

# MAPLEWOOD EL

## Campus Improvement Plan

### 2021/2022

*Including a Targeted Improvement Plan*



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Date Reviewed:

DMAC Solutions ®

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12/8/2021

### **Campus Mission**

To provide a safe, fun, and healthy learning environment where all students, through challenging learning experiences, have the opportunity to become responsible citizens, leaders and life-long learners.

### **Campus Vision**

Inspiring every learner's imagination, innovation, and discovery!

### **Campus Values**

We believe in:

The capacity and ability of each student to show progress and succeed;

Diverse learning styles;

A creative, safe, fun learning environment;

Social, emotional and physical wellness;

Each child's uniqueness and worth; and

Family and Community Partnerships;

### **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.

# MAPLEWOOD EL

**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
<p>1. Incorporate "Whole Child, Every Child" information and activities into faculty meeting agendas and professional development agendas to discuss current campus activities and continuation of campus initiatives. (Conditions # 1, 3, 4, 5, and 6) (Target Group: All,H,AA,ECD,LEP,SPED) (Strategic Priorities: 2,4)</p>	<p>Academic Leadership Team, Assistant Principal, Campus Committees, Counselor, Principal, SEL Campus Coordinator, SEL Committee, Staff Wellness Champion, Teacher Assistants, Teachers</p>	<p>September - May</p>	<p>(L)Campus BTO</p>	<p>Criteria: Evidenced in 100% of Faculty meeting and Professional Development agendas; staff responses to TELL survey items on campus culture and climate</p> <p>11/01/21 - Significant Progress</p>
<p>2. Invite families to participate in at least one of two sponsored Whole Child, Every Child Family Nights which incorporates Social-Emotional wellness and competencies, Life-long physical activities, and health, wellness, and nutrition information planned by a committee of teachers, students, and parents that is representative of the demographics of the community. (Conditions #1, 3, 4, 5, and 6) (Target Group: All,H,AA,ECD,ESL,SPED) (Strategic Priorities: 2,4)</p>	<p>Assistant Principal, CATCH Team, Counselor, Instructional Leadership Team, Music &amp; Art Staff, PE Teacher, Principal, PTA, SEL Campus Coordinator, SEL Committee, Staff Wellness Champion, Students, Teacher Assistants, Teachers, Wellness Committee</p>	<p>November, 2021</p>	<p>(L)Campus BTO</p>	<p>Criteria: At least 50% of Maplewood families in attendance at the events; Feedback from TELL, family, and students surveys.</p> <p>11/01/21 - On Track</p>
<p>3. Create a Whole Child, Every Child committee made up of culturally diverse representatives of teachers, students, and parents to monitor and implement campus goals or Coordinated School Health in all 11 areas (Health Education, Physical Education, Food Services, Employee Wellness, Social/Emotional Climate, Physical Environment and Sustainability, Family and Community Engagement, Counseling/Mental Health/Social services, Culturally Responsive Restorative Practices). (Conditions # 1, 2, 3, 4, 5, and 6) (Target Group: All,H,W,AA,ECD,ESL,SPED,Dys)</p>	<p>Administrators, Campus Leadership Team, Counselor, SEL Campus Coordinator, SEL Committee, Staff Wellness Champion, Wellness Committee</p>	<p>Monthly meetings</p>	<p>(L)Campus BTO</p>	<p>Criteria: Agendas from Monthly meetings with review of CSH areas and strategies; feedback on family and TELL surveys</p> <p>11/01/21 - Some Progress</p>

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

**Objective 2.** (Social and Emotional School Climate) By participating as a SEED Model campus, we will integrate Mindfulness and social-emotional competencies into classroom instruction on a daily basis.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Plan and implement monthly SEL/CP&I committee ("Equity Centered SEL Committee) meetings to discuss and plan "No Place for Hate" activities, and develop SEED campus goals; Complete SEED campus application integrated with SEL/CP&I campus activities. (Conditions # 1, 2, 4, 5, and 6) (Target Group: All,H,W,AA,ECD,ESL,SPED,GT,Dys) (Strategic Priorities: 2,4)	Assistant Principal, Counselor, Instructional Leadership Team, Instructional Team, Principal, SEL Campus Coordinator, SEL Committee	October - April	(L)Campus BTO	Criteria: Agendas and meeting minutes from Equity Centered SEL committee; Completed No Place for Hate application and activities; Completed SEED campus application  12/01/21 - On Track
2. Integrate Mindfulness activities in all areas (Morning Announcements, classrooms, morning meetings, faculty and staff meetings, parent meetings, and any online parent or class meetings) daily for all students in all grades. (Conditions # 1, 4, 5, and 6) (Target Group: All) (Strategic Priorities: 2,4)	Assistant Principal, Counselor, Parents, Principal, PTA, SEL Campus Coordinator, SEL Committee, Teacher Assistants, Teachers	Daily August - May	(L)Campus BTO	Criteria: Activities implemented daily and designation as an SEL SEED Model campus (4th year) and No Place for Hate campus designation (11th year) awarded. Climate surveys administered annually with positive responses from staff, students, and families involving improved skill in social-emotional competencies.  12/01/21 - Significant Progress
3. Develop and host at least 4 opportunities for adults to develop relationships and connections, and build their capacity to support students in mindfulness and social/emotional wellness (book studies, counselor chats, principal coffees and brown bag lunches, parent volunteer opportunities). (Conditions # 1, 3, 4, 5, and 6) (Target Group: H,W,AA,ECD,LEP,SPED,GT,Dys,504) (Strategic Priorities: 2,4)	Administrative Assistant, Administrators, Assistant Principal, Counselor, Librarian, Principal, PTA, SEL Campus Coordinator	Oct., Jan., March, May	(L)Campus BTO	Criteria: Evidence of meetings/book studies/chats held: announcements and notices, sign-in sheets, evaluation feedback after events, AISD and campus parent and family involvement surveys  12/01/21 - Significant Progress

