

KEALING M S

Kealing Middle School Campus Improvement Plan 2021-2022 2021/2022

One School. Multiple Programs. Success for All.



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Date Reviewed:

Date Approved:

Campus Mission

Kealing Middle School welcomes all students to a safe and inclusive environment. Our unique campus offers multiple opportunities for all students to learn and grow. Using the latest technology and guided by best practices in teaching, students will explore and discover their interests and abilities in academic, artistic and physical arenas so they are prepared to pursue those talents in high school and beyond. Through creative, cooperative and compassionate teaching and learning, our students will leave Kealing with the ability to think critically as productive and ethical citizens.

Campus Vision

One School. Multiple Programs. Success for All.

Campus Values

- 1.) We will provide and support high-quality instruction for every student, every day.
- 2.) We believe that all students can perform at high levels with equitable access to a rigorous curriculum through continuous collaboration.
- 3.) We believe that we can support our students' physical, emotional, and intellectual well-being and safety in their pursuit of higher-level learning.
- 4.) We believe that this year, every student will make individual progress and every teacher will grow in his/her/their instructional practice.
- 5.) We believe in the DuFours' Four Questions to drive our instructional practice in PLCs:

What do we want our students to know and be able to do? How do we know when or if they've learned it? What do we do when some students don't learn? How will we extend the learning for students who are already proficient?

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. 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. (ESF Lever 1: Strong, Culturally Proficient Leadership) Effective, culturally-proficient campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 1. (ESF Essential Action 1.1) By May 27th,2022, Kealing Middle School will build a team of strong, culturally proficient leaders with clear roles and responsibilities as evidenced by campus organizational structure and successful completion of 1 or more culturally responsive trainings by each team member.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Principal improves campus leaders through regularly scheduled, job-embedded professional development for cultural proficiency. (Target Group: All)	Principal	08/17/2021-05/27/2022	(O)Other - \$0	Criteria: Administrative Meeting Agendas & Professional Development survey completion 11/01/21 - Some Progress
2. Ensure campus administration and staff have access to cultural proficiency professional learning opportunities in order to examine personal bias and learn language and actions to interrupt microaggressions towards students, staff, and families (Target Group: H,AA,ECD,ESL,LEP,SPED,Dys) (Strategic Priorities: 1)	Administrators	08/17/2021 - 12/17/2021	(O)Other - \$0	Criteria: Staff Meeting Agendas, Teacher reflection documents, and survey completion 11/01/21 - No Progress
3. Create an anonymous dropbox and QR Code to post around campus for students to share concerns and create spaces for dialog around these concerns. (Target Group: All)	Office Staff	08/17/2021 - 09/17/2022		Criteria: Dropbox documents / QR Code spreadsheet Concern and action document 11/01/21 - Pending
4. Create porch visit committee, led by PSS. We will identify low performing students and those with attendance concerns and visit thier residences at least once a month. More visits as the need grows. Provide families with resources and communicate efforts and results with the campus. (Title I TA: 4,7) (Target Group: AA,ECD,LEP,SPED,AtRisk,Dys) (ESF: 3)	Parent Support Specialist, Principal	9/20/2021 - 5/27/2022		Criteria: visit list campus communication student achievement parent involvement 11/01/21 - Pending

