LIVELY MIDDLE
Lively Middle School Campus Improvement Plan 2022 - 2023
2022/2023

Be the person we want to see in our students.

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LIVELY MIDDLE

Mission

Campus Mission: To provide educational opportunities that inspire global thinking and social responsibility.

Vision

Campus Vision: Falcons will reach their full potential to make a positive impact on their community.

Campus Values:

We foster positive relationships with our faculty, staff, students, parents, and community.

We create meaningful learning experiences and environments for our students.

We create challenging learning environments that increase student achievement.

We provide a positive, safe, and nurturing environment.

We actively partner with parents and our community.

We value and promote cultural diversity.

Nondiscrimination Notice

LIVELY MIDDLE 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

Demographics

Demographics Strengths

List your campus strengths here:

- Staff buy-in and commitment to restorative discipline
- Created PBIS systems and Restorative Discipline procedures with staff input
- Students and staff are excited about our school culture. We have school spirit.
- More than 90% of our students are following campus expectations and doing the right things.
- Admin team meets weekly in a PLC and discuss discipline data and campus expectations.

Demographics Weaknesses

List areas you would like to grow here:

- We are still working on understanding the new discipline system in Teams.
- Most of our most egregious discipline incidents are from our students in SPED.
- Students not attending class remains one of the highest types for discipline incidents. This is a reflection on tier 1 instruction.
- Train more staff in use of circles and using restorative practices (this is an area where we can continue to grow and learn more about how to implement).

Demographics Needs

- Continue the weekly visits from Restorative Discipline Coordinator.
- Shortage of SPED staff mainly TAs remains a concern as most of our discipline incidents are coming form SPED students with ED eligibility.

Demographics Summary

Access your Discipline dashboard in Forecast5, under Guided Analysis, you will click on "Discipline Analysis" to see your campus discipline data from the 2021-22 school year.
Demographics Summary (Continued)

1.) In 2021-22, 11% of the students within the African American/Black population had one or more discipline events.
2.) In 2021-22, 13% of the students receiving Special Education services had one or more discipline events.

Student Discipline Reflection Question:

1.) How do you plan to address the overall % of disciplinary actions among your African American/Black student population?
   - Use PBIS & Restorative Discipline Structures/Procedures campus wide
   - Utilize the Restorative Discipline Coordinator Weekly
   - Train staff on use of Circles
   - Train Staff on the 64 things to do before writing a referrals

2.) What systems will you have in place to decrease the discipline disparities among your students receiving Special Education services?
   - Using the PBIS & Restorative Discipline Structures/Procedures campus wide
   - Train teachers on reading the BIP for students
   - Use of Restorative Practices & Circles
   - Meet with SPED coordinator to provide support for SPED teachers in teaching behavior expectations

Student Achievement

Student Achievement Strengths

List your campus strengths here:

- More than 50% of the students tested scored advanced or Advanced high on TELPAS.
- 8th grade Advanced and Advanced high outperformed the State and District percentages.
- Higher percent of students at Advanced High in Reading as compared to District and State in all three grade levels.

Student Achievement Weaknesses
Comprehensive Needs Assessment

Student Achievement Weaknesses (Continued)

List areas you would like to grow here:

- 7th Grade had the lowest percent of Advanced High Students. A growth area is to focus on improving students from Advanced to Advanced High from 6th to 7th grade.
- Speaking was the lowest performing category in all three grade levels.

We are addressing this by:

- Campus expectation is daily opportunities for structured conversations. Admin instructional checklist monitors structured student talk in walkthrough form
- ESL and Sheltered ELAR teachers work with students on computer based speaking tasks to practice for the online TELPAS testing.

Student Achievement Needs

- Targeted practice in speaking for our Emergent Bilingual Students
- Continued practice on listening, speaking, reading, and writing skills
- Staff training and practice using sheltered instruction (7-steps strategies).

Student Achievement Summary

Access your STAAR, MAP Growth, and TELPAS Reports here: (in the purple Performance Reporting section): https://docs.google.com/presentation/d/1uNcqEWl6GvQ3oliZCR-OzCgTQsHBYCfEiwqa_zM21Qo/preview?slide=id.p7

Reflection Questions:

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

On STAAR 21-22 tests, Reading was the highest performing subject area at Meets grade level for every historically underserved student group.

STAAR 21-22 percent of student mastery for White students was at least 50% higher than any other student group on all 4 tests.
**Student Achievement Summary (Continued)**

STAAR Reading scores were higher in every student group than projected proficiency on EOY Map Growth tests. Social Studies STAAR test was the lowest performing of all tests. Emergent Bilingual student group had the lowest percent Meets on every test.

2.) Using your 2021-22 STAAR data, what are your TWO lowest performing students groups (% MEETS)?
- Reading: EB- 24% & SPED-26%
- Math: EB-14% & African American-16%
- Science: EB-16% & ECD-23%
- SS: EB-8% & ECD-13%
- Overall: EB & ECD

3.) For MAP Growth, what trends do you observe in mastery for your students across grade levels and languages from BOY to EOY? Use STAAR Projected Proficiency Report

STAAR Reading scores were higher in every student group than projected proficiency on EOY Map Growth tests.

Math MAP projected proficiency levels more closely matched our campus STAAR scores for 21-22 SY.

Map Growth Math 8th grade scores were highest of all grade levels for Meets % Mastery in the following student populations: White, Hispanic, EB, ECD, SPED, Dyslexia

Map Growth Reading 8th grade projected proficiency scores for African American (14% meets) and EB (9% meets) were the lowest areas compared to all grades and student groups at Meets grade level.

4.) For TELPAS, what trends do you observe in progress for your students across grade levels and TELPAS components? Use All Campuses Report

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**School Culture and Climate**

**School Culture and Climate Strengths**

List your campus strengths here:

- 73% of the items scored for Coordinated School Health are at least 70% or higher for implementation.
- SEL, Food Service, and Physical Education are all at 100% implementation.
Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

- Above 90% implementation of required areas for counseling, mental health, and health services.

