	27	25	17	0	
Math	08	75	26	47	19	7	32	28	31	3	3	16	35	38	31	19	12	32	50	33	17	
Math	All	244	31	35	12	5	151	38	30	9	4	58	36	28	21	9	38	32	32	16	5	
Reading	06	121	50	39	12	4	91	58	42	11	4	29	56	21	14	0	16	48	25	13	13	
Reading	07	101	40	55	31	18	53	43	43	25	9	16	32	19	13	13	20	51	35	30	10	
Reading	08	36	13	50	36	17	17	15	24	12	6	11	26	55	45	27	3	9	*	*	*	
Reading	All	258	33	47	23	11	161	41	40	16	6	56	39	27	20	9	39	36	33	21	10	
Writing	07	55	23	42	16	4	29	25	28	10	0	10	21	20	20	0	14	37	29	21	0	
Science	08	28	13	43	29	11	14	16	14	7	7	11	28	45	45	9	5	19	20	20	20	
Social Studies	08	27	13	44	19	4	12	13	25	8	0	11	27	45	36	0	3	12	*	*	*	

**STAAR/EOC reflection question:** What trends do you observe in mastery for your students from [historically underserved student groups](#)?

Lively MS still needs to focus on our five student groups that need the most support. We need to teach differently and have more intentional use of high leverage strategies to make an impact on student achievement (AA, Hisp, SPED, EL (EB), ECD). More focus on specific high leverage strategies (anchors of support that are easily accessible, success criteria, questioning, and involving all students in the learning) and daily formative assessment to inform instructional needs for the next class. 7th grade reading has the highest percent of students that achieved mastery. 7th grade also has the highest percentage of students that met the standard for passing (why is that what strategies were effective for the 7th grade teachers? The informal observation is that this was aligned PLC and focus on data).

**Advanced Academics**

<i>Data Points Reviewed</i>	<i>Data Source</i>	<i>2018-19</i>	<i>2019-20</i>	<i>2020-21</i>
% African American (SIBAA) students enrolled in Gifted/Talented (GT) programs <sup>2</sup>	Forecast 5/Teams	24.6%	27.5%	23.2%
% Hispanic students enrolled in Gifted/Talented (GT) programs	Forecast 5/Teams	22.5%	24%	25.6%

**Advanced Academics reflection questions:**

How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping and secondary- advanced course enrollment)?  
 Lively offers Advanced Academics for all of our students in all four core classes. In addition we have integrated our magnet and advanced students together in Social Studies this year. We also offer the Advanced Placement Spanish Language and Culture course for our Spanish-Speaking students. Before the school year begins, the magnet director reviews student schedules to ensure they are in their magnet classes.

How are you communicating with all families about GT and/or advanced learning opportunities?

We communicate through our website, weekly newsletters, and in our recruitment visits to elementary campuses so that elementary students are aware of our advanced learning opportunities. We also use a targeted approach in communicating with families of under-represented student populations when it is time for GT identification by prioritizing our African-American and Hispanic students and reaching out to families for permission to test.

How do you support a culture that provides advanced learning opportunities to all students?

We offer advanced academics for all students in our four core courses and are now offering magnet level social studies for all students this year. We offer Advanced Math courses for all of our students including High School level Algebra, Geometry, and Algebra 2. This year we have launched an Algebra for All initiative so that our 6th grade class will all take High School level Algebra their 8th grade year. We offered two week summer math camps to accelerate their skills to support them. We also staff based on what students request for their electives which supports students achieving at high levels in courses they are interested in. A huge part of building this culture has been our campus move to mastery learning which supports students in their academic efforts and growth. Finally, we are starting a problem-based learning initiative that will allow students to engage in projects that are relevant and meaningful to them.

<sup>2</sup> Includes African American students who are within the “Two or more races” category.

## SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - LIVELY MS

	STUDENT ASSESSMENT				SERVICE DESIGN				CURRICULUM & INSTRUCTION				PROFESSIONAL LEARNING				FAMILY & COMMUNITY			
	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
<b>CAMPUS</b>	E	E	E	E	E	E	E	E	E	E	E	E	E	R	E	E	E	E	E	E

**KEY: E=Exemplary; R= Recognized; C= Compliance; O= Out of Compliance**

If any of the 5 areas are Compliance or Out of Compliance, the campus is required to add at least 3 strategies to the Advanced Academics section (Under Effective, Culturally Relevant and Sustaining Instruction).

