

RICHARDS SCH FOR YOUNG WOMEN LEADERS

Ann Richards School for Young Women Leaders

2022/2023

Campus Motto

Re-connect our community while staying on track for college success. Creating a collaborative community that supports and celebrates our diversity. Making sure that our students see themselves and their stories interwoven in our school fabric. Constantly striving to find that tender gravity of kindness.



Maria Narvaez

2309 Panther Trail

(512) 414-3236

Maria.narvaez@austinisd.org

RICHARDS SCH FOR YOUNG WOMEN LEADERS

Mission

Campus Mission: The Ann Richards School for Young Women Leaders dedicates itself to prepare young women to attend and graduate from college, commit to a healthy and well-balanced lifestyle, lead with courage and compassion and solve problems creatively and ethnically in support of our global community.

Vision

*Campus Vision
"The future starts here"*

*Campus Values
College, Leadership, Wellness, Service, Problem Solvers*

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

Vision Continued

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)

Nondiscrimination Notice

RICHARDS SCH FOR YOUNG WOMEN LEADERS 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

RICHARDS SCH FOR YOUNG WOMEN LEADERS

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 22-23, 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. Invite parents/families to Whole Child, Every Child night and focus on all areas supporting Whole Child by providing activities/ information. (Target Group: All) (ESF: 3,3.4)	Nurse, Parent Support Specialist	December 2022	(S)Local Funds - \$100	Criteria: Sign In Sheets Copies of handouts
2. Add Whole Child, Every Child to communication opportunities such as PTA meetings, newsletters, websites, and family nights. (ESF: 3,3.1)	Academy Director, Nurse, Parent Support Specialist	May 2023		Criteria: Smore Newsletters
3. Create a Whole Child, Every Child committee that meets monthly to monitor campus goals. (Target Group: All) (ESF: 3,3.1)	Nurse	December 2022		

RICHARDS SCH FOR YOUNG WOMEN LEADERS

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. (Health Education) SMART Goal: Insert Fitnessgram SMART goal here.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

RICHARDS SCH FOR YOUNG WOMEN LEADERS

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. (Physical Education and Physical Activity) SMART Goal: Insert SMART goal for physical education and physical safety here

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

RICHARDS SCH FOR YOUNG WOMEN LEADERS

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 4. (Food Services) SMART Goal: Insert SMART goal about food services here.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

RICHARDS SCH FOR YOUNG WOMEN LEADERS

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 5. (Employee Wellness) SMART Goal: Insert SMART goal here for Employee Wellness

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

RICHARDS SCH FOR YOUNG WOMEN LEADERS

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

RICHARDS SCH FOR YOUNG WOMEN LEADERS

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 7. (Physical Environment/Sustainability) SMART Goal: Insert SMART goal here re: Sustainability. Insert strategies in this area for Food, Nature, Waste, Procurement, Transportation, Air Quality, Energy, and/or Water.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

RICHARDS SCH FOR YOUNG WOMEN LEADERS

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 8. (Family Engagement) SMART Goal: Ensure Campus Improvement Plan focus areas include at least two family engagement strategies.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure Campus Improvement Plan focus areas include at least two family engagement strategies. (Target Group: All) (ESF: 3,3.4)	Academy Director, Administrators	SY 2022-23		Criteria: Newsletter, agendas
2. Form alliances with community and governmental entities to enhance student achievement, career exploration, scholarships and college financial aid. Ensure each alliance uses common metrics to gauge their impact (a GEAR-UP strategy). (Target Group: All) (Strategic Priorities: 3) (ESF: 3,3.3)	College and Career Center Advisor	SY 2022-23	(O)Other	Criteria: Number of college scholarships awarded at the end of the year
3. Conduct a student-need and asset analysis and seek community partners and supporters based on student need (a GEAR-UP strategy). (ESF: 3,3.3)	Project Specialist	SY 2022-23		Criteria: Project Specialist will incorporate tools to seek community partners for events, projects and internships.