School Culture and Climate Weaknesses

List areas you would like to grow here:

- Health Education and overall CSH implementation.
- Employee Wellness score at .67

School Culture and Climate Needs

- Whole campus wellness activities
- Collaboration with CSH coordinator and SEL committee
- Intramural opportunities for students and staff
- Family Wellness event

School Culture and Climate Summary

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

Coordinated School Health Areas:
- CSH Implementation - score .41
- Health Education - score .50
- Physical Education/Physical Activity - score 1.00
- Food Services - score 1.00
- Employee Wellness - score .67
- SEL - score 1.00
Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

- Community Engagement - score .75
- Counseling/Mental Health/Social Services - score .92
- Health Services - score .94

Reflection Questions:

1.) In 2021-22, using the CSH list, 3 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%?
   ● Employee Wellness activities needs a lead person (this was assigned to AP for the 22-23 SY)
   ● CSH implementation (new coordinator for 22-23 year)
   ● Health Education (we offer the HS credit course but AISD pushed the health MS course. Most of our students want to take health for HS credit, reduced staffing impacts the ability to offer MS health) - increase health education using SEL/Advisory time

(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

Staff Quality, Recruitment and Retention Strengths

List your campus strengths here:

- Welcoming front office environment
- Greeting families
- Improved Signage
- Use of Language Line to communicate with families in multiple languages
- Weekly Family Newsletter
- Communicating with families via schoolmessenger (events, updates, any concerns or issues)

Staff Quality, Recruitment and Retention Weaknesses
Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Weaknesses (Continued)

List areas you would like to grow here:

- Connecting with parents on a personal level
- Standardized procedure for answering phone calls and assisting parents (remembering to ask if there is anything else they can assist with instead of just hanging up)
- Updating and Editing website to enhance family experience when searching for information

Staff Quality, Recruitment and Retention Needs

- Consistent office staff meetings to train staff AISD CARES best practices (phone, email, greeting, office space, assisting families etc.)
- Assign a set of staff members to maintain information on campus website
- Collaborate with PTSA for communicating with families

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)-79%
- Austin ISD Custom Content -67%
- Belonging-67%
- School Leadership-50%
- School Climate-44%
- Professional Learning-54%
- Feedback and Coaching-46%
- District Support-28%

Staff Climate Reflection Questions:
1.) Which area(s) will you focus on strengthening this school year?
School Climate
Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

Feedback and Coaching
School Leadership
District Support

2.) Why did you select this/these area(s)?
School Climate is a reflection of school leadership. Goal is to provide support to teachers by creating school wide systems, supporting classroom management, and supporting providing resources for effective instruction.
Support teachers with an effective feedback and coaching cycle.

Communicate campus needs to the district (district support was at 28%) advocate for staff needs

Campus Communication Goals & Practices
-Campus Communication Strategies
-Campus Website
-Phone/Voicemail/Email Practices
-Language Line for Preferred Language

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?
Handwritten note cards
Cohort for new teachers
Implementation of AISD Purposeful Gratitude strategies
Celebrations for staff unique contributions
Committees led by staff
Pass it on Award (Teacher Choice)
Collaboration with PTSA for teacher appreciation throughout the year
School wide celebrations and events
Support staff certification fees and professional development
Honor staff needs and listen
Staff present professional development to other staff members
Protect planning and preparation time
Staff lead wellness and creativity activities
Partner with parents to retrieve donations that support staff experience and enhance resources for teachers and staff

2.) What are your customer service celebrations/strengths?
Improved signs
Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

Updated phone messaging system
Office appearance
Greeting all families and letting them know that they will be helped in a few minutes
Offer families conference room space when waiting for sensitive issue

3.) What are your areas of growth?
Following up with families
Attendance communication
Addressing families needs in a timely manner

4.) What will be your priority for customer service this year?
Supporting our families and making our families feel like they were seen, respected, and helped.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

List your campus strengths here:

- 100% compliance for GT (4 of 5 categories scored exemplary)
- Opportunities for every student to receive advanced academics
- Diverse amount of advanced academic offerings in multiple strands and content areas

Curriculum, Instruction and Assessment Weaknesses

List areas you would like to grow here:

- Increased CLI strategies used in classrooms to increase student engagement
Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Needs

Teacher led professional development on using Creative Learning Strategies.

Curriculum, Instruction and Assessment Summary

Access your GT CAMP data here: https://docs.google.com/spreadsheets/d/1ubmiCoplZI5uJIIFMxuP6L7HY2A1JB2glMXy-BOvvk/edit?usp=sharing

Advanced Academics Areas of Compliance
- STUDENT ASSESSMENT
- SERVICE DESIGN
- CURRICULUM & INSTRUCTION
- PROFESSIONAL LEARNING
- FAMILY & COMMUNITY

Using your GT CAMP data, complete the sentence stem:

1.) Based on the 21-22 GT CAMP, 0 of the 5 areas were out of compliance. In 2022-23 N/A (we will focus on Family & Community, but not out of compliance) of the areas out of compliance will have a strategy associated in my new CIP/TIP plan.

Advanced Academics Reflection Questions:

1.) How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping and secondary- advanced course placement)?
Master Schedule team uses Choice sheets to build the master schedule including space for all students who need the following advanced academic courses:
- Magnet and DL programming
- Advanced Academics in Math for all students
- Advanced courses for all students in all core areas
- Accelerated courses, Geometry Track Math, Algebra 2
Master Scheduling team uses GT indicators and reports to verify that all students are placed in advanced courses in their identified area of GT
Collaboration between District and campus to verify correct student placement for all GT, DL, and Magnet students.

2.) How are you communicating with all families about GT and/or advanced learning opportunities?
We advertise about GT services, testing, and opportunities in our weekly newsletter to families.
We have monthly online and in-person Parent Coffee meetings, where we share updates and opportunities related to GT services and answer parent questions.

3.) How do you support a culture that provides advanced learning opportunities to all students?
All teachers are trained in GT and advanced academics pedagogy.
All students take Accelerated math in 6th and 7th grade, resulting in Algebra for all in 8th grade. Students also have opportunities for Geometry track and Algebra 2 in 8th grade.
Magnet Social Studies for all students
Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

We provide opportunities for teachers to share and spotlight their work in Falcon Coffee faculty meetings each month. This promotes a culture of collaboration and continuous improvement.

PLCs use TEKS aligned common assessments to track student progress and provide extension and intervention based on data. In PLCs we focus on GT and AVID instructional strategies to promote higher levels of rigor and differentiation in all classrooms.

Access your MAS Dashboard here: https://access.austinisd.org/DMMasVueApp/#/

Think about the following areas as you look at your data:
- Multilingual Programs at your campus
- Students with Interrupted Formal Education (SIFE)
- Refugee/Asylee students population
- Emergent Bilingual students participating in Special Education, Advanced Academics, and other programs
- Students in their 1st, 2nd, and 3rd, year in US schools

Multilingual Reflection Questions:

1.) How is the campus identifying and addressing the linguistic needs of students and how are they distinguished from other academic needs?
   We strategically staffed 2 full time ESL and Sheltered ELAR teachers to support beginner and intermediate level Emergent Bilingual students. All beginner level students have at least one English support class, where they get targeted support in English acquisition. Campus instructional checklist includes EB strategies such as QSSSA, randomization, sentence stems, and visuals and vocabulary. These are minimum expectations for every classroom, which we monitor through weekly admin learning walks. First Year Falcons meetings (all teachers new to Lively) receive monthly trainings that include one specific EB strategy. Implementation of these strategies are monitored through an informal walkthrough form.

