

SADLER MEANS YWLA

Targeted Improvement Plan

2021/2022

Sadler Means: Where Girls strive to be the Best!



BERTHA SADLER MEANS
YOUNG WOMEN'S
LEADERSHIP ACADEMY
AUSTIN Independent School District

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Date Reviewed:

DMAC Solutions ®

Page 1 of 72

Date Approved:

12/8/2021

Campus Mission

Bertha Sadler Means, Young Women's Leadership Academy is dedicated to academic excellence in the sciences and arts(STEAM) and fostering the intellectual, creative, ethical and leadership development of its students. Sadler Means will develop the whole child through socio-emotional learning and culturally responsive experiences to inspire school and self pride while empowering a commitment to positive social change to their community and beyond.

Campus Vision

The Bertha Sadler Means Young Women's Leadership Academy will foster a sisterhood environment to develop confident, academically prepared, service-minded and innovative young women leaders for success in college, career, and life.

Campus Values

CHARACTER * RESPECT * SCHOLARSHIP * COMMUNITY

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.

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.

SADLER MEANS YWLA

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. Offer the high school Health Education course as a year long course so students can experience a deeper learning in various topics. (Target Group: 8th) (Strategic Priorities: 4)	Lead Scheduler, Principal	August 2021 - May 2022		Criteria: Master Schedule 10/22/21 - Completed
2. Through the Child Study Team, implement the campus Threat Assessment Team and utilize the eCST-Threat Assessment to document. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, Campus Committees, Counselor, Crisis Response Team, CST Chair, CST Team	August 2020 - Ongoing		Criteria: List of the Campus Threat Assessment Team Members eCST documentation (when needed) 10/22/21 - On Track
3. Offer a food pantry or other food access program (Title I SW Elements: 1.1) (Target Group: ECD) (Strategic Priorities: 4)	Parent Support Specialist	August 2021 - May 2022		Criteria: Parent Support Specialist family logs. 10/22/21 - On Track

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Objective 2. (Social and Emotional School Climate) SMART Goal: Organize and incorporate student agency in campus systems and structures

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of students will participate in advisory lessons that have been designed to simultaneously incorporate SEL and AVID strategies. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, Advisory Teachers	August 2021 - Ongoing		Criteria: Advisory Lessons 10/28/21 - On Track
2. 100% of students will participated in the book study of the book THIS BOOK IS ANTI-RACIST during advisory class. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, Advisory Teachers, Counselor, SEL Committee	Aug. 2021 - Dec. 2021	(F)Comprehensive School Improvement Grant - \$10,000	Criteria: Advisory Lessons 10/28/21 - On Track
3. Promote SEL and CP&I via all methods of communication: newsletters, bulletin boards, announcements, phone calls, calendar, emails, and the marquee. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, Advisory Teachers	August 2021 - Ongoing		Criteria: Newsletters Bulletin Board Call Out Scripts Marquee 10/28/21 - Some Progress
4. Student ambassadors, AmbassaHers, have been established to showcase the leadership strand for Sadler Means. Student ambassadors have been trained to be office aides, give student tours and to work as PALS for Andrews Elementary. Student AmbassaHers will be involved in interviewing community partners. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Community School Facilitator, Counselor	July 2020 - Ongoing	(F)Title 1, Part A	Criteria: Photographs Video Student Survey 10/28/21 - On Track

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus will host two CATCH Nights for Sadler Means that will solicit at least 35% of the student population. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, CATCH Team, Coaches	October 2021 - May 2022		Criteria: Flyers 10/28/21 - No Progress
2. Sadler Means will hold at least 8 regular Campus Advisory Council meetings for the 2021-2022 School Year (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, CAC Members	Sept 2021 - May 2022		Criteria: CAC Agendas 10/28/21 - On Track
3. Sadler Means will host a fall and spring showcase featuring students in our various programs. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, Department Chairs	Dec. 2021 & May 2022		Criteria: Event Flyers & Marketing Pictures & Videos Program 10/28/21 - On Track
4. Sadler Means will purposefully tie any family event to other campus events in the building. For instance, Fall Festival, catch nights along with fall and spring showcases. (Title I SW Elements: 1.1,3.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, Community School Facilitator, Parent Support Specialist	August 2020		Criteria: CAC Meetings Agendas Fliers and Marketing Material Photos & Videos Parent Survey 10/28/21 - Significant Progress
5. Sadler Means will utilize school messenger, social media, direct mailing strategies along with advisory calls to engage parents to participate in school events. (Title I SW Elements: 1.1) (Target Group: All)	Administrative Assistant, Administrators, Advisory Teachers	August 2021 - May 2022		Criteria: Campus Newsletters Agendas Social Media Posts Pictures 10/28/21 - On Track

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Objective 4. (Community Engagement) SMART Goal: Insert SMART goal here about Community Engagement

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Sadler Means will host at least 3 community based events for the 2021 - 2022 school year. (Title I SW Elements: 1.1,3.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, CAC Members, Community School Facilitator	August 2021 - May 2022		Criteria: Marketing Material Agendas 10/28/21 - On Track

SADLER MEANS YWLA

Goal 2. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 1. (Effective classroom routines and instructional strategies (ESF Essential Action 5.1)) By May 2022, 90% of teachers will effectively implement the Austin ISD curriculum, the middle school instructional expectations, and Sadler Means instructional priorities, receiving ratings of “meet expectations” or above in all appraisal indicators as evidenced by lesson plan review and classroom observations. Coaching will be provided to teachers not meeting expectations. Administrators will identify focused (bite-sized) action items that teachers are required to address within one week.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Cycle 1 Strategy 1 Teachers will implement the current lesson plan framework/template and turn in lesson plans every Friday. Lesson plan review and feedback will given immediately, Friday, by assigned administrators and instructional coaches (IC). (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2,4)	Administrators, Instructional Coaches	SY 21-22		Criteria: Lesson Plans and associated Feedback (comments section) 10/11/21 - On Track
2. Cycle1 Strategy 2 Creation of a walkthrough calendar with an observation tracking sheet to record administrator and IC walkthrough schedules. Documentation and communication of teacher ratings and feedback is recorded through the Frontline teacher observation platform. (Addresses Identified Challenges) (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2,4)	Administrators, Instructional Coaches	October 2021 - May 2022		Criteria: Observation Tracking Sheet Frontline Observation Platform 10/20/21 - On Track 09/28/21 - Significant Progress
3. Cycle 1 Strategy 3 Administrators and ICs will apply with fidelity the observation and feedback protocols outlined in Leverage Leadership. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2,4)	Administrators, Instructional Coaches	August 2021 - May 2022		Criteria: Coaching, observation and feedback documented in Frontline. 10/21/21 - Some Progress
4. Cycle 2 Strategy 1 The instructional leadership team will coach using protocols as outlined in the leverage leadership protocols, such as Giving Effective Feedback. Coaching conversations will be implemented monthly as calendared through ILT meetings. (Target Group: All)	Administrators, Instructional Leadership Team	December 2021- March 2022		Criteria: ILT Calendar with Coaching Conversations included. Coaching Protocols.
5. Cycle 2 Strategy 2 Members of the instructional leadership team	Administrators, Instructional Leadership Team	December 2021- March 2022		Criteria: Classroom Observation Rubric/Notes

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
will observe implementation of reteach and intervention strategies in the classroom. (Target Group: All)				
6. Cycle 2 Strategy 3 Members of the Instructional Leadership team will participate in DDI/TIL training through ESC13 focused on effective coaching and feedback strategies. (Target Group: All)	Administrators, Instructional Leadership Team	December 2021-March 2022		Criteria: ESC 13 TIL Training Attendance/Certificates
7. Annual Goal: The Sadler Means instructional team (ILT) will provide ongoing and embedded professional development to teachers. Hiring Instructional Coach/Specialist. Campus leaders will build capacity to provide embedded PD by visiting different campuses to research different instructional models. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 1,4)	Instructional Leadership Team	August 2021 - June 2022	(F)Comprehensive School Improvement Grant - \$41,908	Criteria: Evidence of Campus Visits (Dallas). 10/20/21 - On Track 10/11/21 - Completed
8. Annual Goal #2 Build educator capacity to provide high-quality literacy instruction through professional learning, follow-up coaching, and on-going support. (Target Group: All)	Academic Leadership Team, Instructional Coaches, Literacy Coach	August 2021-May 2022	(F)Comprehensive School Improvement Grant - \$9,805	Criteria: Professional Development Agendas and PowerPoints. BLEND Course 11/15/21 - Completed