RICHARDS SCH FOR YOUNG WOMEN LEADERS

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 9. (Community Engagement) SMART Goal: Maintain minimum required Campus Advisory Council membership

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Keep Campus Advisory Council meeting minutes available and accessible upon request. (ESF: 3,3.4)	Administrative Assistant	SY 2022-23		
2. Hold at least 8 regular Campus Advisory Council meetings each year. (ESF: 3,3.4)	Administrators	SY 2022-23		Criteria: Calendar meeting dates
3. Maintain minimum required Campus Advisory Council membership (ESF: 3,3.4)	Administrators	SY 2022-23		Criteria: Member list

RICHARDS SCH FOR YOUNG WOMEN LEADERS

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 10. (Counseling, Mental Health & Social Services) SMART Goal: Insert SMART goal here about Counseling, etc.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

RICHARDS SCH FOR YOUNG WOMEN LEADERS

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 11. (Health Services) SMART Goal: Insert SMART goal here about health services

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

RICHARDS SCH FOR YOUNG WOMEN LEADERS

Goal 2. (ESF Lever 1: Strong, Culturally Proficient Leadership) Effective, culturally-proficient campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Performance expectations are clear, written, measurable, and match the job responsibilities. (Strategic Priorities: 1) (ESF: 1,1.1)	Teacher Assistants, Teachers	SY 2022-23		Criteria: Campus HUB Department & Team Meetings Faculty Meetings
2. Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks are scheduled on weekly calendars (observations, debriefs, team meetings). (ESF: 4,4.1,5,5.1)	Administrators	SY 2022-23		Criteria: Weekly Admin PLC meetings Weekly PPfT meetings as an Admin team to include walkthroughs
3. Campus instructional leaders meet on a weekly basis to focus on student progress and formative data. (Strategic Priorities: 1) (ESF: 2,2.1,4,4.1,5,5.1)	Department Chairs, Team Leaders	SY 2022-23		Criteria: Weekly meetings by department (instructional) and/or team (data).

RICHARDS SCH FOR YOUNG WOMEN LEADERS

Goal 2. (ESF Lever 1: Strong, Culturally Proficient Leadership) Effective, culturally-proficient campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 2. (ESF Essential Action 1.2) Insert SMART Goal here re: focused plan development and regular monitoring of implementation and outcomes

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

RICHARDS SCH FOR YOUNG WOMEN LEADERS

Goal 3. (ESF Lever 2: Effective, Culturally-Proficient Teachers (STRATEGIC STAFFING)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning and inducting teachers so that all students have access to high-quality educators. Teachers and principals are provided ongoing coaching to foster reflection, analyze disaggregated student data, and continuously improve culturally-responsive, rigorous, and relationship-centered instruction.

Objective 1. (ESF Essential Action 2.1) Insert SMART Goal here re: recruit, select, assign, induct, and retain a full staff of highly qualified, culturally proficient educators that match the demographics of the school community

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

RICHARDS SCH FOR YOUNG WOMEN LEADERS

Goal 3. (ESF Lever 2: Effective, Culturally-Proficient Teachers (STRATEGIC STAFFING)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning and inducting teachers so that all students have access to high-quality educators. Teachers and principals are provided ongoing coaching to foster reflection, analyze disaggregated student data, and continuously improve culturally-responsive, rigorous, and relationship-centered instruction.

Objective 2. (ESF Essential Action 2.2) Building teacher capacity through observation and feedback cycles.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus instructional leaders determine the frequency of observations based on teacher needs and student results on formative assessments. (Strategic Priorities: 1) (ESF: 5,5.1,5.2)	Administrators	SY 2022-23		Criteria: Informal Walkthrough data
2. Observation debrief conversations occur within 48 hours of observation and include high-leverage, bite-sized, clear, actionable feedback with clear models and opportunities to practice. (Strategic Priorities: 1) (ESF: 2,2.1,3,3.1,4,4.1)	Administrators	SY 2022-23		Criteria: PPfT, informal walkthroughs

RICHARDS SCH FOR YOUNG WOMEN LEADERS

Goal 4. (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. (ESF Essential Action 3.1) Insert SMART Goal here re: compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

RICHARDS SCH FOR YOUNG WOMEN LEADERS

Goal 4. (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 2. (ESF Essential Action 3.2) Insert SMART Goal here re: Explicit behavioral expectations and management systems for students and staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

RICHARDS SCH FOR YOUNG WOMEN LEADERS

Goal 4. (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 3. (ESF Essential Action 3.3) Insert SMART Goal here re: Proactive and responsive student support services

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

RICHARDS SCH FOR YOUNG WOMEN LEADERS

Goal 4. (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 4. (ESF Essential Action 3.4) Insert SMART Goal here re: Involving families and community

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

RICHARDS SCH FOR YOUNG WOMEN LEADERS

Goal 4. (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 5. (Disproportionality in discipline referrals) SMART Goal: Disparity in African-American student disciplinary actions (ISS, OSS, Dis. Removal) will decrease from 19% to ___% (= %pop) by August 2022. - Strategic Plan Goal #7