2.) What kinds of support and/or acceleration are available for multilingual students with varying needs such as SIFE?
   ESL and Sheltered ELAR classes for all Beginner level students.
   Dual Language classes available to support biliteracy
   After school tutoring
   All teachers trained in language acquisitions strategies such as QSSSA

3.) How is the campus monitoring language acquisition? Be sure to consider both languages in Dual Language programs.
   MAP Growth assessments, SCAs for Reading and Math
   Imagine Learning assessments in ESL classes
   PLC common assessments

4.) How does the campus welcome families and students that are new to the country?
   Counselling support and Limitless Center groups with grade level counselors for newcomers to adjust to their new school environment
   Parent Support Specialist provides information and support for anything families may need
   Collaborate with district Refugees Services
   Creative Learning Initiative (CLI)
Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

Reflection Questions:

How is my campus systematically ensuring that every student in every classroom experiences the benefits of...

1.) rigorous, differentiated Creative Teaching that increases academic achievement, cognitive development, and SEL skills in practice (students learning through Creative Teaching strategies at least twice/weekly)
   Art Teachers provide PD to the staff at least 1x per year to demonstrate a CLI activity with an SEL focus.
   Campus expectations is that all PLCs plan AVID and CLI strategies every day. All PLCs have and use the book “50 Instructional Strategies to Build Student Engagement” by Stetson. They use this book to plan differentiated lessons with creative teaching strategies.
   PLC Blend pages have direct links to the AISD Creative Teaching Strategies Cards, to support planning.

2.) intentional community arts partner experiences during school time, on and off campus (every grade level participating in at least two community arts partnerships twice/school year)
   Art Teachers provide campus wide PD at least 1x per year
   CIS plans art opportunities for teachers at least 1x per year
   Partnership with Creative learning initiative to provide in-class creative learning

3.) arts learning (every student receiving state-mandated instruction in visual arts, music, and drama; students learning dance through CLI’s Dance Across Austin (DAA) implemented through PE lessons.)
   All students receive required credits and opportunities to participate in fine arts.

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
Comprehensive Needs Assessment

Family and Community Involvement Strengths

According to the CSH 21-22 Results Lively MS strengths are:

- Family Engagement - .86
- Lively parents are eager to help anyway they can.
- We have over 60 parents wanting to volunteer on campus.
- We have a strong CAC and PTSA.
- Students participate PTSA meeting.

Family and Community Involvement Weaknesses

According to the CSH 21-22 Results Lively MS strengths are:

- Community Engagement - .75
- Increase the number of community and family events.
  Increase the number of parents that provide feedback to the school for improvement especially from our AA, Hisp, ECD, and SPED family groups.

Family and Community Involvement Needs

Lively has an active CAC and meets over the required number of meetings in the school year. This year we will focus on recruiting more members to have a more comprehensive representation such as adding classified staff on CAC. Have at least two community events where we solicit input in addition to the 8 parent coffee meetings we host monthly.
We will need support from PTSA to organize events and provide funds for events.
Reach out to more community organizations and businesses for sponsorship and partnership.

Family and Community Involvement Summary

Access your Coordinated School Health Dashboard here: https://austinisd.co1.qualtrics.com/reporting-dashboard/5ac4ffbc97d6cb000d5e96c2?pageld=Page_a72c3411-2dfa-495d-ac8e-ed43af1e0533
Coordinated School Health Areas:
- Family Engagement - score .86
- Community Engagement - score .75

Family and Community Engagement - AISD
Reflection Questions:
1.) Which area(s) will you focus on strengthening this school year (22-23)?
   - community engagement was at .75 and we would like to increase this to at least .80 or higher

2.) Why did you select this/these area(s)?
   - While family engagement was higher we would expect community engagement to match family engagement or increase to 80%. Community engagement is important to supporting students and families.
LIVELY MIDDLE

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.

<table>
<thead>
<tr>
<th>Activity/Strategy</th>
<th>Person(s) Responsible</th>
<th>Timeline</th>
<th>Resources</th>
<th>Evaluation</th>
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</thead>
<tbody>
<tr>
<td>1. Strategy #1 Create a Whole Child, Every Child committee that meets monthly to monitor campus goals. (Title I SW Elements: 1.1,2.1,2.2,2.5) (Target Group: All,H,AA,ECD,ESL,EB,SPED,GT,AtRisk) (Strategic Priorities: 1,3,4) (ESF: 3.1,3,2,3,3)</td>
<td>Assistant Principal, AVID Coordinator, SEL Campus Coordinator, SEL Committee</td>
<td>Due by September 30</td>
<td>(O)AVID, (O)Other</td>
<td>Criteria: SEL/Whole Child Committee has listed members, meeting minutes, and goals for implementation.</td>
</tr>
<tr>
<td>2. Strategy #2 Add Whole Child, Every Child placeholder to faculty meeting agendas to discuss current/continuous activities. (Title I SW Elements: 1.1,2.1,2.2,2.5,2.6) (Target Group: All,AA,ECD,ESL,EB,SPED,GT,AtRisk) (Strategic Priorities: 1,4) (ESF: 3,1,3,2,3,3)</td>
<td>Administrators, SEL Campus Coordinator, SEL Committee</td>
<td>By September 30th</td>
<td>(L)Campus BTO</td>
<td>Criteria: The Falcon Coffee (faculty meeting) agendas show dedicated time to SEL/Whole Child updates and training</td>
</tr>
<tr>
<td>3. Strategy #3 Add Whole Child, Every Child to communication opportunities such as PTA meetings, newsletters, websites, and family nights. (Title I SW Elements: 1.1,2.1,2,2,2,3,2,6,3,1) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 3,3,1,3,2,3,3,3,4)</td>
<td>Administrative Assistant, Administrators, Instructional Team, Principal, SEL Campus Coordinator</td>
<td>Weekly</td>
<td>(L)Campus BTO, (O)Other</td>
<td>Criteria: Weekly newsletter contain a section for SEL/Whole Child Updates</td>
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**LIVELY MIDDLE**

**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: By the end of SY 22-23, the campus will achieve at least a 70% (Acceptable) rating on Health Education area of the Coordinated School Health Survey.

