

PAREDES M S

Campus Improvement Plan

2021/2022

Includes Targeted Improvement Plan



PAREDES
MIDDLE SCHOOL
AUSTIN Independent School District

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Date Reviewed:

DMAC Solutions ®

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Date Approved:

12/8/2021

Campus Mission

Our mission is to empower students and staff by creating a safe environment, implementing best practices, and focusing on high expectations.

Campus Vision

Paredes Middle School believes that all students can be successful.

Campus Values

We will strive to create an environment where all students and staff feel safe emotionally and physically everyday.

We will work collaboratively, share ideas, and ensure everyone's voice is heard.

We will invest time and positive energy into getting to know our students, their families, and our staff in order to build a stronger community.

We will communicate with students and staff respectfully.

We will practice empathy by being present to someone's experiences without judgement.

We will empower those around us with the support and resources needed to grow.

Texas Public Education Mission Statement

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. (TEC Title 2, Ch 4, Sec.4.001)

Austin Independent School District Mission

Austin ISD educates more than 80,000 students and embraces 129 diverse school communities in one of the fastest-growing metroplexes in the country. In partnership with our families and our community, AISD's mission is to provide a comprehensive educational experience that is high-quality, challenging and inspires all students to make a positive contribution to society. We partner with world-class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare our students for college, career and life.

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

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

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

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

Instructions for Campuses

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

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

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

#2 - #9 See packet for details

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

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

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

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Goal 1. (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. Form a Coordinated School Health team that meets 4 times per year to plan and implement the district's Coordinated School Health events, as well as other campus CSH events and/or activities.	Administrators, PE Teacher	9/30/21		Criteria: meeting notes, tweets of events 10/29/21 - On Track
2. Add a Coordinated School Health placeholder to faculty meetings once a month to discuss current/continuous activities.	Administrative Assistant, Administrators, CATCH Team, CIS Leader, Counselor	9/31/21		Criteria: minutes from faculty meeting 10/29/21 - Some Progress
3. Form a Student Wellness team.	Administrators, CATCH Team	10/31/21		Criteria: student wellness team roster

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Objective 2. (Physical Education and Physical Activity) SMART Goal: We will achieve health and fitness for students through increased student participation in physical activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase the number of classroom teachers implementing physical activity during the instructional day using identified Brain Break resources or other forms of brain breaks.	CATCH Team, Teachers	May 31, 2022		Criteria: brain break schedules, activities listed in lesson plans 10/29/21 - Some Progress
2. Plan and implement PE lessons that include 50% moderate to vigorous physical activity weekly.	Administrators, PE Teacher	May 31, 2022		Criteria: teacher survey, class pictures.

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Objective 3. (Employee Wellness) We will support the wellbeing of all employees by promoting a healthy work-life balance through initiatives targeting staff's physical, mental, emotional, and nutritional well being.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Identify a campus-based wellness champion who will be responsible for sharing wellness announcements from the district wellness coordinator.	PE Teacher, Principal	September 2021		Criteria: Emails 10/29/21 - On Track
2. Offer at least 3 staff wellness opportunities per year.	CATCH Team	May 31, 2022		Criteria: Emails, flyers, pictures 10/29/21 - No Progress

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Objective 4. (Social and Emotional School Climate) SMART Goal: Staff will be provided with Social and Emotional Learning strategies to implement in their classroom in order to improve School Climate

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Introduce and discuss new and previous SEL strategies to apply in the classroom. Share ideas and information on strategies that worked with the SEL team leadership, and CIS. Increase the numbers of teachers involved on the SEL site team and provide instructions through professional development. (Target Group: All)	Leadership Team, SEL Campus Coordinator, SEL Committee	May 2022		10/29/21 - Significant Progress

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Objective 5. (Counseling, Mental Health & Social Services) SMART Goal: Counseling department will connect families and students with resources and work with campus to review systems and processes to mitigate student difficulties.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Counselors will work on a campus wide academic program by working with students and parents in groups and individually. Counselors will provide guidance and resources for students and parents.	Counselor	Ongoing		Criteria: Documentation in eCST 10/29/21 - On Track