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

RICHARDS SCH FOR YOUNG WOMEN LEADERS

Goal 4. (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 6. (Culturally Responsive Restorative Practices) SMART Goal: Insert CRRP SMART goal here

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

RICHARDS SCH FOR YOUNG WOMEN LEADERS

Goal 5. (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) Insert SMART Goal here re: daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

RICHARDS SCH FOR YOUNG WOMEN LEADERS

Goal 6. (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. (Objective-driven daily lesson plans with formative assessments (ESF Essential Action 5.1)) Insert SMART goal here re: Objective-driven daily lesson plans with formative assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

RICHARDS SCH FOR YOUNG WOMEN LEADERS

Goal 6. (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 2. (Effective classroom routines and instructional strategies (ESF Essential Action 5.2)) Insert SMART Goal here re: Effective classroom routines and instructional strategies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

RICHARDS SCH FOR YOUNG WOMEN LEADERS

Goal 6. (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 3. (Data-driven instruction (ESF Essential Action 5.3)) Insert SMART Goal here re: Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

RICHARDS SCH FOR YOUNG WOMEN LEADERS

Goal 6. (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 4. (RTI for students with learning gaps (ESF Essential Action 5.4)) Insert SMART Goal here re: RTI for students with learning gaps

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

RICHARDS SCH FOR YOUNG WOMEN LEADERS

Goal 6. (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 5. (BLENDED Learning Strategies) Insert SMART Goal here re: BLENDED learning

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

RICHARDS SCH FOR YOUNG WOMEN LEADERS

Goal 6. (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 6. (Support for Emergent Bilingual students) Insert SMART goal here re: Emergent Bilingual students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

RICHARDS SCH FOR YOUNG WOMEN LEADERS

Goal 6. (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 7. (Support for Students with Special Needs) Insert SpEd SMART Goal here: focus on academics

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

RICHARDS SCH FOR YOUNG WOMEN LEADERS

Goal 6. (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 8. (Early Childhood) The percent of students in the top two quartiles on EOY MAP Growth Reading (K-2) will increase by 10 percentage points (from 24% to 34%) when compared to SY 20-21.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

RICHARDS SCH FOR YOUNG WOMEN LEADERS

Goal 6. (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 9. (Advanced Academics) Insert SMART goal here re: Advanced Academics

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

RICHARDS SCH FOR YOUNG WOMEN LEADERS

Goal 6. (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 10. (Creative Learning) SMART Goal: Insert SMART goal here re: CLI

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

RICHARDS SCH FOR YOUNG WOMEN LEADERS

Goal 7. (Support for Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.

Objective 1. (Students with 504 services) SMART Goal: Insert 504 SMART goal here

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

RICHARDS SCH FOR YOUNG WOMEN LEADERS

- Goal 7.** (Support for Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.
- Objective 2.** (Disproportionality in discipline referrals) SMART Goal: The disparity in special education student disciplinary actions (ISS, OSS, Dis. Removal) will decrease from 30.24% to ____% (= %pop) by August 2022. - Strategic Plan Goal #8

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

RICHARDS SCH FOR YOUNG WOMEN LEADERS

Goal 7. (Support for Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.

Objective 3. (Admission, Review, and Dismissal (ARD) meetings) SMART Goal: Insert ARD SMART goal here

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

RICHARDS SCH FOR YOUNG WOMEN LEADERS

Goal 7. (Support for Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.

Objective 4. (STAAR Alt 2 Participation) SMART Goal: Insert STAAR Alt2 participation goal here

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

RICHARDS SCH FOR YOUNG WOMEN LEADERS

Goal 8. (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

Objective 1. (Attendance and Dropout Prevention) SMART Goal: SY 21-22 attendance rates for African American students (__%), Hispanic students (__%), and Emergent Bilingual students (__%) will increase by ___ percentage points when compared to SY 20-21.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

RICHARDS SCH FOR YOUNG WOMEN LEADERS

Goal 8. (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

Objective 2. (Career and Technical Education (CTE)) Insert SMART CTE goal here

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

RICHARDS SCH FOR YOUNG WOMEN LEADERS

Goal 8. (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

Objective 3. (GEAR-UP) Insert GEAR UP smart goal here

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

RICHARDS SCH FOR YOUNG WOMEN LEADERS

Goal 8. (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

Objective 4. (Support for Students with Special Needs) Insert SpEd SMART Goal here - focus on graduation