SADLER MEANS YWLA

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Objective 2. (Data-driven instruction (ESF Essential Action 5.3)) By May 2022, 100% teachers will have built the capacity to thoroughly analyze common assessment and short cycle assessment data, including student work, and implement effective reteach and intervention plans with fidelity.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Cycle 1 Strategy 1 Sadler Means will implement administrator led weekly data meetings (PLC). Substitutes will be provided for all core teachers and for the Principal so that they engage in data analysis after each Short Cycle Assessment. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2,4)	Administrators, Instructional Coaches, Teachers	August 2021 - May 2022	(F)Comprehensive School Improvement Grant - \$13,050, (S)ESF Focused-Support Grant - \$14,500	Criteria: Data meeting agendas. (PLC) Data Trackers. Re-teach and intervention plans. (Lesson Plans) 09/28/21 - Completed
2. Cycle 1 Strategy 2 Sadler means will identify at least three campus instructional leaders that will attend the TIL cohort training and serve as resources for staff implementation of DDI strategies on campus. These leaders will attend the 6 TIL DDI trainings throughout SY 21-22. (Addresses Identified Challenges) Administrative subs will be provided for Principals and APs so they can actively engage in each required TIL professional learning opportunity. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2,4)	Administrators, Instructional Coaches, Instructional Leadership Team	August 2021-2022	(S)ESF Focused-Support Grant - \$17,265	Criteria: Attendance at TIL Trainings. Participation in staff PDs (agenda) Participation in weekly data meetings (PLC) (agendas) 09/23/21 - Completed
3. Cycle 1 Strategy 3 Based on data analyzed at the weekly data meetings (PLC) teachers will develop reteach, intervention and accelerated learning plans to meet the needs of all learners. Plans for reteach, intervention, tutoring and accelerated learning will be included in teachers lesson plans submitted weekly. Including hiring additional math staff to support student learning. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2,4)	Administrators, Instructional Team, Teachers	August 2021 - May 2022	(F)Comprehensive School Improvement Grant - \$64,787, (S)ESF Focused-Support Grant - \$7,534	Criteria: Teacher Lesson Plans 10/20/21 - On Track 09/28/21 - Completed
4. Cycle 2 Strategy 1 Members of the instructional leadership team will participate in DDI/TIL training through ESC13 focused on effective coaching and	Academic Leadership Team	December 2021 - March 2022	(F)Comprehensive School Improvement Grant - \$1,000, (S)ESF Focused-Support Grant - \$19,901	Criteria: ESC 13 TIL Training Attendance/Certificates. Summer PD Plan/Agendas and sign in sheets.

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Objective 2. (Data-driven instruction (ESF Essential Action 5.3)) By May 2022, 100% teachers will have built the capacity to thoroughly analyze common assessment and short cycle assessment data, including student work, and implement effective reteach and intervention plans with fidelity.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
feedback strategies for data meetings. 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 teachers). (Target Group: All)				
5. Cycle 2 Strategy 2 The Sadler team will conduct longitudinal analysis of student and course SE performance for two campus-level common assessments and a district short cycle assessment per grading cycle. (Target Group: All)	Academic Leadership Team, Teachers	December 2021 = March 202		Criteria: Data Analysis Templates, AISD Data Tracker
6. Cycle 2 Strategy 3 Members of the instructional leadership team will observe implementation of reteach and intervention plans in the classroom. 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, District Departments, Instructional Leadership Team	December 2021- March 2022	(S)ESF Focused-Support Grant - \$11,983	Criteria: Classroom Observation Rubric/Notes

SADLER MEANS YWLA

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

Objective 1. (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 294 to 331 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. Establishment of recruitment team that will continue to hold weekly meetings to track enrollment numbers, monitor and provide feedback from campus visits, update recruitment schedule, and develop campus recruitment events. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Administrators	September 2021		Criteria: Meeting Notes Calendar 10/28/21 - On Track
2. Social Media platforms will be utilized to market Sadler Means through inviting graphic design materials, video, and website design. Direct marketing materials will be mailed out to prospective 5th graders district wide, which will include course lists, opt In forms, DL application, flyers, brochures, application steps and sample choice sheets. (Title I SW Elements: 1.1) (Target Group: 5th)	Administrative Assistant, Administrators	Sept 2021 - October 2021	(F)Comprehensive School Improvement Grant - \$3,000, (F)Title 1, Part A - \$2,000	Criteria: Calendar of Events Marketing Materials 10/28/21 - On Track
3. Campus events to include tours, a Fine Arts Showcase, and a Media, Visual, Performing Arts & STEM Open House will be offered throughout the recruitment period. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)		Nov. 2021 - Dec. 2021	(F)Comprehensive School Improvement Grant - \$5,000	Criteria: Marketing Fliers Calendar Events 10/28/21 - On Track
4. Recruitment team will schedule both in-person and zoom campus recruitment visits for both feeder elementary schools and district wide campuses. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Administrative Assistant, Administrators, Committee	September 2021		Criteria: Calendar Events 10/28/21 - Significant Progress
5. Participation in district recruitment efforts for academies and participation in feeder school campus events. (Title I SW Elements: 1.1) (Target Group: All)	Administrators	Ongoing		10/28/21 - On Track
6. Recruitment team and Sadler Means staff will conduct community walks and place phone calls to prospective families in the feeder patterns. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, Campus Leadership Team	Sept 2021 - Dec. 2021		Criteria: Marketing Material Calendar Event 10/28/21 - No Progress

SADLER MEANS YWLA

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 Exemplary section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Sadler Means will make sure that teachers respond to parents within forty-eight hours and front office staff, counselors and administrators will respond to parents within twenty-four hours. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Administrative Assistant, Administrators, Attendance Clerk, Counselor, Registrar, Teachers	September 2021 - Ongoing		Criteria: eCst Documentation Parent Survey 10/28/21 - On Track
2. Sadler Means will develop students leaders to support greet and answer the phone in a professional manner to support customer service. (Title I SW Elements: 1.1,2.1) (Target Group: 7th ,8th) (Strategic Priorities: 4)	Counselor	September 2021		Criteria: Parent Survey 10/28/21 - Significant Progress
3. Sadler Means teachers and staff will routinely be provide strategies to promote positive and proactive communication. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, Attendance Clerk, Counselor, Teachers	September 2020 - Ongoing		Criteria: PLC Agenda Faculty Agenda eCst Documentation 10/28/21 - On Track
4. Sadler Means will develop system to provide families with a clear communication on who contact if they have it a problem. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 4)	Administrators	September - Ongoing		Criteria: Communication Tree 10/28/21 - Some Progress
5. Front Office staff will participate in CARES training provided by the district. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 4)	Office Staff	August 2021		Criteria: HCP Transcript 10/28/21 - Completed

SADLER MEANS YWLA

Goal 5. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attachment #1. Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. (Sign and attach the form.) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 9/17		Criteria: Principal Attestation Form 10/18/21 - Completed 09/30/21 - On Track 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	Principal	Due 9/17		Criteria: Sample communications in languages other than English

SADLER MEANS YWLA

Goal 5. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
languages other than English must be attached.) (Title I SW Elements: 2.3) (Target Group: ECD)				09/30/21 - Completed
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 - Completed
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

SADLER MEANS YWLA Site Base

Name	Position
Roby, De'sean	Campus Administrator
Wilson, Velma	District User
Coburn, Kenisha	District User
Finan, Dillon	District User
May, Ryan	District User
Rodriguez, Gabriella	District User
Bedford, Natasha	Campus Administrator
Estep, Patti	Campus Administrator
Hernandez, Yvette	Administrative Assistant
Terry, Karen	Counselor
Lincoln, Abby	Instructional Coach, Humanities
Willis, Ariel	Instructional Coach, STEM
Fischer, Megan	Library Media Specialist
Oliphant, Rosalind	Community Facilitator
Campbell, Kelsey	Parent
Arriaga, Maria	Parent Support Specialist

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 - Sadler Means

1. 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	4	4	4	5	4	4

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?
--------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------

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
5.1	The campus leadership team continually refines clear roles and responsibilities for some members of the instructional leadership team. Campus administrators meet with teachers and with team leaders, but fidelity to planned walkthroughs and coaching has been a challenge. In the current year administrators and instructional leaders are routinely meeting with teacher PLCs. Teacher capacity will be built through consistent observation and feedback cycles that are scheduled weekly on administrative calendars.
5.3	PLC meetings with data analysis are in place and functioning with fidelity. Adjustments are being made to improve in unpacking the TEKS, identifying skills required to demonstrate mastery of the TEKS, creating learning targets, and creating success criteria. Substantial focus will be in developing and implementing corrective instructional action plans. While this improvement work has started, the Principal and Assistant Principals are continuing to develop in

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Sadler Means

facilitating data analysis meetings (in PLCs) using a structured protocol, with more attention being paid to student work in alignment with the criteria for assessment. More intentional reteach and intervention plans also need to be developed through PLCs. Our campus leaders are partnering with the Region XIII Texas Instructional Leadership (TIL) cohort for Data-Driven Instruction. The PD and support the cohort will provide will be hugely beneficial and ensure that the Instructional Leadership team has the coaching skills required to support the implementation of these systems.

