

**WEBB M S**  
**Webb Early College Prep Middle School**  
**2021/2022**

*Rigor, Relevance, and Relationships is our pathway to College, Career, and Life*

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Date Reviewed:

Date Approved:

## **Campus Mission**

Respect, Integrity, Honesty, Community

## **Campus Vision**

**Rigor, Relevance, and Relationships  
is our pathway to College, Career, and Life**

## **Campus Values**

**W**ebb staff and students

**E**ncourage academic  
excellence and college  
preparation through  
rigor, relevance and  
relationships

**B**elieve in the power of  
the fine and technical arts,

**B**elong to a community  
that celebrates social and  
cultural diversity.

## **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.

# WEBB M S

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Add Whole Child, Every Child placeholder to faculty meeting agendas to discuss current/continuous activities. (Title I SW Elements: 1.1) (Target Group: All,6th,7th ,8th) (Strategic Priorities: 4)	Administrators	Bi-monthly faculty meetin		Criteria: Faculty agendas, parent sign in sheets  11/03/21 - On Track 11/03/21 - On Track
2. Add Whole Child, Every Child to communication opportunities such as newsletters, websites, and family nights. (Title I SW Elements: 1.1) (Target Group: All,6th,7th ,8th) (Strategic Priorities: 4)	Administrators	ongoing		Criteria: Faculty meeting agendas  11/03/21 - On Track 11/03/21 - Completed 11/03/21 - On Track
3. Invite parents/families to Whole Child, Every Child night and focus on all areas supporting Whole Child by providing activities/ information. (Title I SW Elements: 1.1) (Target Group: All,6th,7th ,8th) (Strategic Priorities: 4)		Each 9 Weeks		Criteria: Sign in sheets, minutes from meetings  11/03/21 - Significant Progress 11/03/21 - On Track 11/03/21 - Pending 11/03/21 - Pending 11/03/21 - On Track 11/03/21 - Pending

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**Objective 2.** (Social and Emotional School Climate) SMARTIE Goal: On the 2022 TELL Student Survey, the students will continue to indicate that Webb MS has a safe learning environment with a score of 90%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. SEL lessons will be taught weekly during the Mindrise (advisory) classes. (Title I SW Elements: 1.1,2.6) (Target Group: All,6th,7th ,8th) (Strategic Priorities: 4)	Teachers	Each 9 weeks		Criteria: Lower number of disciplinary referrals  11/03/21 - Significant Progress
2. Students will work together on PBL projects addressing school and community needs. (Title I SW Elements: 1.1,2.1,2.6) (Target Group: All,6th,7th ,8th) (Strategic Priorities: 4)	Students, Teachers	ongoing		Criteria: Presentations will be given by students to their parents and Family and Community Engagement Nights.  11/03/21 - Significant Progress
3. Teachers will embed SEL in all Social Studies class lessons through Blend. (Title I SW Elements: 1.1) (Target Group: All,6th,7th ,8th) (Strategic Priorities: 4)	Teachers	ongoing		Criteria: Lesson plans will be evaluated for SEL  11/03/21 - Significant Progress
4. Student accomplishments were celebrated during October for their PBL project Parent Night, Wonderful Outstanding Wildcat celebration, Student of the Month pizza party, and SCA achievers awards (Title I SW Elements: 2.1,2.3,3.1) (Strategic Priorities: 4)	Administrators, Parent Support Specialist, Parents, Teachers	October 29, 2021	(O)Other - \$300	Criteria: Success was measured through parent attendance and student improvement, both academically and behaviorally.  11/03/21 - Significant Progress

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**Objective 3.** (Family Engagement) SMARTIE Goal: By the end of SY 2021-2022, the campus will increase parental engagement by 20% as recorded with parent sign in sheets.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Parents are engaged through Principal's coffees twice a month. (Title I SW Elements: 2.1) (Target Group: All,6th,7th ,8th) (Strategic Priorities: 4)		Twice each month	(F)Title 1, Part A	Criteria: Meeting agendas and sign in sheets 11/03/21 - On Track
2. Meetings with the Parent Support Specialists (Title I SW Elements: 1.1,2.1,3.1,3.2) (Strategic Priorities: 4)	Parent Support Specialist	Weekly	(F)Title 1, Part A	Criteria: Meeting agendas, agendas, meeting minutes 11/03/21 - On Track
3. Monthly scheduled parent activities such as Project Based Learning Showcase nights and other academic nights. (Target Group: All,6th,7th ,8th)	Administrators, Students, Teachers	Each 9 weeks		11/03/21 - On Track

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**Objective 4.** (Community Engagement) By the end of school year 2021-2022 community engagement will increase by 20% as recorded in sign in sheets.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The community is engaged through monthly meetings. (Title I SW Elements: 2.1,2.3) (Target Group: All,6th,7th ,8th) (Strategic Priorities: 4)	Administrators, CAC Members	Monthly		Criteria: Agendas and sign in sheets 11/03/21 - Some Progress
2. Facebook Live sessions will be held monthly through the Webb MS Parent engagement Facebook Page. (Title I SW Elements: 1.1,2.1,3.1,3.2) (Target Group: All,6th,7th ,8th) (Strategic Priorities: 4)	Parent Support Specialist	Monthly		Criteria: Videos and printed documentation from the chat from meetings 11/03/21 - No Progress 11/03/21 - No Progress
3. School Messenger communications (Title I SW Elements: 2.1,2.6) (Target Group: All,6th,7th ,8th) (Strategic Priorities: 4)		ongoing		Criteria: Documentation from videos and printed comments from the Facebook chat. 11/03/21 - Significant Progress 11/03/21 - Significant Progress