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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) Developing campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create walkthrough calendar and tracking system	Academic Leadership Team	Sept/Oct 2021		Criteria: Walkthrough calendar, Google form 10/29/21 - Completed
2. Start book study on Leverage Leadership	Academic Leadership Team	October 2021		Criteria: Book study notes 10/29/21 - Completed
3. The instructional team will calibrate their new walkthrough system.	Principal	Sept/Oct		Criteria: Walkthrough calendar, Google Form 10/29/21 - On Track
4. Establish weekly operational and instructional meetings that have an emphasis on progress monitoring and data analysis	Principal	Sept/Oct		Criteria: Meeting agenda 10/29/21 - On Track
5. Create individual coaching sessions (bi-weekly) with principal/assistant principals and ICs	Administrators, Principal	Sept/Oct		Criteria: Meeting Agendas 10/29/21 - Some Progress
6. Create standing cabinet meetings (monthly) to discuss overall logistics, culture, and climate of the campus	CLT	Sept/Oct		Criteria: Meeting agenda 10/29/21 - Some Progress
7. Update walkthrough calendar and tracking system based on results of Fall Semester	Principal	Dec/Jan		Criteria: Walkthrough calendar
8. Continue book study on Leverage Leadership	Campus Leadership Team			Criteria: Book study notes
9. Adjust weekly operational instructional meetings that have an emphasis on progress monitoring and data analysis.	Principal	Dec/Jan		Criteria: Meeting agenda
10. Continue individual coaching sessions (bi-weekly) with principal/assistant principals and ICs and follow up on leaders walkthroughs and individual goals	Principal	Dec/Jan		Criteria: meeting agenda
11. Update walkthrough calendar and tracking	Principal	Mar/Apr		Criteria: Updated walkthrough

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Objective 1. (ESF Essential Action 1.1) Developing campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
system based on the results of Cycle 2 observations, newly created intervention sections, and the Middle of Year assessment data				calendar.
12. Finish book study on Leverage Leadership	Principal	Mar/April		Criteria: Book study notes
13. Adjust weekly operational instructional meetings with adjustments based on student and teacher needs.	Campus Leadership Team	Mar/April		Criteria: Meeting agenda
14. Conduct end of year principal/assistant principals and ICs conference meetings that reflect on their progress throughout the year.	Principal	Mar/April		Criteria: End of the year meeting dates.

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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)) SMART Goal: In SY 21-22, 100% of teachers of STAAR-tested grades and subjects will review results of Short Cycle Assessment data, disaggregated by student groups and Student Expectations, within 48 hours of the assessment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop system to provide regular feedback during data dive plcs	Instructional Leadership Team	Sept/Oct		Criteria: Corrective instruction system 10/29/21 - Completed
2. Create a data dive protocol that promotes shared ownership of articulated roles and responsibilities.	Administrators	Sept/Oct		Criteria: data protocol 10/29/21 - Completed
3. Create an intentional master schedule with built in time for purposeful planning and data driven instruction.	Principal	Sept/Oct		Criteria: Master schedule 10/29/21 - Completed
4. Embed the correction action planning process in our data dive protocol.	Campus Leadership Team			Criteria: data protocol 10/29/21 - Completed
5. Use MAP testing data to identify gaps in student learning.	Instructional Leadership Team	Sept/Oct		Criteria: MAP testing reports 10/29/21 - Completed
6. Monitor system to provide regular corrective instruction and extension plans.	Campus Leadership Team	Dec/Jan		Criteria: Corrective instruction system updates
7. Implement data dive protocol that promotes shared ownership of articulated roles and responsibilities.	Instructional Coaches	Dec/Jan		Criteria: Data protocol
8. Embed the corrective action planning process in our data dive template with an emphasis on identifying the gap.	Instructional Coaches	Dec/Jan		Criteria: Data protocol identifying the gap
9. Monitor system to provide regular corrective instruction and extension plans	Campus Leadership Team	Mar/Apr		Criteria: Corrective Instruction System Updates
10. Continue implementing the data dive protocol that promotes shared ownership of	Instructional Coaches	Mar/Apr		Criteria: data protocol

