

MCCALLUM H S
McCallum High School
2022/2023

Always a Knight



Nicole Griffith
5600 Sunshine Drive
512-414-2519
nicole.griffith@austinisd.org

MCCALLUM H S

Mission

Campus Mission:

McCallum High School cultivates adaptable, creative, critical thinkers through a comprehensive curriculum that includes rigorous academics, arts enrichment, and athletic opportunities.

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.

Vision

Campus Vision:

McCallum High School is dedicated to a tradition of excellence in an ever-changing world. Within a safe and supportive community, we provide a relevant, high quality education to help students achieve their individual potential as we celebrate diversity, individuality, and creativity.

Nondiscrimination Notice

MCCALLUM H S does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

List your campus strengths here:

We saw improvements in our number of students reaching mastery levels in biology and algebra 1. Our algebra 1 students outperformed all other non-magnet schools in the district. Our 2023 seniors are ahead of their peers in 2022 in being college ready.

Student Achievement Weaknesses

List areas you would like to grow here:

Our African American students scored lower than their peers in every area. The number of students meeting mastery in English 1 and 2 is lower than other areas. We have a very small number of students who earn industry certification through CTE.

Student Achievement Summary

Access your EOC and TELPAS Reports here: (in the purple Performance Reporting section): https://docs.google.com/presentation/d/1uNcqEWI6GvQ3oIIZCR-OzCgTQsHBYCfEiqwa_zM21Qo/preview?slide=id.p7

Reflection Questions:

What trends do you observe in EOC mastery for your students from historically underserved student groups? Use Campus Bar Charts (Gap Charts)

Our Hispanic students outperform district averages in every EOC test, but score lower than the McCallum average. Our African American students perform below the district average in every EOC test. In comparison to McCallum students, our African American students score 25-30% below our school average.

Using your 2021-22 EOC data, what are your TWO lowest performing students groups? Use Campus Bar Charts (Gap Charts)

African American and Hispanic

For TELPAS, what trends do you observe in progress for your students across grade levels and TELPAS components?

Our students scored highest in writing and lowest in speaking.

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

Access your CCMR Reports here: <https://drive.google.com/drive/folders/1-lhKoiaO7ZaDm7qhn6SE1GrzhKYwP017?usp=sharing>

Reflection Questions:

How many of your campus 2023 graduates:

- 1.) Have met at least one of the CCMR Accountability indicators? **Out of 427, 355 graduate met at least on CCMR indicator (class of 2022)**
- 2.) Have met the TSI Criteria (college readiness standards on either the TSIA2, SAT, or ACT exams)? **226 out of 402 students in our Class of 2023 have passed both the reading and math components of the TSI**
- 3.) Are enrolled in Level 4 CTE courses?

Does your campus leadership team have a plan in place for the following:

- Progress monitoring your 2023 graduates student achievement as it relates to CCMR Accountability and Outcomes Bonus Funding? Yes
- Progress monitoring industry Based Certification attainment for your campus 2023 graduates? Yes
- A plan for 2023 graduates to earn an industry based certification if they are not enrolled in a level 4 CTE Course? Yes
- A plan for 2023 graduates to earn an industry based certification if they are not enrolled in a CTE course that is eligible to earn an industry based certification? Yes
- A plan to provide students academic preparation and TSIA2 testing opportunities? Yes

If a plan is not in place, please add strategies in the PreK-12+ College, Career, and Life Readiness section.

School Culture and Climate

School Culture and Climate Strengths

List your campus strengths here:

We have a strong teacher-led SEL committee. This year we are adding students to the SEL committee to help bring student voice and decision-making to the SEL lessons.

We have a campus communication system with built-in tools for buliding a positive culture among our staff (kudos, birthdays, celebrations, etc.).

Our culture is inclusive and kind. Our students and staff value our culture and work to pass it on to younger students.

School Culture and Climate Weaknesses

Comprehensive Needs Assessment

School Culture and Climate Weaknesses (Continued)

List areas you would like to grow here:

We need to make a more concerted and thoughtful effort to incorporate coordinated health activities into our practice - creating a Coordinated Health Committee and meeting monthly, communicating health opportunities to our staff, student, and community, etc.

School Culture and Climate Summary

Access your Coordinated School Health Dashboard here: https://austinisd.co1.qualtrics.com/reporting-dashboard/#/dashboard/5ac4ffbc97d6cb000d5e96c2?pagelD=Page_a72c3411-2dfa-495d-ac8e-ed43af1e0533

Coordinated School Health Areas:

- CSH Implementation - NO
- Health Education - NO
- Physical Education/Physical Activity - YES
- Food Services - YES
- Employee Wellness - NO
- SEL - YES
- Community Engagement - NO
- Counseling/Mental Health/Social Services - YES
- Health Services - YES

Reflection Questions:

- 1.) In 2021-22, using the CSH list, 6 of the 11 areas did not reach 70% implementation.
- 2.) Which CSH areas do you feel something needs to change at the campus in order for the implementation score to reach 70%?