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**Goal 2.** (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) 100% of the campus leadership team will monitor student progress in our Weekly Data Driven Instruction (DDI) meetings and will track the learning progress of target student groups (African American, Special Ed., and Emergent Bilinguals) on common and short cycle nine week assessments (SCA).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a "Principals' Monitoring and Implementation Playbook" that will clearly define administrator roles and focused conversations in the Data Driven Instruction meetings (learning priorities, learning goals, classroom walkthrough calendar, administrator PLC role in DDI, data meeting preparation template, and meeting scripts). (Title I SW Elements: 1.1) (Strategic Priorities: 1,2,4)	Administrators	November 30 2021		Criteria: Learning priorities, learning goals, classroom walkthrough calendar, administrator PLC role in DDI, data meeting preparation template, and meeting scripts.  11/29/21 - Completed 11/03/21 - Completed 11/01/21 - Significant Progress 10/29/21 - Significant Progress
2. Create a written professional learning calendar to train administrators and teachers on Progress Measuring Tool, Lead4ward TEKS data analysis tools, School City, and Summative Data Talk by November 2021. Substitutes will be provided for all core teachers and for the Principal so that they engage in data analysis after each Short Cycle Assessment	Administrators	November 30 2021	(S)ESF Focused-Support Grant - \$14,355	Criteria: Professional learning calendar  11/29/21 - Completed 11/01/21 - Completed 10/29/21 - Significant Progress
3. Create a formative data analysis one page protocol guide for principals to use in PLC formative data analysis meetings and their weekly analysis of student artifacts.	Administrators	November 30 2021		Criteria: data analysis one page protocol guide, PLC meeting and agenda  11/29/21 - Completed 11/01/21 - Completed 10/29/21 - Some Progress
4. Create a data analysis response menu to help principals guide weekly instructional adjustments that support student improvement for target student groups: African American, Special Education, and Emergent Bilingual.	Administrators	November 30 2021		Criteria: Data analysis response menu  11/29/21 - Completed 11/01/21 - Completed 10/29/21 - Some Progress
5. Implement a student data tracker in core classes to support teacher/ student data	Administrators	November 30 2021		Criteria: student tracking system protocol, plc meeting and minutes

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
conversations and PLC planning conversations between teachers and principals.				11/29/21 - Completed 11/01/21 - Completed 10/29/21 - Significant Progress
6. An Accountability Coordinator and Instructional Leadership Coach will assist the District Coordinator of School Improvement (DCSI) and Campus Leadership Team in developing this plan, monitoring implementation of this plan, engaging in data analysis to ensure progress is being made toward plan goals, and ensuring all TEA monitoring and submission requirements are met. (Target Group: All)	DCSI	21-22 School Year	(S)ESF Focused-Support Grant - \$13,181	11/29/21 - Completed
7. School administrators will utilize the "Principals' Monitoring and Implementation DDI Playbook" to guide PLC Data Driven Instructional planning meetings and improve teacher instructional effectiveness around assessment and feedback to students during the first instructional teaching process. The guide will address administrator and teacher roles and focused conversations in the Data Driven Instruction meetings (learning priorities, learning goals, classroom walkthrough calendar, administrator PLC role in DDI, data meeting preparation template, data talk form, and meeting scripts). (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All,AA,ECD,SPED) (Strategic Priorities: 1,2,4)	Administrators	Cycle 2		Criteria: 100% of school administrators and core teachers will participate in weekly DDI meetings and will complete Formative Assessment Data Dig Forms to address student learning gaps and Data Talk Forms to monitor student progress on SCAs and common assessments.
8. School administrators will utilize the written professional learning calendar to schedule and offer ongoing coaching and feedback support to teachers in their implementation of SchoolCity and Lead4ward progress monitoring tools. This coaching support will	Principal	Cycle 2		Criteria: School administrators will continue to implement and adapt the Professional Development Calendar to provide teachers ongoing coaching support and feedback on data analysis tools



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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
facilitate the summative Data Talks between campus administrators and teachers after each short cycle (SCA) and MAPS assessment. Substitutes will be utilized to for all core teachers during half day data analysis and planning sessions. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: AA,ECD,SPED)				after walkthrough visits and PLC planning meetings.
9. Administrators will use student/ teacher outcomes to facilitate PLC and DDI planning conversations. Core teachers will utilize student data trackers after common, SCA, and MAPS assessments to progress monitor support achievement. (Target Group: All)	Administrators, General Ed and Sped Teachers	Cycle 2		Criteria: Teachers will utilize student data trackers to monitor student progress and achievement. Campus administrators will facilitate Data Talk conversations and planning after each assessment.

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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.** (Data Driven Instruction (ESF Essential Action 5.3)) With the guidance of Leverage Leadership, 100% of Webb teachers will receive monthly active coaching feedback from school leaders using the Webb Google Walkthrough (C.A.T.) and Cycled Feedback Form (PPFT).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. TIL will provide Leverage Leadership training to Webb principals and extended instructional leadership members to help them facilitate weekly classroom walkthroughs, cycled coaching feedback processes, and weekly Data Driven Instruction meetings.	Administrators	November 30 2021	(S)ESF Focused-Support Grant - \$18,991	Criteria: PD sign in sheets, walkthroughs, meeting minutes  11/29/21 - Completed 11/03/21 - Some Progress 11/01/21 - Pending 10/29/21 - Significant Progress
2. Create a PLC Planning Schedule for Webb Leadership to ensure full implementation of the PLC planning process. Tutoring will be provided when available based on assessment performance and also the purchase of STAAR prep resources that will be used for small group reteach.	Administrators	November 30 2021	(F)Comprehensive School Improvement Grant - \$93,951, (S)ESF Focused-Support Grant - \$11,911	Criteria: PLC planning schedule, PLC meeting minutes  11/29/21 - Completed 11/03/21 - Completed 11/01/21 - Significant Progress 10/29/21 - Significant Progress
3. Create a Tiered Teacher Tracking Google form to build teacher capacity by providing them continuous feedback and cycled feedback. The campus will also employ a new reading teacher to reduce the student-to-teacher ratio.	Administrators	November 30 2021	(F)Comprehensive School Improvement Grant - \$75,249	Criteria: Tiered teacher list, walkthrough calendar, student exemplar  11/29/21 - Completed 11/01/21 - Completed 10/29/21 - Significant Progress
4. Train teachers on campus wide classroom routines, instructional priorities, use of success criteria, teacher or student exemplars to model instruction, and required classroom checklist to support learning goals.	Administrators	November 30 2021		Criteria: PD presentation and sign in sheet, classroom checklist  11/29/21 - Completed 11/01/21 - Completed 10/29/21 - Some Progress
5. Teachers and campus leaders will engage in ESF-aligned professional learning activities during the summer of 2022 in order to ensure momentum from SY 21-22 is not lost moving into SY 22-23 (extra duty pay provided for teacher) (Target Group: All)	Principal	Cycle 4	(S)ESF Focused-Support Grant - \$21,891	
6. Administrators will facilitate DDI meetings to ensure core teachers develop weekly	Administrators, General Ed and Sped Teachers	Cycle 2		Criteria: Teachers will utilize the DDI process to complete the DDI

