

MURCHISON M S
Murchison Middle School CIP 2021-2022
2021/2022

GO MATS!

MURCHISON MIDDLE SCHOOL
AUSTIN Independent School District

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Date Reviewed:

Date Approved:

Campus Mission

Murchison students, staff and community will grow professionally and personally and will exhibit the qualities of compassion, trust, collaboration, growth mindedness and respect. We will show Compassion through differentiated relationship building with community members; Trust by giving each other honest and transparent feedback; Collaboration by utilizing our individual strengths; Growth-mindedness by setting measurable and attainable goals in our lifelong learning and Respect by speaking in a positive tone with others.

Campus Vision

Murchison will become an Island of Safety for students to excel academically, socially and emotionally. Students and staff will be appreciated and respected for the diversity and unique talents that they bring to the classroom environment.

Campus Values

Murchison students help create a better and more peaceful world by being inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

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.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus Wellness Coordinator and PE teachers will lead the campus in completion of CSH tasks at acceptable rate. (Target Group: All) (Strategic Priorities: 1)	CATCH Team, PE Teacher, Teachers	2021-2022		Criteria: CSH task completion rates Teacher PD attendance 11/16/21 - Some Progress
2. Campus Wellness Coordinator will educate parents/community on CSH initiatives. (Target Group: All) (Strategic Priorities: 3)	PE Teacher	2021-2022		Criteria: Attendance at Parent education nights and parent meetings. 11/16/21 - Some Progress
3. Campus Wellness Coordinator to include student education about wellness activities to stay healthy (Strategic Priorities: 3)	PE Teacher	2021-2022		Criteria: Morning announcements, PE lesson plans, Advisory lessons 11/16/21 - Some Progress

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Objective 2. (Health Education) SMART Goal: 10% increase students in healthy zone from pre-test to final test on Cardiovascular Endurance in Fitnessgram.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Daily physical activity in the PE classes to increase Cardiovascular scale improvement by 10%. (Target Group: All) (Strategic Priorities: 3)	Staff Wellness Champion, Teachers	2021-2022		Criteria: Student scores on the cardiovascular assessment on Fitnessgram. 11/16/21 - Some Progress
2. PE teachers to post enrichment health activities on BLEND for students. (Target Group: All) (Strategic Priorities: 3)	PE Teacher	2021-2022		Criteria: PE lesson plans, BLEND page 11/16/21 - Some Progress
3. Working on for Wellness during Advisory once a week. (Target Group: All) (Strategic Priorities: 3)	Teachers	2021-2022		Criteria: Advisory lessons 11/16/21 - Some Progress

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Objective 3. (Social and Emotional School Climate) Establish an Island of Safety at Murchison focused Social and Emotional School Positive Climate and Wellness. Achieve a 5% increase in Student Climate Survey around students feeling safe on campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Establish a Race and Equity Committee, Student Leaders Committee and SEL Ambassadors Committee made of student leaders to provide feedback to campus administration on programming and initiatives. (Target Group: All) (Strategic Priorities: 3)	Administrators, Advisory Teachers, Students	2021-2022	(L)Campus BTO, (O)Other	Criteria: Campus policies and programming created to support student needs. Minutes from student leadership committee meetings. 11/16/21 - Significant Progress
2. Establish Advisory Lessons and Classroom Lessons that are inclusive and focus on building relationships with students. (Target Group: All) (Strategic Priorities: 3)	Administrators, Advisory Teachers, Teachers	2021-2022		Criteria: Teacher Lesson plans Discipline referral rates Student surveys 11/16/21 - Significant Progress
3. Campus Book Study, Connections Over Compliance by Lori Desautels. PLC Book study groups to discuss student relationship priorities and restorative practices. (Target Group: All) (Strategic Priorities: 3)	Administrators, Counselor, PLCs	2021-2022		Criteria: Professional Development meeting minutes Discipline rates Student surveys 11/16/21 - Some Progress
4. Campus events such as No Place for Hate activities, CLI opportunities, School Clubs, Pride Week, Guest Speakers to promote and support SEL on campus. (Target Group: All) (Strategic Priorities: 3)	Administrators, Teachers	2021-2022		Criteria: Program attendance Program Agendas 11/16/21 - Some Progress