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<tr>
<td>1. Strategy #1 Ensure all students receive the middle school CATCH Health Lessons in their advisory. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3,3)</td>
<td>Advisory Teachers, CATCH Team, SEL Campus Coordinator, SEL Committee</td>
<td>by the end of 22-23 SY</td>
<td>(L)Campus BTO</td>
<td>Criteria: Advisory lesson include CATCH lessons. Teachers implement the lessons. Campus Advisory team and Administrative team conduct WT to ensure delivery and fidelity.</td>
</tr>
<tr>
<td>2. Strategy #2 Offer the high school Health Education course as a year long course so students can experience a deeper learning in various topics. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3,3,5,1,5.2)</td>
<td>Lead Scheduler, Principal</td>
<td>August 15th</td>
<td>(L)Campus BTO</td>
<td>Criteria: The course is reflected in the master schedule. Students are actively enrolled in HS credit course.</td>
</tr>
<tr>
<td>3. Strategy #3 Promote Vaping Awareness and prevention (e.g. Great American Smokeout, Kick Butts Day, CATCH My Breath, etc.) (Title I SW Elements: 1.1,2.2,2.6,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3,3,3,4)</td>
<td>Administrators, Advisory Teachers, CAC Members, CATCH Team, Principal, SEL Campus Coordinator, SEL Committee</td>
<td>By the end of 22-23 SY</td>
<td>(F)Title 1, Part A, (L)Campus BTO, (O)Other</td>
<td>Criteria: Awareness evident in SEL/Advisory Lessons Principal provides families with resources in weekly newsletter</td>
</tr>
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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.** (Employee Wellness) SMART Goal: By the end of SY 22-23, the campus will achieve at least a 70% (Acceptable) rating on Employee Wellness area of the Coordinated School Health Survey.

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<tr>
<td>1. Strategy #1 Assign a dedicated campus wellness champ. (Target Group: All,AA,ECD,EB,SPED,GT,AtRisk) (Strategic Priorities: 1,4) (ESF: 2,2.1,3.1,3.2)</td>
<td>Principal</td>
<td>Due by September 30th</td>
<td>(L)Campus BTO</td>
<td>Criteria: Staff wellness champion is assigned by Principal (documented in Campus Contacts or documented via email with Principal's staff appointment to the role)</td>
</tr>
<tr>
<td>2. Strategy #2 Provide documentation of wellness activities that are offered to staff. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 3,3.1,3.2)</td>
<td>Wellness Committee</td>
<td>Monthly</td>
<td>(L)Campus BTO, (O)Other</td>
<td>Criteria: Document the opportunities sent to staff (opportunities provided to staff via email and reminders set on Falcon Coffee agenda items) Document on the Falcon Coffee agendas a dedicated update for Staff Wellness opportunities</td>
</tr>
<tr>
<td>3. Strategy #3 Participate in the Wellness School Challenge. (Title I SW Elements: 1.1,2.1,2.4) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 3,3.2,3.4)</td>
<td>Administrators, Office Staff, PE Teacher, Students, Teachers</td>
<td>By end of 22-23 SY</td>
<td>(O)Other</td>
<td>Criteria: Documented on the calendar, invites to staff, attendance roster to document staff participation. Promotion of School Wellness Challenge in newsletters, emails, and schoolmessenger.</td>
</tr>
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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 4.  
(Social and Emotional School Climate) SMART Goal: By the end of SY 22-23, the campus will increase the percentage of students who respond favorably in the category of School Belonging on the AISD Panorama survey from 35% in SY 21-22 to 60%.

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</table>
| 1. Strategy #1 Provide SEL lessons to all students 4x/week and SEL focused professional development to all staff through 1x/month Falcon Coffee faculty meetings.  
(Title I SW Elements: 1.1,2.2,2.4,2.5,2.6,3.1)  
(Target Group: All,AA,ECD,ESL,EB,SPED,GT,AtRisk)  
(Strategic Priorities: 1,4)  
(ESF: 3,3.2,3.3) | SEL Campus Coordinator, SEL Committee | monthly | (O)Other | Criteria: The professional development for staff is included in the PD calendar and the Falcon Coffee (Faculty Meeting) agenda. The professional development resources are included in the Lively PL BLEND Course modules. The lessons for students in SEL/Advisory are updated and provided to staff at least one week before required implementation. Administrators will use the campus WT form to check teacher implementation and fidelity of SEL/Advisory curriculum and lessons. |
| 2. Strategy #2 Organize and incorporate student agency and participation in planning campus systems and structures for restorative practices through Principal’s Council of Universities, Student Council, NJHS, and PTSA.  
(Title I SW Elements: 1.1,2.1,2.6)  
(Target Group: All,H,AA,ECD,EB,SPED,GT,AtRisk)  
(Strategic Priorities: 1,4)  
(ESF: 3,3.2,3.3) | Administrators, Advisory Teachers, AVID SI trained teacher, Principal, SEL Campus Coordinator, SEL Committee | monthly | (L)Campus BTO, (O)Other | Criteria: Host all PCUs meetings with students, documented survey input by students in SEL BLEND Course, document student input in PTSA meetings (at least twice). Student Council is active and organizes activities (at least one) that support school through student choice and planned activities. |
| 3. Strategy #3 First Year Falcons meetings including all teachers new to Lively, will participate in a book study and 1x/month meetings to implement restorative practices in their classrooms.  
(Title I SW Elements: Restorative Practice Associate, System of Support Team, Teachers | Restorative Practice Associate, System of Support Team, Teachers | monthly | (L)Campus BTO, (O)Other | Criteria: First Year Falcon agendas reflect professional development for restorative practice and book study. |
LIVELY MIDDLE

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. (Social and Emotional School Climate) SMART Goal: By the end of SY 22-23, the campus will increase the percentage of students who respond favorably in the category of School Belonging on the AISD Panorama survey from 35% in SY 21-22 to 60%.

<table>
<thead>
<tr>
<th>Activity/Strategy</th>
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<th>Evaluation</th>
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</thead>
<tbody>
<tr>
<td>1.1,2.2,2.5,2.6</td>
<td>(Target Group: All, H, AA, ECD, AtRisk) (Strategic Priorities: 1,4) (ESF: 2.2.1,3,3.3)</td>
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LIVELY MIDDLE

**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.** (Community Engagement) SMART Goal: By the end of SY 22-23, the campus will achieve at least an 80% rating on the Community Engagement area of the Coordinated School Health Survey.

<table>
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<tbody>
<tr>
<td>1. Strategy #1 Systematically provide clear and ongoing communication to staff, families, and community members through weekly newsletters and the campus website. (Title I SW Elements: 1.1,2.1,2.2,2.3,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)</td>
<td>Administrative Assistant, Assistant Principal, Principal</td>
<td>weekly</td>
<td>(F)Title 1, Part A, (L)Campus BTO</td>
<td>Criteria: Weekly newsletters are sent and archived on campus website.</td>
</tr>
<tr>
<td>2. Strategy #2 Engage the community through at least one event per 9 weeks including Popsicles with the Principal, Dual Language Dia de Los Muertos Celebration, Back to School Night, Evening of Wonder, Capstone fair, and other events. (Title I SW Elements: 2.1,2.2,3.1,3.2) (Target Group: All,H,AA,ECD,ESL,EB,SPED,AtRisk) (Strategic Priorities: 4) (ESF: 3,3.4)</td>
<td>Administrators, AVID Team, CIS, Parent Support Specialist, Principal, PTA</td>
<td>every 9 weeks</td>
<td>(F)Title 1, Part A, (L)Campus BTO, (O)Other</td>
<td>Criteria: Family events are mentioned in the weekly newsletters, posted on the website, included in the PTSA family calendar of events.</td>
</tr>
<tr>
<td>3. Strategy #3 Hold at least 8 regular Campus Advisory Council meetings each year and keep Campus Advisory Council meeting minutes available and accessible upon request. (Title I SW Elements: 2.1,2.2,2.3,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 1.2,3,3.4)</td>
<td>Administrative Assistant, CAC Members, Principal</td>
<td>by the end of 22-23 SY</td>
<td>(L)Campus BTO</td>
<td>Criteria: Meeting agendas, meeting minutes, posted and updated on the campus website. Additionally, frequent reminders in weekly newsletters about CAC meetings.</td>
</tr>
</tbody>
</table>
### Activity/Strategy