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- Goal 1.** (ESF Lever 1: Strong, Culturally Proficient Leadership) Effective, culturally-proficient campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.
- Objective 2.** (ESF Essential Action 1.2) By May 27th,2022, Kealing Middle School will build a team of strong instructional leaders as evidenced by each administrator's completion of 8 informal walkthroughs, coaching sessions and 2 formal walkthroughs with coaching sessions for each teacher on campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus instructional leaders will conduct biweekly learning walks to monitor for campus best practices, AISD secondary expectations, and implementation of campus initiatives (Daily formative assessment, daily literacy in every class, standards aligned instruction, and progress monitoring). (Target Group: All)	Academic Leadership Team	08/17/2021 - 05/27/2022		Criteria: Learning Walk Calendar Learning Walk Debrief Campus implementation of MSO Expectations 11/01/21 - On Track
2. Administrative team will review teacher informal observations each term to observe campus instructional needs and trends. (Target Group: All) (Strategic Priorities: 1)	Administrators	08/30/2021 - 05/17/2022		Criteria: Term by term completion of the tracker tiered teachers identified using the tracker 11/01/21 - Some Progress
3. Administrative team will tier teachers and complete coaching cycle for tier IV teachers. (Target Group: All) (Strategic Priorities: 1)	Administrators	09/07/2021 - 05/27/2022		Criteria: Success of struggling teachers - can be evidenced by improved failure rates or progression of observation data. 11/01/21 - Some Progress
4. Campus instructional leaders & teachers will meet on a weekly basis to focus on student progress and data (both formative & Informative). Weekly Data Meetings in PLC (Target Group: All,H,AA,ECD,ESL,LEP,SPED,Dys) (Strategic Priorities: 1)	Academic Leadership Team	09/06/2021 - 05/27/2022		Criteria: PLC Agendas - teacher Reteach Action Plan (R.A.P)Sheets 11/01/21 - Some Progress
5. Student Achievement Tracker to track progress of students who were not successful at the progress report period for each term. Administrators will work with teachers to support struggling students with a focus on standards based performance. (Target Group: All) (Strategic Priorities: 1)	Administrators	09/15/2021- 04/29/2022		Criteria: Completion of the success tracker at the end of the term How many students were failing at progress report or underperforming on standards and passing/improved standards performance at the end of term.

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				11/01/21 - On Track (S)
6. Campus administrators and instructional coaches will observe classes regularly looking for the daily 4 : Formative assessment, literacy in every classroom, progress Monitoring, Standards aligned instruction (Title I TA: 1,2,3,4,5) (Target Group: AA,ECD,SPED) (ESF: 5)	Administrators	9/17/2021 - 5/27/2022		Criteria: observation feedback lesson plan feedback walkthrough feedback 11/01/21 - Significant Progress
7. Implement campus literacy plan to address school wide literature (Title I TA: 1,3,4,6,7) (Target Group: H,AA,ECD,ESL,LEP,SPED) (Strategic Priorities: 2) (ESF: 1,5)	Assistant Principal	9/17/2021 - 5/27/2022		Criteria: community events campus events 11/01/21 - Pending
8. All campus leaders will take part in mentoring 5 students from the african american & special education community. Mentors will check in with students, complete activities with students, monitor their grades and help assist them where needed. (Title I TA: 1,2,3,4) (Target Group: AA,SPED) (ESF: 1.1,3,5.4)	Administrators, Assistant Principal, Campus Leadership Team, Counselor, Director, Instructional Coaches, Principal	9/17/2021 - 5/27/2022		Criteria: mentoring notes student performance and achievement 11/01/21 - Some Progress

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Goal 2. (Kealing Middle School 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. (Overall CSH Implementation) SMART Goal: By the May 27th, 2022, Kealing Middle School will increase its 20-21 baseline score of 55% to at least 80% on the Coordinated School Health Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a Whole Child, Every Child committee that meets monthly to monitor campus goals. These goals will be both SEL Goals and Academic Goals. The committee will monitor the performance of Special Populations. (Target Group: H,AA,ECD,ESL,LEP,SPED,Dys)	Committee	09/07/2021 - 05/27/2022		Criteria: Progress towards our campus goals 11/01/21 - Some Progress
2. Add Whole Child, Every Child placeholder to faculty meeting agendas to discuss current/continuous activities. We will make learning personal by discussing student profiles to start meetings to focus our work. (Target Group: H,AA,ECD,ESL,LEP,SPED,Dys)	Principal	09/07/2021 - 05/27/2022		Criteria: Faculty Meeting Agendas 11/01/21 - Pending
3. Add Whole Child, Every Child to communication opportunities such as PTA meetings, newsletters, websites, and family nights. (Target Group: H,AA,ECD,ESL,LEP,SPED,Dys)	Principal	09/07/2021 - 05/27/2022		Criteria: Meeting agendas Weekly Newsletter Website 11/01/21 - Some Progress

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Objective 2. (CSH Individual Indicator Performance) SMART Goal: By the end of the 21-22 school year, Kealing Middle School will achieve a score of 70% or greater in each of the 11 indicators of the Coordinated School Health Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Quarterly survey to families about CSH Indicators to monitor progress	Campus Committees, Committee	9/15/2021 - 5//272022		Criteria: Survey Results 11/01/21 - No Progress