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Goal 2. (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 1. (ESF Essential Action 3.1) 100% of Murchison Campus Leadership, Staff and Students will create a compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create Campus Mission and Vision Statement as a Campus Staff, getting input from student leaders. (Target Group: All) (Strategic Priorities: 1,3)	Administrators, Teachers	Fall 2021		Criteria: Mission and vision document creation Staff acknowledgement and recognition of campus mission and vision. 11/16/21 - Some Progress
2. This vision/mission will incorporate the MMS Island of Safety three year goal, and extend into campus instruction around differentiation and reteach. (Target Group: All) (Strategic Priorities: 3)	Teachers	2021-2022		Criteria: Mission creation 11/16/21 - Some Progress
3. This vision/mission will incorporate inclusivity and diversity appreciation. (Target Group: All) (Strategic Priorities: 3)	Teachers	2021-2022		Criteria: Campus mission/vision 11/16/21 - Some Progress

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- Goal 2.** (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.
- Objective 2.** (ESF Essential Action 3.2) 100% of Murchison Campus Leadership, Staff and Students will create explicit behavioral expectations and management systems for students and staff, which will include restorative practices for behavioral learning and growth.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Meet with ISS teacher and develop plan for ISS restorative practices. The Wellness Center in the counseling office will be used as support for students with behavior needs. (Target Group: All) (Strategic Priorities: 3)	Administrators, Teachers	2021-2022		Criteria: Restorative practices created ISS lesson planning document Wellness Center attendance 11/16/21 - Some Progress
2. Provide training and professional learning opportunities for staff in supporting students' behaviors in the classroom. Incorporate this learning into the Campus Book Study on Connections Over Compliance. (Target Group: All) (Strategic Priorities: 1,3)	Administrators, Teachers	2021-2022		Criteria: Attendance and agendas from Teacher Training Book Study minutes and agendas 11/16/21 - Some Progress
3. Special attention will be spent in review of punitive practices and implementing a more restorative approach, including around ISS support. (Target Group: All) (Strategic Priorities: 3)	Administrators, Teachers	2021-2022		Criteria: ISS restorative plan 11/16/21 - Some Progress

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- Goal 2.** (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.
- Objective 3.** (ESF Essential Action 3.3) Establish and develop a 5% increase in campus student leadership groups focused on positive school culture.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Establish campus student leadership teams to support and gather input around positive school climate and culture. (Target Group: All) (Strategic Priorities: 3)	Administrators, Teachers	2021-2022		Criteria: Student Survey Staff survey Leadership teams attendance and minutes 11/16/21 - On Track
2. Establish and develop Student and Staff Race and Equity Committee made of 5% of the student/staff population, that represents Murchison's student body and will address and support race/equity/inclusivity issues on campus. (Target Group: All) (Strategic Priorities: 3)	Administrators, Teachers	2021-2022		Criteria: Race/Equity team meeting minutes 11/16/21 - On Track
3. Establish SEL Ambassadors and NJHS mentors to provide leadership in Advisory. (Target Group: All) (Strategic Priorities: 2,3)	Teachers	2021-2022		Criteria: Advisory attendance, student grades 11/16/21 - On Track

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Goal 2. (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 4. (Disproportionality in discipline referrals) Disparity in Hispanic student disciplinary actions (ISS) will decrease by 5%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create plan with staff for culturally responsive practices around student discipline. Specific planning around strategies to support student behavior needs within the classroom. (Target Group: H,AA,ECD,AtRisk) (Strategic Priorities: 1,3)	Administrators, Teachers	2021-2022		Criteria: Discipline referral rates PD minutes and attendance 11/16/21 - Some Progress
2. Parent book study and parent education groups focused on culturally responsive practices in which 5% of our community will participate in. (Target Group: All) (Strategic Priorities: 3)	Administrators, Counselor, Parent Support Specialist, Teachers	2021-2022		Criteria: parent book study agendas 11/16/21 - On Track
3. Parent education opportunities at monthly Principal Coffee meetings, and a parent book study on Anxiety in students. (Strategic Priorities: 3)	Administrators, Counselor, Parent Support Specialist	2021-2022		Criteria: parent meeting agendas 11/16/21 - On Track

