

SMALL M S
Small Middle School Campus Improvement Plan
2021/2022

Where every day is Earth Day.

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Date Reviewed:

DMAC Solutions ®

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Date Approved:

12/8/2021

Campus Mission

To nurture growth by empowering all students through unique, enriched, and joyful learning opportunities.

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. Add Whole Child, Every Child to communication opportunities such as PTA meetings, newsletters, websites, and family nights	Administrative Assistant, Administrators, Advisory Teachers, PE Teacher		(O)Other	Criteria: Newsletter archives Announcements during the day PTA meeting agendas 11/01/21 - Significant Progress
2. Create a Whole Child, Every Child committee that meets monthly to monitor campus goals.	504 Coordinator, Academy Director, Administrators, CATCH Team	2021-2022		Criteria: Cabinet notes and SLT agendas. 11/01/21 - Some Progress
3. Add Whole Child, Every Child placeholder to faculty meeting agendas to discuss current/continuous activities. (Target Group: All)	Administrators	2021-2022		Criteria: SLT and Staff Development Agendas. Faculty Meeting Agendas 11/01/21 - Significant Progress

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Objective 2. (Social and Emotional School Climate) SMART Goal: Insert SMART Goal here about Social and Emotional School Climate

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Strategy 3				
2. Strategy				

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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 3. (Community Engagement) SMART Goal: Insert SMART goal here about Community Engagement

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hold at least 8 regular Campus Advisory Council meetings each year. Keep Campus Advisory Council meeting minutes available and accessible upon request.	CAC Members, Principal	ongoing	(O)Other - \$0	Criteria: Agenda Minutes from the monthly meetings. 11/01/21 - On Track
2. Ensure our CAC membership represents our student body in regards to parental/community participation. This includes parents representing transfer students and neighborhood students. (Strategic Priorities: 1)	Administrators, CAC Members	September 28, 2021		11/01/21 - Completed

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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) Insert SMART Goal here re: developing campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teacher placements are strategic based on student need and teacher strengths. Master schedule to reflect what areas of need and support. (Strategic Priorities: 2,3)	Academic Leadership Team, Academy Director, Assistant Principal, Counselor, Principal	by first progress report		Criteria: All students who require Tier 2 and 3 Reading intervention will have it on their schedule. All students who require Tier 2 and 3 Math intervention will have it on their schedule. 11/01/21 - Significant Progress
2. Preferred substitutes are recruited and retained and our pipeline from Sub to TA to Teacher is fortified. (Strategic Priorities: 1)	Administrators, Office Staff	ongoing		Criteria: By not having more than 2 open jobs on any given school day. 11/01/21 - On Track
3. Ensure campus administration and staff have access to cultural proficiency professional learning opportunities in order to become aware of the intersections of identity and how to create an identity-safe school environment for students, staff, and families. (Target Group: All) (Strategic Priorities: 1)	Administrative Assistant, Administrators	2021-2022		Criteria: HCP data Staff development agendas 11/01/21 - Some Progress

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

Objective 1. (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from ____ to ____ 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. Ensure you're constantly working building a joyful, safe, and academically-rigorous environment that will ultimately increase the likelihood of students staying at your school.	Administrators, Advisory Teachers, Cafeteria staff, Students	ongoing	(L)Campus BTO - \$400, (O)Other - \$400	Criteria: TELL survey administered to staff and student climate survey administered to students. 11/01/21 - On Track
2. Provide monthly school tours to bring in community and highlight successes and strengths. (Target Group: All) (Strategic Priorities: 3)	Administrative Assistant, Administrators	2021-2022		Criteria: Campus tours and website clicks. 11/01/21 - On Track
3. Utilize \$1500 marketing budget to provide a stipend to a staff member to update website monthly and maintain social media daily. (Strategic Priorities: 1,3)	Administrative Assistant, Administrators, Bookkeeper	2021-2022		11/01/21 - Some Progress