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Objective 3. (Social and Emotional School Climate) SMART Goal: By the end of the 2021-2022 school year, Kealing Middle School will achieve a score of 80% or greater in the Social Emotional Learning section of the Coordinated School Health Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop on campus SEL Space for students and wellness space for teachers. (Target Group: All)	Counselor	08/17/2021 - 12/17/2022	(O)Other - \$1,000	Criteria: completeness of SEL Space on campus 11/01/21 - Significant Progress
2. Implement Campus Mindful Minutes during the morning announcements (Target Group: All)	Counselor	9/20/2021 - 5/27/2022		Criteria: successful implementation day by day calendar of mindful moments 11/01/21 - Some Progress
3. Incorporate awards recognition during lunch periods (Target Group: All)	Administrators, Counselor, Teachers	9/17/2021 - 5/27/2022		Criteria: successful implementation of the program monthly calendar of dates to give awards 11/01/21 - Some Progress
4. Implement House system to promote sense of community, healthy competition and camaraderie campus wide. (Target Group: All)	Instructional Coaches	8/17/2021 - 5/27/2022		Criteria: House posters outside of classrooms house scoring bulletin board 11/01/21 - Completed
5. Incorporate system of posted QR Code to provide easier access to counselors (Target Group: All)	Counselor	08/17/2021 - 05/27/2022		Criteria: counselor's spreadsheet 11/01/21 - Completed
6. Determine campus SEL and CP&I facilitators for the year. They will help drive and encourage implementation on our campus.	Principal	09/03/2021 - 5/27/2022		Criteria: 2 members of campus chosen monthly initiatives for staff and students 11/01/21 - Completed
7. Weekly Kealing it Award for on going staff and teacher appreciation	Administrators, PTA	9/17/2021 - 5/27/2022		Criteria: Spreadsheet with award winners kealing it certificates

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Objective 3. (Social and Emotional School Climate) SMART Goal: By the end of the 2021-2022 school year, Kealing Middle School will achieve a score of 80% or greater in the Social Emotional Learning section of the Coordinated School Health Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				kealing it posts around campus 11/01/21 - No Progress
8. Create Employee and Teacher of the Month Award to celebrate and uplift staff members (Strategic Priorities: 1) (ESF: 2.1,3)	Administrators, Teachers	9/17 - 5/27		11/01/21 - No Progress
9. Create student of the month award to celebrate students and recognize their efforts. 2 students will be selected from each grade level once a month. Students will be awarded during the lunch period and posted on bulletin boards (1st floor, 2nd floor, and cafeteria), website, and social media. (Target Group: All) (ESF: 3)	Administrative Assistant, Administrators, Teachers	9/17/2021 - 5/27/2022		Criteria: Teachers will receive a google form the 2nd week of each month, nominate a student by grade level and give a reason for nomination, the 3rd week of each month the teachers will vote on their grade level students and the 4th week the students will be awarded in the cafeteria during his/her lunch period. - nomination spreadsheet - winner spreadsheet - bulletin board post 11/01/21 - Significant Progress
10. Implement a Iron Hornet (name can be changed by counselors if they choose) award. Not publicized but specifically for students needing a pick me up. This student will be selected by counselors and celebrated during their lunch period and advisory. (Target Group: H,AA,ECD,LEP,SPED,AtRisk,Dys) (ESF: 3)	Counselor	9/17/2021 - 5/27/2022		Criteria: student visits to counselors ongoing list of award winners 11/01/21 - Significant Progress