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

**Objective 3.** (Family Engagement) Maplewood families will participate in at least one campus family event, held either live or virtually, during the 2021-22 school year (PTA, CAC, family academic nights, Back to School Night, Open House, Science Fair, Parent-Teacher conferences, volunteer opportunities).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Hold at least 8 Campus Advisory Council (CAC) meeting during the year with membership representative of the faculty, staff, and parents which is representative of the diversity on campus. Create a CAC link on the campus webpage where agendas, minutes, meeting schedule and announcements are posted for families and community. (Conditions # 1, 3, 6, and 7) (Target Group: All) (Strategic Priorities: 1,2,4)</p>	<p>Administrative Assistant, Assistant Principal, CAC Members, Counselor, Librarian, Music &amp; Art Staff, Principal, PTA President, Special Education Staff, Teacher Assistants, Teachers</p>	<p>Monthly Oct. - May</p>	<p>(L)Campus BTO</p>	<p>Criteria: Eight meeting agendas and minutes reflective of campus/district topics and input around staffing, budget, curriculum, professional development, and achievement. Meeting notices and participation sign-in sheets.</p> <p>12/01/21 - Some Progress</p>
<p>2. Hold two multicultural and fine arts community events with families, students, campus staff and community members to encourage diversity and cultural proficiency for improved student academics, family and community engagement, and campus culture and climate. Provide personal invitations to encourage families of color to participate and/or assist in planning and hosting campus events. (Conditions # 2, 4, 5, 6, and 7) (Target Group: All,H,W,AA,ECD,ESL,Migrant,LEP,SPED,GT, Dys,504) (Strategic Priorities: 1,2,3,4)</p>	<p>Administrative Assistant, Assistant Principal, Bilingual Specialist/Instructional Coach, CAC Members, Campus Leadership Team, CATCH Team, Counselor, Family Engagement Committee, General Ed and Sped Teachers, Instructional Leadership Team, Music &amp; Art Staff, PE Teacher, Principal, PTA, PTA President, PTA VP of Programs, SEL Campus Coordinator, SEL Committee, Teacher Assistants, Teachers, Wellness Committee</p>	<p>November and March</p>	<p>(L)Campus BTO</p>	<p>Criteria: At least 50% of families/parents attending events (cumulative=100%) from sign-in sheets from events, Increased number of participants from consistently underperforming campus demographic groups, Results of campus and district family surveys indicating families feel welcome at school and opinions valued.</p> <p>12/01/21 - Some Progress</p>
<p>3. Hold at least one family book study or information session each semester to assist families with conversations about racism, LGBTQ+, mindfulness, student health and safety, and social-emotional wellness. (Conditions # 1, 2, 4, 5, 6) (Target Group: H,AA,ECD,LEP,SPED,504) (Strategic Priorities: 2,4)</p>	<p>Assistant Principal, Counselor, LMHP, Parents, Principal, PTA, SEL Campus Coordinator, Social Worker/Social Services Specialist, SpEd Department Chair, Staff Wellness Champion</p>	<p>November and March</p>	<p>(L)Campus BTO</p>	<p>Criteria: Schedule of Book Study sessions on master calendar, sign-in sheets for parent participants; Results of Family survey regarding information from school</p> <p>12/01/21 - On Track</p>

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**Goal 2.** (ESF Lever 4: High Quality, Inclusive Instructional Materials and Assessments) All students engage daily with TEKS-aligned, high-quality instructional materials, and assessments that support learning at appropriate levels of rigor. All students are provided a rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities.