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**Objective 1.** (Data Driven Instruction (ESF Essential Action 5.3)) With the guidance of Leverage Leadership, 100% of Webb teachers will receive monthly active coaching feedback from school leaders using the Webb Google Walkthrough (C.A.T.) and Cycled Feedback Form (PPFT).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
intervention plans that support AA, Special Ed, and Emergent Bilingual students. Intervention and tutoring plans will be completed in small groups during class time and after school.				Planning Form and intervention groups each week. Intervention plans will target AA. Emergent Bilingual, and Special ed student groups.
7. School administrators will utilize the teacher observation and feedback tracking form to facilitate weekly administrator meetings and to build teacher capacity in the implementation of an effective first instructional teach. Administrators will provide teachers with ongoing coaching and cycled feedback by modeling the "aggressive monitoring laps" intervention.	Principal	Cycle 2		Criteria: Campus administrators will have weekly Wednesday meetings. Administrators will utilize the Tiered Tracking Google Form to facilitate coaching rounds and professional development plans to support teacher needs for improved instructional effectiveness.
8. District staff will facilitate the continued growth of instructional coaches in enhancing their skill to unpack the standards effectively with teachers in PLCs and assure student learning activities are aligned to the rigor of the standard. (Target Group: All)	Administrators, District Departments	Cycle 2		Criteria: DDI agenda, PD calendar

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**Goal 4.** (Support for Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.

**Objective 1.** (Students with 504 services) SMARTIE Goal: 100% of students' IAPs will be distributed to and followed by teachers as indicated by lesson plans.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All dyslexic students will receive services through the Reading Rewards Intervention Classes. (Title I SW Elements: 2.6) (Target Group: 504,6th,7th ,8th) (Strategic Priorities: 4)	Counselor	August 2021		Criteria: Staff distribution, lesson plans 11/03/21 - Significant Progress
2. The 504 Coordinator will ensure that all meetings are scheduled in a timely manner. (Title I SW Elements: 2.6) (Target Group: 504,6th,7th ,8th) (Strategic Priorities: 4)	504 Coordinator	ongoing		Criteria: 504 meeting records 11/03/21 - Significant Progress
3. 504 students will receive literacy services through Mindrise classes. (Title I SW Elements: 2.5,2.6) (Target Group: 504,6th,7th ,8th) (Strategic Priorities: 4)	Teachers	ongoing		Criteria: Improved performance on SCAs and STAAR from prior year's assessments. 11/03/21 - Significant Progress

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- Goal 4.** (Support for Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.
- Objective 2.** (Disproportionality in discipline referrals) SMARTIE Goal: The disparity in special education student disciplinary actions (ISS, OSS, Dis. Removal) will decrease from 30.24% to 25.24% (= %pop) by August 2022. - Strategic Plan Goal #8

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. In evaluating the data from our disciplinary referral, African American students are overly represented. We will reduce the number of AA referrals by 10% by the end of December. (Title I SW Elements: 1.1,2.6) (Target Group: AA,6th,7th ,8th) (Strategic Priorities: 4)	Administrators, Campus Leadership Team	Ongoing		Criteria: Recruit mentors specifically for our overly represented African American students.  11/03/21 - Some Progress 11/03/21 - Pending

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**Goal 5.** (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

**Objective 1.** (Career and Technical Education (CTE)) During the SY 2021-2022, 100% of 7th and 8th graders will be enrolled in a CTE class while at Webb MS as indicated by class rosters.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Counselors will ensure that every Webb MS student is enrolled in a CTE class while in middle school (Title I SW Elements: 1.1) (Target Group: All,7th ,8th) (Strategic Priorities: 4)	Counselor	yearly		Criteria: Student class enrollment 11/03/21 - Completed
2. Students will participate in Project Lead the Way year long high school credit courses (Title I SW Elements: 2.5) (Target Group: 7th ,8th) (Strategic Priorities: 4)	Counselor	yearly		Criteria: Student enrollment records 11/03/21 - Completed
3. Students will enroll in professional communications and nutrition and wellness classes (Title I SW Elements: 2.5) (Target Group: 7th ,8th) (Strategic Priorities: 4)	Counselor	yearly		Criteria: Student enrollment 11/03/21 - Completed

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- Goal 5.** (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.
- Objective 2.** (AVID) SMARTIE Goal: During the SY 2021-2022, the master schedule is developed with a sufficient number of AVID Elective sections and courses of high rigor and includes few course conflicts that prevent open access to courses of high rigor.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. AVID strategies (WOCOR) will be used in all classes (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All,6th,7th ,8th) (Strategic Priorities: 2,4)		ongoing		Criteria: Will be evaluated thorough walkthrough and formal observations.  11/03/21 - Significant Progress
2. AVID folders will be used by all students for organization. These will be introduced on 9/10/21 and monitored through Mindrise (advisory) classes. (Title I SW Elements: 1.1,2.5) (Target Group: All,6th,7th ,8th) (Strategic Priorities: 4)		9/10/21 -end of year	(O)AVID	Criteria: The use of the AVID folders will be monitored by the Mindrise teachers.  11/03/21 - Significant Progress
3. The AVID team will meet monthly to evaluate the use of school wide AVID strategies. Our goal is to become an AVID National Demonstration Site (Title I SW Elements: 1.1,2.2,2.4) (Target Group: All,6th,7th ,8th) (Strategic Priorities: 4)		Monthly	(O)AVID	Criteria: Meeting agendas and sign in sheets.  11/03/21 - On Track

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**Goal 6.** (Increased Enrollment) Insert SMART enrollment goal here

**Objective 1.** (Increased Enrollment) SMARTIE Goal Semester 1: Campus enrollment will increase from 465\_\_ to 600\_ by December 15, 2021 (refer to 21-22 projection).SMARTIE 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. Launch a community outreach plan to visit the homes of students enrolled in local charter schools. (Title I SW Elements: 2.1,2.6,3.1) (Target Group: All) (Strategic Priorities: 3)	Administrators, Assistant Principal, Attendance Committee, Principal, Teachers	August		Criteria: Campus information door hanger, Webb Newsletter,  11/03/21 - Completed
2. Create an attendance/ enrollment committee to identify no show students and monitor attendance. (Title I SW Elements: 2.1,2.2,2.4,2.6) (Target Group: All) (Strategic Priorities: 2,3,4)	Attendance Committee, Campus Leadership Team	On-going		Criteria: Attendance and enrollment reports, attendance meeting agendas  11/03/21 - Some Progress
3. Utilize the Parent Support Specialist and Student Success Specialist to track and recruit student enrollment initiatives. (Title I SW Elements: 2.1,2.2,2.4,2.6) (Target Group: All) (Strategic Priorities: 2,3,4)	Administrators, Attendance Committee, Counselor	On-going		11/03/21 - Some Progress