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Objective 4. (Community Engagement) SMART Goal: By the end of the 2021-2022 school year, Kealing Middle School will improve its 2020-2021 Community Engagement Score (38%) on the Coordinated School Health Survey by at least 32% to achieve a score of at least 70%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue Campus Advisory Committee. We have a strong CAC on our campus currently. Continuing this practice will improve our campus. Hold at least 8 regular Campus Advisory Council meetings each year. Keep Campus Advisory Council meeting minutes available and accessible upon request. Maintain minimum required Campus Advisory Council membership (Note: # dependent on level). (Title I TA: 2) (Target Group: All)	CAC Members, Parent Support Specialist	09/16/2021-05/27/2022		Criteria: meeting agenda evidence of 8 successful meetings hosted 11/01/21 - On Track
2. Continue with Child Study Team that includes a diverse group of campus staff and campus-based service providers, establish group protocols for the Child Study Team, and ensure team members attend foundational training. Biweekly meetings to provide and track interventions for students with academic and social-emotional needs. (Target Group: All)	Assistant Principal	09/16/2021-05/27/2022		Criteria: meeting agendas meeting solutions 11/01/21 - On Track
3. Host family nights or book club series per semester. Ensure that it is promoted ahead of time and through all areas of communication. We will incorporate this into our campus' literacy plan. (Target Group: All,H,AA,ECD,ESL,LEP,SPED,Dys,504)	Assistant Principal	10/4/2021 - 5/27/2022		Criteria: sign in sheet agenda of the plan 11/01/21 - No Progress

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Goal 3. (Increased Enrollment) Insert SMART enrollment goal here

Objective 1. (Increased Enrollment) SMART Goal: By May 2022, Kealing Middle School will connect/contact 70% or more of students attending Blackshear Elementary & Oak Springs Elementary and residing in Kealing's attendance zone.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Contact MIS to get a listing of students residing in Kealing zone and attending Blackshear Elementary & Oak Springs Elementary (Target Group: All)	Administrators	09/07/2021 - 05/27/2022		Criteria: List of students attending Blackshear Elementary & Oak Springs Elementary and residing in the Kealing attendance zone. 11/01/21 - No Progress
2. Post to social media at least daily to provide regular communication to campus communities. (Target Group: All)	Principal	09/07/2021 - 05/27/2022		Criteria: ktx twitter page 11/01/21 - Significant Progress
3. Utilize current Kealing students from title I schools to help recruit at their elementary campuses (Target Group: AA,ECD,LEP,SPED,CTE,Dys,504)	Academy Director	10/04/2021 - 02/01/2022		Criteria: recruitment plan with details 11/01/21 - No Progress

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Goal 4. (Exemplary Customer Service) Insert description of CARES here

Objective 1. (Exemplary Customer Service) SMART Goal: By the end of SY 21-22, the Kealing Middle School campus will move from Meets to Exceeds Expectations on the CARES Customer Service section of the AISD CARES Customer Service Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Prompt Response - Guarantee a 0 - 48 response to all inquiries. From Let's talk, Contact Us form, campus email, and campus voicemail. (Target Group: All)	Office Staff	09/07/2021-05/27/2022		Criteria: let's talk log contact us spreadsheet 11/01/21 - Some Progress
2. Strong communication weekly via smore newsletter that includes content, school events, and ways to contact us. (Target Group: All)	Principal	08/17/2021 - 05/27/2022		Criteria: KMS Smore Newsletter 11/01/21 - On Track
3. Ensure the campus website is systematically reviewed and actively maintained with accurate information. (Target Group: All)	Administrators	09/07/2021 - 05/27/2022		Criteria: KMS Website 11/01/21 - Significant Progress
4. Ensure the language line for preferred languages is systematically prioritized and actively implemented. (Target Group: All)	Office Staff	09/07/2021 - 05/27/2022		Criteria: Teacher parent contact logs school messenger broadcasts 11/01/21 - Significant Progress
5. Promote CARES customer service professional learning opportunities with all staff, including substitutes. (Target Group: All)	Administrative Assistant, Office Staff	09/07/2021-05/27/2022		Criteria: CARES Survey results TELL Survey results 11/01/21 - 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	Due 9/17		Criteria: Principal Attestation Form 10/11/21 - Completed 10/11/21 - Pending
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 10/11/21 - 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 10/11/21 - 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 10/11/21 - Some Progress
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 10/11/21 - Completed

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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 10/11/21 - 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 10/11/21 - Pending
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.				10/11/21 - Completed
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 9/17		Criteria: Homeless documentation sheet 10/11/21 - 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 10/11/21 - 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.

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.

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.

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.