**Objective 1.** (ESF Essential Action 4.1) Instructional materials with key ideas, essential questions, and recommended materials, including content-rich, culturally diverse texts are used across all classrooms. The instructional materials include resources intentionally designed to meet the needs of students in underperforming groups, students with disabilities, and English learners among other student groups.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Implement AISD blueprints/scope &amp; sequence documents with fidelity to ensure that district curriculum, lessons, and resources are TEKS-aligned, student-centered, culturally diverse, and differentiated to meet the needs of all student groups/individuals. (Conditions # 1, 3, 6) (Target Group: H,W,AA,ECD,ESL,LEP,SPED,GT,Dys,504) (Strategic Priorities: 1,2,4)</p>	<p>Administrators, Assistant Principal, CLI Team, Counselor, Instructional Leadership Team, Librarian, PLC Leaders, Principal, Reading Interventionist, Special Education Staff, Teacher Assistants, Teachers</p>	<p>August - May ongoing</p>	<p>(L)Campus BTO</p>	<p>Criteria: Classroom walk-throughs, formal observations and feedback conferences; PLC meeting agendas, minutes, and implementation steps; Results of MAP growth and short-cycle assessments; Data charts with demographic group breakdowns of student progress</p> <p>11/01/21 - On Track</p>
<p>2. Scope and sequence (blueprints), units, and assessments are aligned to the standards for all tested subjects and grade levels, and grades PK-2 math and reading; and assessments aligned to standards and appropriate level of rigor are administered 3 times each year to determine mastery of learning by students; time for data review and corrective instruction is built into the scope and sequence. (Conditions #3, 4, 6) (Target Group: All,H,AA,ECD,LEP) (Strategic Priorities: 2,4)</p>	<p>Assistant Principal, Instructional Leadership Team, PLCs - Grade-level, Principal, Reading Interventionist, Reading Specialist, Special Education Staff, Teacher Assistants, Teachers</p>	<p>end of each 9 weeks</p>	<p>(L)Campus BTO</p>	<p>Criteria: AISD and campus assessment calendars, AISD blueprint documents, Data charts and student data notebooks that allow students to track individual and class progress, Planning documents and PLC minutes following short-cycle assessments with data analysis tied TEKS</p> <p>11/01/21 - Some Progress</p>
<p>3. Teachers will incorporate Creative Learning Strategies daily in various core subject areas at least once each day to enhance student access and understanding of grade level materials, and incorporate multi-sensory strategies in their mastery of learning and language objectives. (Conditions #1, 2, 3, 4, 6, 7) (Target Group: H,W,AA,ECD,ESL,LEP,SPED,GT,Dys,504) (Strategic Priorities: 2,4)</p>	<p>Administrators, Assistant Principal, CLI Team, Community Partner, Counselor, Cultural Committee, General Ed and Sped Teachers, Instructional Leadership Team, Lead Mentor, Music &amp; Art Staff, PE Teacher, Principal, PTA, Teachers</p>	<p>Daily activities</p>	<p>(L)Campus BTO</p>	<p>Criteria: Documentation of CLI learning strategies in lesson plans and blueprints and on SeeSaw; Enhanced student attendance and academic achievement as evidenced improvements in student performance in reading, math, writing, and science on short-cycle assessments and student GROWTH measures on STAAR and MAP growth assessments; Evidence from</p>

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**Goal 2.** (ESF Lever 4: High Quality, Inclusive Instructional Materials and Assessments) All students engage daily with TEKS-aligned, high-quality instructional materials, and assessments that support learning at appropriate levels of rigor. All students are provided a rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities.

**Objective 1.** (ESF Essential Action 4.1) Instructional materials with key ideas, essential questions, and recommended materials, including content-rich, culturally diverse texts are used across all classrooms. The instructional materials include resources intentionally designed to meet the needs of students in underperforming groups, students with disabilities, and English learners among other student groups.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				classroom walk-through observations, formal observations, and feedback documents.  11/01/21 - Significant Progress

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**Goal 3.** (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

**Objective 1.** (Data-driven instruction (ESF Essential Action 5.3)) Working in grade level professional learning communities (PLCs) interpret relevant data at least 3 times each nine weeks period to inform a collaborative plan for intervention and enrichment with progress monitoring and adjustments as needed.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Working in weekly PLCs, teachers and administrators analyze common assessment data to ensure student growth for all students in all demographic and underperforming groups, identify interventions and acceleration strategies, and identify TEKs needing reteaching and next steps using common assessment and PLC data protocols. (Conditions # 3, 6) (Target Group: H,AA,ECD,LEP,SPED,Dys) (Strategic Priorities: 1,2,4)</p>	<p>Administrators, Assistant Principal, Principal, Reading Specialist, Special Education Staff, Teachers, Team Leaders</p>	<p>Weekly September - May</p>	<p>(L)Campus BTO</p>	<p>Criteria: Use common assessments and short-cycle 9 week assessments to track progress goals and adjust to close achievement gaps. Monitor MAP growth data from August, January, and end-of-year to determine progress and adjust goals toward meets and masters for all students in all demographic groups.</p> <p>11/01/21 - Significant Progress</p>
<p>2. Teachers confer with students to track individual student progress using results of common assessments, MAP growth data for reading and math, and short-cycle assessments. Students will chart and track their individual progress toward Meets and Masters, and will collaborate with their teachers to ensure regular and consistent progress toward goals. Teachers provide interventions and acceleration to ensure students reach "meets" or above on assessments. (Target Group: All,H,W,AA,ECD,LEP,SPED,Dys,504) (Strategic Priorities: 2,4)</p>	<p>Assistant Principal, Principal, Reading Interventionist, Reading Specialist, Special Education Staff, Teacher Assistants, Teachers</p>	<p>Every 3 weeks Sept.-May</p>	<p>(L)Campus BTO</p>	<p>Criteria: Grade, class, and student data tracking charts; Scheduled intervention time in class and grade level schedules; Tracking charts of intervention time and results; Increase in % of time indicated for data analysis on TELL survey.</p> <p>11/01/21 - Significant Progress 11/01/21 - On Track</p>
<p>3. Weekly PLCs include reviews of trends from prior week's walk-throughs, campus norms and expectations, discussion of individual student needs, review of effectiveness of teaching strategies, and review of alignment with AISD curriculum blueprints using the school common protocol for PLC Agendas and Minutes. (Condition #s: 1, 3, 4, 5, 6) (Target Group: All,H,W,AA,ECD,LEP,SPED,Dys,504) (Strategic Priorities: 2,4)</p>	<p>Assistant Principal, PLC Leaders, PLCs, Principal, Reading Interventionist, Reading Specialist, Special Education Staff, Teacher Assistants, Teachers</p>	<p>Weekly August-May</p>	<p>(L)Campus BTO</p>	<p>Criteria: Weekly and bi-weekly walk-through evidence of consistent, effective strategies; use of instructional materials and resources specifically designed to address learning needs of individual students, and accommodations and modifications to support students with disabilities, emergent English</p>