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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)) SMART Goal: In SY 21-22, 100% of teachers of STAAR-tested grades and subjects will review results of Short Cycle Assessment data, disaggregated by student groups and Student Expectations, within 48 hours of the assessment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
articulated roles and responsibilities.				
11. Embed the corrective action planning process in our data dive template with an emphasis on planning the reteach based on identified high leverage standards.	Instructional Coaches	Mar/Apr		Criteria: data protocol - planning the reteach

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Goal 4. (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. (Attendance and Dropout Prevention) SMART Goal: SY 21-22 attendance rates for student groups will increase by 2%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Counselors will monitor students' attendance. Counselors will work on a campus wide attendance program by working with students and parents in groups and individually. Counselors will provide guidance and resources for students and parents. Review campus systems to provide recommendations to maximize income.</p>	<p>Attendance Committee, Counselor</p>	<p>May 2022</p>		<p>Criteria: Student attendance rate 10/29/21 - On Track</p>
<p>2. Our attendance committee will have student reward activities for perfect attendance such as AttenDance, DressDowns, Raffles, PumaPaws. Incentivization of challenges among OTA class periods for best attendance challenges to promote healthy challenges to increase our ADA%.</p>	<p>Attendance Committee</p>	<p>December 2021</p>		<p>Criteria: ADA percentage 10/29/21 - On Track</p>

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Goal 4. (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. (Career and Technical Education (CTE)) CTE provide students with the academic knowledge and technical skills needed for secondary and post-secondary opportunities, skilled employment and active citizenship.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CTE Teachers will utilize BLEND with students on a daily basis. (Target Group: 6th,7th ,8th)	Teachers	Ongoing		Criteria: % of CTE teachers using BLEND measured through BLEND PageView Spreadsheet 10/29/21 - On Track
2. At least 50% of 7th and 8th grade students will take a high school credit CTE course. (Target Group: 7th ,8th)	Counselor, Teachers	Ongoing		Criteria: % of students in CTE classes through course enrollment. 10/29/21 - On Track

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Goal 4. (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 3. (Support for Students with Special Needs) We will ensure parents and staff members work together in order to determine the best supports for students with special needs to be successful in class.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 90% compliance on initial, transfer and annual 504 meetings held on time (Target Group: 504)	504 Coordinator	May 2022		Criteria: 504 Meetings Calendar
2. 90% compliance on initial, transfer and annual ARD meetings held on time (Target Group: SPED)	Special Education Staff	May 2022		Criteria: SPED Calendars
3. Increase parent/guardian participation in 504/ARD meetings by utilizing phone conferences, as well as virtual programs such as ZOOM and making sure to have a translator available for families who do not speak English fluently	504 Coordinator, Special Education Staff	May 2022		Criteria: Meetings Notes and Calendar invites

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Goal 4. (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 4. (AVID) AVID Schoolwide culture is evident when the AVID philosophy progressively shifts beliefs and behaviors resulting in an increase of students meeting college readiness requirements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Each grade level cohort attends college visit in person. Virtual option will be provided to extend student population who could not attend as well as promote interest in AVID programs for future recruitment candidates.	Administrators, AVID Team, Grade Level Lead	June 2022		Criteria: Attendance rosters of students attending the college visit
2. Recruitment during Fall & Spring Elementary Feeder School visits with digital applications being available on the visits and on campus website. Interview space and time allotted for new students to join and for those wanting to continue	AVID Coordinator, AVID SI trained teacher, AVID Team, AVID Trained Teachers, Counselor	May 2022		
3. Host a college information night, once in fall and once in spring.	AVID Coordinator, AVID SI trained teacher, AVID Team, AVID Trained Teachers	May 2022		Criteria: Flyers
4. Actively communicate with counselors of elementary schools. (Target Group: 5th)	AVID Coordinator, AVID SI trained teacher, AVID Team, AVID Trained Teachers, Counselor	May 2022		