KEALING M S Site Base

Name	Position
Wilson, Jerald	Principal
Pfeiffer, Amanda	Assistant Principal
Duchesne, Sapna	Magnet Director
Jones, Ronda	Assistant Principal
Martin, Jenna	Teacher/ Instructional Coach
Estes, Timothy	Academy Director
Roland, Colette	Counselor

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 Comprehensive Needs Assessment - Kealing Middle School

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	55%	39%	10%	80%	91%	54%	79%	41%	29%	38%	100%	50
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.)

CSH Implementation needs to change. Its one of the lower scores of all and no one on my campus knows about it except the coach who conducts it.
SEL implementation needs to continue to grow because of what we have experienced in the past two years.
Something needs to change with family engagement to grow by 41% next year
We need more community engagement to increase this percentage by 32%.

Commented [1]: @michele.rusnak@austinisd.org @cinda.christian@austinisd.org Here's what we're picturing for the CIP/TIP Needs Assessment. Will this work for your section? If there is a link that takes them directly to the Qualtrics dashboard, please link it. Due COB Thursday 8/5.
Assigned to Michele Rusnak

Commented [2R1]: @michele.rusnak@austinisd.org
1. Do you want them to also list their "overall score" or "overall category"?
2. I would recommend putting an asterisk next to each of the 4 "required" sub areas (i.e., those for which they will be "unacceptable" overall if they do not score >=70% in all).

Commented [3R1]: Also - no direct linking available in Qualtrics. We could say something like: "Open Qualtrics using your portal tile, click on the "Coordinated School Health Reporting, 2021" dashboard.

Commented [4R1]: @cinda.christian@austinisd.org I made both changes. Thanks for your feedback!

Commented [5R1]: @gina.cordero@austinisd.org I think Michele is out of the office until Monday - so we should probably get her confirmation before finalizing, if possible ;-)

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Kealing Middle School

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 DAE P	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAE P	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAE P	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAE P
2017-2018	1245	130	0	43	68	4	384	0	70	102	11	476	0	5	18	0	625	0	49	74	5
2018-2019	1260	133	0	67	95	2	410	2	88	133	11	452	0	5	16	0	597	0	57	84	6
**2019-2020	1310	139	0	14	26	1	460	2	20	45	6	449	0	2	4	0	622	0	12	31	1
		Male					Economically Disadvantaged					Special Education									
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAE P	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAE P	Total Students	Expulsions	Home Suspension	In-School Suspension	Removal to DAE P					
2017-2018	1245	620		70	122	10	404		111	175	14	102		47	67	11					
2018-2019	1260	663	2	104	167	8	445	2	148	229	13	110	1	81	107	7					
**2019-2020	1310	688	2	24	48	6	488	2	35	2	7	134	1	50	36	4					

*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?

- In School Suspensions grew in consecutive years
- Male & SPED saw 40 % increase
- AA ISS actions were down on average

What are the top 3 reasons students get referrals?

1. Rude to Adult
2. Disruption
3. Insubordination

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Kealing Middle School

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	67	20	62	65	
7	64	27	50	50	
8	*	*	18	76	
All	66	28	48	64	

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Kealing Middle School

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

- Across the 3 grade levels we see that students progressed in speaking progress at the lowest rate, but it does increase as they are getting older
- Across the 3 grade levels we see that the Reading progress is decreasing by grade level
- Across the 3 grade levels we see that the listening progress is consistent and slightly decreased

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

	All Students					African American					Hispanic					White					Econ Disadvantaged				
	#	%	%	%	%	#	%	%	%	%	#	%	%	%	%	#	%	%	%	%	#	%	%	%	%
Test Grade	Scored Tests	Participation	Proficiency	Meets	Masters	Scored Tests	Participation	Proficiency	Meets	Masters	Scored Tests	Participation	Proficiency	Meets	Masters	Scored Tests	Participation	Proficiency	Meets	Masters	Scored Tests	Participation	Proficiency	Meets	Masters
2021 STAAR																									