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**Goal 3.** (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

**Objective 1.** (Data-driven instruction (ESF Essential Action 5.3)) Working in grade level professional learning communities (PLCs) interpret relevant data at least 3 times each nine weeks period to inform a collaborative plan for intervention and enrichment with progress monitoring and adjustments as needed.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				learners, and students in consistently underperforming demographic groups.  11/01/21 - Some Progress

# MAPLEWOOD EL

**Goal 4.** (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 400 to 444 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.

**Objective 1.** (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 400 to 444 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. Monitor enrollment by week and by students groups (All, At Risk, Special Education, Section 504, Virtual), and track new enrollments and withdrawals. (Condition #s 3, 4, 5) (Target Group: All,ESL,LEP,SPED,AtRisk,504) (Strategic Priorities: 2,4)	Administrative Assistant, Administrators, Assistant Principal, Attendance Clerk, Counselor, Principal, Teachers	weekly monitoring	(L)Campus BTO	Criteria: Campus leadership team's PLC weekly agendas and minutes reflect weekly monitoring of enrollment data. Attendance administrator maintains tracking document to indicate when students withdraw and reasons.  11/01/21 - Some Progress
2. Administration and office staff will contact families of virtual learners and students who did not return after 2020-21 school year, and document reasons students did not return to on-campus learning this year. (Condition # 3, 4, 5) (Target Group: All) (Strategic Priorities: 2)	Administrative Assistant, Administrators, Assistant Principal, Attendance Clerk, Principal	August - October	(L)Campus BTO	Criteria: Attendance and enrollment data from August 17 - October 28; tracking chart of students who have withdrawn or "no show"; documented family contacts in eCST  11/01/21 - Completed
3. Create and distribute advertising and recruitment pamphlets to showcase programs and services available at Maplewood. Recruit and enroll PreK 4 and Kindergarten students through advertising, tours, and Open House events. (Conditions # 4, 5, 7) (Target Group: All,H,AA,ECD,ESL,LEP,SPED,Dys,504,PRE K,K) (Strategic Priorities: 2,4)	Administrative Assistant, Administrators, Assistant Principal, Principal, PTA, Team Leaders	August - May	(L)Campus BTO	Criteria: Enrollment data from August 17 to PEIMS Snapshot date; tracking chart of reasons student were withdrawn or no-show; Advertising and school information published on social media and campus web page; Number of tours provided to families interested in enrolling or transferring  11/01/21 - Some Progress

# MAPLEWOOD EL

**Goal 5.** (Exemplary Customer Service) By the end of SY 21-22, the campus will move from Meets Expectations to Exceeds on the "Communication Goals and Practices" section of the Campus Assessment Rubric. (addresses Conditions 1, 2, 4, 5, 7)