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**Goal 7.** (Exemplary Customer Service) Insert description of CARES here

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Office staff met with the principal concerning expectations for greeting parents and visitors. (Title I SW Elements: 2.3) (Target Group: All,6th,7th ,8th) (Strategic Priorities: 4)	Office Staff, Principal	August 2021		Criteria: Parent surveys 11/03/21 - Completed
2. A office staff greeting script will be used to greet parents and visitors upon coming to our campus. (Title I SW Elements: 2.3) (Target Group: All,6th,7th ,8th) (Strategic Priorities: 4)	Assistant Principal, Office Staff	Daily		Criteria: Parent surveys 11/03/21 - Completed
3. Teachers and administrators will respond to parents and guardians within 24 hours of contact. (Target Group: All,6th,7th ,8th) (Strategic Priorities: 4)		ongoing		Criteria: Parent surveys, documentation from eCST by teachers and administrators 11/03/21 - Significant Progress

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**Goal 8.** (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attachment #1. Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. (Sign and attach the form.) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 9/17		Criteria: Principal Attestation Form 10/06/21 - Completed
2. Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. (Attach copy of Parent/Family Involvement Policy on your campus stationery.) (Title I SW Elements: 3.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: Parent/Family Involvement Policy on your campus stationery 10/06/21 - Completed
3. Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. (Attach copy of Parent/Family School Compact.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: Parent/Family School Compact 10/06/21 - Completed
4. Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements and initiatives, and informing them of their right to be involved. (Documentation MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. must be attached. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE.) (Title I SW Elements: 2.1,3.2) (Target Group: ECD)	Principal	Due 9/17		Criteria: agenda, sign in sheets, meeting notice, and meeting minutes 10/06/21 - Completed
5. Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be	Principal	Due 9/17		Criteria: Sample communications in languages other than English 10/06/21 - Completed

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
attached.) (Title I SW Elements: 2.3) (Target Group: ECD)				
6. Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Documentation of notice on school letterhead is attached.) (Title I SW Elements: 2.3) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 9/17		Criteria: Documentation of notice on school letterhead  10/06/21 - Completed
7. Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the Value and Contributions of Parents for staff. (Documentation: agendas, sign in sheets, minutes or records of meetings must be attached.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: agendas, sign in sheets, minutes or records of meetings  10/06/21 - Some Progress
8. Attachment #8. Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month.				10/06/21 - Pending
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 9/17		Criteria: Homeless documentation sheet  10/06/21 - Pending
10. Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. Go to Plan Level of CIP and click on "CIP/TIP Developers List". List the name & position of the developers of the 2021-2022 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used & uploaded with packet.) (Target Group: All)	Principal	Due 9/17		Criteria: CIP/TIP Developers List  10/06/21 - Completed

## 1st 9 weeks report - due October 22

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

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

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

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

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

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

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

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

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## 2nd 9 weeks report - due January 7

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

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

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

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

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

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

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

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

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## 3rd 9 weeks report - due March 25

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

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

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

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

(PTG) Monitoring Chart.

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

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

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

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

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

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

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

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

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

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

## WEBB M S Site Base

Name	Position
Sanchez, Raul	Principal
Davidson, Ty	Executive Director Office of School Leadership
Borthwick, Chris	Accountability Coordinator
Walsh, Meagan	Multi Classroom Specialist-Emergent Bilinguals
Saldivar, Yesenia	Multi Classroom Specialist-STEM
Rebello, Melinda	Multi Classroom Specialist-Humanities
Saenz, Diana	Asst. Principal
Coyle, Michael	Asst. Principal
Buckles, Erna	Asst. Principal

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

Element 1: The Comprehensive Needs Assessment (CNA) is included as an attachment for all campuses. The 2021-22 CIP/TIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP/TIP was developed/revised, and the CIP/TIP will be evaluated.

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

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

**Instructions for Campuses**

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

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

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

#2 - #9 See packet for details

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

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

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

## District Commitments Theory of Action

If the district provides opportunities for ongoing support and coaching of the campus leader and the district policies and practices prioritize principal and principal supervisor instructional leadership (e.g. manageable span of control, time dedicated to instructional practices), then Webb Middle School will improve campus Instructional Leaders (principal, assistant principal, counselor, teacher leader) with clear roles and responsibilities.



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

### Important Monitoring & Due Dates

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

Aug 9-Sept 3: CIP/TIP Development

Aug 24-26: Group TIP Development Workshop

Aug 31-Sept 1: TEA Training

Aug 17-Sept 17: Public Meeting/ CAC feedback

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

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

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

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

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

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

Sept 27: CIP/TIPs to Supe

Sept 27-30: TIL Lesson Alignment

Oct 4-6: TIL Observation and Feedback

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

Oct 18-Nov 20: ESF Diagnostic Survey Window

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

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

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

Oct 25-27: TIL DDI

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

Nov 16-19: TIL Formative Assessment

Nov 30: TIL Cohort: Lesson Alignment

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

Dec 18: Schedule ESF Diagnostic for Spring

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

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

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

Jan 12: TIL DDI

Jan 18: TIL Observation and Feedback

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

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

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

Feb 22: TIL Lesson Alignment and Formative Assessment

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

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

March 22: TIL Observation and Feedback

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

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

March 30: TIL DDI

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

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

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

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

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

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

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

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

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

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

Focus Area for Improvement	Rationale
EA 1.1, 2.1, 3.1, 4.1, 5.1, or 5.3	COVID 19 has affected teaching and learning for the last year and half. To ensure the implementation of revised learning protocols that support our student needs, Webb Middle School leadership team and DCSI have determined a need to define clear roles and responsibilities for campus leaders that support campus improvement goals. The campus will continue to build leadership capacity of administrators through the implementation of consistent written instructional protocols and the deliberate modeling of best practices.
EA 1.1, 2.1, 3.1, 4.1, 5.1, or 5.3	Substantial progress was made last year, and many systems were created. (PLC protocol and establishing expectations for teachers), but the campus didn't yet have a systematic way of assessing students, student data tracking, or a common lesson planning template. The campus

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

	feels that this work needs to continue, and that working on this EA will also help in other areas, where teachers feel overwhelmed due to inconsistencies in practice.
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### 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	52	22	0	80	100	21	86	53	21	38	83	69
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.)