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

RICHARDS SCH FOR YOUNG WOMEN LEADERS

Goal 8. (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

Objective 5. (AVID) Insert AVID SMART goal here

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

RICHARDS SCH FOR YOUNG WOMEN LEADERS

Goal 9. (Increased Enrollment) Insert SMART enrollment goal here

Objective 1. (Increased Enrollment) 85% of current students will be registered for SY 22-23 by June 1, 2023.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Update website weekly to provide regular communication to campus communities (dynamic information like calendar, announcements, kudos, etc.). (ESF: 3,3.1,3.3,3.4)	Community Partner	SY 2022-23	(O)Other	Criteria: Campus Webpage
2. Post to social media at least daily to provide regular communication to campus communities. (ESF: 3,3.1,3.3,3.4)	Administrators, Teachers	SY 2022-23		Criteria: Social Media accounts
3. Provide monthly school tours to bring in community and highlight successes and strengths. (ESF: 3,3.1,3.3,3.4)	Parent Support Specialist, Project Specialist	SY 2022-23		Criteria: Calendar events

RICHARDS SCH FOR YOUNG WOMEN LEADERS

Goal 10. (Exemplary Customer Service) Insert description of CARES here

Objective 1. (Exemplary Customer Service) SMART Goal: By the end of SY 22-23, the campus will move from Developing to Meets Expectations on the _____ section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Systematically provide clear and ongoing communication to staff, families, and community members. (ESF: 3,3.1,3.4)	Academy Director	SY 2022-23		Criteria: Smore Newsletters Campus Website
2. Strive to read and accurately respond to campus Let's Talk dialogues within 24 hours. (ESF: 3,3.3)	Administrators	SY 2022-23		Criteria: Let's Talk responses
3. Ensure the campus website is systematically reviewed and actively maintained with accurate information. (ESF: 3,3.4)	Project Specialist	SY 2022-23		Criteria: Campus Website

RICHARDS SCH FOR YOUNG WOMEN LEADERS

Goal 11. (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
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
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
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
5. Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be	Principal	Due 9/17		Criteria: Sample communications in languages other than English

RICHARDS SCH FOR YOUNG WOMEN LEADERS

Goal 11. (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
attached.) (Title I SW Elements: 2.3) (Target Group: ECD)				
6. Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Documentation of notice on school letterhead is attached.) (Title I SW Elements: 2.3) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 9/17		Criteria: Documentation of notice on school letterhead
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
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.				
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 9/17		Criteria: Homeless documentation sheet
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

RICHARDS SCH FOR YOUNG WOMEN LEADERS Site Base

Name	Position
Almaraz Ortiz, Christina	Campus Manager
Backstrom, Luzvic	Campus Manager
rutz, Christena	Counselor
House, Jacob	Teacher
Langley, Margaret	Teacher

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	96				96
Grade	A	--	--	--	A

Student Achievement Components

Components	2022 Value	SCA 1	SCA 2	SCA 3	2023 Goal
STAAR Performance Approaches	89				85
STAAR Performance Meets	67				70
STAAR Performance Masters	37				35
STAAR Performance Raw Score	64				63
STAAR Performance Scaled Score	91				91
CCMR - State Raw Score	96	--	--	--	96
CCMR - State Scaled Score	99	--	--	--	99
Grad Rate Raw Score	100	--	--	--	
Grad Rate Scaled Score	100	--	--	--	100

Leave Blank

SCHOOL PROGRESS DOMAIN



SCALED SCORE AND GRADE

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

School Progress Components

Components	2022 Value	SCA 1	SCA 2	SCA 3	2023 Goal
Academic Growth Raw Score	65				75
Academic Growth Scaled Score	73				85
Academic Growth Grade	C	--	--	--	B
Economically Disadvantaged %	43.9	43.9	43.9	43.9	43.9
Economically Disadvantaged % Grouping	43.1 to 44	43.1 to 44	43.1 to 44	43.1 to 44	43.1 to 44
Relative Performance Raw Score	80				80
Relative Performance Scaled Score	93				93
Relative Performance Grade	A	--	--	--	A

OVERALL

SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	94				97
Grade	A	--	--	--	A

CLOSING THE GAPS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	88				100
Grade	B	--	--	--	A

Closing the Gaps Components

Academic Achievement			Graduation		
2022 Values:	13	out of 16	2022 Values:	3	out of 3
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:	16	out of 16	2023 Goals:	3	out of 3

English Language Proficiency			School Quality (CCMR)		
2022 Values:	1	out of 1	2022 Values:	4	out of 4
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:	4	out of 4

Campus Name: Richards

Campus Number: 227901028

Template by Campus & District Accountability