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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
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.)

Results not in qualtrics

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Sadler Means

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	422	81		41	94	3	321		43	126	11	7					422		84	223	14
2018-2019	398	72		31	30	4	303		30	32	4	11					398		63	66	10
**2019-2020	367	62		27	17	4	288		34	17	8	10			1		367		61	35	12
		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	422						381		84	221	14	67		14	54	3					
2018-2019	398						365		58	64	9	63		18	17	1					
**2019-2020	367						339		54	32	11	50		10	5	1					

*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](#)?

What are the top 3 reasons students get referrals?

The top three reasons for discipline referrals are disruption, insubordination and rude to teacher. Response to this behavior is to provide teachers and students with opportunities to build strong relationships at the beginning of the school year. Historically, the response to behavior has been removal from the educational environment which has caused students to get further behind. Which contributes to students doing poorly and brings about feelings of frustration.

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Sadler Means

SY 20-21 TELPAS Progress

	Composite Progress for 2020 Cohort				Listening Progress	Speaking Progress	Reading Progress	Writing Progress	
Grade	2020		2021		2021				
	# Matched Stdts	% Progressed 1+ Prof Lvl	# Matched Stdts	% Progressed 1+ Prof Lvl	2020 to 2021 Change	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	
	6					45	24	18	25
	7					24	24	27	50
	8					60	23	25	73
	All					44	24	23	52

TELPAS Reflection Question: What trends do you observe in progress for your students across grade levels and TELPAS components?
The system of testing. Using a sheltered system for teaching. Pushing speaking and listening in the classroom.

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

	Test Grade	All Students					African American					Hispanic					White				
		# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters
2021 STAAR																					
Math	06	69	80	33	9	3	8	80	38	13	<1	55	80	35	9	4	3				
Math	07	51	55	10	2	<1	9	47	22	<1	<1	41	60	7	2	<1	0				
Math	08	85	65	45	22	8	10	53	20	10	<1	72	67	46	22	8	2				
Math	All	205	67	32	13	4	27	56	26	7	<1	168	69	33	13	5	5	63	60	20	20
Reading	06	67	78	31	10	4	8	80	25	13	<1	52	76	29	8	4	4				
Reading	07	66	62	29	15	6	10	50	30	20	20	54	67	30	15	4	0				
Reading	08	52	51	52	29	12	7	44	29	14	<1	44	54	55	30	14	1				
Reading	All	185	63	36	17	7	25	54	28	16	8	150	65	37	17	7	5	63	>99	60	20
Writing	07	64	60	28	8	3	8	40	38	13	13	54	67	28	7	2	0				

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Sadler Means

Science	08	45	45	24	2	<1	8	50	13	<1	<1	36	44	25	3	<1	1	50				
Social Studies	08	43	43	16	<1	<1	7	44	<1	<1	<1	34	41	18	<1	<1	1	50				
2021 STAAR		Econ Disadvantaged					Emergent Bilingual					Special Ed Services					Dyslexia Services					
	Test Grade	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	
	Math	06	65	80	34	9	3	49	84	33	8	2	9	75	22	11	<1	6	75	33	<1	<1
	Math	07	47	55	9	2	<1	32	59	6	3	<1	7	47	14	14	<1	5	100	20	<1	<1
	Math	08	81	65	43	20	6	47	64	38	17	4	8	57	13	13	<1	4	36			
	Math	All	193	67	32	12	4	128	69	28	10	2	24	59	17	13	<1	15	63	33	<1	<1
	Reading	06	62	78	27	10	3	45	79	24	4	2	8	67	25	13	<1	4				
	Reading	07	62	63	29	16	6	39	68	15	5	3	6	40	17	17	<1	6	100	17	17	<1
	Reading	08	51	53	53	29	12	33	53	42	21	9	7	50	29	<1	<1	2				
	Reading	All	175	63	35	18	7	117	66	26	9	4	21	51	24	10	<1	12	52	17	17	<1
Writing	07	59	60	31	8	3	40	70	18	5	3	7	47	14	14	<1	6	100	<1	<1	<1	
Science	08	44	45	25	2	<1	28	45	18	<1	<1	7	50	<1	<1	<1	2	20				
Social Studies	08	42	43	17	<1	<1	25	40	16	<1	<1	6	43	<1	<1	<1	2	22				

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

Trends in reading scores: 8th grade is out performing 6&7 at approaches and meets. They improve in performance the longer they stay at SM. SM had a strong participation rate, which leaves a lot of room for growth. All students and Eco Dis match. Emergent Bilingual 7th grade have low scores - must focus on them as 8th graders. Sadler is leading the way in reading when compared to their peers!!

Trends in Math Scores: 7th Grade is underperforming in math. Leading among peers in Math.

Advanced Academics

Data Points Reviewed	Data Source	2018-19	2019-20	2020-21
% African American (SIBAA) students enrolled in Gifted/Talented (GT) programs ²	Forecast 5	0	0	0
% Hispanic students enrolled in Gifted/Talented (GT) programs	Forecast 5	2	1	1

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Sadler Means

Advanced Academics reflection questions:

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

The master scheduler reviewed that all students that are classified as GT are in ADV classes based on their subject area. Students who have scored mastery in areas where they can be accelerated have been placed in those accelerated classes.

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

Campus will communicate with GT families via community newsletter.

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

Students are scheduled appropriately in the right class and along with starting students at a higher level rather than providing them additional work.

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

GT Campus Accountability Monitoring Plan

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

<i>Data Points Reviewed</i>	<i>Data Source</i>	<i>2018-19</i>	<i>2019-20</i>	<i>2020-21</i>
% 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			

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Sadler Means

% 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:

N/A

Domain 3 Campus Reports

Growth 50%	All Students	Afr Amer	Hisp	White	Amer Ind	Asian	Pac Isl	Two +	ECD	EL*	SpEd	Former SpEd	Cont Enr	Not Cont Enr	Total Met	Total Eligible	% of Eligible Met
College, Career, and Military Readiness Performance (High Schools and K-12)																	
Reading #PM Tests	135	17	111	5	0	2	0	0	126	88	15	<25	111	24			
Growth Score	51		51						50	52			52				
Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%			
Met Target	N		N						N	N			N				

Math #PM Tests	187	20	158	5	0	4	0	0	175	136	20	<25	155	32			
Growth Score	24		24						23	23			23	28			
Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%			
Met Target	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](#)?

We were close to hitting the EL growth target for Reading. Campus has a deliberate plan for Lit/Bi-Lit.

Staffing changes in reading from last year.. This upcoming year reading classes will be reading only. Social studies will provide literary support.

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Sadler Means

*EL Current and Former

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Sadler Means

Longitudinal Enrollment, Utilizations, and Transfers Report

		17-18	18-19	19-20	20-21
Enrollment & Utilization	Enrollment	390	371	331	293
	Students in enrollment area	515	586	551	551
Transfers	Transfers to other AISD schools				
TELL Survey	General School Climate	76	78	83	86
	Managing Student Conduct	76	67	74	90
	Principal Leadership	82	78	79	93

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?

Enrollment has gone down approximately 50 students each year. I attribute decline to the transit population of the area. Families move to areas in which they can afford better housing. I also attribute the decrease to campus perception in the community and the campus rating has not been above a "C" since it was opened.