**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 ESF Self-Assessment and Comprehensive Needs Assessment - Webb MS

### Longitudinal Discipline Data Report

Number of Disciplinary Actions by Student Group																					
		African American					Hispanic					White					Female				
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to 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	728	70	0	4	62	6	624		243	328	24	21	0	3	6	0	314	0	103	113	13
2018-2019	767	71	0	45	45	1	657	0	224	223	15	28	0	13	2	2	344	0	71	74	2
**2019-2020	729	62	0	19	24	2	634	1	147	69	10	24	0	8	10	1	328	0	29	39	3
		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	728	414	0	189	294	17	671	0	279	385	30	126	0	72	104	12					
2018-2019	767	423	0	231	196	16	713	0	272	258	18	123	0	88	75	7					
**2019-2020	729	401	1	147	92	10	692	1	176	128	13	111	1	69	29	5					

\*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](#)? Over representation of African American and Special Education Students.

What are the top 3 reasons students get referrals? Insubordination, Rude to Adult , and Physical Aggression

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

**SY 20-21 TELPAS Progress**

	Listening Progress	Speaking Progress	Reading Progress	Writing Progress
	2021			
Grade	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl
6	38%	38%	13%	33%
7	39%	33%	26%	38%
8	46%	54%	30%	40%
All	41%	42%	21%	37%
<p><b>TELPAS Reflection Question:</b> What trends do you observe in progress for your students across grade levels and TELPAS components?</p> <p>We met the TELPAS state target in 2021 showing growth from 2019 and 2020. Our 8th grade students outperformed all other grade levels in the listening and speaking components of TELPAS.</p>				

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

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

	Te st Gr ad e	All Students					African American					Hispanic					White				
		# Scor ed Test s	% Parti cipa tion	% App roac hes	% Mee ts	% Mas ters	# Scor ed Test s	% Parti cipa tion	% App roac hes	% Mee ts	% Mas ters	# Scor ed Test s	% Parti cipa tion	% App roac hes	% Mee ts	% Mas ters	# Scor ed Test s	% Parti cipa tion	% App roac hes	% Mee ts	% Mas ters
2021 STAAR																					
Math	06	91	47	23	9	2	3	20	*	*	*	84	50	23	7	2	2	29	*	*	*
Math	07	47	27	17	4	0	4	21	*	*	*	41	28	17	5	0	2	22	*	*	*
Math	08	93	32	17	6	2	10	28	40	10	0	79	33	14	5	1	3	27	*	*	*
Math	All	231	35	19	7	2	17	24	35	12	0	204	37	18	6	1	7	26	*	*	*
Reading	06	81	42	22	9	2	2	13	*	*	*	75	45	20	7	1	2	29	*	*	*
Reading	07	47	27	9	9	4	5	26	0	0	0	39	27	8	8	3	3	33	*	*	*
Reading	08	53	23	28	15	4	5	19	60	40	0	47	24	23	11	2	1	13	*	*	*
Reading	All	181	30	20	10	3	12	20	33	17	0	161	32	18	8	2	6	25	21	37	25
Writing	07	44	25	11	5	0	4	22	*	*	*	37	26	11	5	0	3	33	*	*	*
Science	08	54	24	20	7	4	5	19	20	0	0	48	25	19	6	2	1	14	*	*	*
Social Studies	08	60	27	22	7	3	6	23	33	17	0	53	28	19	4	2	1	14	*	*	*
	Te st Gr ad e	Econ Disadvantaged					Emergent Bilingual					Special Ed Services					Dyslexia Services				
		# Scor ed Test s	% Parti cipa tion	% App roac hes	% Mee ts	% Mas ters	# Scor ed Test s	% Parti cipa tion	% App roac hes	% Mee ts	% Mas ters	# Scor ed Test s	% Parti cipa tion	% App roac hes	% Mee ts	% Mas ters	# Scor ed Test s	% Parti cipa tion	% App roac hes	% Mee ts	% Mas ters
2021 STAAR																					
Math	06	77	44	25	9		3	51	22	5	1	19	66	21	16	11	10	45	10	0	0
Math	07	45	26	16	4		0	27	12	3	0	9	35	11	11	0	6	29	17	0	0
Math	08	82	31	17	5		1	36	11	2	0	13	33	31	31	15	6	18	17	0	0
Math	All	204	33	20	6		1	38	16	4	1	41	44	22	20	10	22	29	14	0	0
Reading	06	68	39	24	7		1	46	17	5	0	15	52	13	13	7	8	36	13	13	0
Reading	07	46	27	7	7		4	27	3	3	0	8	31	13	13	13	6	29	0	0	0
Reading	08	43	20	26	12		5	27	15	5	3	8	21	50	50	13	1	3	*	*	*
Reading	All	157	28	19	8		3	33	13	4	1	31	33	23	23	10	15	21	7	7	0
Writing	07	43	26	12	5		0	27	6	3	0	8	32	25	13	0	8	38	0	0	0
Science	08	45	22	20	7		2	29	12	2	0	8	22	38	38	25	3	11	*	*	*
Social Studies	08	49	24	20	4		43	30	16	0	0	14	38	29	29	14	5	19	20	0	0

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

African American and Special Ed 8th grade reading students outperformed all other student groups in 2021. Special education students had the highest meets performance on STAAR. 6th grade students performed the lowest across all grade levels on STAAR in all subjects.

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

### Advanced Academics

Data Points Reviewed	Data Source	2018-19	2019-20	2020-21
% African American (SIBAA) students enrolled in Gifted/Talented (GT) programs <sup>2</sup>	Forecast 5	6.67	8.47	8.16
% Hispanic students enrolled in Gifted/Talented (GT) programs	Forecast 5	5.33	5.52	6.00
<b>Advanced Academics reflection questions:</b> <p>How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping and secondary- advanced course enrollment)?            GT students are enrolled in ELA, science, social studies advanced and for math accelerated classes. Students are also highly encouraged to be in AVID classes. 8th grade students are in Algebra 1 classes.</p> <p>How are you communicating with all families about GT and/or advanced learning opportunities? Letters and phone calls from counselors.</p> <p>How do you support a culture that provides advanced learning opportunities to all students?            Mindrise , advanced courses, AVID, and AVID Excel</p>				

<sup>2</sup> 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	O	E	-	E	O	E	-	R	E	E	-	O	O	E	-	E	E	E	-
<b>KEY: E=Exemplary; R= Recognized; C= Compliance; O= Out of Compliance</b> 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).																				