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. -Systematically provide clear and ongoing communication to staff, families, and community members. -Ensure campus communication strategies are systematically cultivated and reviewed through an equity lens.	Administrative Assistant, Administrators, Advisory Teachers, Counselor	ongoing		Criteria: TELL survey Student Climat Survey AISD parent surey CARES scores 11/01/21 - Significant Progress
2. Ensure campus communication strategies are systematically cultivated and reviewed through an equity lens. (Target Group: All) (Strategic Priorities: 3)	Administrators	2021-2022		11/01/21 - On Track
3. Ensure that phone/voicemail/email practices are systematically reviewed and actively maintained. (Target Group: All) (Strategic Priorities: 1)	Administrators	2021-2022		11/01/21 - On Track

1st 9 weeks report - due October 22

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

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

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

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

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

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

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

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

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.

SMALL M S Site Base

Name	Position
No rows defined.	

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 - Small 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	74%	24%	60	80	82	92	100	85	79	38	92	81
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 Comprehensive Needs Assessment - Small Middle School

Longitudinal Discipline Data Report

Number of Disciplinary Actions by Student Group																					
		African American					Hispanic					White					Female				
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAE P	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAE P	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAE P	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAE P
2017-2018	1289	50	2	16			539		56	99	6	584		27	48	4	568		14	21	4
2018-2019	1311	44	2	3			549	1	33	65	5	600		19	34	1	572		9	12	1
**2019-2020	1254	38		1			527		18	40	2	583		17	41	2	555		8	28	1
		Male					Economically Disadvantaged					Special Education									
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAE P	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAE P	Total Students	Expulsions	Home Suspension	In-School Suspension	Removal to DAE P					
2017-2018	1289	721		77	150	7	365		53	87	5	152		22	20	4					
2018-2019	1311	739	1	49	96	5	381	1	29	56	4	163		14	15						
**2019-2020	1245	699		28	59	3	381		10	36	3	174		18	17						

*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](#)? Overall home suspensions went down every year for almost all groups. We have tried to keep students on campus as much as possible and work with them to help educate and build relationships to deter future behavior issues.

What are the top 3 reasons students get referrals?
Physical aggression, disruption, rude to student

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

SY 20-21 TELPAS Progress

Composite Progress for 2020 Cohort						Listening Progress	Speaking Progress	Reading Progress	Writing Progress
2020		2021		2020 to 2021		2021			
Grade	# Matched Stdts	% Progressed 1+ Prof Lvl	# Matched Stdts	% Progressed 1+ Prof Lvl	Change	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl
6	44	0	13	2	2				
7	54	0	7	0	0				
8	54	0	6	0	0				
All									

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

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

	Test Grade	All Students					African American					Hispanic					White					
		#	%	%	%	%	#	%	%	%	%	#	%	%	%	%	#	%	%	%	%	
2021 STAAR																						
Math	06	140	34	69	33	12	1	14	*	*	*	60	32	52	17	7	66	39	82	42	14	
Math	07	106	26	51	24	14	4	33	*	*	*	41	26	32	5	2	48	24	60	35	21	
Math	08	137	27	74	39	17	4	33	*	*	*	41	21	61	29	15	76	29	82	38	17	
Math	All	383	29	66	32	14	9	29	33	11	<1	142	26	49	17	8	190	30	76	39	17	
Reading	06	140	34	65	37	18	1	14	*	*	*	58	31	43	24	10	67	39	79	48	25	
Reading	07	108	29	67	44	27	3	25	*	*	*	43	28	53	30	16	49	28	82	55	37	
Reading	08	88	19	74	50	31	4	36	*	*	*	33	18	67	39	27	42	8	81	62	31	