**Objective 1.** (Exemplary Customer Service) SMART Goal: By the end of SY 21-22, the campus will move from Meets Expectations to Exceeds on the "Communication Goals and Practices" section of the Campus Assessment Rubric. (addresses Conditions 1, 2, 4, 5, 7)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement and monitor the CARES Standards of Customer service, and post the standards in a highly visible location in the office. (Target Group: All,AtRisk,PRE K,K) (Strategic Priorities: 1,2,4)	Administrative Assistant, Assistant Principal, Attendance Clerk, Cafeteria staff, Counselor, General Ed and Sped Teachers, Nutrition Staff, Principal	Sept., Nov., and Feb.	(L)Campus BTO	Criteria: Results of TELL and Family surveys; results of CARES visits twice each year; campus self-assessment 3 times during the year  11/01/21 - On Track
2. Ensure campus website is systematically reviewed and is current, accurate, well-organized, linked to AISD and PTA pages, and complies with accessibility standards. (Target Group: All,H,W,AA,ECD,ESL,SPED,GT,Dys,504) (Strategic Priorities: 2,4)	Administrative Assistant, Assistant Principal, Attendance Clerk, Counselor, Librarian, Principal	Monitor each month	(L)Campus BTO	Criteria: Monitor the site monthly to ensure alignment to AISD website standards, accurate and up-to-date information, and ease of use; Results of Family surveys at the end of the year.  11/01/21 - Some Progress
3. Ensure all staff (classified, certificated, and administration) complete regular AISD customer service training. (Target Group: All,H,AA,SPED) (Strategic Priorities: 4)	Administrative Assistant, Assistant Principal, Attendance Clerk, Principal	Sept - October	(L)Campus BTO	Criteria: Chart completion of training (online) by all staff on campus during administration PLC meetings; Results of TELL, Family, and Student surveys  11/01/21 - Some Progress

## 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?**

***On our STAAR Progress Toward Goals (PTG) Monitoring chart, we are on track to 90-60-30 in the ALL students categories in reading, math, and science. Our demographic subgroups are not, however on track to these rates. We have analyzed the data from Short Cycle Assessments and are creating intervention plans to address this. In most cases, this is a small number (between 7-15) of students, so strategic teaching and interventions will help increase the approaches and meets rates for these groups of students. Of concern is the increase in the number of items on the next SCA, as well as ensuring review of the TEKS from the 1st nine weeks period.***

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

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

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## 2nd 9 weeks report - due January 7

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

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

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

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

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

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

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

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

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## 3rd 9 weeks report - due March 25

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# MAPLEWOOD EL Site Base

Name	Position
Jacobson, Vickie	Principal
Conley, Renee	Campus Administrator
Kirk, Kelli	Counselor
Lambdin-Abraham, Rebecca	PE teacher/wellness coach
Bass, Mindy	Librarian
Ward, Sonia	SEL and CLI Facilitator
Salazar, Rosemary	CAC Co-Chair
Perrone, Stephanie	CAC Co-Chair
Cervantes, Karen	Fine Arts Chair
Rogala, Cassidy	Literacy Lead Teacher
Metcalf, Mary Beth	Lead Dual Language Teacher
Wozniak, Tara	Math Lead Teacher
Houlihan, Kathleen	PTA Diversity and Equity Committee Chair
Kirk, Kelli	Equity Centered SEL Committee Chair
Gagne, Libby	PTA Co-President
Jones, Erin	PTA Co-President

## 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 - MAPLEWOOD ELEMENTARY

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

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

<i>Effective Schools Framework</i>	<i>Level 1: Strong School Leadership and Planning</i>	<i>Level 2: Strategic Staffing</i>	<i>Level 3: Positive School Culture</i>	<i>Level 4: High-Quality Instructional Materials and Assessments</i>	<i>Level 5 (5.1): Effective Instruction</i>	<i>Level 5 (5.3): Data-Driven Instruction</i>
Essential Action	Developing campus instructional leaders (principal, assistant principal, teacher leaders, and counselors) with clear roles and responsibilities.	Recruit, select, assign, induct, and retain a full staff of highly qualified educators.	Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.	Effective classroom routines and instructional strategies	Data-driven instruction
Essential Action Reflection Rating	<b>4 - Need agendas for Leadership PLC, Job-embedded feedback loops?</b>	<b>4 - Need individualized PD plans, ILT Book study this year?</b>	<b>3 - TELL Survey results from 1 ½ years of pandemic, conversations of school closure (2019)</b>	<b>3 - AISD Blueprints reviewed and objectives consistently implemented/aligned with scope &amp; sequence</b>	<b>4 - Using AISD blueprints for Scope &amp; Sequence, alignment of assessments, high-quality, rigorous lessons</b>	<b>3 - Progress - started, but just beginning due to beginning of school year; Need visible student progress artifact (hallway and classrooms)</b>

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

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

<b>Focus Area for Improvement</b>	<b>Rationale</b>
EA Level 4/ESF Level - 4.1 - High quality, inclusive instructional materials and assessments	Consistently underperforming subgroups need access to high quality, rigorous instruction that is designed to meet the learning needs of all students, and includes creativity, culturally relevant materials and strategies, social-emotional supports, and clearly aligned instruction and assessments. Our plan will ensure that all students are provided rigorous, relevant, and inclusive curricula, and will provide conditions needed for student success.



## SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - MAPLEWOOD ELEMENTARY

EA 5/ESF Lever - 5.3 - Effective, Culturally relevant and sustaining instruction; Data-driven instruction	A focus on data-driven instruction is needed to help us focus on building teacher capacity through a consistent observation and feedback cycle. Weekly PLCs will include consistent teaching practices across grade levels, provide a regular and consistent protocol for analyzing both formative and summative data, and allow our students to track their own progress in order to close achievement gaps between underperforming and high performing groups. Through analysis of data, we will better be able to provide interventions and acceleration to close gaps.
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### Instructions for the Comprehensive Needs Assessment (CNA):

1. Locate the data source for each section and fill in the data. All CNA sections are required.
2. Answer reflection questions associated with each section.
3. Follow steps 3 and 4 at the end of the CNA.