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Goal 5. (Increased Enrollment) Insert SMART enrollment goal here

Objective 1. (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase. 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. Building relationships with parents and community in order through principal meet and greets.	Principal	Fall 2022		Criteria: Sign in sheets from meet and greets 10/29/21 - Completed

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Goal 6. (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 score at least Meets Expectations on all sections of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase parent membership at CAC meetings	CAC Members, Campus Leadership Team	May 2022		Criteria: CAC sign ins and/or meeting notes
2. Ensure to have monthly meetings with the front office staff to discuss successes, growth opportunities, and ideas for improvement.	Office Staff	May 2022		Criteria: Front office meeting notes
3. Have multiple teachers send out an email to their parents regarding what CAC is and how to join, speak about CAC at all campus events where parents are involved, possibly hold some meetings virtually to allow flexibility to participate.	CAC Members, Teachers	May 2022		Criteria: Attendance sheets at CAC

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Goal 7. (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 09/30/21 - 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 09/30/21 - 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 09/30/21 - 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 09/30/21 - 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 09/30/21 - Completed

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
attached.) (Title I SW Elements: 2.3) (Target Group: ECD)				
6. Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Documentation of notice on school letterhead is attached.) (Title I SW Elements: 2.3) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 9/17		Criteria: Documentation of notice on school letterhead 09/30/21 - 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 09/30/21 - 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.				09/30/21 - Completed
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 9/17		Criteria: Homeless documentation sheet 09/30/21 - Completed
10. Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. Go to Plan Level of CIP and click on "CIP/TIP Developers List". List the name & position of the developers of the 2021-2022 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used & uploaded with packet.) (Target Group: All)	Principal	Due 9/17		Criteria: CIP/TIP Developers List 09/30/21 - Completed

1st 9 weeks report - due October 22

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

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

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

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

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

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

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

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

2nd 9 weeks report - due January 7

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

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

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

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

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

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

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

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

3rd 9 weeks report - due March 25

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

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

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

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

(PTG) Monitoring Chart.

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

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

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

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

4th 9 weeks report - due June 3

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

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

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

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

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

PAREDES M S Site Base

Name	Position
Salazar, Vicente	Principal
Pina, Mario	Instructional Coach
Smith, Susie	Assistant Principal
Brown, Daniel	Central Office
Almanza, Melissa	Teacher
Walls, Vivian	Teacher
Gomez, Carlos	Teacher
Hattersley, Jamie	Teacher
Hartman, Melanie	Teacher
Perez, Ramiro	Counselor
Johnson, Larry	Parent Support Specialist
Cortinas, Tina	Bookkeeper
Guillen, Andrea	Graduation Coach
Duarte, Patricia	Teacher

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



TITLE I COMPLIANCE PACKET

2021-2022

Principal Confirmation

Documents uploaded in PlanWorks no later than September 17, 2021

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

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

Paredes MS
Campus Name

[Signature]
Principal's Signature

9/17/21
Date

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Paredes 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>Level 1: Strong School Leadership and Planning</i>	<i>Level 2: Strategic Staffing</i>	<i>Level 3: Positive School Culture</i>	<i>Level 4: High-Quality Instructional Materials and Assessments</i>	<i>Level 5 (5.1): Effective Instruction</i>	<i>Level 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	3	5	5	4	3	3

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	Campus leadership has put several effective processes and protocols in place that instructional leaders use to guide their department and grade-level teams and inform other areas of responsibility. There is, however, no protocol in place for recording, refining and clarifying these systems. One system in particular that needs to be formalized is the process for providing feedback and job-embedded professional development to Instructional Coaches. The campus leadership team members are meeting with staff and setting individual performance goals at the beginning of the school year, but there are no tracking tools or written policies for observation feedback loops that would allow leaders to monitor the progress of teachers, students, and leaders and provide consistent feedback to staff throughout the year.