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

Reading	All	33 6	27	68	43	24	8	27	25	<1	<1	13 4	26	52	30	16	15 8	27	80	54	30	
Writing	07	10 4	28	67	31	9	3	23	*	*	*	41	28	49	10	2	47	27	83	49	15	
Science	08	83	21	64	36	20	4	44	*	*	*	32	20	50	25	22	41	21	73	46	22	
Social Studies	08	85	22	61	26	16	4	44	*	*	*	33	20	52	12	9	41	21	71	37	22	
		Econ Disadvantaged					Emergent Bilingual					Special Ed Services					Dyslexia Services					
2021 STAAR		Test Grade	% Scored	% Participants	% Approaches	% Masters	# Scored	% Participants	% Approaches	% Masters	# Scored	% Participants	% Approaches	% Masters	# Scored	% Participants	% Approaches	% Masters	# Scored	% Participants	% Approaches	% Masters
Math	06	50	36	50	12	6	27	36	48	19	15	16	31	44	13	<1	15	24	47	20	7	
Math	07	37	29	32	8	5	22	43	32	5	5	12	21	25	17	8	9	20	11	11	11	
Math	08	30	20	37	17	7	9	18	33	11	11	11	21	36	18	<1	9	20	78	56	56	
Math	All	11 7	28	41	12	6	58	33	40	12	10	39	24	36	15	3	33	23	45	27	21	
Reading	06	48	35	50	21	10	24	32	58	25	4	18	35	22	6	<1	17	31	35	18	<1	
Reading	07	39	31	49	26	13	22	44	41	27	5	12	22	33	17	17	7	16	14	<1	1	
Reading	08	26	18	54	27	19	8	16	50	13	13	8	16	38	13	<1	4	10	*	*	*	
Reading	All	11 3	28	50	24	13	54	31	50	24	6	38	24	29	11	5	28	20	32	14	4	
Writing	07	35	29	49	23	<1	20	41	35	10	<1	16	29	31	13	13	8	19	<1	<1	<1	
Science	08	29	21	28	7	3	11	22	27	9	9	8	17	25	13	<1	11	*	*	*	*	
Social Studies	08	27	20	19	7	4	10	20	20	10	10	8	17	38	13	<1	4	11	*	*	*	

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

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	2%	0%	1%
% Hispanic students enrolled in Gifted/Talented (GT) programs	Forecast 5	31%	33%	31%
Advanced Academics reflection questions:				

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

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?

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

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

GT Campus Accountability Monitoring Plan

	STUDENT ASSESSMENT				SERVICE DESIGN				CURRICULUM & INSTRUCTION				PROFESSIONAL LEARNING				FAMILY & COMMUNITY			
	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
CAMPUS	E	O	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).																				

Supporting Special Populations

Data Points Reviewed	Data Source	2018-19	2019-20	2020-21
% of campus enrollment identified as 504	504 Dept.	189	191	187
% 504 Annual and Re-Evaluation meetings held on time	504 Dept.			17
% of African American SpEd students	SEEDS			
% of Initial, Transfer, and Annual ARDs held on time	CRTE			
% parent participation for ARD meetings	CRTE			
% of students in grades 3-9 served in special education who test on STAAR Alternate 2 in all subjects applicable to the student's grade level	CRTE			
Special Populations reflection:				

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

Domain 3 Campus Reports

Growth 50%	All Students	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two +	ECD	EL*	SpEd	Former SpEd	Cont Enr	Not Cont Enr	Total Met	Total Eligible	% of Eligible Met
College, Career, and Military Readiness Performance (High Schools and K-12)																	
Reading #PM Tests	287	7	120	129	0	17	0	14	89	53	36	<25	254	33			
Growth Score	48%		48%	48%					39%	43%	36%		47%	53%			
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			

Math #PM Tests	335	8	128	162	0	19	0	18	95	59	37	<25	297	38			
Growth Score	37%		33%	18					29%	36%	24%		35%	50%			
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			
Total																	

*EL Current and Former

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

*EL Current and Former

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

Longitudinal Enrollment, Utilizations, and Transfers Report

		17-18	18-19	19-20	20-21
Enrollment & Utilization	Enrollment				
	Students in enrollment area				
Transfers	Transfers to other AISD schools				
TELL Survey	General School Climate	88	87	81	93
	Managing Student Conduct	86	91	88	96
	Principal Leadership	90	89	81	94