**Open Qualtrics using your portal tile, and click on the “Coordinated School Health Reporting, 2021” dashboard. Add your implementation subscale scores to the table below.**

	Overall Average	*CSH Implementation	*Health Education	*Physical Education/Physical Activity	*Food Services	Employee Wellness	SEL	Physical Environment	*Family Engagement	Community Engagement	Counseling/Mental Health/Social Services	Health Services
SY 20-21	74%	52%	20%	93%	91%	67%	100%	82%	67%	63%	100%	81%
SY 21-22 Goal	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%

\*A score of <70% is considered Unacceptable. An Unacceptable score in any of the state required components (Coordinated School Health Implementation, Health Education, Physical Education/Physical Activity, Food Services, or Family Engagement) will result in the overall score also being Unacceptable.

**Coordinated School Health reflection question:** Some of your campus implementation scores will go up by returning to both in-person instruction and “business as usual.” In which CSH areas do you feel something needs to change at the campus in order for the implementation score to reach 70%? (Note: These are the areas to focus on in your CIP/TIP this year. At a minimum, each campus must address CSH Implementation, SEL, and Family or Community Engagement.)

# SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - MAPLEWOOD ELEMENTARY

## 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	504	86					149					223					254				
2018-2019	508	73		1	1		138		1			252			1		251		1		
**2019-2020	506	48					144					273					249				
		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	504	250					200					94									
2018-2019	508	257		1	2		183		2	1		93		2	2						
**2019-2020	506	257					142					80									

\*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?  
 Physical Aggression to others  
 Elopement from the classroom/leaving campus

Same students are in more than one category

**SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - MAPLEWOOD ELEMENTARY**

**SY 20-21 MAP Growth BOY to EOY**

Grd	English									Spanish								
	BOY				EOY				Change	BOY				EOY				Change
	# Tsts	Below Avg	Average	Above Avg	# Tsts	Below Avg	Average	Above Avg		Above Average BOY-EOY	# Tsts	Below Avg	Average	Above Avg	# Tsts	Below Avg	Average	
1	66	6	6	88	66	20	12	68	-20	0	--	--	--	0	--	--	--	
2	66	14	6	80	69	32	12	57	-23	2	*	*	*	2	*	*	*	
3	51	27	10	63	0	--	--	--	STAAR	1	*	*	*	0	--	--	--	
4	61	20	16	64	0	--	--	--	STAAR	3	*	*	*	0	--	--	--	
5	59	22	17	61	0	--	--	--	STAAR	2	*	*	*	0	--	--	--	
All	303	17	11	72	135	26	12	62		8	38	38	25	2				

**MAP Growth Reflection Question:** What trends do you observe in mastery for your students across grade levels and languages?  
 There is a need to monitor goals and progress, and adjust goals to ensure students are on track to maintain or reach “above average.” We did not administer EOY MAP Growth to intermediate students due to the STAAR administration.

**SY 20-21 TELPAS Progress**

Grade	Composite Progress for 2020 Cohort					Listening Progress	Speaking Progress	Reading Progress	Writing Progress
	2020		2021		2020 to 2021 Change	2021			
	# Matched Stdts	% Progressed 1+ Prof Lvl	# Matched Stdts	% Progressed 1+ Prof Lvl		% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl
K			0						
1			2						
2			3						
3			2						
4			4						
5			5		40%	20%	80%	*	
All									

**TELPAS Reflection Question:** What trends do you observe in progress for your students across grade levels and TELPAS components?  
 Firstly, the number of enrolled students who are English learners is decreasing each year. Results on TELPAS each year show the need for have students engaged in more speaking activities and academic language in order to do well on the test. While we administered TELPAS in 2020, we were unable to complete writing due to COVID school closures.

**SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - MAPLEWOOD ELEMENTARY**

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

2021 STAAR	Test Grade	All Students					African American					Hispanic					White					Econ Disadvantaged				
		# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# 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	03	39	100	59	31	15	4	100	*	*	*	11	100	36	27	18	18	100	67	39	17	9	100	0	0	0
Math	04	59	100	56	42	27	9	100	11	11	0	12	100	25	8	8	33	100	73	64	39	18	100	17	6	0
Math	05	38	100	71	45	29	6	100	33	0	0	10	100	70	30	30	19	100	84	68	42	10	100	50	10	0
Math	All	136	100	61	40	24	19	100	21	5	0	33	100	42	21	18	70	100	76	59	34	37	100	22	5	0
Reading	03	39	100	72	59	33	4	100	*	*	*	11	100	45	36	9	18	100	83	67	44	9	100	22	11	0
Reading	04	60	100	68	48	27	9	100	22	0	0	12	100	67	33	8	34	100	88	71	38	19	100	21	5	0
Reading	05	38	100	82	53	45	6	100	67	17	0	10	100	70	50	40	19	100	95	63	63	10	100	60	30	20
Reading	All	137	100	73	53	34	19	100	42	11	5	33	100	52	33	18	71	100	89	68	46	38	100	32	13	5
Writing	04	54	81	61	43	11	8	89	25	0	0	11	69	45	27	0	30	81	73	57	13	18	86	28	6	0
Science	05	38	100	63	42	18	6	100	33	0	0	10	100	50	30	20	19	100	84	63	26	12	100	33	8	0