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

### Domain 3 Campus Reports

Growth 50%	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two +	ECD	EL*	SpEd	Former SpEd	Continued Enr	Not Continued Enr	Total Met	Total Eligible	% of Eligible Met
<b>College, Career, and Military Readiness Performance (High Schools and K-12)</b>																	
Reading #PM Tests	93	8	81	3	0	0	0	0	85	69	21		74	19			
Growth Score	37%		35%						35%	34%			37%				
Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%			
Met Target	N		N						N	N			N		0	5	0%
-----																	
Math #PM Tests	169	13	149	5	0	2	0	0	160	130	37		126	43			
Growth Score	23%		23%						22%	22%	36%		17%	40%			
Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%			
Met Target	N		N						N	N	N		N	N	0	7	0%
Total															0	12	0%

\*EL Current and Former

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

The non-continuously enrolled students outperformed all other student groups in Math. The highest performing student group in Math was the special education student group. The lowest performing in Math progress was the continuously enrolled student group.

\*EL Current and Former



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

### Longitudinal Enrollment, Utilizations, and Transfers Report

		17-18	18-19	19-20	20-21
Enrollment & Utilization	Enrollment	650	691	660	598
	Students in enrollment area	-	-	-	-
Transfers	Transfers to other AISD schools	75	78	76	64
TELL Survey	General School Climate	86	85	86	90
	Managing Student Conduct	85	85	85	93
	Principal Leadership	88	88	87	91

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

Change in neighborhoods, families moving out of our area.

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

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

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

	<i>1-Support Needed</i>	<i>2-Developing</i>	<i>3- Meets Expectations</i>	<i>4-Exceeds Expectations</i>
<b>Campus Communication Goals &amp; Practices</b>				
Campus Communication Strategies		<b>X</b>		
Campus Website			<b>X</b>	
Phone/Voicemail/Email Practices		<b>X</b>		
Language Line for Preferred Language			<b>X</b>	
<b>Campus Culture of Respect Goals</b>				
Campus culture of respect practices and goals			<b>X</b>	
Customer service prioritization		<b>X</b>		
<b>Facility &amp; Operations</b>				
Grounds			<b>X</b>	
Safety Protocols			<b>X</b>	
Signage			<b>X</b>	
<b>Reflection Questions:</b> Which area/s will you focus on strengthening this school year? The front office staff will be trained on how to better greet and service our parents and visitors. Why did you select this/these area/s? We have received reports from parents that they did not feel welcomed when coming to the front office.				

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

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

- 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 ESF Self-Assessment and Comprehensive Needs Assessment - Webb MS**

### **ADDITIONAL Framework Components:**

#### Coordinated School Health

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

#### Positive School Culture

- Disproportionate Discipline Practices

#### Effective, Culturally Relevant and Sustaining Instruction

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

#### Support for Special Populations

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

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

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

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



# TITLE I COMPLIANCE PACKET

**2021-2022**

## Principal Confirmation

**Documents uploaded in PlanWorks no later than September 17, 2021**

- ☒ Attachment #1. Principal Attestation Form: *Qualifications for Teachers and Paraprofessionals. (Sign and attach the form)*
- ☒ Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. *(Attach documentation of Parent/Family Involvement Policy on your campus stationary)*
- ☒ Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. *(Attach documentation of Parent/Family School Compact)*
- ☒ Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held within the first 6<sup>th</sup> weeks of school informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements, initiatives, and informing them of their right to be involved. *(Attach documentation: MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE)*
- ☒ Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. *(Attach documentation and submit at least 2 sample communications of languages other than English)*
- ☒ Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. *(Attach documentation for notice on school letterhead)*
- ☒ Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the *Value and Contributions of Parents* for staff. *(Attach documentation: agendas, sign in sheets, minutes or records of meetings)*
- ☒ Attachment #8. *Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5<sup>th</sup> of the month. (Maintain copies of all signed and submitted Time and Effort Reports to be available upon request)*
- ☒ Attachment #9. *Homeless Documentation (Maintain list of Homeless Student Services provided and evidence of provisions)*
- ☒ Attachment #10. CIP Developer Page *(Attach Documentation: Signature page of CIP developers is completed)*

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

Webb MS

Campus Name

[Signature]

Principal's Signature

9-17-21

Date



## WEBB M S Site Base

Name	Position
Sanchez, Raul	Principal
Davidson, Ty	Executive Director Office of School Leadership
Borthwick, Chris	Accountability Coordinator
Walsh, Meagan	Multi Classroom Specialist-Emergent Bilinguals
Saldivar, Yesenia	Multi Classroom Specialist-STEM
Rebello, Melinda	Multi Classroom Specialist-Humanities
Saenz, Diana	Asst. Principal
Coyle, Michael	Asst. Principal
Buckles, Erna	Asst. Principal

**AUSTIN INDEPENDENT SCHOOL DISTRICT  
EMPLOYEE TIME AND EFFORT DISTRIBUTION REPORT**

Attachment # 8

**Employee Name:** Michael Coyle  
**Campus/Dept:** WEBB MIDDLE  
**Position:** ASST PRINCIPAL

**INSTRUCTIONS:** This report is to be completed on a monthly basis. The report is to reflect an after-the-fact time and effort distribution. For each day worked, the percentages of time must equal 100. It is each employee's and supervisor's responsibility to ensure that staff effort is expended on a monthly project basis per the budgetary allocations.