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

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

SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - Sadler Means

Grounds	x			
Safety Protocols			x	
Signage		x		
Reflection Questions: Which area/s will you focus on strengthening this school year? Why did you select this/these area/s?				

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 - Sadler Means

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.¹

SADLER MEANS LITERACY INSTRUCTIONAL PLAN

2021 -2022

Required by District

Focus I: build educator capacity to provide high-quality literacy instruction through professional learning, follow-up coaching, and on-going support

Action	Timeline	Person(s) Responsible	Resources	Evidence of Success	COMPLETION STAGE
Communicate the common literacy instructional expectations for all Austin ISD middle school teachers.	Aug.12, 2021	<ul style="list-style-type: none"> Megan Fischer, Literacy & Media Specialist Abby Lincoln & Ariel Willis, Instructional Coaches De'Sean Roby, Natasha Bedford, Patti Estep, Admin 	<ul style="list-style-type: none"> N&N Fiction N&N Nonfiction RACE Literacy/Biliteracy Instructional Agreements in Austin ISD - Grades 6-12 	Lesson Plans PLC Meeting Notes BoY Professional Dev.	 <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-top: 5px;">Required by District</div>
Provide professional learning to achieve the following: <ul style="list-style-type: none"> Understanding the literacy instructional expectations Mastering the instructional strategies needed to implement the framework 	Aug. 12, 2021 - Ongoing	<ul style="list-style-type: none"> Megan Fischer, Literacy & Media Specialist 	<ul style="list-style-type: none"> N&N Workshop (Created by MF) RACE Workshop 	BoY Professional Dev. Quarterly Literacy Workshops Agendas, Lesson Plans	 <div style="border: 1px solid black; padding: 2px; display: inline-block; margin-top: 5px;">Required by District</div>

DRAGONS ARE

READING

SPEAKING


WRITING

&

LISTENING

SADLER MEANS LITERACY INSTRUCTIONAL PLAN 2021 -2022

Focus I: build educator capacity to provide high-quality literacy instruction through professional learning, follow-up coaching, and on-going support




Action	Timeline	Person(s) Responsible	Resources	Evidence of Success	COMPLETION STAGE
Incorporate literacy instructional expectations in scripting of instructional delivery	August 2021 - May 2022	<ul style="list-style-type: none"> Abby Lincoln & Ariel Willis, Instructional Coaches De'Sean Roby, Natasha Bedford, Patti Estep, Admin Teachers 	IPGs Blueprints	Written lesson plans. Evidence of consistent implementation in walkthroughs.	 <div>Required by District</div>
Provide professional development in how to integrate literacy into content and elective courses	Aug. 12, 2021 - Ongoing	<ul style="list-style-type: none"> Abby Lincoln & Ariel Willis, Instructional Coaches Megan Fischer, Literacy & Media Specialist 	IPGs Blueprints Campus Literacy Plan	Lesson Plans	
Develop literacy plans to incorporate in elective courses	Aug. 12, 2021	<ul style="list-style-type: none"> Megan Fischer, Literacy & Media Specialist Elective Teachers 	Campus Literacy Plan	Lesson Plans Literacy Classroom Design Form	

SADLER MEANS LITERACY INSTRUCTIONAL PLAN 2021 -2022

Focus I: build educator capacity to provide high-quality literacy instruction through professional learning, follow-up coaching, and on-going support

Action	Timeline	Person(s) Responsible	Resources	Evidence of Success	COMPLETION STAGE
Conduct literacy focused, cross-content leadership team learning walks at least once per grading cycle.	Sept 2021 - May 2022	<ul style="list-style-type: none"> Megan Fischer, Literacy & Media Specialist Abby Lincoln & Ariel Willis, Instructional Coaches De'Sean Roby, Natasha Bedford, Patti Estep, Admin 	Learning walk schedule	<p>Evidence of completed learning walk</p> <p>Campus learning walk summary</p>	


SADLER MEANS LITERACY INSTRUCTIONAL PLAN 2021 -2022

Focus 2: Ensure Students Receive Immediate and Targeted Support as Needed					
Action	Timeline	Person(s) Responsible	Resources	Evidence of Success	COMPLETION STAGE
Provide professional learning for all core teachers focused on supporting students with dyslexia.	Sept 2021 - Ongoing	<ul style="list-style-type: none"> De'Sean Roby, Principal Natasha Bedford, Asst. Principal Joyce Goodman, Reading Specialist 	TBD	Faculty Meeting Agenda	
Implement data-driven instruction plans, analyzing formative assessment data, and developing and implementing necessary reteach plans for each student.	Aug 2021 - Ongoing	<ul style="list-style-type: none"> Abby Lincoln & Ariel Willis, Instructional Coaches De'Sean Roby, Natasha Bedford, & Patti Estep, Admin Team 	Student Work, formative assessment data	PLC Agenda PLC Structure Schedule Lesson Plans	
Implement data-driven instruction plans, analyzing short cycle assessment data, and developing and implementing necessary intervention plans for each student.	Aug 2021 - Ongoing	<ul style="list-style-type: none"> Abby Lincoln & Ariel Willis, Instructional Coaches De'Sean Roby, Natasha Bedford, & Patti Estep, Admin Team 	Student Work, formative assessment data, short cycle data	Lesson Plans Student Work Data Analysis	
Ensure that the reading specialist completes the Reading by Design professional learning.	August 30, 2021	<ul style="list-style-type: none"> De'Sean Roby, Principal Joyce Dolan – Goodman, Rdg. Sp 	Austin ISD or Region Service Center Professional Development	Evidence of completed professional learning.	



Required by District

DRAGONS ARE READING SPEAKING WRITING & LISTENING

SADLER MEANS LITERACY INSTRUCTIONAL PLAN 2021 -2022

Focus 2: Ensure Students Receive Immediate and Targeted Support as Needed					
Action	Timeline	Person(s) Responsible	Resources	Evidence of Success	COMPLETION STAGE
Provide professional learning for all core teachers focused on supporting students with dyslexia.	Sept 2021	<ul style="list-style-type: none"> De'Sean Roby, Principal Natasha Bedford, Asst. Principal Joyce Goodman, Reading Specialist 	TBD	Faculty Meeting Agenda	
Ensure that at least one administrator completes the Reading by Design administrator professional learning.	Sept 30, 2021	<ul style="list-style-type: none"> De'Sean Roby, Principal Natasha Bedford, Asst. Principal 	Region IV Service Center Professional Development	Evidence of completed professional learning.	Required by District
Plan for all identified students to receive instruction from the reading specialist.	Aug 2021 – May 2022	<ul style="list-style-type: none"> De'Sean Roby, Principal & Lead Scheduler Jaime Rich, SPED Chair Christopher Avery, 504 Coordinator 	IEPs 504 Plans	Students scheduled appropriately.	 Required by District

SADLER MEANS LITERACY INSTRUCTIONAL PLAN 2021 -2022

Focus 3: Developing a School Community Focus on Literacy/Biliteracy					
Action	Timeline	Person(s) Responsible	Resources	Evidence of Success	COMPLETION STAGE
Identify teacher leaders and plan for them to model literacy expectations in department meetings and faculty meetings.	May 2021	<ul style="list-style-type: none"> De'Sean Roby, Natasha Bedford, & Patti Estep, Admin Team 	TBD	PD Agendas, PLC Agendas, Faculty Meeting Agendas, Lesson Plans	
Provide students with an authentic, engaging summer reading opportunity, and use it as a catalyst for learning in the new school year	May 2021 - Sept 2021	<ul style="list-style-type: none"> Abby Lincoln, Humanities Instructional Coach Travis Hall, SEL Facilitator Megan Fischer, Literacy & Media Specialist ELA & Advisory Teachers 	<u>A Good Kind of Trouble</u> <u>Undeclared</u> <u>This Book is Anti-Racist</u> ELA and Advisory curriculum will be added as it is finalized.	Student work, in class discussion	
Students will be given an additional book - tied thematically to the two summer reading books - to be read studied through Advisory.	Aug 2021 - Sept 2021	<ul style="list-style-type: none"> Abby Lincoln, Humanities Instructional Coach Travis Hall, SEL Facilitator Megan Fischer, Literacy & Media Specialist ELA & Advisory Teachers 	<u>This Book is Anti-Racist</u> ELA and Advisory curriculum will be added as it is finalized.	Student work, in class discussion	