Create a Coordinated School Health committee and set up monthly meetings to discuss school health implementation

Employee Wellness - make a bigger effort to remind staff of wellness opportunities in the district, such as Healthy Heart week and monthly Wellbeing Challenges.

(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.)

Staff Quality, Recruitment and Retention

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Strengths

List your campus strengths here:

Hiring - We prioritized hiring quality staff for the 2022-23 school year. We were fully staffed with teachers before July of 2022. We give each new-to-McCallum teacher a large box of supplies and hold a welcoming and informative new teacher orientation.

Retention - Staff voice is valued at McCallum. Teachers and staff are encouraged to bring forward ideas. We create new campus systems to help our teachers when their tasks are overwhelming (ex. Too Much on our Plates Committee). Our administration is responsive to staff concerns and support as much as possible.

Staff Quality, Recruitment and Retention Weaknesses

List areas you would like to grow here:

We struggle to recruit and retain Special Education teacher assistants.

Staff Quality, Recruitment and Retention Summary

Access your Panorama Survey Dashboard here:

<https://secure.panoramaed.com/austinisd/understand/19295098/summary>

Staff Climate Survey

- Cultural Awareness and Action (Adult Focus)
- Austin ISD Custom Content
- Belonging
- School Leadership
- School Climate
- Professional Learning
- Feedback and Coaching
- District Support

Strengths -Cultural Awareness and Action

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

Weaknesses -Feedback and Coaching

Staff Climate Reflection Questions:

1.) Which area(s) will you focus on strengthening this school year?

We will focus on feedback and coaching. Our administrators will work on having coaching conversations in addition to the written feedback given through walkthroughs and PPFT.

2.) Why did you select this area?

This was our lowest rated area in the 2021-22 Panorama Survey results.

Campus Communication Goals & Practices

-Campus Communication Strategies - Knightly Lowdown (staff), MacKnightly Newsletter (families), Principal Update (families and staff), Blend Announcements (students and staff), Daily Announcements (students and staff)

-Campus Website - new website

-Phone/Voicemail/Email Practices - goal to respond within 48 hours

-Language Line for Preferred Language - rely on the language line often

Campus Culture of Respect Goals

-Campus culture of respect practices and goals

-Customer service prioritization

Customer Service Reflection Questions:

1.) What strategies and/or best practices will you implement to strengthen the employee experience in order to foster a sense of inclusivity, belonging and sustainability?

Communication through our Knightly Lowdown, teacher leaders advocating and communiting within departments, suggestion box in the Knightly Lowdown, celebrations/kudos in the Knightly Lowdown, new social committee

2.) What are your customer service celebrations/strengths?

Responsive front office staff, strong communication systems for staff and families

3.) What are your areas of growth?

Communicating to Spanish speakers

4.) What will be your priority for customer service this year?

Responsiveness

Comprehensive Needs Assessment

Family and Community Involvement

Family and Community Involvement Data Sources

% of beginning teachers (TAPR)
% teacher turnover
% unfilled sub vacancies
CAC
customer service trends
District Family Survey results
SEL Implementation Survey results
Staff (TELL) Survey results

Family and Community Involvement Strengths

List your campus strengths here:

Offer multiple opportunities per month to engage with families - through principal coffees/teas, College and Career Center, and addressing campus needs (ex. consent/sexual assault lessons).

Family and Community Involvement Weaknesses

List areas you would like to grow here:

Opportunities to engage with students on campus (ex. fine arts festival)

Family and Community Involvement Summary

Comprehensive Needs Assessment

Family and Community Involvement Summary (Continued)

Access your Coordinated School Health Dashboard here: https://austinisd.co1.qualtrics.com/reporting-dashboard/#!/dashboard/5ac4ffbc97d6cb000d5e96c2?pageId=Page_a72c3411-2dfa-495d-ac8e-ed43af1e0533

Coordinated School Health Areas:

- Family Engagement
- Community Engagement

Family and Community Engagement- AISD

Reflection Questions:

- 1.) Which area(s) will you focus on strengthening this school year (22-23)? Sharing information about health opportunities for families and students
- 2.) Why did you select this/these area(s)? We had several missed opportunities during the 2021-22 school year