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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. (Effective classroom routines and instructional strategies (ESF Essential Action 5.2)) 100% of Staff will Focus on Effective classroom routines and instructional strategies, which include posting the IPGs/TEKS and Success Criterion, and use of lesson planning, artifacts, anchor charts, word walls to support learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Professional development for staff on SE/IPG development. Success Criterion work and development within PLCs. Routine and Procedures focus. (Target Group: All) (Strategic Priorities: 2,3)	Administrators, Teachers	2021-2022		Criteria: Success criteria posted, SE/TEK posted Student assessment data 11/16/21 - On Track
2. 100% of Staff will create Objective-driven daily lesson plans with formative assessments with a focus on reteach when students are not making progress in the objective. (Target Group: All) (Strategic Priorities: 2,3)	Administrators, Teachers	2021-2022		Criteria: Lesson plans Formative/Summative assessments 11/16/21 - Some Progress
3. Teacher lesson plans with differentiation strategies, such as reteach and extensions completed. PLC meeting focus on creating and revising lesson plans as a collaborative team. (Strategic Priorities: 2,3)	Administrators, PLCs - Instructional, Teachers	2021-2022		Criteria: PLC meeting minutes Lesson plans 11/16/21 - Some Progress

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Objective 2. (Data-driven instruction (ESF Essential Action 5.3)) 100% of MMS PLCs will focus on Data-driven instruction through focusing on student work, and identifying learning gaps to reteach.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers bring student work to PLC meetings to review exemplars and plan instruction. Data driven focus in PLCs to review student work for assessment information. (Target Group: All) (Strategic Priorities: 1,2,3)	Administrators, PLCs, Teachers	2021-2022		Criteria: Student work exemplars created Student assessment data 11/16/21 - Some Progress
2. RTI support for students with learning gaps to include 5% increase in student participation in Tuesday Advisory Collaborative Study Groups and before and after school tutorials. (Strategic Priorities: 2,3)	Administrators, Teachers	2021-2022		Criteria: Tutoring plans Summative/Formative Assessments 11/16/21 - Some Progress
3. Tier 2 and 3 support for struggling students for tutoring support, including Tuesday Tutoring Collaborative in Advisory and after school tutoring and Twilight services. (Target Group: All) (Strategic Priorities: 2,3)	Administrators, Teachers	2021-2022		Criteria: Tutoring plans SCA data Summative/Formative assessments 11/16/21 - Some Progress
4. 5% improvement in eliminating the academic achievement gaps and providing reteach support for students with special needs. (Target Group: All) (Strategic Priorities: 2,3)	Administrators, Teachers	2021-2022		Criteria: Lesson plans Formative/Summative Data 11/16/21 - Some Progress

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Objective 3. (BLENDED Learning Strategies) 100% of teachers will use technology as a tool to enhance instruction through BLENDED learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Blended learning support for student learning, Flipped classroom and PBL strategies to enhance student achievement. (Target Group: All) (Strategic Priorities: 1,2,3)	Administrators, Teachers	2021-2022		Criteria: Blended learning assessments 11/16/21 - Significant Progress
2. Continued PD provided to staff on using technology to enhance student learning. (Target Group: All) (Strategic Priorities: 2,3)	Administrators, Teachers	2021-2022		Criteria: Teacher Lesson Plans Staff meeting agendas 11/16/21 - Some Progress
3. Learning walks and staff sharing opportunities at staff meeting for Blended learning development. (Target Group: All) (Strategic Priorities: 2,3)	Administrators, Teachers	2021-2022		Criteria: Learning walk documentation Teacher lesson plans 11/16/21 - Some Progress

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Goal 4. (Increased Enrollment) Insert SMART enrollment goal here