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Kealing Middle School

Math	06	137	31	70	53	37	14	29	43	29	21	63	40	59	35	4	31	20	87	77	61	67	40	42	21	4
	07	248	37	83	78	72	21	42	43	29	29	50	29	54	42	40	108	38	96	95	86	50	32	36	20	16
	08	191	28	86	63	37	20	34	75	25	15	70	31	76	49	26	69	27	97	80	43	66	23	70	39	18
	All	576	32	81	67	52	55	35	55	27	22	183	33	64	42	26	208	30	95	88	68	183	33	50	27	13
Reading	06	181	42	74	64	44	19	39	37	26	11	66	42	62	47	29	60	39	88	83	65	72	43	39	25	11
Reading	07	149	28	77	70	56	18	41	44	22	17	48	32	58	50	38	50	23	96	90	72	52	35	48	35	21
Reading	08	68	12	74	63	38	8	17	38	38	25	36	19	67	47	19	15	7	93	60	9	32	17	59	44	22
Reading	All	398	26	75	66	47	45	32	40	27	16	150	30	62	48	29	125	22	92	87	67	156	31	46	32	17
Writing	07	129	30	71	62	36	18	42	28	17	11	38	28	53	37	16	40	24	93	85	48	28	47	34	19	6
Science	08	63	15	75	62	46	8	20	50	38	13	30	22	63	40	27	16	11	94	94	81	28	20	54	36	21
Social Studies	08	56	14	68	43	29	6	15	33	17	<1	27	20	52	22	22	15	11	93	73	47	26	18	42	19	15
2021 STAAR		Econ Disadvantaged					Emergent Bilingual					Special Ed Services					Dyslexia Services									
	Test Grade	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters					
	Math	06	19	56	68	47	5	10	56	60	40	20	29	47	55	31	7	19	38	74	37	<1				
	Math	07	15	38	60	40	20	11	79	45	45	27	24	47	58	42	29	18	37	56	44	11				
	Math	08	20	48	60	40	10	7	64	57	29	14	25	52	36	32	4	27	37	48	26	7				
	Math	All	54	47	63	43	11	28	65	54	39	21	78	48	50	35	13	64	37	58	34	6				
	Reading	06	11	42	72	43	39	25	11	38	53	29	11	26	19	19	8	12	34	<1	<1	<1				
Reading	07	52	35	48	35	21	20	42	45	25	10	27	54	19	11	7	16	53	44	31	13					
Reading	08	32	17	59	44	22	16	24	56	31	25	13	30	46	23	15	3	11	*	*	*					

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Kealing Middle School

Reading	All	15 6	31	46	32	17	74	39	51	28	14	66	44	24	17	9	31	33	29	23	6
Writing	07	47	34	32	19	6	17	40	35	12	<1	25	52	12	4	<1	13	45	23	8	<1
Science	08	28	20	54	36	21	13	25	46	23	23	10	24	30	30	30	3	13	*	*	*
Social Studies	08	26	18	42	19	15	13	25	23	8	8	9	23	33	33	22	3	13	*	*	*

STAAR/EOC reflection question: What trends do you observe in mastery for your students from historically underserved student groups?

AA - Reading percentage at mastery level is at the highest in 8th grade at 25% and progresses decreases for 7th (17%) and 6th (11%).

Math: 6th grade increased from 8% to 21% at mastery level from 2019 STAAR data. 7th grade increased from 8% to 29% at mastery level from 2019 STAAR data.

ED - Reading Percentage at mastery level in 6th grade = 39%, 7th grade = 21%, and 8th grade = 22%

EB, ED, SPED, and Dyslexia Services in Writing are all at less than one percent

SPED - 15% of 8th grade students scored at the mastery level vs 8% in 6th grade. 2019 STAAR scores indicate a decrease across the grade levels 6th grade from 9 % mastery to 2021 8 %, Seventh grade from 23% to 7 % mastery, and Eighth grade from 47% to 15 % in 2021.

Hispanic - For the STAAR Math exam, 7th grade hispanic special population scored 40% at the masters level. 36% higher than the 6th grade hispanic population.

Advanced Academics

Data Points Reviewed	Data Source	2018-19	2019-20	2020-21
% African American (SIBAA) students enrolled in Gifted/Talented (GT) programs ²	Forecast 5	15%	18%	24%
% Hispanic students enrolled in Gifted/Talented (GT) programs	Forecast 5	--	--	--

Advanced Academics reflection questions:

How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping and secondary- advanced course enrollment)?

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

We communicate One School, multiple programs, success for all. This means all students are eligible for all classes including advanced courses.

Families have the option to express interest in advanced level courses on their choice sheets

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

We utilize data from standardized testing, student grades, teacher recommendations, and parent input to enroll students into advanced academics.