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a Health and Wellbeing committee that meets monthly to monitor campus goals. The committee will include an administrator, counselor, school nurse, health teacher, PE teacher, and SEL committee member. (Target Group: All) (ESF: 3)	Principal	October 2022		Criteria: The Coordinated School Health Committee will meet monthly and provide meeting minutes and next steps
2. Add health and wellbeing opportunities to communication opportunities such as MacNightly Newsletter, Principal Update, Blend announcements, and Knightly Lowdown. (Target Group: All) (Strategic Priorities: 3) (ESF: 3,3.3,3.4)	Committee, Principal	Ongoing		Criteria: New opportunities to engage in health and wellbeing activities are included in the various communication methods at least once a month.
3. Include Health and Wellbeing opportunities as part of the parent coffee and tea events and communicated in the monthly Principal's Update. (Target Group: All) (ESF: 3,3.3,3.4)	Principal	Ongoing		Criteria: A new health and wellbeing activity is included in the discussion

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Objective 2. (Social and Emotional School Climate) By the end of 2022-23, our campus will establish two new organizations that will allow opportunities for students to engage in SEL in a leadership capacity.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. We will include students as active members of our SEL Committee to design, implement, and reflect on weekly SEL activities. (Target Group: All) (ESF: 3,3.3)	SEL Committee	Ongoing		Criteria: Throughout the 2022-23 school year, we will have at least 3 students who are active members of our SEL committee.
2. We will develop a new leadership organization for juniors and seniors, comprised of a diverse group of leaders, that will be dedicated to helping freshmen transition to high school. (Target Group: 11th,12th) (ESF: 3,3.1,3.3)	Academy Director, Principal, Teachers	May 2023	(O)Other - \$10,000	Criteria: By May 2023, we will have recruited and onboarded at least 85 sophomores and juniors who will be our first group of Link Crew leaders for the following year.
3. Host one family book club series per semester. Ensure that it is promoted ahead of time and through all areas of communication. (Target Group: All) (ESF: 3,3.4)	Principal, SEL Committee	Dec 2023, May 2023		Criteria: By the end of the 2022-23 school year, we will have successfully implemented two book club events for our parents.

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Objective 3. (Community Engagement) Maintain minimum required Campus Advisory Council membership

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hold at least 8 regular Campus Advisory Council meetings each year. (Target Group: All) (ESF: 3,3.4)	CAC Members	Ongoing		Criteria: By the end of the 2022-23 school year, we will have held eight CAC meetings.
2. Keep Campus Advisory Council meeting minutes available and accessible upon request. (Target Group: All) (ESF: 3,3.4)	CAC Members	Ongoing		Criteria: Minutes for our CAC meetings will be housed on our new McCallum website.
3. Have a standing Campus Advisory Council agenda item for reports from District Advisory Council members. (Target Group: All) (ESF: 3,3.4)	Principal	Ongoing		Criteria: CAC minutes will show there was a presentation by the principal (who is a member of the District Advisory Counsel) that will include discussion from DAC.

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- Goal 2.** (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.
- Objective 1.** (Disproportionality in discipline referrals) Disparity in African-American student disciplinary actions (ISS, OSS, Dis. Removal) will decrease from 14% to less than 10% August 2023.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Work with MTSS Specialists to do campus observations and coaching for behavior best practices, based on school data. (Target Group: AA) (ESF: 3,3.2,3.3)	Administrators, Counselor	Ongoing		Criteria: By the end of the 2022-23 school year, we will have established customized plans to address individual student behaviors with the MTSS team.
2. Provide classroom management support to teachers who have high referral rates (Target Group: All,AA) (ESF: 3,3.2,3.3)	Administrators, Teachers	Ongoing		Criteria: On a monthly basis, administrators will analyze the discipline referral data and create plans to help teachers with classroom management/student relationships
3. Create behavior plans with students who have high number of referrals. Communicate that plan to teachers. (Target Group: All,AA,SPED) (ESF: 3,3.2,3.3)	Assistant Principal, Counselor	Ongoing		Criteria: Cabinet meeting minutes will show that McCallum leadership (Administration plus counselors) analyze behavior referrals and make plans with individual students. They will communicate those plans to teachers.

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Goal 3. (Increased Enrollment) McCallum will continue to enroll more than 1800 students and recruit transfer students from across the city to our Fine Arts Academy

Objective 1. (Increased Enrollment) McCallum will continue to enroll more than 1800 students and recruit transfer students from across the city to our Fine Arts Academy.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Fine Arts student Ambassadors will visit AISD middle schools and private schools to recruit a diverse group of students to attend McCallum (Target Group: All)	Academy Director	Fall 2022		Criteria: By January 2022, all middle school students will have received a presentation and/or material.s to recruit students to the Fine Arts Academy
2. McCallum will hold a school-wide showcase to give all students an idea of life at McCallum and what we have to offer all students. (Target Group: All)	Academy Director, Principal	Fall 2022		Criteria: By the end of the fall semester, we will have held our first-ever whole school showcase.
3. Ensure we are consistently working to build a joyful, safe, and academically rigorous environment that will ultimately increase the likelihood of students staying at McCallum. (Target Group: All) (ESF: 3,3.3,3.4)	Administrators, Counselor, SEL Committee, Teachers, Team Leaders	Ongoing		Criteria: Joy and happiness will be discussed at Cabinet and staff meetings throughout the year.