Objective 1. (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 1232 to 1260 by December 15, 2021 (refer to 21-22 projection). SMART Goal Semester 2: 85% of current students will be registered for SY 22-23 by June 1, 2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create attendance Committee to meet monthly and review student absences. (Target Group: All, AtRisk) (Strategic Priorities: 1,2,3)	Administrators, Teachers	2021-2022		Criteria: Attendance Committee meeting minutes eCST documentation Twilight attendance 11/16/21 - Significant Progress
2. Advertise all that Murchison has to offer to those in the school community and within AISD. Plan with CAC ways to publicize and increase enrollment. (Strategic Priorities: 2,3)	Administrators, Attendance Clerk, CAC Members	2021-2022		Criteria: Increased enrollment on campus 11/16/21 - Significant Progress
3. Create student attendance plans in eCST. Twilight attendance to support attendance recovery. Meet with SSS to and PSS to increase student attendance. (Target Group: All) (Strategic Priorities: 2,3)	Administrators, Teachers	2021-2022		Criteria: eCST documentation/goal setting attendance plans home visits 11/16/21 - Some Progress

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Goal 5. (Exemplary Customer Service) Insert description of CARES here

Objective 1. (Exemplary Customer Service) SMART Goal: By the end of SY 21-22, 100% of the campus staff will engage with the community by moving from Developing to Meets Expectations on the Phone/Voicemail section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Establish time during staff meetings to train staff on new phone system. Monitor phone messages created by staff. (Target Group: All) (Strategic Priorities: 3)	Administrators, Teachers	2021-2022		Criteria: Phone messages established 11/16/21 - Some Progress
2. Set a deadline for voicemails to be created and monitor staff compliance. (Target Group: All) (Strategic Priorities: 2,3)	Administrators, Teachers	2021-2022		Criteria: Staff voicemails created 11/16/21 - Some Progress
3. Provide in person support/training for staff still unable to create voicemails. (Target Group: All) (Strategic Priorities: 3)	Administrators, Teachers	2021-2022		Criteria: Teacher voicemails created Parents can access 11/16/21 - Some Progress

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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
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
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
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
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

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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
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
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.				
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 9/17		Criteria: Homeless documentation sheet
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

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.

MURCHISON M S Site Base

Name	Position
Blankenship, Alonzo	Assistant Principal
Infante, Dominic	Assistant Principal
Tucker, Jana	IB Coordinator
Harris, Chara	Assistant Principal
Cochran, Christy	Librarian
Unruh, Lynne	Lead Counselor
Newton, Beth	Principal
Miller, Sandy	CAC Co-Chair Non-Staff
Escamilla, Jill	CAC Co-Chair Staff Member
Davidson, Ty	Principal Supervisor

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 - Murchison 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	84%	59%	80%	80%	100%	75%	100%	79%	93%	63%	100%	94%
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 Comprehensive Needs Assessment - Murchison 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 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	1460	72	-	30	57	1	439	1	58	159	-	729	-	58	98	4	731	-	45	101	1
2018-2019	1461	71	1	35	74	1	427	7	76	176	13	737	-	43	107	3	715	6	55	138	6
**2019-2020	1410	67	-	0	21	1	364	-	29	81	4	761	-	11	60	-	653	-	17	55	2
		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	1460	729	1	110	224	4	356	1	84	180	1	132	1	48	68	2					
2018-2019	1461	746	2	115	238	11	360	7	101	206	12	159	1	58	105	2					
**2019-2020	1410	757	-	34	110	3	312	-	34	115	5	177	-	16	75	3					

*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](#)? African American, Hispanic and Eco Dis students are referred at a disproportionate rate compared to their Anglo peers.

What are the top 3 reasons students get referrals?

The top three reasons students get referrals are skipping class, insubordination, and threat/harassment to students.

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Murchison 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	70%	40%	55%	69%	
7	70%	22%	55%	75%	
8	75%	17%	45%	61%	
All	71%	29%	53%	68%	

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

For 2021 (AISD Data Binder asks us to “disregard the columns titled composite progress for 2020 cohort”) we notice that the majority of students progressed in the areas of listening and writing across all three grade levels. The component where the fewest percentage of students progressed across all grade levels was in the area of speaking. This could be attributed to students having limited opportunities/anxiety in speaking via zoom as the main educational platform for 2021.