**Submit by 5th of Month to State, Federal, and Private Accountability Office.**

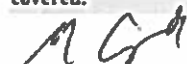
**Email to:** SAFA-Time-Effort@austinsd.org

**ACTIVITY LEGEND:** 1. Accounting/Budget 2. Admin Supp/Secre/Clerical Duties 3. Administrative Duties  
4. Campus/Home Visits 5. Coordination/Training Parents 6. Coordination/Training Staff  
7. Curriculum Writing/Planning 8. Holiday/District Closed/Leave 9. Meeting 10. Phone Calls/Emails  
11. Prof. Dev./Training 12. V/H Screening 13. Teaching Students 14. Translation/Interpret  
15. Media/Comm/Comm Engagement 16. Reports/Analysis

Month JULY Year 2021

Day	Activities Performed	Fund Distribution				TOTAL
		199	211			
1						0%
2						0%
3						0%
4						0%
5						0%
6						0%
7						0%
8						0%
9						0%
10						0%
11						0%
12	3, 6, 7, 9, 10,	50%	50%			100%
13	3, 6, 7, 9, 10,	50%	50%			100%
14	3, 6, 7, 9, 10,	50%	50%			100%
15	3, 6, 7, 9, 10,	50%	50%			100%
16	8					0%
17						0%
18						0%
19	3, 6, 7, 9, 10,	50%	50%			100%
20	3, 6, 7, 9, 10,	50%	50%			100%
21	3, 6, 7, 9, 10,	50%	50%			100%
22	3, 6, 7, 9, 10,	50%	50%			100%
23	8					0%
24						0%
25						0%
26	3, 6, 7, 9, 10,	50%	50%			100%
27	3, 6, 7, 9, 10,	50%	50%			100%
28	3, 6, 7, 9, 10,	50%	50%			100%
29	3, 6, 7, 9, 10,	50%	50%			100%
30	8					0%
31						0%

**CERTIFICATION:** The activities performed were devoted to meeting the objectives of the listed project. The effort shown represents a reasonable estimate of the work performed on each project for the period covered.

  
Employee Signature

8/2  
Date

  
Supervisor Signature

Date

**AUSTIN INDEPENDENT SCHOOL DISTRICT  
EMPLOYEE TIME AND EFFORT DISTRIBUTION REPORT**

**Employee Name:** Michael Coyle  
**Campus/Dept:** WEBB MIDDLE  
**Position:** ASST PRINCIPAL

**INSTRUCTIONS:** This report is to be completed on a monthly basis. The report is to reflect an after-the-fact time and effort distribution. For each day worked, the percentages of time must equal 100. It is each employee's and supervisor's responsibility to ensure that staff effort is expended on a monthly project basis per the budgetary allocations.

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Month AUGUST Year 2021

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		199	211			
1						0%
2	3, 6, 7, 9, 10, 16	50%	50%			100%
3	3, 6, 7, 9, 10, 16	50%	50%			100%
4	3, 6, 7, 9, 10, 16	50%	50%			100%
5	3, 6, 7, 9, 10, 16	50%	50%			100%
6	8					0%
7						0%
8						0%
9	3, 6, 7, 9, 10, 16	50%	50%			100%
10	3, 6, 7, 9, 10, 16	50%	50%			100%
11	3, 6, 7, 9, 10, 16	50%	50%			100%
12	3, 6, 7, 9, 10, 16	50%	50%			100%
13	3, 6, 7, 9, 10, 16	50%	50%			100%
14						0%
15						0%
16	3, 6, 7, 9, 10, 16	50%	50%			100%
17	3, 6, 7, 9, 10, 16	50%	50%			100%
18	3, 6, 7, 9, 10, 16	50%	50%			100%
19	3, 6, 7, 9, 10, 16	50%	50%			100%
20	3, 6, 7, 9, 10, 16	50%	50%			100%
21						0%
22						0%
23	3, 6, 7, 9, 10, 16	50%	50%			100%
24	3, 6, 7, 9, 10, 16	50%	50%			100%
25	3, 6, 7, 9, 10, 16	50%	50%			100%
26	3, 6, 7, 9, 10, 16	50%	50%			100%
27	3, 6, 7, 9, 10, 16	50%	50%			100%
28						0%
29						0%
30	3, 6, 7, 9, 10, 16	50%	50%			100%
31	3, 6, 7, 9, 10, 16	50%	50%			100%

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 9/2  
 Employee Signature Date

  
 Supervisor Signature Date



**AUSTIN INDEPENDENT SCHOOL DISTRICT  
EMPLOYEE TIME AND EFFORT DISTRIBUTION REPORT**

Employee Name: Michael Coyle  
Campus/Dept: WEBB MIDDLE  
Position: ASST PRINCIPAL

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Month SEPTEMBER

Year 2021

Day	Activities Performed	Fund Distribution				TOTAL
		199	211			
1	3, 6, 7, 9, 10, 16	50%	50%			100%
2	3, 6, 7, 9, 10, 16	50%	50%			100%
3	3, 6, 7, 9, 10, 16	50%	50%			100%
4						0%
5						0%
6	8					0%
7	3, 6, 7, 9, 10, 16	50%	50%			100%
8	3, 6, 7, 9, 10, 16	50%	50%			100%
9	3, 6, 7, 9, 10, 16	50%	50%			100%
10	3, 6, 7, 9, 10, 16	50%	50%			100%
11						0%
12						0%
13	3, 6, 7, 9, 10, 16	50%	50%			100%
14	3, 6, 7, 9, 10, 16	50%	50%			100%
15	3, 6, 7, 9, 10, 16	50%	50%			100%
16	3, 6, 7, 9, 10, 16	50%	50%			100%
17	3, 6, 7, 9, 10, 16	50%	50%			100%
18						0%
19						0%
20	3, 6, 7, 9, 10, 16	50%	50%			100%
21	3, 6, 7, 9, 10, 16	50%	50%			100%
22	3, 6, 7, 9, 10, 16	50%	50%			100%
23	3, 6, 7, 9, 10, 16	50%	50%			100%
24	3, 6, 7, 9, 10, 16	50%	50%			100%
25						0%
26						0%
27	3, 6, 7, 9, 10, 16	50%	50%			100%
28	3, 6, 7, 9, 10, 16	50%	50%			100%
29	3, 6, 7, 9, 10, 16	50%	50%			100%
30	3, 6, 7, 9, 10, 16	50%	50%			100%
31						0%

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 10/1  
Employee Signature Date

  
Supervisor Signature Date

**AUSTIN INDEPENDENT SCHOOL DISTRICT  
EMPLOYEE TIME AND EFFORT DISTRIBUTION REPORT**

**Employee Name:** Diana Saenz  
**Campus/Dept:** WEBB MIDDLE  
**Position:** ASST PRINCIPAL

**INSTRUCTIONS:** This report is to be completed on a monthly basis. The report is to reflect an after-the-fact time and effort distribution. For each day worked, the percentages of time must equal 100. It is each employee's and supervisor's responsibility to ensure that staff effort is expended on a monthly project basis per the budgetary allocations.