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Goal 4. (Exemplary Customer Service) McCallum staff will provide excellent customer service for our students, families, and community members.

Objective 1. (Exemplary Customer Service) By the end of 2022-23, 80% of family respondents will answer favorably to the question, "All staff at my school work hard to answer my questions and help me find solutions."

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Systematically provide clear and ongoing communication to staff, families, and community members. (Target Group: All) (ESF: 3,3.4)	Principal, PTA	Ongoing		Criteria: We will continue to have ongoing communication methods through our Knightly Lowdown, MacKnightly Newsletter, Blend, and emails.
2. Promote CARES customer service professional learning opportunities with all staff, including substitutes. (Target Group: All)	Administrators	Ongoing		Criteria: CARES professional learning opportunities will be included in our communication to staff.
3. Ensure the campus website is systematically reviewed and actively maintained with accurate information. (Target Group: All) (ESF: 3,3.4)	Administrative Assistant, Administrators	Ongoing		Criteria: Website will be reviewed monthly by the administrative team and updated by the principal's secretary

MCCALLUM H S Site Base

Name	Position
Murray, Rachel	CAC Co-Chair (faculty)
Pate, Ashli	CAC Co-Chair (parent)
Griffith, Nicole	Principal
Bohls-Graham, Elaine	Teacher
Kehn, Carly	Teacher
Rogers, Andrea	Staff Member
Moffat, Susan	Community Member
Cirkiel, Bria	Business Representative
Carcione, Joe	Teacher
Rogers, Ken	Teacher - CTE
Smith, Margaret	Teacher - SpEd
Braziel, Amanda	Parent
Wegmann Todd, Carlene	Parent
Pruitt, Alexis	Parent
Hayes, Kate	Parent
Mahogany, Viva	Parent
Mendez, Ariana	Student
Washlesky, Mikaela	Student

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.

2022 - 23 A-F Estimator Longitudinal Worksheet

Accountability Projection based on Short Cycle Assessments is an Estimate Only: 2022 CCMR and Grad Rates will be used in conjunction with SCAs in Domain Calculations

STUDENT ACHIEVEMENT DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	94				94.2
Grade	A	--	--	--	A

Student Achievement Components

Components	2022 Value	SCA 1	SCA 2	SCA 3	2023 Goal
STAAR Performance Approaches	88				89
STAAR Performance Meets	74				74
STAAR Performance Masters	33				34
STAAR Performance Raw Score	65				66
STAAR Performance Scaled Score	91				92
CCMR - State Raw Score	83	--	--	--	84
CCMR - State Scaled Score	96	--	--	--	96
Grad Rate Raw Score	98.4	--	--	--	99
Grad Rate Scaled Score	95	--	--	--	95

Leave Blank

Campus Name: **McCallum**

Campus Number: **227901005**

Template by Campus & District Accountability

SCHOOL PROGRESS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	84				86
Grade	B	--	--	--	B

School Progress Components

Components	2022 Value	SCA 1	SCA 2	SCA 3	2023 Goal
Academic Growth Raw Score	74				75
Academic Growth Scaled Score	84				85
Academic Growth Grade	B	--	--	--	B
Economically Disadvantaged %	21.2	21.2	21.2	21.2	21.2
Economically Disadvantaged % Grouping	21.1 to 22	21.1 to 22	21.1 to 22	21.1 to 22	21.1 to 22
Relative Performance Raw Score	74				75
Relative Performance Scaled Score	84				85
Relative Performance Grade	B	--	--	--	B

OVERALL

SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	93				94
Grade	A	--	--	--	A

CLOSING THE GAPS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	89				92
Grade	B	--	--	--	A

Closing the Gaps Components

Academic Achievement			Graduation		
2022 Values:	17	out of 19	2022 Values:	6	out of 7
SCA 1:	0	out of 0	Leave Blank	--	out of --
SCA 2:	0	out of 0	Leave Blank	--	out of --
SCA 3:	0	out of 0	Leave Blank	--	out of --
2023 Goals:	18	out of 19	2023 Goals:	7	out of 7

English Language Proficiency

School Quality (CCMR)

2022 Values:	1	out of 1	2022 Values:	9	out of 9
SCA 1:	--	out of 1	Leave Blank	--	out of --
SCA 2:	--	out of 1	Leave Blank	--	out of --
SCA 3:	--	out of 1	Leave Blank	--	out of --
2023 Goals:	1	out of 1	2023 Goals:	9	out of 9