DRAGONS ARE

READING



SPEAKING

WRITING

&

LISTENING

SADLER MEANS LITERACY INSTRUCTIONAL PLAN 2021 -2022

Focus 3: Developing a School Community Focus on Literacy/Biliteracy					
Action	Timeline	Person(s) Responsible	Resources	Evidence of Success	COMPLETION STAGE
Library Open House w/Free Book Fair for Students	1 st 9 Weeks	<ul style="list-style-type: none"> Megan Fischer, Literacy & Media Specialist 	Donors' Choose Book Donations	Event flyers, photographs of the event	
Develop a campus-wide reading challenge and tracking system.	Aug 2021 – Sept 2021	<ul style="list-style-type: none"> Abby Lincoln, Humanities Instructional Coach Natasha Bedford, Humanities Admin Megan Fischer, Literacy & Media Specialist De'Sean Roby, Principal 	TBD	TBD	
Provide students with dedicated, choice reading time in Advisory classes.	Aug 2021	<ul style="list-style-type: none"> Travis Hall, SEL Facilitator Megan Fischer, Literacy & Media Specialist Advisory Teachers 	Classroom Libraries Campus Library Book Vending Machine	Advisory schedule, multimedia student Projects, student house points.	

DRAGONS ARE

READING


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SADLER MEANS LITERACY INSTRUCTIONAL PLAN 2021 -2022

Focus 3: Developing a School Community Focus on Literacy/Biliteracy					
Action	Timeline	Person(s) Responsible	Resources	Evidence of Success	COMPLETION STAGE
Incentivize reading through our House Points System and Book Vending Machine.	May 2021	<ul style="list-style-type: none"> Megan Fischer, Literacy & Media Specialist All Teachers, ICs, and Admin Team 	Book Vending Machine Book Supply (via Donors Choose)	Student points and	
Host parent and community literacy events each grading cycle.	Aug 2021 – May 2022	<ul style="list-style-type: none"> Abby Lincoln & Ariel Willis, Instructional Coaches Rosalind Oliphant, Community Outreach Maria Arriaga, PSS De'Sean Roby, Natasha Bedford, & Patti Estep, Admin Team 	TBD	Meeting Agendas, photographs of event, flyers, call out scripts	
Library Open House w/Free Book Fair for Students	1 st 9 Weeks	<ul style="list-style-type: none"> Megan Fischer, Librarian 	Donors' Choose Book Donations	Event flyers, photographs of the event	
Develop a campus-wide reading challenge and tracking system.	Aug 2021 – Sept 2021	<ul style="list-style-type: none"> Abby Lincoln, Humanities Instructional Coach Natasha Bedford, Humanities Admin Megan Fischer, Literacy & Media Specialist 	TBD	TBD	

DRAGONS ARE

READING

SPEAKING

WRITING

&

LISTENING

SADLER MEANS LITERACY INSTRUCTIONAL PLAN

2021 -2022

		• De'Sean Roby, Principal			
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ELAR Literacy Expectations

All Sadler Means YWLA ELAR teachers will support listening/speaking/hearing/thinking by:

- Addressing learning objectives that support the English Language Proficiency Standards in all lesson plans.
- Posting language objectives daily.
- Incorporating structured, no-opt out discussion in each daily lesson through the use of [Kagan cooperative learning strategies](#).
- Using [Lead4Ward Thinking Stems](#) in daily instruction to develop thinking skills.
- Supporting vocabulary development by using graphic organizers like Frayer Models and other visual tools.
- Ensuring that literacy-rich student work is examined in PLCs as a part of student work analysis.

All Sadler Means YWLA ELAR teachers will develop reading by:

- Addressing learning objectives that support the English Language Proficiency Standards in all lesson plans.
- Posting language objectives daily.
- Engaging students in choice-based Structured Independent Reading (StIR) for at least 20 minutes daily.
- Modeling and practicing [Notice & Note Signposts for Fiction](#) and/or [Nonfiction](#), as needed, for ELAR appropriate comprehension skills and strategy daily.
- Developing appropriate anchors of support, making them visible, and incorporating them consistently during instruction to support vocabulary development and clarify meaning.

All Sadler Means YWLA ELAR teachers will develop writing by:

- Addressing learning objectives that support the English Language Proficiency Standards in all lesson plans.
- Posting language objectives daily.
- Creating weekly opportunities for students to process thinking through writing using "Think, Ink, Pair, Share" or other appropriate writing strategies ([KWLA](#), [DLIQ](#), [Quickwrites](#), [Learning Logs](#), etc.)
- Engaging students in constructed response writing using [RACE](#) **weekly**.
- Using Writer's Workshop and mentor texts to teach composition and grammar.

DRAGONS ARE

READING

SPEAKING

WRITING &

LISTENING

SADLER MEANS LITERACY INSTRUCTIONAL PLAN

2021 -2022

Math Literacy Expectations

All Sadler Means YWLA Math teachers will support listening/speaking/hearing/thinking by:

- Addressing learning objectives that support the English Language Proficiency Standards in all lesson plans.
- Posting language objectives daily.
- Incorporating structured, no-opt out discussion in each daily lesson through the use of [Kagan cooperative learning strategies](#).
- Using [Lead4Ward Thinking Stems](#) in daily instruction to develop thinking skills.
- Supporting vocabulary development by using graphic organizers like Frayer Models and other visual tools.
- Ensuring that literacy-rich student work is examined in PLCs as a part of student work analysis.

All Sadler Means YWLA Math teachers will develop reading by:

- Addressing learning objectives that support the English Language Proficiency Standards in all lesson plans.
- Posting language objectives daily.
- Modeling and practicing [K.N.O.W.S.](#) for math appropriate comprehension skills and strategy daily.
- Developing appropriate anchors of support, making them visible, and incorporating them consistently during instruction to support vocabulary development and clarify meaning.

All Sadler Means YWLA Math teachers will develop writing by:

- Addressing learning objectives that support the English Language Proficiency Standards in all lesson plans.
- Posting language objectives daily.
- Creating weekly opportunities for students to process thinking through writing using “Think, Ink, Pair, Share” or other appropriate writing strategies ([KWLA](#), [DLIQ](#), [Quick writes](#), [Learning Logs](#), etc.)
- Engaging students in constructed response writing using [RACE](#) at least **three times** every 9 weeks.

SADLER MEANS LITERACY INSTRUCTIONAL PLAN

2021 -2022

Science Literacy Expectations

All Sadler Means YWLA Science teachers will support listening/speaking/hearing/thinking by:

- Addressing learning objectives that support the English Language Proficiency Standards in all lesson plans.
- Posting language objectives daily.
- Incorporating structured, no-opt out discussion in each daily lesson through the use of [Kagan cooperative learning strategies](#).
- Using [Lead4Ward Thinking Stems](#) in daily instruction to develop thinking skills.
- Supporting vocabulary development by using graphic organizers like Frayer Models and other visual tools.
- Ensuring that literacy-rich student work is examined in PLCs as a part of student work analysis.

All Sadler Means YWLA Science teachers will develop reading by:

- Addressing learning objectives that support the English Language Proficiency Standards in all lesson plans.
- Posting language objectives daily.
- Modeling and practicing [Notice & Note Signposts for Nonfiction](#) for science appropriate comprehension skills and strategy daily.
- Developing appropriate anchors of support, making them visible, and incorporating them consistently during instruction to support vocabulary development and clarify meaning.

All Sadler Means YWLA Science teachers will develop writing by:

- Addressing learning objectives that support the English Language Proficiency Standards in all lesson plans.
- Posting language objectives daily.
- Creating weekly opportunities for students to process thinking through writing using “Think, Ink, Pair, Share” or other appropriate writing strategies ([KWLA](#), [DLIQ](#), [Quick writes](#), [Learning Logs](#), etc.)
- Engaging students in constructed response writing using [RACE](#) at least **once** every 9 weeks.