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

EA 5.3	A focus on data driving instruction will be the process through which all other programmatic initiatives will be monitored through the lens of student achievement. The campus built strong processes with a new leadership team and a significant number of novice and new to campus teachers. We plan to focus on and track evidence of student learning, develop a process to intervene as soon as small gaps are identified to assure student progress.
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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	61%	59%	10%	67%	91%	79%	100%	44%	71%	25%	58%	63%
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.)

Community Engagement and Health Education

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

Longitudinal Discipline Data Report

Number of Disciplinary Actions by Student Group																					
		African American					Hispanic					White					Female				
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP
2017-2018	946	60		9	50	2	751		95	397	22	95		15	56	5	444		38	148	8
2018-2019	951	72		5	68	1	759	3	53	397	15	79	1	9	23	1	443		33	202	12
**2019-2020	982	65		3	18		783	3	67	102	3	85		1	7		481	3	18	30	5
		Male					Economically Disadvantaged					Special Education									
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsions	Home Suspension	In-School Suspension	Removal to DAEP					
2017-2018	946	502		84	367	21	687		78	367	20	127		25	105	6					
2018-2019	951	508	4	41	300	6	751	3	67	439	13	144		14	115	1					
**2019-2020	982	501		54	100	8	729	3	61	98	11	171	2	25	50	3					

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

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

African American and Special Education student groups are disproportionately disciplined through referrals.

There is a decrease in the African American student group of HSS/ISS and removals in 2018-2019 and 2019-2020.

What are the top 3 reasons students get referrals?

Skipping/Cutting Class

Rude to Adult

Violations

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

SY 20-21 TELPAS Progress

	Listening Progress	Speaking Progress	Reading Progress	Writing Progress	
	2021				
	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	
Grade					
6	48	18	38	48	
7	48	31	58	31	
8	55	37	50	51	
All	51	29	49	44	
<p>TELPAS Reflection Question: What trends do you observe in progress for your students across grade levels and TELPAS components?</p> <p>In each grade level, listening progress has been the highest level of growth. The speaking progress has been the most challenging.</p>					

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

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

2021 STAAR	Test Grade	All Students					African American					Hispanic					White				
		# Score d Tests	% Particip ation	% Ap pr oa ch es	% M eet s	% Ma ste rs	# Sc or ed Tes ts	% Par ti ci pat ion	% Ap pr oa ch es	% M eet s	% Ma ste rs	# Sc or ed Tes ts	% Par ti ci pat ion	% Ap pr oa ch es	% M eet s	% Ma ste rs	# Sc or ed Tes ts	% Par ti ci pat ion	% Ap pr oa ch es	% M eet s	% Ma ste rs
Math	06	114	51	29	10	2	10	67	40	<1	<1	89	50	25	9	<1	10	53	40	20	10
Math	07	108	35	29	6	2	9	45	22	<1	<1	77	32	23	4	1	15	48	47	13	<1
Math	08	165	45	38	21	5	8	33	25	13	13	128	44	32	15	3	15	54	53	47	13
Math	All	387	43	33	14	3	27	46	30	4	4	294	42	28	10	2	40	51	48	28	8
Reading	06	106	48	31	8	2	9	64	33	<1	<1	82	46	28	6	1	10	53	60	30	10
Reading	07	118	38	43	28	11	9	45	11	11	<1	81	34	41	25	7	20	63	60	40	30
Reading	08	131	41	44	24	9	7	33	29	14	14	105	41	38	18	7	10	43	80	60	10
Reading	All	355	42	40	21	8	25	45	24	8	4	268	40	36	16	5	40	54	65	43	20
Writing	07	137	53	34	11	1	10	59	20	10	<1	98	50	27	7	2	20	71	70	25	<1
Science	08	134	43	39	16	6	6	29	33	17	17	107	42	32	8	4	13	57	69	38	<1
Social Studies	08	131	41	26	10	4	6	29	17	17	17	107	42	20	6	2	10	43	60	30	<1
		Econ Disadvantaged					Emergent Bilingual					Special Ed Services					Dyslexia Services				
2021 STAAR	Test Grade	# Score d Tests	% Particip ation	% Ap pr oa ch es	% M eet s	% Ma ste rs	# Sc or ed Tes ts	% Par ti ci pat ion	% Ap pr oa ch es	% M eet s	% Ma ste rs	# Sc or ed Tes ts	% Par ti ci pat ion	% Ap pr oa ch es	% M eet s	% Ma ste rs	# Sc or ed Tes ts	% Par ti ci pat ion	% Ap pr oa ch es	% M eet s	% Ma ste rs
Math	06	86	51	27	7	<1	47	62	23	11	2	35	60	20	11	3	25	53	12	<1	<1