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

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

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	182	50	75	43	15	12	55	50	33	<1	46	51	59	22	11	106	51	84	54	18
Math	07	98	41	59	38	21	4	27	*	*	*	27	40	41	19	7	55	47	67	44	24
Math	08	302	47	75	50	20	10	45	40	20	10	69	45	67	38	20	180	49	81	56	19
Math	All	582	47	73	46	19	26	44	42	23	4	142	45	59	29	15	341	49	79	53	20
Reading	06	197	51	75	48	22	11	48	55	27	9	51	55	65	33	14	116	52	83	59	28
Reading	07	162	38	81	65	46	5	26	>99	60	<1	32	34	69	50	28	103	42	84	69	50
Reading	08	125	29	77	56	25	7	39	71	43	<1	45	36	64	40	18	56	25	86	66	32
Reading	All	484	39	77	56	31	23	38	70	39	4	128	41	66	40	19	275	40	84	64	37
Writing	07	134	32	69	39	8	6	33	50	<1	<1	28	30	54	32	4	85	35	74	45	12
Science	08	107	25	65	43	17	4	22	*	*	*	35	28	51	31	11	53	24	74	45	21
Social Studies	08	97	22	72	34	11	3	17	*	*	*	32	25	63	25	9	48	22	77	40	10
	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	49	52	51	18	2	34	58	59	12	3	34	67	29	21	9	34	68	50	15	3
Math	07	27	36	37	19	7	15	37	20	13	13	12	27	25	8	<1	9	33	33	11	11
Math	08	50	38	50	24	8	16	36	44	19	<1	13	24	46	38	31	27	37	67	37	15
Math	All	126	42	48	21	6	65	45	46	14	5	59	39	32	22	12	70	47	54	23	9
Reading	06	52	53	52	21	8	34	57	44	15	3	34	65	32	21	3	33	63	42	12	<1
Reading	07	34	34	59	35	15	18	38	44	17	11	13	28	31	15	<1	13	33	69	46	23
Reading	08	31	29	58	32	13	13	34	46	23	<1	13	25	38	31	8	15	26	60	47	13
Reading	All	117	38	56	28	11	65	45	45	17	5	60	39	33	22	3	61	41	52	28	8
Writing	07	28	29	32	14	4	15	32	7	7	<1	10	22	20	10	<1	9	22	56	<1	<1
Science	08	25	24	36	24	8	8	21	25	13	<1	12	23	42	33	8	11	19	73	55	<1
Social Studies	08	19	18	47	21	11	7	18	43	<1	<1	12	23	50	33	8	13	23	77	31	15

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

We notice that across grade levels and subject areas, the observable trend from the data is that students from historically underserved student groups (African-American, Hispanic, Economically Disadvantaged, Emergent Bilinguals, SPED & receiving dyslexia services) have a disproportionate representation of students who achieved mastery as compared with all students on campus and their white counterparts.

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Murchison MS has an equity committee of teachers, as well as student Equity Ambassadors, who work collaboratively toward equitable outcomes on campus. Nevertheless, STAAR data has not been the primary focus of equity endeavors on campus during the pandemic. For 2022, our campus focus is strengthening PLC's using the approach modeled by Leverage Leadership in looking at student data to determine reteach efforts.

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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 ²	Forecast 5	0	8	10
% Hispanic students enrolled in Gifted/Talented (GT) programs	Forecast 5	61	66	56

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? This information goes out to parents in our campus newsletter. We also have parent information meetings about GT and opportunities for students.

How do you support a culture that provides advanced learning opportunities to all students? As an IB Campus, we support critical thinking activities and alignment to the IB Competencies and Global Contexts. All students on the campus have access to the higher level coursework and benefit from Criterion Based Grading Opportunities.

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	R	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).

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Domain 3 Campus Reports

Growth 50%	All Stud ents	Afr Amer	Hisp	Whit e	Amer Ind	Asian	Pac Isl	Two +	ECD	EL*	SpEd	Former SpEd	Cont Enr	Not Cont Enr	Tota l Met	Total Eligibl e	% of Eligible Met
College, Career, and Military Readiness Performance (High Schools and K-12)																	
Reading #PM Tests	436	20	114	253	1	22	0	26	96	71	56	<25	377	59			
Growth Score	58%		53%	59%				58%	48%	59%	37%		57%	62%			
Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%			
Met Target	N		N	N				N	N	N	N		N	N	0	9	0%

Math #PM Tests	528	22	127	315	1	35	0	28	106	83	57	<25	458	70			
Growth Score	44%		32%	47%		56%		54%	35%	38%	54%		43%	46%			
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		N	N	0	10	
Total															0	19	

*EL Current and Former

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

All groups are struggling around growth and meeting the targets for progress. In reading, students are making more progress than in math scores.