SADLER MEANS LITERACY INSTRUCTIONAL PLAN

2021 -2022

Social Studies Literacy Expectations

All Sadler Means YWLA Social Studies teachers will support listening/speaking/hearing/thinking by:

- Addressing learning objectives that support the English Language Proficiency Standards in all lesson plans.
- Posting language objectives daily.
- Incorporating structured, no-opt out discussion in each daily lesson through the use of [Kagan cooperative learning strategies](#).
- Using [Lead4Ward Thinking Stems](#) in daily instruction to develop thinking skills.
- Supporting vocabulary development by using graphic organizers like Frayer Models and other visual tools.
- Ensuring that literacy-rich student work is examined in PLCs as a part of student work analysis.

All Sadler Means YWLA Social Studies teachers will develop reading by:

- Addressing learning objectives that support the English Language Proficiency Standards in all lesson plans.
- Posting language objectives daily.
- Modeling and practicing [Notice & Note Signposts for Nonfiction](#) for social studies appropriate comprehension skills and strategy daily.
- Developing appropriate anchors of support, making them visible, and incorporating them consistently during instruction to support vocabulary development and clarify meaning.

All Sadler Means YWLA Social Studies teachers will develop writing by:

- Addressing learning objectives that support the English Language Proficiency Standards in all lesson plans.
- Posting language objectives daily.
- Creating weekly opportunities for students to process thinking through writing using "Think, Ink, Pair, Share" or other appropriate writing strategies ([KWLA](#), [DLIQ](#), [Quickwrites](#), [Learning Logs](#), etc.)
- Engaging students in constructed response writing using [RACE](#) at least **twice** every 9 weeks.

SADLER MEANS LITERACY INSTRUCTIONAL PLAN

2021 -2022

LOTE Literacy Expectations

All Sadler Means YWLA LOTE teachers will support listening/speaking/hearing/thinking by:

- Addressing learning objectives that support the English Language Proficiency Standards in all lesson plans.
- Posting language objectives daily.
- Incorporating structured, no-opt out discussion in each daily lesson through the use of [Kagan cooperative learning strategies](#).
- Using [Lead4Ward Thinking Stems](#) in daily instruction to develop thinking skills.
- Supporting vocabulary development by using graphic organizers like Frayer Models and other visual tools.

All Sadler Means YWLA LOTE teachers will develop reading by:

- Addressing learning objectives that support the English Language Proficiency Standards in all lesson plans.
- Posting language objectives daily.
- Modeling and practicing [Notice & Note Signposts for Nonfiction](#) and/or [Fiction](#), as needed, for LOTE appropriate comprehension skills and strategy daily.
- Developing appropriate anchors of support, making them visible, and incorporating them consistently during instruction to support vocabulary development and clarify meaning.

All Sadler Means YWLA LOTE teachers will develop writing by:

- Addressing learning objectives that support the English Language Proficiency Standards in all lesson plans.
- Posting language objectives daily.
- Creating weekly opportunities for students to process thinking through writing using "Think, Ink, Pair, Share" or other appropriate writing strategies ([KWLA](#), [DLIQ](#), [Quick writes](#), [Learning Logs](#), etc.)
- Engaging students in constructed response writing using [RACE](#) at least twice every 9 weeks.

SADLER MEANS LITERACY INSTRUCTIONAL PLAN

2021 -2022

Electives Literacy Expectations

All Sadler Means YWLA Electives teachers will support listening/speaking/hearing/thinking by:

- Addressing learning objectives that support the English Language Proficiency Standards in all lesson plans.
- Posting language objectives daily.
- Incorporating structured, no-opt out discussion in each daily lesson through the use of [Kagan cooperative learning strategies](#).
- Using [Lead4Ward Thinking Stems](#) in daily instruction to develop thinking skills.
- Supporting vocabulary development by using graphic organizers like Frayer Models and other visual tools.

All Sadler Means YWLA Electives teachers will develop reading by:

- Addressing learning objectives that support the English Language Proficiency Standards in all lesson plans.
- Posting language objectives daily.
- Modeling and practicing [Notice & Note Signposts for Nonfiction](#) and/or [Fiction](#), as needed, for electives appropriate comprehension skills and strategy daily.
- Developing appropriate anchors of support, making them visible, and incorporating them consistently during instruction to support vocabulary development and clarify meaning.

All Sadler Means YWLA Electives teachers will develop writing by:

- Addressing learning objectives that support the English Language Proficiency Standards in all lesson plans.
- Posting language objectives daily.
- Creating weekly opportunities for students to process thinking through writing using “Think, Ink, Pair, Share” or other appropriate writing strategies ([KWLA](#), [DLIQ](#), [Quick writes](#), [Learning Logs](#), etc.)
- Engaging students in constructed response writing using [RACE](#) at least **twice** every 9 weeks.

SADLER MEANS LITERACY INSTRUCTIONAL PLAN

2021 -2022

Austin ISD Middle School Literacy/Biliteracy Expectations

All Austin ISD middle school teachers will support listening/speaking/hearing/thinking **daily by:**

- Addressing learning objectives that support the English Language Proficiency Standards in all lesson plans.
- Posting language objectives daily.
- Incorporating structured, no-opt out discussion in each daily lesson through the use of [QSSSA](#), Kagan and other cooperative learning strategies, and/or accountable talk.
- Using appropriate [AVID language scripts](#), [AVID language functions](#), accountable talk, and/or [Costa's question stems](#) in daily instruction to develop thinking skills.
- Supporting vocabulary development through vocabulary preview, attention to cognates, graphic organizers like Frayer Models, [Total Physical Response \(TPR\)](#), and/or [List/Group/Label](#).
- Ensuring that literacy-rich student work is examined in PLCs as a part of student work analysis.
- Incorporating at least one [AVID inquiry strategy](#) during each day of instruction.

All Austin ISD middle school teachers will develop reading **daily by:**

- Developing appropriate anchors of support, making them visible, and incorporating them consistently during instruction to support vocabulary development and clarify meaning.
- Modeling and practicing appropriate comprehension skills and strategy daily (Think-Alouds, [See, Plan, Do, Reflect](#), TAAMIO, RAFT, GIST, compare and contrast, [WIN](#), etc.).
- Exposing students to different types of texts (informational, canonical literature, multimedia, raw data, field notes, journals, letters, novels, current event readings, etc.)***

All Austin ISD middle school teachers will develop writing **daily by:**

- Creating weekly opportunities for students to process thinking through writing using [Write-Arounds](#), [Think, Ink, Pair, Share](#), “Talk, Read, Talk, Write,” or other appropriate writing strategies ([KWLA](#), [DLIQ](#), [Quickwrites](#), [Learning Logs](#), etc.)***

***** These items may be weekly or biweekly in Physical Education and Fine Arts courses.**

DRAGONS ARE

READING

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LISTENING



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)**

Sadler Means

Campus Name

Debra R. Rhy

Principal's Signature

9.17.21

Date



Austin ISD
State, Federal, Private Accountability Office
Campus Improvement Plan (CIP) Developer's List

Campus Name Sadler Means Org# 065

Instructions: List the name & position of the developers of the 2021-2022 Campus Improvement Plan (CIP). Sign and date verification below. (Use additional Pages as Necessary)

Last name	First name	Position (teacher, parent, community member, principal, student, etc.)
1. Roby	De'sean	Principal
2. Oliphant	Rosalind	Teacher
3. Arriaga	Maria	Parent Support
4. Campbell	Kelsey	Parent
5.		
6.		
7.		
8.		
9.		
10.		
DeSean Roby		9.17.21
Printed name		Date
William Roby		
Signature		