### Supporting Special Populations

Data Points Reviewed	Data Source	2018-19	2019-20	2020-21
% of campus enrollment identified as 504	504 Dept.			
% 504 Annual and Re-Evaluation meetings held on time	504 Dept.			
% of African American SpEd students	SEEDS			
% of Initial, Transfer, and Annual ARDs held on time	CRTE			
% parent participation for ARD meetings	CRTE			
% of students in grades 3-9 served in special education who test on STAAR Alternate 2 in all subjects applicable to the student's grade level	CRTE			

#### Special Populations reflection:

### Domain 3 Campus Reports

Growth 50%	All Students	Afr Amer	Hisp	White	Amer Ind	Asian	Pac Isl	Two +	ECD	EL*	SpEd	Former SpEd	Cont Enr	Not Cont Enr	Total Met	Total Eligible	% of Eligible Met
	<b>College, Career, and Military Readiness Performance (High Schools and K-12)</b>																

## SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - LIVELY MS

Reading #PM Tests	301	12	204	61	0	16	0	8	192	134	44	<25	249	52			
Growth Score	46%		37%	71%					36%	355	38%		45%	50%			
Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%			
Met Target	N		N	Y					N	N	N		N	N	1	8	13%
-----																	
Math #PM Tests	360	12	243	77	0	18	0	10	218	164	48	<25	293	67			
Growth Score	23%		21%	27%					21%	20%	32%		21%	34%			
Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%			
Met Target	N		N	N					N	N	N		N	N	0	8	
Total															1	16	6%

\*EL Current and Former

**Student Progress reflection question:** What trends do you observe in growth for your students from [historically underserved student groups](#)?

Lively MS still needs to focus on our five student groups that need the most support. We need to teach differently and have more intentional use of high leverage strategies to make an impact on student achievement (AA, Hisp, SPED, EL (EB), ECD). More focus on specific high leverage strategies (anchor of support that are easily accessible) and reviewing of formative assessment.

\*EL Current and Former

**SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - LIVELY MS**

**Longitudinal Enrollment, Utilizations, and Transfers Report**

		17-18	18-19	19-20	20-21
Enrollment & Utilization	Enrollment				
	Students in enrollment area				
Transfers	Transfers to other AISD schools				
TELL Survey	General School Climate				
	Managing Student Conduct				
	Principal Leadership				

**Reflection Questions:** Why do you think families are transferring to other AISD schools?

What trends do you see in your enrollment since SY17-18? To what do you attribute the increases or decreases?

**Self-assess your current level of customer service using the [AISD CARES Customer Service Rubric](#). Place an X to indicate the campus's current level.**

	<i>1-Support Needed</i>	<i>2-Developing</i>	<i>3- Meets Expectations</i>	<i>4-Exceeds Expectations</i>
<b>Campus Communication Goals &amp; Practices</b>				
Campus Communication Strategies			<b>X</b>	
Campus Website			<b>X</b>	
Phone/Voicemail/Email Practices		<b>X</b>		
Language Line for Preferred Language				<b>X</b>
<b>Campus Culture of Respect Goals</b>				
Campus culture of respect practices and goals				<b>X</b>
Customer service prioritization			<b>X</b>	
<b>Facility &amp; Operations</b>				
Grounds		<b>X</b>		



**SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - LIVELY MS**

<b>Safety Protocols</b>			<b>X</b>	
<b>Signage</b>		<b>X</b>		
<p><b>Reflection Questions:</b> Which area/s will you focus on strengthening this school year? Why did you select this/these area/s?</p> <p>Voicemail greetings should be revised to exhibit a positive and welcoming tone. Phones and doorbells answered promptly. Continue to place signs for dismissal and arrival.</p>				

3. All campuses will be required to address certain framework components (see below). Based on the results of the Comprehensive Needs Assessment, identify the additional framework components the campus will address in the CIP/TIP as focus areas of improvement.

**REQUIRED Framework Components:**

Coordinated School Health

- CSH Implementation
- Social and Emotional School Climate
- Either **Family Engagement** or Community Engagement

Essential Schools Framework: Two ESF Levers for TIPs and One ESF Lever for CIPs (**Lever 4, Lever 5 -----5.1 and 5.3**)

Increased Enrollment

Exemplary Customer Service

## SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - LIVELY MS

### ADDITIONAL Framework Components:

#### Coordinated School Health

- Health Education
- Physical Education and Physical Activity
- Food Services
- Employee Wellness
- Physical Environment/Sustainability
- Counseling, Mental Health, & Social Services
- Health Services

#### Positive School Culture

- Disproportionate Discipline Practices

#### Effective, Culturally Relevant and Sustaining Instruction

- BLENDED Learning
- Support for Emergent Bilingual Students
- Support for Students with Special Needs (Academics)
- Early Childhood
- Advanced Academics
- Creative Learning

#### Support for Special Populations

- Students with 504 Services
- Disproportionate Discipline Practices
- ARDs
- STAAR Alt2

#### PreK-12+ College, Career, and Life Readiness

- Attendance and Dropout Prevention
- CTE
- GEAR-Up
- Support for Students with Special Needs (Graduation)
- AVID

4. Ensure that all components the campus is not working on are deleted out of the plan template in PlanWorks. The Framework, Objectives, and Strategies page should only show framework components the campus is actually working on.