1. **Strategy #1** Through weekly administrator learning walks, high-performing teachers are identified based on improving student outcomes and willingness to learn and develop. (Title I SW Elements: 1.1,2.2) (Target Group: All, AA, ECD, ESL, SPED, AtRisk) (Strategic Priorities: 1) (ESF: 1,1.2,2.2,1)
   - **Person(s) Responsible:** Administrators
   - **Timeline:** weekly
   - **Resources:** (L)Campus BTO
   - **Evaluation:** Criteria: Learning Walks are calendared and evidence of learning walks is documented on learning walk forms. The instructional checklist form is used during learning walks.

2. **Strategy #2** Identified high-performing teachers will receive personalized leadership opportunities through “Educator Spotlights” at monthly Falcon Coffee faculty meetings. Teachers will share their experience in their identified strand of high-performance. (Title I SW Elements: 1.1) (Target Group: All, H, AA, ECD, ESL, EB, SPED, GT, AtRisk, Dys) (Strategic Priorities: 1,4) (ESF: 2,2.1)
   - **Person(s) Responsible:** Administrators, Department Chairs, Principal, Teachers, Team Leaders
   - **Timeline:** monthly
   - **Resources:** (F)Title 1, Part A, (L)Campus BTO
   - **Evaluation:** Criteria: Falcon Coffee meeting agendas reflect teacher delivered professional development.

3. **Strategy #3** Identified high-performing teachers will receive personalized recognition through personalized messages, monthly Falcon Coffee Educator Spotlights, weekly Padlet celebration messages, and PTSA gift card giveaways. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1)
   - **Person(s) Responsible:** Administrators, Principal, PTA
   - **Timeline:** weekly
   - **Resources:** (L)Campus BTO, (O)Other
   - **Evaluation:** Criteria: Padlet is posted and actively used weekly, monthly PTA appreciation strategic planned, deliver of handwritten thank notes, Educator spotlight featured in newsletters and Falcon Coffee (Faculty Meetings).
LIVELY MIDDLE

Goal 2. (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) SMART Goal: In the 22-23 SY, 100 % of all campus leaders will build teacher capacity through weekly observation and feedback cycles.

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<tbody>
<tr>
<td>1. Strategy #1: The administrative team conducts ongoing 3-week coaching cycles with grade level core content PLCs, providing personalized feedback, coaching in identified high-needs areas, and monitored action items. (Title I SW Elements: 1.1,2.2) (Target Group: All,AA,ECD,ESL,EB,SPED,GT,AtRisk) (Strategic Priorities: 1) (ESF: 2,2.1)</td>
<td>Administrators</td>
<td>every 3 weeks</td>
<td>(L)Campus BTO</td>
<td>Criteria: Coaching cycle calendar, documented feedback, and coaching meeting action plan.</td>
</tr>
<tr>
<td>2. Strategy #2: Campus instructional leaders conduct follow up observations after coaching sessions to monitor implementation of feedback within agreed-upon time frames. (Title I SW Elements: 1.1,2.2) (Target Group: All,AA,ECD,ESL,EB,SPED,GT,AtRisk,Dys) (Strategic Priorities: 1,4) (ESF: 2,2.1)</td>
<td>Administrators, Instructional Leadership Team, Principal</td>
<td>weekly</td>
<td>(L)Campus BTO</td>
<td>Criteria: Weekly observations documented in Frontline Teams</td>
</tr>
<tr>
<td>3. Strategy #3: Weekly scheduled administrative learning walks will include opportunities to debrief and identify individual teacher strengths and areas for growth. (Title I SW Elements: 1.1,2.2) (Target Group: All,AA,ECD,ESL,EB,SPED,GT,AtRisk) (Strategic Priorities: 1,4) (ESF: 1.2,2)</td>
<td>Administrators</td>
<td>weekly</td>
<td>(L)Campus BTO</td>
<td>Criteria: Debrief session after learning walks occurs and feedback for teachers is documented.</td>
</tr>
<tr>
<td>4. Strategy #4: All core content area teachers conduct peer learning walks at least one time per semester and reflect on their learning in PLCs. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All,H,AA,ECD,EB,SPED,GT,AtRisk) (Strategic Priorities: 1,2,4) (ESF: 5.1,5.2)</td>
<td>ELA Teachers, Math Teachers, Teachers</td>
<td>one per semester</td>
<td>(F)Title 1, Part A, (L)Campus BTO</td>
<td>Criteria: Learning walks scheduled and teacher notes from learning walks documented in PL Lively Blend course for PLCs</td>
</tr>
</tbody>
</table>
Goal 3.  (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) SMART Goal: By the end of SY 22-23, 100% of the staff will create a staff charter demonstrating and outlining the expectations for implementing school-wide campus expectations for respect, feeling valued, and teacher appreciation. The charter will align with campus vision, mission, goals, values, core beliefs and include values centered on safe campus environment and high expectations for all students.

<table>
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<tbody>
<tr>
<td>1. Strategy #1: Develop a staff charter outlining the expectations, values and desired outcomes for staff. (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 3,3.1)</td>
<td>Teachers</td>
<td>By September 30th</td>
<td>(L)Campus BTO</td>
<td>Criteria: Charter is created, collaboration and input with all staff documented, and copy of the charter is in the electronic handbook Lively LiveBinder</td>
</tr>
<tr>
<td>2. Strategy #2: Review the staff charter during Falcon Coffee (Faculty Meetings) (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 3,3.1)</td>
<td>Administrators</td>
<td>By September 30th</td>
<td>(L)Campus BTO</td>
<td>Criteria: Review of staff Charter documented in Falcon Coffee (Faculty Meeting) agenda. Copy of the staff charter reflects staff revisions.</td>
</tr>
<tr>
<td>3. Strategy #3: Post the staff charter in the teacher’s lounge. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 3,3.1)</td>
<td>Administrative Assistant</td>
<td>By October 1st</td>
<td>(L)Campus BTO</td>
<td>Criteria: Staff Charter is posted in teachers’ lounge.</td>
</tr>
<tr>
<td>4. Strategy #4: Administer the Staff Climate Survey (Sustainability of Staff Title I survey) once in the fall semester and once in the spring semester. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 2,2.1,3,3.1)</td>
<td>Principal</td>
<td>once per semester</td>
<td>(F)Title 1, Part A, (L)Campus BTO</td>
<td>Criteria: Survey administered and 100% of teachers take the survey.</td>
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</table>
**LIVELY MIDDLE**

**Goal 3.** (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) SMART Goal: By the end of SY 22-23, 100% of staff will be trained in and implement the campus system of rewards and consequences (explicit behavior expectation and management systems), including restorative practices, and consistently implement the system with fidelity.