08/10/2021



AUSTIN
Independent School District

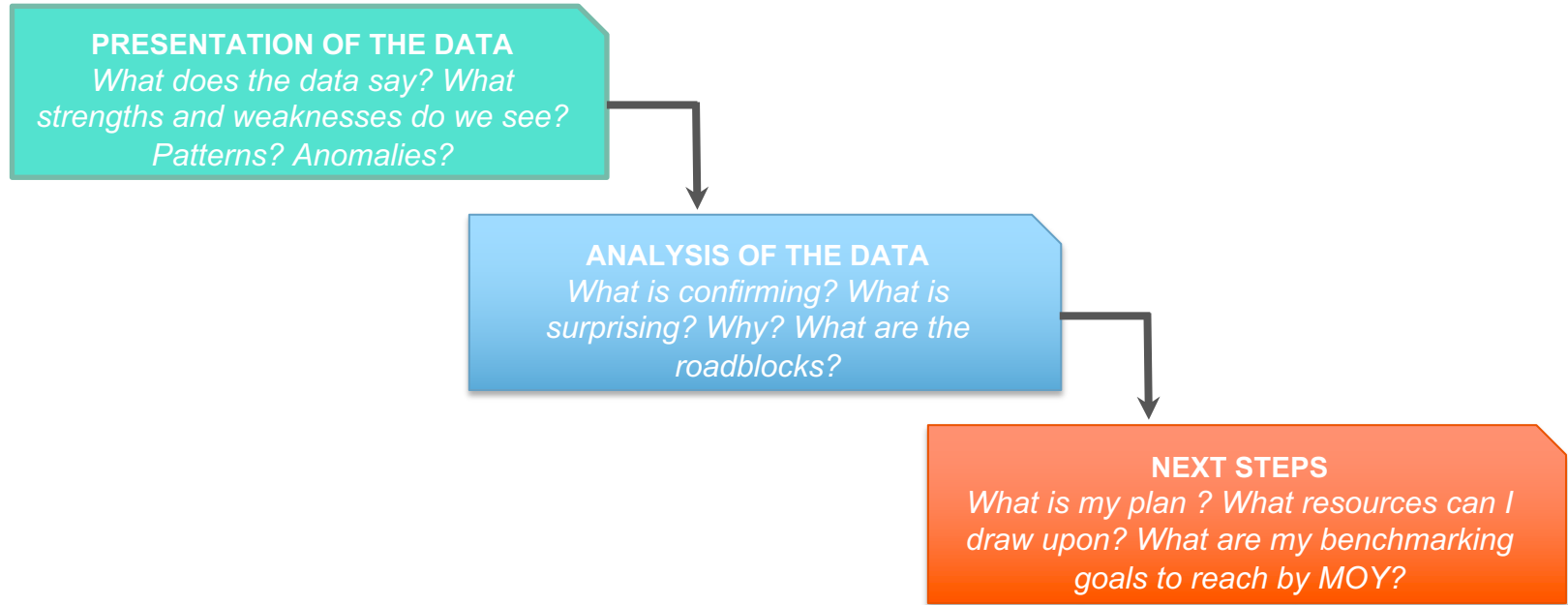


Grading Cycle Data Analysis Presentation

De'Sean Roby & Sadler Means

October 22nd, 2021

Overview of the Process



ACADEMIC PERFORMANCE - Math

Teacher Name	Grade Level	% As	% Passing	% Failing	Other Notes
Aguilar	6	17%	63%	36%	
Crossman	6	28%	100%	0%	
Reese	6	56%	100%	0%	
Scholz	7	29%	100%	0%	
Maldonado	8	30%	100%	0%	
Palma	8	80%	100%	0%	



ACADEMIC PERFORMANCE - ELAR

Teacher Name	Grade Level	% As	% Passing	% Failing	Other Notes
Duong	ALL	58%	100%	0%	
Garza	6	28%	100%	0%	
Gray	7	20%	100%	0%	
Adamec	8	29%	95%	5%	



ACADEMIC PERFORMANCE - Science and Social Studies

Teacher Name (Dept)	Grade Level	% As	% Passing	% Failing	Other Notes
Carlson	6	35%	96%	4%	
Stangle	6	12%	93%	7%	Teacher no longer with the district
Cabrera	7	37%	85%	15%	
Schuette	7	10%	73%	27%	
Heinz	8	9%	85%	15%	
Badillo	8	21%	98%	2%	



ACADEMIC PERFORMANCE - Electives

Teacher Name (Dept/Course)	Grade Level	% As	% Passing	% Failing	Other Notes
Brown	All	65%	99%	1%	
Cerda	All	90%	100%	0%	
Crossman	All	57%	100%	0%	
Goodman	All	26%	100%	0%	
Hall	All	22%	100%	0%	
Hammond	All	88%	100%	0%	
Powell	All	79%	97%	3%	
Rank	All	49%	99%	1%	
Smetzer	All	89%	100%	0%	
Stigler	All	99%	100%	0%	



ACADEMIC PERFORMANCE - Student Failure Rates

Grade	Failed 1	Failed 2	Failed 3	Failed 4+
6th	17	7	3	0
7th	17	12	1	1
8th	11	1	1	2



Academic Performance: Action Plan Template

Guiding Questions: What systems are in place or will be in place to address the needs indicated by your student performance data? What plans are in place to support teachers with high failure rates? Link data tracker and intervention planning and monitoring documents as appropriate.

ACTION STEP	INDICATOR FOR SUCCESS	DATE
Administrators will be meeting with teachers with high failure rates to	Failure rates decrease for the teacher	November
Teachers will complete 9 week's failure form to indicate what problems they are seeing in class. This information will be utilized to support teachers and students	Failure for students will decrease in this particular class. Failure rates for teacher will decrease.	November



Attendance Data Review

Number of students in each category

	6th Grade				7th Grade				8th Grade			
Grade	Below 60	60-69%	70-79%	80-89%	Below 60	60-69%	70-79%	80-89%	Below 60	60-69%	70-79%	80-89%
All Students												
African American	11				6				11			
Asian	1				2				4			
Hispanic	4		70					68				63
White	3				4				1			
Eco Dis			8	19	1	1	5	11	4	1	1	12
Special Education			2	2				2			2	2



Attendance Performance: Action Plan Template

Guiding Questions: *What systems are in place or will be in place to address the needs indicated by your attendance data? What plans are in place to support students with low attendance rates? Link intervention planning and monitoring documents as appropriate.*

ACTION STEPS	INDICATOR FOR SUCCESS	DATE
Students with high attendance rates are discussed during Cabinet Meeting and plan is designed based on the information provided by the committee.	District or campus personnel are able to get students back on campus and students are placed on attendance contracts.	Nov. 2nd
Students are placed on attendance contracts based on the level of attendance rates.	Student attendance rates will increase	Nov. 2nd
Parents are contacted weekly about students failure to attend school.	Student attendance rates will increase	Nov. 2nd



Discipline Data Review

Number rather than percent

	6th Grade				7th Grade				8th Grade			
Grade	Incidents	HSS	ISS	DR	Incidents	HSS	ISS	DR	Incidents	HSS	ISS	DR
All Students	3	0	3	0	8	4	3	0	2	1	0	0
African American	1	0	2	0	1	0	1	0	0	0	0	0
Asian	0	0	0	0	0	0	0	0	0	0	0	0
Hispanic	1	0	1	0	7	4	2	0	0	0	0	0
White	0	0	0	0	0	0	0	0	1	0	0	0
Eco Dis	2	0	2	0	8	4	3	0	1	1	0	0
Special Education	2	0	2	0	3	2	1	0	0	0	0	0



Analysis of Discipline Data and Action Plan Template

Guiding Questions

What are the top 4 offense codes by grade level? What trends (i.e., days of the week, grade levels, teachers, student groups, individual students) do you see in disciplinary referrals? What inequities in referrals for different student groups do you see? What systems are in place or will be in place to address the needs indicated by your discipline data?

ACTION STEP	INDICATOR FOR SUCCESS	DATE
Student vaping is the number one cause for student discipline at 7th grade level.. Parents are being contacted.	Parents are receptive and students do not have another incident.	Ongoing
Parents and students are recommended to CIS.	Students sign up with CIS.	Ongoing
Counseling Suite, which includes behavior specialist and campus counselors do daily or weekly check in' with students	Students are able to articulate when they are feeling the need to vape.	Ongoing
Continue with restorative practices and proactive strategies to prevent conflict in the building	Students will continue to seek out assistance when they come against conflict	Ongoing
Continue to work with students who are having difficulty by assigning APIE and campus mentors to supports	The extra support will help change student behavior,	Ongoing
Look for drug prevention programs to support students who are struggling with depression who feel that vaping is the only option	Students will be less likely to chose this option when dealing with depression.	Ongoing



SCA DATA OVERVIEW - Math

	All Students	African American	Hispanic	White	Economically Disadvantaged	Emerging Bilingual	Special Education
6th Below	24	17	25		24	22	20
6th Approaches	76	83	75		76	78	80
6th Meets	44	58	43		43	43	53
6th Masters	26	50	24		27	26	47
7th Below	49	67	48		48	48	50
7th Approaches	51	33	52		52	52	50
7th Meets	21	0	23		22	23	17
7th Masters	15	0	18		15	18	17
8th Below	27	17	24		24	26	40
8th Approaches	73	83	76		76	74	60
8th Meets	38	50	40		42	36	10
8th Masters	22	50	32		34	26	10