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

Math	07	76	35	26	5	1	34	44	21	3	3	21	38	29	14	5	17	35	12	<1	<1
Math	08	110	45	35	17	5	54	55	33	15	2	27	49	11	11	4	25	60	4	4	<1
Math	All	272	43	30	11	2	135	53	27	10	2	83	49	19	12	4	67	49	9	1	<1
Reading	06	79	48	27	5	1	46	61	26	9	2	31	53	10	10	3	25	52	4	<1	<1
Reading	07	78	35	40	22	9	33	41	39	24	6	22	39	23	18	5	18	37	11	<1	<1
Reading	08	91	41	42	24	11	47	52	40	15	4	25	47	20	8	4	20	49	15	<1	<1
Reading	All	248	41	36	17	7	126	51	35	15	4	78	46	17	12	4	63	46	10	<1	<1
Writing	07	97	51	28	6	1	47	68	23	2	<1	26	68	12	12	8	25	81	<1	<1	<1
Science	08	94	42	33	15	5	48	51	23	10	4	25	47	12	12	<1	21	50	10	5	<1
Social Studies	08	91	41	21	10	3	47	50	11	6	4	23	43	17	9	<1	22	54	9	<1	<1

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

Our student groups have not met their targets for growth or closing the gaps. Our African American and SPED students are groups that struggle the most.

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	9.68	6.35	8.93
% Hispanic students enrolled in Gifted/Talented (GT) programs	Forecast 5	5.30	5.22	4.79

Advanced Academics reflection questions:

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

Coordination with the counselors at the beginning of the year to ensure all identified GT students are placed with a GT trained teachers.

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

Individual flyers are sent home with the GT students when opportunities arrive.

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

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

Creation of a talking points group for GT so that quick notice to parents of GT identified students can be sent out. Coordination with the webmaster to create a GT areas that will further provide GT learning/advancement opportunities.

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

GT Campus Accountability Monitoring Plan

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

Supporting Special Populations

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

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

Domain 3 Campus Reports

Growth 50%	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two +	ECD	EL*	SpEd	Former SpEd	Continuing Enrollment	Not Continuing Enrollment	Total Met	Total Eligible	% of Eligible Met
College, Career, and Military Readiness Performance (High Schools and K-12)																	
Reading #PM Tests	294	24	217	33	0	12	0	8	205	102	63	0	247	47			
Growth Score	43		40	48					41	57	41		42	48			
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	0	8	0

Math #PM Tests	352	25	270	33	0	13	0	11	251	145	75	0	299	53			
Growth Score	22	22	18	33					18	19	37		23	15			
Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%			
Met Target	N	N	N	N					N	N	N		N	N	0	9	
Total																	

*EL Current and Former

Student Progress reflection question: What trends do you observe in growth for your students from [historically underserved student groups](#)?
 We have seen that our student group of Special Education has grown more than other historically underserved student groups.