# TITLE I COMPLIANCE PACKET

2021-2022

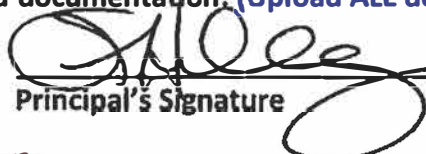
## Principal Confirmation

Documents uploaded in PlanWorks no later than September 17, 2021

- Attachment #1. Principal Attestation Form: *Qualifications for Teachers and Paraprofessionals*. (Sign and attach the form)
- 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 documentation of *Parent/Family Involvement Policy on your campus stationary*)
- 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 documentation of *Parent/Family School Compact*)
- Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held within the first 6<sup>th</sup> weeks of school 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. (Attach documentation: *MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE*)
- Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Attach documentation and submit at least 2 sample communications of languages other than *English*)
- Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Attach documentation for notice on school letterhead)
- Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the *Value and Contributions of Parents* for staff. (Attach documentation: *agendas, sign in sheets, minutes or records of meetings*)
- 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 5<sup>th</sup> of the month. (Maintain copies of all signed and submitted Time and Effort Reports to be available upon request)*
- Attachment #9. *Homeless Documentation (Maintain list of Homeless Student Services provided and evidence of provisions)*
- Attachment #10. CIP Developer Page (Attach Documentation: Signature page of CIP developers is completed)

By signing this form, I am confirming that the following Title I Compliance Requirements have been met, as verified by the attached documentation. (Upload ALL documents in PlanWorks)

Lively Middle School  
Campus Name

  
Principal's Signature

9/13/21  
Date

Austin ISD Data Tracker - SY 21-22

Campus Name: Lively

	Grade Level	Student Group	Subject Tested	Performance Level	2019 or 2021 Results	1st 9 weeks			2nd 9 weeks			3rd 9 weeks			2022	
						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	Reading	App.	71%	SCA 1	70%	65%	SCA 2	70%
All	All	Reading	Meets	50%	SCA 1		50%	38%	SCA 2	50%		SCA 3	50%		STAAR	50%
All	All	Reading	Masters	31%	SCA 1		30%	23%	SCA 2	30%		SCA 3	30%		STAAR	30%
All	All	Math	App.	75%	SCA 1		75%	64%	SCA 2	75%		SCA 3	75%		STAAR	75%
All	All	Math	Meets	50%	SCA 1		50%	42%	SCA 2	50%		SCA 3	50%		STAAR	50%
All	All	Math	Masters	25%	SCA 1		25%	36%	SCA 2	25%		SCA 3	25%		STAAR	25%
All	All	Science	App.	66%	SCA 1		66%	68%	SCA 2	66%		SCA 3	66%		STAAR	66%
All	All	Science	Meets	52%	SCA 1		55%	38%	SCA 2	55%		SCA 3	55%		STAAR	55%
All	All	Science	Masters	28%	SCA 1		33%	26%	SCA 2	33%		SCA 3	33%		STAAR	33%
All	All	SocStu	App.	60%	SCA 1		65%	75%	SCA 2	65%		SCA 3	65%		STAAR	65%
All	All	SocStu	Meets	35%	SCA 1		40%	36%	SCA 2	40%		SCA 3	40%		STAAR	40%
All	All	SocStu	Masters	20%	SCA 1		30%	23%	SCA 2	30%		SCA 3	30%		STAAR	30%
All	Emer. Bilingual	Reading	Meets	10%	SCA 1		36%	15%	SCA 2	36%		SCA 3	36%		TELPAS	36%
Strategic Plan Scorecard Elements	All	African American	All	Meets	27%	SCA 1	36%	26%	SCA 2	36%		SCA 3	36%		STAAR	36%
	All	Hispanic	All	Meets	35%	SCA 1	41%	29%	SCA 2	41%		SCA 3	41%		STAAR	41%
	All	Emer. Bilingual	All	Meets	30%	SCA 1	37%	16%	SCA 2	37%		SCA 3	37%		STAAR	37%
	All	Special Education	All	Meets	20%	SCA 1	23%	20%	SCA 2	23%		SCA 3	23%		STAAR	23%

Based on the 2022 Summative Goals selected, the campus is aiming for a Domain 1 scaled score and rating of:			The Raw, Scaled, and Grades shown to the left will automatically populate on the A-F Estimator Worksheet, Student Achievement Domain (column I).
Raw	Scaled	Grade	
50	81	B	