SCA DATA OVERVIEW - Math By Teacher

Teacher Name	Approaches	Meets	Masters	Other Notes
Aguilar	69	38	25	
Crossman	50	33	0	
Reese	87	53	34	
Scholz	50	20	15	
Maldonado	77	38	33	
Palma (Alg)	100	77	77	
Palma (8)	57	35	28	
Palma (Adv 7)	100	80	50	



SCA DATA OVERVIEW - ELAR

	All Students	African American	Hispanic	White	Economically Disadvantaged	Emerging Bilingual	Special Education
6th Below	56	31	60		57	59	78
6th Approaches	44	69	40		43	41	22
6th Meets	17	31	14		15	11	6
6th Masters	11	23	8		10	6	6
7th Below	56	83	59	0	58	54	67
7th Approaches	44	17	41	100	42	46	33
7th Meets	17	17	12	80	17	12	0
7th Masters	7	0	6	40	6	5	0
8th Below	56	46	59		58	62	70
8th Approaches	44	54	41		42	38	30
8th Meets	18	23	17		16	13	0
8th Masters	6	0	8		17	7	0



SCA DATA OVERVIEW - ELAR By Teacher

Teacher Name	Approaches	Meets	Masters	Other Notes
Duong 6	54	27	9	
Duong 7	54	18	0	
Duong 8	42	16	4	
Garza	44	17	11	
Gray	44	17	6	
Adamec	50	21	11	



SCA DATA OVERVIEW - Social Studies and Science

	All Students	African American	Hispanic	White	Economically Disadvantaged	Emerging Bilingual	Special Education
Science Below	52	58	48		54	53	89
Science Approaches	48	42	52		46	47	11
Science Meets	17	17	17		16	10	0
Science Masters	7	8	8		7	6	0
SS Below	65	54	68		66	73	90
SS Approaches	35	46	32		34	27	10
SS Meets	2		3		3	4	0
SS Masters	0	0	0		0	0	0



SCA DATA OVERVIEW - Social Studies By Teacher

Teacher Name	Approaches	Meets	Masters	Other Notes
Badillo	35	2	0	



SCA DATA OVERVIEW - Science By Teacher

Teacher Name	Approaches	Meets	Masters	Other Notes
Heinz	48	17	7	



SCA Student Performance: Action Plan Template

Guiding Questions: What systems are in place or will be in place to address the needs indicated by your student performance data? Link data tracker and intervention planning and monitoring documents as appropriate.

ACTION STEP	INDICATOR FOR SUCCESS	DATE
Review and provide students with information about their data to establish ownership	Students will be able track their progress as SEs are spiraled back in.	November - December
In PLCs teachers will develop targeted reteach strategies to support student mastery.	Reteach will support student growth on low performing standards.	November - December
Teachers will use Fridays to differentiate skills to support students on low performing standards. (ELA)	Students will have an opportunity to track their data. Teachers will be able to work with student individually or in small groups to	November - December
Teachers will offer after school tutorials to review and accelerate standards. (SS)	Teachers will be able to target a selected group of students to move forward.	November - December
District and campus personnel will coach and support teachers in how to move students academic performance	Teachers will be able to focus reteach and students to assist with academic growth in low performing standards.	November - December
Campus will design and utilize open spaces to provide vocabulary review as well as campus wide competitions to support student learning.	Students' vocabulary will increase as well as helps support background knowledge for students if needed	November
20		



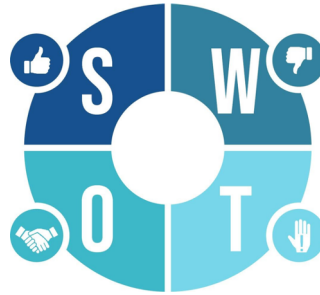
SWOT Analysis

STRENGTHS:

- Strong PLC Structures
- Student willingness to perform
- Teachers willingness to adjust and reteach.
- Strong ILT & Dragon Support Teams

CHALLENGES:

- Time to address reteach, new content and deficits at the same time.
- Teacher and student stamina



OPPORTUNITIES:

- Developing reteach lesson in PLCs.
- Developing a schedule to monitor re-teach in the classroom.
- APIE & Campus Mentors

THREATS:

- The return to virtual or another interruption in the regular school day structure.



CAPR Goal

Status of your work towards CAPR Goal

My CAPR goal stated our first SCA would establish the baseline data needed to set my CAPR goal. My CAPR goal is to see ELA meets goal to be 20% higher from the baseline data. Currently, the data indicates that ELA is at 17%. We will need to be at 37%.



Austin ISD Data Tracker - SY 21-22

Campus Name:

	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.	36%	SCA 1	36%	44%	SCA 2	60%		SCA 3	60%		STAAR	60%
	All	All	Reading	Meets	17%	SCA 1	17%	18%	SCA 2	40%		SCA 3	50%		STAAR	50%
	All	All	Reading	Masters	7%	SCA 1	7%	9%	SCA 2	10%		SCA 3	10%		STAAR	10%
	All	All	Math	App.	32%	SCA 1	32%	74%	SCA 2	65%		SCA 3	65%		STAAR	65%
	All	All	Math	Meets	13%	SCA 1	13%	44%	SCA 2	35%		SCA 3	46%		STAAR	46%
	All	All	Math	Masters	4%	SCA 1	4%	37%	SCA 2	10%		SCA 3	10%		STAAR	10%
	All	All	Science	App.	24%	SCA 1	24%	48%	SCA 2	60%		SCA 3	60%		STAAR	60%
	All	All	Science	Meets	2%	SCA 1	2%	17%	SCA 2	30%		SCA 3	35%		STAAR	35%
	All	All	Science	Masters	0%	SCA 1	0%	7%	SCA 2	10%		SCA 3	10%		STAAR	10%
	All	All	SocStu	App.	16%	SCA 1	16%	34%	SCA 2	50%		SCA 3	55%		STAAR	55%
	All	All	SocStu	Meets	0%	SCA 1	0%	2%	SCA 2	30%		SCA 3	30%		STAAR	30%
	All	All	SocStu	Masters	0%	SCA 1	0%	0%	SCA 2	15%		SCA 3	15%		STAAR	15%
	All	Emer. Bilingual	Reading	Meets	17%	SCA 1	17%	18%	SCA 2	30%		SCA 3	36%		TLPAS	36%
Strategic Plan Scorecard Elements	All	African American	All	Meets	26%	SCA 1	26%	28%	SCA 2	30%	0%	SCA 3	36%	0%	STAAR	36%
	All	Hispanic	All	Meets	28%	SCA 1	28%	22%	SCA 2	35%	0%	SCA 3	41%	0%	STAAR	41%
	All	Emer. Bilingual	All	Meets	24%	SCA 1	24%	20%	SCA 2	30%	0%	SCA 3	37%	0%	STAAR	37%
	All	Special Education	All	Meets	18%	SCA 1	18%	24%	SCA 2	20%	0%	SCA 3	23%	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	
39	71	B	

District Commitments Theory of Action

Prioritized Essential Action #1: 5.1 Effective Classroom routines and Instructional Strategies

If the district provides the campus with high-quality instructional materials, standards-aligned and rigorous short cycle assessments, and an assessment platform that captures data by item and student group, then the campus will ensure that all students are engaged in appropriately rigorous learning through high-quality, TEKS-aligned instruction.

- Cycle 1 Action: The DCSI will support the campus by providing feedback on the focus areas for targeted walkthroughs. Additionally, the DCSI will engage in observations and calibrations alongside the leadership team with the rubric and help coach the principal to further calibrate the leadership team when necessary.

Prioritized Essential Action #2 5.3 Data-Driven Instruction

If the district ensures that campus leaders receive initial and ongoing training and coaching focused on instructional leadership systems and provides school with academic, behavioral, and on-track to graduate data, then campus leaders will provide teachers with the professional development, time, and data needed to deliver instruction that meets the needs of all students.

- Cycle 1 Action: The DCSI will support the campus by providing feedback on the professional learning community protocols and artifacts. Additionally, the DCSI will engage in PLC observations alongside the leadership team and help coach the principal to further refine PLC processes.

Resources

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