*EL Current and Former

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

Longitudinal Enrollment, Utilizations, and Transfers Report

		17-18	18-19	19-20	20-21
Enrollment & Utilization	Enrollment	892	873	912	
	Students in enrollment area				
Transfers	Transfers to other AISD schools				
TELL Survey	General School Climate				
	Managing Student Conduct				
	Principal Leadership				

Reflection Questions: Why do you think families are transferring to other AISD schools?
 Having a formal dress code and accountability ratings.

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

Throughout the years we have seen an increase and decrease in enrollment. We attribute it to the growth in the area.

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				

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

Grounds			X	
Safety Protocols			X	
Signage			X	
<p>Reflection Questions: Which area/s will you focus on strengthening this school year? Why did you select this/these area/s?</p> <p>Communication, Campus website, and Language line in order to improve communication with our community and families.</p>				

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

REQUIRED Framework Components:

Coordinated School Health

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

Essential Schools Framework: Two ESF Levers for TIPs and One ESF Lever for CIPs

Increased Enrollment

Exemplary Customer Service

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Paredes 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.

Austin ISD Data Tracker - SY 21-22

Campus Name: Paredes

	Grade Level	Student Group	Subject Tested	Performance Level	2019 or 2021 Results	1st 9 weeks			2nd 9 weeks			3rd 9 weeks			2022 STAAR/EOC	
						Assessment Type	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.	63%	SCA 1	71%	54%	SCA 2	71%		SCA 3	71%		STAAR	71%
	All	All	Reading	Meets	31%	SCA 1	34%	21%	SCA 2	34%		SCA 3	34%		STAAR	34%
	All	All	Reading	Masters	18%	SCA 1	15%	10%	SCA 2	15%		SCA 3	15%		STAAR	15%
	All	All	Math	App.	68%	SCA 1	76%	65%	SCA 2	76%		SCA 3	76%		STAAR	76%
	All	All	Math	Meets	33%	SCA 1	36%	36%	SCA 2	36%		SCA 3	36%		STAAR	36%
	All	All	Math	Masters	12%	SCA 1	14%	24%	SCA 2	14%		SCA 3	14%		STAAR	14%
	All	All	Science	App.	60%	SCA 1	68%	73%	SCA 2	68%		SCA 3	68%		STAAR	68%
	All	All	Science	Meets	26%	SCA 1	29%	39%	SCA 2	29%		SCA 3	29%		STAAR	29%
	All	All	Science	Masters	9%	SCA 1	11%	23%	SCA 2	11%		SCA 3	11%		STAAR	11%
	All	All	SocStu	App.	43%	SCA 1	51%	47%	SCA 2	51%		SCA 3	51%		STAAR	51%
	All	All	SocStu	Meets	16%	SCA 1	19%	15%	SCA 2	19%		SCA 3	19%		STAAR	19%
	All	All	SocStu	Masters	5%	SCA 1	7%	12%	SCA 2	7%		SCA 3	7%		STAAR	7%
	Scorecard	All	Emer. Bilingual	Reading	Meets	15%	SCA 1	36%	18%	SCA 2	36%		SCA 3	36%		TELPAS
All		African American	All	Meets	22%	SCA 1	24%	27%	SCA 2	24%	0%	SCA 3	24%	0%	STAAR	24%
All		Hispanic	All	Meets	25%	SCA 1	28%	26%	SCA 2	28%	0%	SCA 3	28%	0%	STAAR	28%
All		Emer. Bilingual	All	Meets	17%	SCA 1	19%	24%	SCA 2	19%	0%	SCA 3	19%	0%	STAAR	19%
All		Special Education	All	Meets	20%	SCA 1	29%	16%	SCA 2	29%	0%	SCA 3	29%	0%	STAAR	29%

Based on the 2022 Summative Goals selected, the campus is aiming for a Domain 1 scaled score and rating of:			The Raw, Scaled, and Grades shown to the left will automatically populate on the A-F Estimator Worksheet, Student Achievement Domain (column I).
Raw	Scaled	Grade	
38	70	C	