We regularly encourage students to take on the academic challenges of advanced academic courses upon review of individual student data.

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Kealing Middle School

² Includes African American students who are within the "Two or more races" category.

GT Campus Accountability Monitoring Plan

	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
CAMPUS	E	E	E		E	E	E		E	E	E		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).

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
College, Career, and Military Readiness Performance (High Schools and K-12)																	
Reading #PM Tests	368	45	136	114	0	56	0	17	145	94	60	<25	305	63			
Growth Score	62	31	49	77	--	83	--	--	42	52	33	--	64	52			
Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%			
Met Target	N	N	N	Y	--	Y	--	N	N	N	N	--	N	N	2	10	20
<hr/>																	
Math #PM Tests	545	55	172	197	0	89	0	32	174	114	5	<25	466	79			
Growth Score	65	36	43	80	--	92	--	66	32	53	42	--	66	58			
Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%			
Met Target	N	N	N	Y	--	Y	--	N	N	N	N	--	N	N	2	11	18
Total																	

*EL Current and Former

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Kealing Middle School

Student Progress reflection question: What trends do you observe in growth for your students from historically underserved student groups?

African American, Hispanic, Economically Disadvantaged, English Language Learners, and Special Education did not meet the target for Reading or Math.

African American and Special Education have the lowest reading growth scores

*EL Current and Former

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Kealing Middle School

Longitudinal Enrollment, Utilizations, and Transfers Report

		17-18	18-19	19-20	20-21
Enrollment & Utilization	Enrollment	493	352	372	316
	Students in enrollment area	513	375	403	--
Transfers	Transfers to other AISD schools	90	120	131	143
TELL Survey	General School Climate	70%	48%	95%	87%
	Managing Student Conduct	79%	45%	92%	75%
	Principal Leadership	92%	31%	98%	86%

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

Specialized programs. Lots of students go to Lively for the humanities and some go to Lamar for the Fine Arts. Those are the two largest transfers we have.

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

Students in the enrollment area fluctuate up and down.

Enrollment is making a steady decline from 493 to 352 to 372 to 316

Transfer Numbers are increasing every year 90 to 120 to 131 to 143 (transferring to other schools)

Commented [6]: @alejandro.delgado@austinisd.org

Hi Alejandro, here's what we're picturing for the CIP/TIP Needs Assessment. We have to use a report that is already built out at this point. This is the old TUP Data Review. Will this work to get campuses started? Can you add a reflection question or two? Due COB Thursday 8/5.
Assigned to Alejandro Delgado

Commented [7R6]: Hi Gina, here are the changes I'd like: --Enrollment Section: Remove building capacity and % utilization
Transfers: Remove all rows, add row with # # of transfers to other AISD schools
TELL Survey - good as-is

Added reflection questions.

Commented [8R6]: @alejandro.delgado@austinisd.org I've made the recommended changes on the table, but we won't be able to re-run the linked TUP reports by Monday. Where will campuses access the data on # of transfers? Can you provide a link to a report or instructions on where they can go to find this information?

Commented [9R6]: @melissa.laursen@austinisd.org or @beth.wilson@austinisd.org could you help with this question? I want campuses to know how many kids have transferred out from their campuses.

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Kealing Middle School

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>
Campus Communication Goals & Practices				
Campus Communication Strategies			3	
Campus Website			3	
Phone/Voicemail/Email Practices			3	
Language Line for Preferred Language			3	
Campus Culture of Respect Goals				
Campus culture of respect practices and goals			3	
Customer service prioritization			3	
Facility & Operations				
Grounds			3	
Safety Protocols			3	
Signage			3	
Reflection Questions: Which area/s will you focus on strengthening this school year? Why did you select this/these area/s? Website - The website is our face for families that have not visited our campus. We want it to be as comprehensive and informative as possible. Customer Service Prioritization - This is a very important area. You never get a second chance to make a first impression. We have had some complaints about customer service, so we want to be intentional about growing in this area.				

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

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Kealing Middle School

- 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

Increased Enrollment

Exemplary Customer Service

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Kealing Middle School

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 6th 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 5th 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)

Keeling M.S
Campus Name

[Signature]
Principal's Signature

9/17/2021
Date