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Month JULY Year 2021

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		199	211			
1						0%
2						0%
3						0%
4						0%
5						0%
6						0%
7						0%
8						0%
9						0%
10						0%
11						0%
12	3, 6, 7, 9, 10,	50%	50%			100%
13	3, 6, 7, 9, 10,	50%	50%			100%
14	3, 6, 7, 9, 10,	50%	50%			100%
15	3, 6, 7, 9, 10,	50%	50%			100%
16	8					0%
17						0%
18						0%
19	3, 6, 7, 9, 10,	50%	50%			100%
20	3, 6, 7, 9, 10,	50%	50%			100%
21	3, 6, 7, 9, 10,	50%	50%			100%
22	3, 6, 7, 9, 10,	50%	50%			100%
23	8					0%
24						0%
25						0%
26	3, 6, 7, 9, 10,	50%	50%			100%
27	3, 6, 7, 9, 10,	50%	50%			100%
28	3, 6, 7, 9, 10,	50%	50%			100%
29	3, 6, 7, 9, 10,	50%	50%			100%
30	8					0%
31						0%

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 8/2/2021  
 Employee Signature Date

  
 Supervisor Signature Date

**AUSTIN INDEPENDENT SCHOOL DISTRICT  
EMPLOYEE TIME AND EFFORT DISTRIBUTION REPORT**

Employee Name: Diana Saenz  
Campus/Dept: WEBB MIDDLE  
Position: ASST PRINCIPAL

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11. Prof. Dev./Training 12. V/H Screening 13. Teaching Students 14. Translation/Interpret  
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Month AUGUST

Year 2021

Day	Activities Performed	Fund Distribution				TOTAL
		199	211			
1						0%
2	3, 6, 7, 9, 10, 16	50%	50%			100%
3	3, 6, 7, 9, 10, 16	50%	50%			100%
4	3, 6, 7, 9, 10, 16	50%	50%			100%
5	3, 6, 7, 9, 10, 16	50%	50%			100%
6	8					0%
7						0%
8						0%
9	3, 6, 7, 9, 10, 16	50%	50%			100%
10	3, 6, 7, 9, 10, 16	50%	50%			100%
11	3, 6, 7, 9, 10, 16	50%	50%			100%
12	3, 6, 7, 9, 10, 16	50%	50%			100%
13	3, 6, 7, 9, 10, 16	50%	50%			100%
14						0%
15						0%
16	3, 6, 7, 9, 10, 16	50%	50%			100%
17	3, 6, 7, 9, 10, 16	50%	50%			100%
18	3, 6, 7, 9, 10, 16	50%	50%			100%
19	3, 6, 7, 9, 10, 16	50%	50%			100%
20	3, 6, 7, 9, 10, 16	50%	50%			100%
21						0%
22						0%
23	3, 6, 7, 9, 10, 16	50%	50%			100%
24	3, 6, 7, 9, 10, 16	50%	50%			100%
25	3, 6, 7, 9, 10, 16	50%	50%			100%
26	3, 6, 7, 9, 10, 16	50%	50%			100%
27	3, 6, 7, 9, 10, 16	50%	50%			100%
28						0%
29						0%
30	3, 6, 7, 9, 10, 16	50%	50%			100%
31	3, 6, 7, 9, 10, 16	50%	50%			100%

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 9/2/2021  
Employee Signature Date

  
Supervisor Signature Date

# AUSTIN INDEPENDENT SCHOOL DISTRICT EMPLOYEE TIME AND EFFORT DISTRIBUTION REPORT

Employee Name: Diana Saenz  
 Campus/Dept: WEBB MIDDLE  
 Position: ASST PRINCIPAL

**INSTRUCTIONS:** This report is to be completed on a monthly basis. The report is to reflect an after-the-fact time and effort distribution. For each day worked, the percentages of time must equal 100. It is each employee's and supervisor's responsibility to ensure that staff effort is expended on a monthly project basis per the budgetary allocations.

**Submit by 5th of Month to State, Federal, and Private Accountability Office.**


Email to: [SAFE-Time-Effort@austinsd.org](mailto:SAFE-Time-Effort@austinsd.org)

**ACTIVITY LEGEND:** 1. Accounting/Budget 2. Admin Supp/Secre/Clerical Duties 3. Administrative Duties  
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 11. Prof. Dev./Training 12. V/H Screening 13. Teaching Students 14. Translation/Interpret  
 15. Media/Comm/Comm Engagement 16. Reports/Analysis

Month SEPTEMBER Year 2021

Day	Activities Performed	Fund Distribution				TOTAL
		199	211			
1	3, 6, 7, 9, 10, 16	50%	50%			100%
2	3, 6, 7, 9, 10, 16	50%	50%			100%
3	3, 6, 7, 9, 10, 16	50%	50%			100%
4						0%
5						0%
6	8					0%
7	3, 6, 7, 9, 10, 16	50%	50%			100%
8	3, 6, 7, 9, 10, 16	50%	50%			100%
9	3, 6, 7, 9, 10, 16	50%	50%			100%
10	3, 6, 7, 9, 10, 16	50%	50%			100%
11						0%
12						0%
13	3, 6, 7, 9, 10, 16	50%	50%			100%
14	3, 6, 7, 9, 10, 16	50%	50%			100%
15	3, 6, 7, 9, 10, 16	50%	50%			100%
16	3, 6, 7, 9, 10, 16	50%	50%			100%
17	3, 6, 7, 9, 10, 16	50%	50%			100%
18						0%
19						0%
20	3, 6, 7, 9, 10, 16	50%	50%			100%
21	3, 6, 7, 9, 10, 16	50%	50%			100%
22	3, 6, 7, 9, 10, 16	50%	50%			100%
23	3, 6, 7, 9, 10, 16	50%	50%			100%
24	3, 6, 7, 9, 10, 16	50%	50%			100%
25						0%
26						0%
27	3, 6, 7, 9, 10, 16	50%	50%			100%
28	3, 6, 7, 9, 10, 16	50%	50%			100%
29	3, 6, 7, 9, 10, 16	50%	50%			100%
30	3, 6, 7, 9, 10, 16	50%	50%			100%
31						0%

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 10/1/2021

Employee Signature

Date



Supervisor Signature

Date

# Resources

Resource	Source
Comprehensive School Improvement Grant	Federal
ESF Focused-Support Grant	State