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<tbody>
<tr>
<td>1. Strategy #1: Campus wide PBIS system (Falcon Bucks) and campus behavioral expectations posted and utilized in every classroom and student space on the campus. (Title I SW Elements: 1.1,2,1,2,2,2,3) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 3,3.2)</td>
<td>Administrators, Common Expectation Committee, Teachers</td>
<td>By August 15th</td>
<td>(F)Title 1, Part A, (L)Campus BTO, (O)Other</td>
<td>Criteria: Campus wide behavior expectations are taught and posted.</td>
</tr>
<tr>
<td>2. Strategy #2: Biweekly grade level team meetings focus on reinforcing expectations and restorative discipline systems. (Title I SW Elements: 1.1,2,2) (Target Group: H,AA,ECD,EB,SPE,AtRisk) (Strategic Priorities: 4) (ESF: 3,3.2,3.3)</td>
<td>Assistant Principal, Grade Level Lead, Grade Level Team</td>
<td>bi-weekly</td>
<td>(L)Campus BTO</td>
<td>Criteria: Documented Grade Level Team minutes</td>
</tr>
<tr>
<td>3. Strategy #3: First Year Falcons, including all teachers new to Lively, participate in a monthly book study focused on restorative practices in the classroom. (Title I SW Elements: 1.1,2,4) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1.2,2,1,3,3.3)</td>
<td>Director, Lead Mentor, Restorative Practice Associate, Teachers</td>
<td>monthly</td>
<td>(O)Other</td>
<td>Criteria: First Year Falcon meeting agendas and book study reflection</td>
</tr>
<tr>
<td>4. Strategy #4: Falcon Store, in partnership with PTSA, will be open twice a week for students to use the Falcon Bucks on rewards. (Title I SW Elements: 1.1,2,1) (Target Group: All,H,AA,ECD,EB,SPE,GT,AtRisk) (Strategic Priorities: 4) (ESF: 3,3.4)</td>
<td>Assistant Principal, PTA</td>
<td>x2 a week</td>
<td>(F)Title 1, Part A, (O)Other</td>
<td>Criteria: Falcon Store is open and used.</td>
</tr>
</tbody>
</table>
**LIVELY MIDDLE**

**Goal 3.** (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.** (Culturally Responsive Restorative Practices) SMART Goal: By the end of the 22-23 SY 100% staff and administrators will receive at least one training session in restorative and culturally responsive practices.

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<tr>
<td>1. Ensure administrative team, teachers, and service providers participate in ongoing Culturally Responsive Restorative Practices professional learning offered by Restorative Practices Coordinator. (Title I SW Elements: 1.1,2.4,2.6,3.1) (Target Group: All,H,AA,EB,SPED,AtRisk) (Strategic Priorities: 4) (ESF: 3,3.3)</td>
<td>Administrators, Restorative Practice Associate, Teachers</td>
<td>at least one per semester</td>
<td>(L)Campus BTO</td>
<td>Criteria: Agendas for Restorative and Culturally Responsive reflect professional development for teachers. Trained Principal and Assistant Principal in Restorative and Culturally Responsive strategies.</td>
</tr>
<tr>
<td>2. Create a strengths-focused Child Study Team meeting structure that builds on the strengths of the student and focuses on what the adults in the school will do to support their growth. (Title I SW Elements: 1.1,2.6) (Target Group: H,AA,ESL,EB,SPED,GT,AtRisk,Dys) (Strategic Priorities: 4) (ESF: 3,3.3)</td>
<td>Administrators, Assistant Principal, Grade Level Lead, Grade Level Team</td>
<td>By September 30th</td>
<td>(L)Campus BTO</td>
<td>Criteria: Focused CST or Grade level Team agenda based on the 7 conditions for student success highlighting student unique strengths and differences as assets.</td>
</tr>
<tr>
<td>3. Ensure Restorative Practices Associate consults with Child Study Team and provides strengths-based academic, social, emotional supports and professional learning in campus adopted Culturally Responsive Restorative Practices structures. (Title I SW Elements: 1.1,2.6) (Target Group: H,AA,ECD,ESL,EB,SPED,AtRisk) (Strategic Priorities: 4) (ESF: 3,3,2,3.3)</td>
<td>Restorative Practice Associate</td>
<td>weekly</td>
<td>(L)Campus BTO</td>
<td>Criteria: Restorative Practices coordinator meets with Grade Level Teams (CST Team)</td>
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LIVELY MIDDLE

Goal 4.  (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)) SMART Goal/Objective: In the SY 22-23, 100% of teachers will create and submit daily lesson plans that include clear objectives, opening activities, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English learners among other student groups, and daily formative assessments along with exemplar responses.

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<tr>
<td>1. Strategy #1 PLCs meet twice a week for 180 minutes to co-create lessons, design formative assessments using previously released STAAR questions, and assess the efficacy of their teaching by analyzing student data. (Title I SW Elements: 1.1,2.4,2.5) (Target Group: All) (Strategic Priorities: 2,3,4) (ESF: 5,5.1,5.3)</td>
<td>PLCs</td>
<td>x2 week</td>
<td>(L)Campus BTO</td>
<td>Criteria: PLC meeting meetings, lesson plans, and assessments found in BLEND PL Lively course</td>
</tr>
<tr>
<td>2. Strategy #2 Campus administrators conduct 3-week coaching cycles with all core grade level PLCs to identify areas of strength and areas for growth and support continuous improvement. (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All) (Strategic Priorities: 2,5) (ESF: 5,5.2)</td>
<td>Administrators</td>
<td>every 3 weeks</td>
<td>(L)Campus BTO</td>
<td>Criteria: Coaching and feedback minutes and actions documented in action plan.</td>
</tr>
<tr>
<td>3. Strategy #3 Weekly admin team meetings standing agenda items include checking lesson plans, tracking our walkthroughs and feedback, and identifying teachers of need and planning ongoing support and coaching opportunities. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 4,4.1,5,5.1)</td>
<td>Administrators</td>
<td>weekly</td>
<td>(L)Campus BTO</td>
<td>Criteria: Administrative Team PLC meeting minutes and agenda</td>
</tr>
<tr>
<td>4. Strategy #4: All teachers on campus submit lesson plans in customized Blend pages utilizing a standardized campus lesson planning document. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 4,4.1,5,5.1)</td>
<td>Teachers</td>
<td>weekly</td>
<td>(L)Campus BTO</td>
<td>Criteria: Lesson plans posted as required</td>
</tr>
</tbody>
</table>
**Goal 4.** (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)) SMART Goal/Objective: In the SY 22-23, five instructional strategies (structured conversations, randomization, 100% student response, sentence stems, white boards, and AVID strategies), classroom procedures, and routines are introduced, modeled, visible and practiced with consistency and fidelity in all classrooms.