2021 STAAR	Test Grade	Econ Disadvantaged					Emergent Bilingual					Special Ed Services					Dyslexia Services				
		# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters
Math	03	9	100				1	10	*	*	*	10	100	10	0	0	6	100	33	0	0
Math	04	18	100				4	100	*	*	*	7	100	57	29	29	10	100	20	10	0
Math	05	10	100				3	100	*	*	*	9	100	56	22	11	8	100	50	13	0
Math	All	37	100				8	100	25	0	0	26	100	38	15	12	24	100	33	8	0

## SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - MAPLEWOOD ELEMENTARY

Reading	03	9	100				1	100	*	*	*	10		30	20	0	6	100	67	33	17
Reading	04	19	100				5	100	20	0	0	7		57	43	29	10	100	50	30	10
Reading	05	10	100				3	100	*	*	*	9		56	11	11	8	100	50	0	0
Reading	All	38	100				9	100	44	22	11	26		46	23	12	24	100	54	21	8
Writing	04	18	86	28	6	0	5	83	20	0	0	6	67	50	17	17	8	57	25	25	0
Science	05	12	100	33	8	0	5	100	40	0	0	10	100	30	10	0	10	100	20	10	0

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

Historically underserved student groups show decreases in mastery during the 2020-21 school year, especially African-American and economically disadvantaged students. Many of the students in these sub-groups remained remote for most of the school year due to Covid. Hispanic students and special education students showed some improvements in approaches and meets in reading. Fifth grade students in these subgroups did better than other grade levels. Special education students showed improvements in math and reading in approaches and meets.

### Advanced Academics

<i>Data Points Reviewed</i>	<i>Data Source</i>	<i>2018-19</i>	<i>2019-20</i>	<i>2020-21</i>
% African American (SIBAA) students enrolled in Gifted/Talented (GT) programs <sup>2</sup>	Forecast 5	9%	10%	11%
% Hispanic students enrolled in Gifted/Talented (GT) programs	Forecast 5	12%	14%	5%

#### Advanced Academics reflection questions:

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

Students are cluster-grouped with 3-5 students identified or in the talent pool, and are assigned to a teacher who has completed the 30 hour GT training when possible.

How are you communicating with all families about GT and/or advanced learning opportunities? Parent meetings, newsletters, and progress reports for students - We send parents information about enrichment opportunities in the community and on campus, and post these on the web-site, through school messenger, classroom or grade level newsletters.

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

Teachers use blueprint enrichment/advanced academics activities to support students in the classroom. After-school enrichment opportunities are open to all students, and scholarships provided through campus funds, PTA supplements, and the on-site groups. We ensure that any outside after-school enrichment is willing to offer scholarships to students who need this support.

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

### [GT Campus Accountability Monitoring Plan](#)

**SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - MAPLEWOOD ELEMENTARY**

	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
<b>CAMPUS</b>	E	E	E		E	E	E		E	E	E		E	C	E		E	E	R	

**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			
% of students in grades 3-9 served in special education who test on STAAR Alternate 2 in all subjects applicable to the student's grade level	CRTE			

**Special Populations reflection:**

**SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - MAPLEWOOD ELEMENTARY**

**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
<b>College, Career, and Military Readiness Performance (High Schools and K-12)</b>																	
Reading #PM Tests	35	6	8	19	0	1	0	1	9	3	8	<25	30	5			
Growth Score	71%												70%				
Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%			
Met Target	Y												Y				
-----																	
Math #PM Tests	35	6	8	19	0	1	0	1	9	3	8	<25	30	5			
Growth Score	60%												62%				
Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%			
Met Target	N												N				
<b>Total</b>															<b>2</b>	<b>2</b>	<b>50%</b>

\*EL Current and Former

**Student Progress reflection question:** What trends do you observe in growth for your students from [historically underserved student groups](#)?  
 Students in African American and Economically Disadvantaged subgroups continue to do better in reading than math. These groups continue to experience lower rates of “meets” and “masters” than Hispanic and White students.