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

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

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

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

	<i>1-Support Needed</i>	<i>2-Developing</i>	<i>3- Meets Expectations</i>	<i>4-Exceeds Expectations</i>
Campus Communication Goals & Practices				
Campus Communication Strategies			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				
Grounds		X		
Safety Protocols	Reporting issues or potential incidents			X
Signage	School posters	website		
<p>Reflection Questions: Which area/s will you focus on strengthening this school year? Why did you select this/these area/s? We are focusing on having multiple ways for students to be able to communicate with us about conflicts, issues, concerns so that we can be proactive in resolving problems before they become a potential problem for either the individual, group, or campus. Being aware of issues as soon as possible gives us the best opportunity to intervene appropriately and address students' needs both emotionally and academically.</p>				

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

REQUIRED Framework Components:

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

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

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

ADDITIONAL Framework Components:

Coordinated School Health

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

Positive School Culture

- Disproportionate Discipline Practices

Effective, Culturally Relevant and Sustaining Instruction

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

Support for Special Populations

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

PreK-12+ College, Career, and Life Readiness

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

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

Austin ISD Data Tracker - SY 21-22

INSTRUCTIONS: (Hide when downloading PDF)

Fill in all yellow cells at the start of the year. After each SCA, the data that you key into the Campus-Level Data worksheet in this file will automatically populate in columns I, L, and O.

2019 or 2021 Results (column F):

Use 2019 results if participation rate in 2021 was lower than 80%.

2022 Summative Goals (column R):

Ensure all summative goals are greater than or equal to the 2019 or 2021 Results in column R.

Ensure all summative goals equate to a scaled score of 70 or higher in Domain 1. The table in columns T

Formative Goals for SCA 1, SCA 2, and SCA 3 (columns I, L, and O):

For each SCA, aim for the same level of student mastery that you're aiming for on 2022 STAAR.

Downloading PDF of AISD Data Tracker:

Hide instructions row #1

Click File from tool bar above and select download: PDF document

Campus Name:																
	Grade Level	Student Group	Subject Tested	Performance Level	2019 or 2021 Results	1st 9 weeks			2nd 9 weeks			3rd 9 weeks			2022	
						Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Summative Goal
TEA Data Tracker Elements	All	All	Reading	App.	68%	SCA 1	72%	72%	SCA 2		-	SCA 3		-	STAAR	
	All	All	Reading	Meets	43%	SCA 1	47%	33.8	SCA 2		-	SCA 3		-	STAAR	
	All	All	Reading	Masters	24%	SCA 1	28%	24%	SCA 2		-	SCA 3		-	STAAR	
	All	All	Math	App.	66%	SCA 1	70%	76%	SCA 2		-	SCA 3		-	STAAR	
	All	All	Math	Meets	32%	SCA 1	34%	14%	SCA 2		-	SCA 3		-	STAAR	
	All	All	Math	Masters	14%	SCA 1	16%	30%	SCA 2		-	SCA 3		-	STAAR	
	All	All	Science	App.	64%	SCA 1	70%	40%	SCA 2		-	SCA 3		-	STAAR	
	All	All	Science	Meets	36%	SCA 1	38%	17%	SCA 2		-	SCA 3		-	STAAR	
	All	All	Science	Masters	20%	SCA 1	22%	28%	SCA 2		-	SCA 3		-	STAAR	
	All	All	SocStu	App.	61%	SCA 1	66%	26%	SCA 2		-	SCA 3		-	STAAR	
	All	All	SocStu	Meets	26%	SCA 1	28%	9%	SCA 2		-	SCA 3		-	STAAR	
	All	All	SocStu	Masters	16%	SCA 1	18%	51%	SCA 2		-	SCA 3		-	STAAR	
Strategic Plan Scorecard Elements	All	African American	All	Meets		SCA 1		-	SCA 2		-	SCA 3		-	STAAR	
	All	Hispanic	All	Meets		SCA 1		-	SCA 2		-	SCA 3		-	STAAR	
	All	Emer. Bilingual	All	Meets	40%	SCA 1		-	SCA 2		-	SCA 3		-	STAAR	
	All	Special Education	All	Meets		SCA 1		-	SCA 2		-	SCA 3		-	STAAR	

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	
59	89	B	