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<tr>
<td>1. Strategy #1: Administrative walkthroughs utilize a walkthrough form that tracks teachers' use of campus instructional checklist strategies. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 5,5.2)</td>
<td>Administrators</td>
<td>weekly</td>
<td>(L)Campus BTO</td>
<td>Criteria: WT documented in Frontline and WT Coaching checklist complete.</td>
</tr>
<tr>
<td>2. Strategy #2: Campus Instructional leadership team, composed of teachers and administrators, develop a Campus Instructional Checklist, of agreed upon instructional strategies to be used daily in every lesson. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 5,5.1)</td>
<td>Campus Leadership Team</td>
<td>by August 15</td>
<td>(F)Title 1, Part A, (L)Campus BTO</td>
<td>Criteria: Instructional Checklist complete</td>
</tr>
<tr>
<td>3. Strategy #3: Falcon Coffee and campus PD will highlight effective implementation of instructional strategies and areas for campus growth by providing teachers the campus data from the walkthrough checklist form. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 5,5.2)</td>
<td>Administrators, Principal</td>
<td>monthly</td>
<td>(L)Campus BTO</td>
<td>Criteria: Falcon Coffee (Faculty Meeting) agenda and materials reflect the use of instructional updates and data.</td>
</tr>
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# LIVELY MIDDLE

**Goal 4.** (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)) SMART Goal/Objective: In the SY 22-23, 100% of tested core content area classrooms will have systems for student data tracking and ongoing student goal setting where student’s will track their progress on SCAs.

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<tr>
<td>1. Strategy #1: Campus instructional leaders will identify PLCs and teachers that have demonstrated initiative in student data tracking to provide campus PD on systems that work in their classrooms. (Title I SW Elements: 1.1,2.2) (Target Group: All) (ESF: 1.2,5,5.2)</td>
<td>Administrators, Campus Leadership Team</td>
<td>monthly</td>
<td>(L)Campus BTO</td>
<td>Criteria: Identified teachers listed in admin PLC meeting minutes.</td>
</tr>
<tr>
<td>2. Strategy #2: By SCA #1, all tested core content PLCs will have a system in place for students to record and track their TEKS mastery. (Title I SW Elements: 1.1,2.4,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 5,5,4)</td>
<td>Teachers</td>
<td>by SCA 1</td>
<td>(L)Campus BTO</td>
<td>Criteria: tracking documents created by teachers uploaded in PL Lively Blend course.</td>
</tr>
<tr>
<td>3. Strategy #3: Educator Spotlights at Falcon Coffee will focus on student data tracking systems at least one time per nine-weeks. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 1.2,5,5.2)</td>
<td>Assistant Principal, Director, Principal, Teachers</td>
<td>x1 per 9week</td>
<td>(F)Title 1, Part A, (L)Campus BTO</td>
<td>Criteria: Educator spotlight reflected in Falcon Coffee (Faculty Meeting)</td>
</tr>
<tr>
<td>4. Strategy #4: After each SCA testing cycle, the admin team will meet to review student data and data tracking system implementation. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: H,AA,ESL,EB,SPED,GT,AtRisk,Dys) (ESF: 5,5.3)</td>
<td>Administrators</td>
<td>x1 per SCA cycle</td>
<td>(L)Campus BTO</td>
<td>Criteria: Documented in PLC meeting minutes</td>
</tr>
<tr>
<td>5. Classrooms have visible student progress tracking artifact, which is regularly updated and campus hallways include at least one student progress tracking artifact, which is regularly updated. (Title I SW Elements: 1.1,2.2) (Target Group: All,H,AA,ECD,EB,SPED,AtRisk) (Strategic Priorities: 2,4) (ESF: 5.5.3)</td>
<td>Department Chairs, Instructional Leadership Team, Teachers</td>
<td>every 9 weeks</td>
<td>(F)Title 1, Part A, (L)Campus BTO</td>
<td>Criteria: Student tracking charts are visible and artifacts are present.</td>
</tr>
</tbody>
</table>
**LIVELY MIDDLE**

**Goal 4.** (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.** (Support for Emergent Bilingual students) SMART GOAL: In the 22-23 SY 100% of teachers will plan and assess student speaking skills that align with TELPAS rubric 2 times per grading period per subject area.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1. Have systems in place to ensure that all teachers understand TELPAS data and rubrics to identify their Emergent Bilingual students’ proficiency level in listening, speaking, reading, and writing. [§89.1210. Program Content and Design] Ensure teachers utilize TELPAS data and rubrics to inform their instruction. (Title I SW Elements: 2.6) (Target Group: ESL,EB) (Strategic Priorities: 4) (ESF: 5,5.4)</td>
<td>Assistant Principal, LPAC Coordinator</td>
<td>By October 1</td>
<td>(L)Campus BTO</td>
<td>Criteria: Agenda item on Falcon Coffee (Faculty Meetings) and/or specialized training during PLCs</td>
</tr>
<tr>
<td>2. Create sample speaking assessment for teachers and review in PLC. (Title I SW Elements: 2.6) (Target Group: EB) (Strategic Priorities: 4) (ESF: 5,5.4)</td>
<td>LPAC Coordinator</td>
<td>x2 9 week period</td>
<td>(L)Campus BTO</td>
<td>Criteria: Criteria: 100% of teachers have evidence of assessment used by submitting the sample assessments in BLEND.</td>
</tr>
<tr>
<td>3. Train teachers to use sheltered instruction and biliteracy strategies to make core content comprehensible, develop academic language, and support student proficiency growth. [§89.1210. Program Content and Design] (Title I SW Elements: 2.6) (Target Group: EB) (Strategic Priorities: 4) (ESF: 5,5.4)</td>
<td>Academic Leadership Team, Assistant Principal, Department Chairs</td>
<td>x2 per year</td>
<td>(L)Campus BTO</td>
<td>Criteria: Training agenda located in Lively PL Blend course. Attendance taken for professional development.</td>
</tr>
</tbody>
</table>
**Goal 4.** (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.** (Objective 5 - High Expectations and Support for All Students (ESF Essential Action 5.4)) In the SY 22-23, 100% of teachers and staff will ensure all students have high expectations and support to meet those high expectations to promote student acceleration and growth.