*EL Current and Former

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

Longitudinal Enrollment, Utilizations, and Transfers Report

		17-18	18-19	19-20	20-21
Enrollment & Utilization	Enrollment	1431	1414	1349	1245
	Students in enrollment area	N/A	N/A	N/A	N/A
Transfers	Transfers to other AISD schools	205	197	212	217
TELL Survey	General School Climate	93%	82%	75%	86%
	Managing Student Conduct	84%	81%	84%	85%
	Principal Leadership	95%	88%	92%	93%

Reflection Questions: Why do you think families are transferring to other AISD schools? Families have innovative opportunities - longer school day, more resources, Saturday School

What trends do you see in your enrollment since SY17-18? To what do you attribute the increases or decreases? A decline in enrollment, due to Covid-19 and the expense of housing in this area going up.

3%

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.

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

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Grounds			X	
Safety Protocols				X
Signage			X	
Reflection Questions: Which area/s will you focus on strengthening this school year? Why did you select this/these area/s? We will focus on strengthening our phone/voicemail communication practices with a new phone system on campus. We are continuing to update and better utilize our campus website. Also, customer service and building relationships with students, staff and families has been an ongoing campus goal.				

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

Increased Enrollment

Exemplary Customer Service

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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.

Austin ISD Data Tracker - SY 21-22

Campus Name: Murchison																
	Grade Level	Student Group	Subject Tested	Performance Level	2019 or 2021 Results	1st 9 Weeks			2nd 9 weeks			3rd 9 weeks			2022 STAAR/EOC	
						Assessment Type	60	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.	85%	SCA 1	90%	78%	SCA 2	90%		SCA 3	90%		STAAR	90%
	All	All	Reading	Meets	62%	SCA 1	60%	46%	SCA 2	60%		SCA 3	60%		STAAR	60%
	All	All	Reading	Masters	36%	SCA 1	30%	33%	SCA 2	30%		SCA 3	30%		STAAR	30%
	All	All	Math	App.	85%	SCA 1	90%	69%	SCA 2	90%		SCA 3	90%		STAAR	90%
	All	All	Math	Meets	56%	SCA 1	60%	20%	SCA 2	60%		SCA 3	60%		STAAR	60%
	All	All	Math	Masters	23%	SCA 1	30%	11%	SCA 2	30%		SCA 3	30%		STAAR	30%
	All	All	Science	App.	86%	SCA 1	90%	85%	SCA 2	90%		SCA 3	90%		STAAR	90%
	All	All	Science	Meets	58%	SCA 1	60%	53%	SCA 2	60%		SCA 3	60%		STAAR	60%
	All	All	Science	Masters	28%	SCA 1	30%	35%	SCA 2	30%		SCA 3	30%		STAAR	30%
	All	All	SocStu	App.	76%	SCA 1	90%	77%	SCA 2	90%		SCA 3	90%		STAAR	90%
	All	All	SocStu	Meets	43%	SCA 1	60%	45%	SCA 2	60%		SCA 3	60%		STAAR	60%
	All	All	SocStu	Masters	21%	SCA 1	30%	35%	SCA 2	30%		SCA 3	30%		STAAR	30%
Scorecard	All	Emer. Bilingual	Reading	Meets	28%	SCA 1	36%	22%	SCA 2	36%		SCA 3	36%		TELPAS	36%
	All	African American	All	Meets	20%	SCA 1	25%	21%	SCA 2	25%	0%	SCA 3	25%	0%	STAAR	36%
	All	Hispanic	All	Meets	42%	SCA 1	45%	31%	SCA 2	45%	0%	SCA 3	45%	0%	STAAR	41%
	All	Emer. Bilingual	All	Meets	27%	SCA 1	30%	20%	SCA 2	30%	0%	SCA 3	30%	0%	STAAR	37%
	All	Special Education	All	Meets	21%	SCA 1	25%	13%	SCA 2	25%	0%	SCA 3	25%	0%	STAAR	29%

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	
60	90	A	