\*EL Current and Former

**Longitudinal Enrollment, Utilizations, and Transfers Report**

		17-18	18-19	19-20	20-21
Enrollment & Utilization	Enrollment		487	480	400
	Students in enrollment area				
Transfers	Transfers to other AISD schools	27	31	33	53
TELL Survey	General School Climate	87	88	86	79
	Managing Student Conduct	89	89	85	87
	Principal Leadership	85	89	81	68

## SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - MAPLEWOOD ELEMENTARY

**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?

Families are moving out of Austin to surrounding districts. Some families were obtaining out of district transfers previously, but transportation is an issue unless parents work near the school. During the 2019-20 school year, when AISD was in discussion about closing Maplewood, some families did not return/re-enroll because they feared the school would close (as did Pease, Metz, and Sim). This caused a decrease in enrollment exacerbated by the COVID pandemic and school closure in March 2020. When in the height of COVID many of our families remained remote which proved difficult for parents who could not work from home. Some of these families chose to withdraw from AISD to attend private or charter schools which were fully open. In the Spring semester we had about 85% of our students return to on-campus learning. We have recouped some families this year who went to charter or private schools last year, and have added students on transfers this year.

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

	<i>1-Support Needed</i>	<i>2-Developing</i>	<i>3- Meets Expectations</i>	<i>4-Exceeds Expectations</i>
<b>Campus Communication Goals &amp; Practices</b>				
Campus Communication Strategies				<b>4 - exceeds</b>
Campus Website			<b>3 - meets</b>	
Phone/Voicemail/Email Practices			<b>3 - meets</b>	
Language Line for Preferred Language			<b>3 - meets</b>	
<b>Campus Culture of Respect Goals</b>				
Campus culture of respect practices and goals			<b>3 - meets</b>	
Customer service prioritization				<b>4 - exceeds</b>
<b>Facility &amp; Operations</b>				
Grounds			<b>3 - meets</b>	
Safety Protocols				<b>4 - exceeds</b>
Signage			<b>3 - meets</b>	



## SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - MAPLEWOOD ELEMENTARY

**Reflection Questions:** Which area/s will you focus on strengthening this school year? Why did you select this/these area/s?

Campus website -

Campus culture of respect practices and goals -

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

- Level 4 - High quality instructional materials and assessments
- Level 5.3 - Data-driven instruction

#### Increased Enrollment

#### Exemplary Customer Service

## SY 21-22 CIP/TIP ESF Self-Assessment and Comprehensive Needs Assessment - MAPLEWOOD ELEMENTARY

### ADDITIONAL Framework Components:

#### Coordinated School Health

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

#### Positive School Culture

- Disproportionate Discipline Practices

#### Effective, Culturally Relevant and Sustaining Instruction

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

#### Support for Special Populations

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

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

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

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

Austin ISD Data Tracker - SY 21-22

**INSTRUCTIONS:**

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

Campus Name: MAPLEWOOD ELEMENTARY

	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.	73%	SCA 1	80%	66%	SCA 2	75%		SCA 3	80%		STAAR	90%
	All	All	Reading	Meets	53%	SCA 1	60%	47%	SCA 2	65%		SCA 3	65%		STAAR	60%
	All	All	Reading	Masters	34%	SCA 1	40%	33%	SCA 2	40%		SCA 3	30%		STAAR	30%
	All	All	Math	App.	61%	SCA 1	75%	81%	SCA 2	80%		SCA 3	85%		STAAR	90%
	All	All	Math	Meets	40%	SCA 1	50%	58%	SCA 2	60%		SCA 3	60%		STAAR	60%
	All	All	Math	Masters	24%	SCA 1	30%	46%	SCA 2	45%		SCA 3	30%		STAAR	30%
	All	All	Science	App.	63%	SCA 1	70%	74%	SCA 2	75%		SCA 3	85%		STAAR	90%
	All	All	Science	Meets	42%	SCA 1	50%	46%	SCA 2	50%		SCA 3	55%		STAAR	60%
	All	All	Science	Masters	18%	SCA 1	25%	31%	SCA 2	30%		SCA 3	30%		STAAR	30%
	All	Emer. Bilingual	Reading	Meets	22%	SCA 1	30%	1%	SCA 2	25%		SCA 3	30%		TELPAS	36%
Strategic Plan Scorecard Elements	All	African American	All	Meets	6%	SCA 1	40%	17%	SCA 2	25%	0%	SCA 3	30%	0%	STAAR	36%
	All	Hispanic	All	Meets	24%	SCA 1	40%	22%	SCA 2	30%	0%	SCA 3	35%	0%	STAAR	41%
	All	Emer. Bilingual	All	Meets	17%	SCA 1	40%	6%	SCA 2	25%	0%	SCA 3	30%	0%	STAAR	37%
	All	Special Education	All	Meets	23%	SCA 1	40%	20%	SCA 2	25%	0%	SCA 3	25%	0%	STAAR	29%
	3rd	All	Reading	Meets	59%	SCA 1	60%	35%	SCA 2	40%		SCA 3	50%		STAAR	60%
	3rd	All	Math	Meets	31%	SCA 1	40%	59%	SCA 2	60%		SCA 3	65%		STAAR	60%

Based on the 2022 Summative Goals selected, the campus is aiming for a Domain 1 scaled score and rating of:			The Raw, Scaled, and Grades shown to the left will automatically populate on the A-F Estimator Worksheet, Student Achievement Domain (column I).
Raw	Scaled	Grade	
60	90	A	