<table>
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<tr>
<th>Activity/Strategy</th>
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<tr>
<td>1. Strategy #1: All Magnet and GT identified students complete a rigorous required reading list in the SY 22-23.  (Title I SW Elements: 1.1,2.2,2.5)  (Target Group: GT)  (Strategic Priorities: 2)  (ESF: 5.1,5.4)</td>
<td>Director, ELA Admin, ELA Staff</td>
<td>By May 2023</td>
<td></td>
<td>Criteria: Reading list if provided to students and ELAR teachers hold a reading writers workshop or other project that reflects students have read advanced level text.</td>
</tr>
<tr>
<td>2. Strategy #2: 100% of students will participate in campus level UIL Academic competitions including Ready Writing, Social Studies, Number Sense, and Spelling. All students will have in-class opportunities to practice and prepare to participate in the campus level competition.  (Title I SW Elements: 2.2,2.4,2.5)  (Target Group: All)  (Strategic Priorities: 2,4)  (ESF: 5,5.1,5.4)</td>
<td>Director, Teachers</td>
<td>By end of 22-23 SY</td>
<td></td>
<td>Criteria: Students are signed up and teachers provide time for UIL competition practice and prep in class.</td>
</tr>
<tr>
<td>3. Strategy #3: Lesson plans are aligned to TEKS and include differentiation for students at all present levels of mastery. The admin team will check lesson plans weekly and ensure activities for extension and intervention are included daily.  (Title I SW Elements: 2.2,2.5)  (Target Group: All,GT)  (Strategic Priorities: 2)  (ESF: 5.5.4)</td>
<td>Administrators</td>
<td>weekly</td>
<td></td>
<td>Criteria: Weekly lesson plan check is conducted by admin weekly and evidence of emails or feedback directly on the lesson plans provided to teachers.</td>
</tr>
</tbody>
</table>
Goal 5: (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: (Disproportionality in discipline referrals for SPED) SMART Goal: By the end of the 22-23 SY the disparity in special education student disciplinary actions (ISS, OSS, Dis. Removal) will decrease from 13% to less than or equal to 11%.

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<tr>
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<tr>
<td>1. Implement common school-wide systems (e.g. arrival/breakfast, morning meetings, hallway transitions, in-class routines, lunch, celebrating learning, discipline referrals, etc.) (Title I SW Elements: 1.1,2,2,2,4) (Target Group: H,AA,ECD,EB,SPED,AtRisk) (Strategic Priorities: 1,4) (ESF: 3,3,1,3,3)</td>
<td>Administrators, Campus Leadership Team, Common Expectation Committee, Grade Level Team, Principal, Restorative Committee</td>
<td>By August 15th</td>
<td>(F)Title 1, Part A, (L)Campus BTO, (O)Other</td>
<td>Criteria: PBIS and Discipline plan includes common area expectations. Common area expectations are posted throughout the school, explicitly taught in Advisory/SEL, revisited during grade level assemblies, present in student and parent handbook.</td>
</tr>
<tr>
<td>2. Work with MTSS Specialists and SPED Coordinator to do campus observations and coaching for behavior best practices, based on school data. (Title I SW Elements: 1.1,2,2,2,4,2,6) (Target Group: SPED) (Strategic Priorities: 4) (ESF: 3,3,2,3,3)</td>
<td>Administrators, Principal, Special Education Staff, SpEd Administrator, SpEd Department Chair, System of Support Team</td>
<td>weekly</td>
<td>(F)Title 1, Part A, (L)Campus BTO, (O)Other</td>
<td>Criteria: Scheduled observations and support meetings are evident on calendar and supported by meeting minutes.</td>
</tr>
<tr>
<td>3. Weekly meetings with SBS teacher to review expectations, provide coaching and feedback support. (Title I SW Elements: 1.1,2,4,2,6) (Target Group: SPED) (Strategic Priorities: 4) (ESF: 3,3,2,3,3)</td>
<td>Principal, Special Education Staff, SpEd Administrator</td>
<td>weekly</td>
<td>(L)Campus BTO</td>
<td>Criteria: Meetings are planned on the calendar and meeting minutes are documented.</td>
</tr>
<tr>
<td>4. Work with campus based Child Study Team (Campus CST) on implementing classroom-based evidence menu of behavioral interventions and progress monitoring tools, identifying students in need of intervention, holding CST meetings, and implementing and supporting effective classroom management systems. (Title I SW Elements: 1.1,2,2,2,6) (Target Group: SPED) (Strategic Priorities: 4) (ESF: 3,3,3)</td>
<td>Assistant Principal, CST Team, Grade Level Lead, Grade Level Team, Principal</td>
<td>weekly</td>
<td>(L)Campus BTO</td>
<td>Criteria: Meeting agendas, meeting minutes, and weekly interventions are entered in eCST as needed for students.</td>
</tr>
</tbody>
</table>
Goal 5. (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 for AA) SMART Goal: By the end of the 22-23 SY the disparity in African American student disciplinary actions (ISS, OSS, Dis. Removal) will decrease from 11% to less than 6%

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<tr>
<td>1. Implement a campus-wide positive behavior system from the beginning of the year that all campus staff can utilize and which includes strong systems with clear expectations. (Title I SW Elements: 1.1,2.2,4.2.6) (Target Group: AA) (Strategic Priorities: 4) (ESF: 3,3.2,3.3)</td>
<td>Administrators, Campus Leadership Team, Common Expectation Committee, Grade Level Team, Principal, Restorative Committee, Restorative Practice Associate</td>
<td>By August 15th</td>
<td>(F)Title 1, Part A, (L)Campus BTO, (O)Other</td>
<td>Criteria: PBIS &amp; Discipline plan created and revisited during Falcon Coffee (Faculty Meetings) and Grade Level Team meetings. Maintain school-wide expectations, posted, taught and visible.</td>
</tr>
<tr>
<td>2. Work with campus based Child Study Team (Campus CST) on building school-wide and classroom-based evidence menu of behavioral interventions and progress monitoring tools, identifying students in need of intervention, holding CST meetings, and implementing and supporting effective classroom management systems. (Title I SW Elements: 1.1,2.2,2.4) (Target Group: AA) (Strategic Priorities: 4) (ESF: 3,3.2,3.3)</td>
<td>Administrators, CST Team, Grade Level Team, Principal</td>
<td>weekly</td>
<td>(F)Title 1, Part A, (L)Campus BTO, (O)Other</td>
<td>Criteria: Meeting minutes and agendas are posted in Lively PL page under Grade Level Team section. 64 things to do instead of writing a referral and other strategies available to teachers in the campus electronic handbook (Lively LiveBinder)</td>
</tr>
<tr>
<td>3. Work with campus Child Study Team (Campus CST) on collecting school-wide/common area behavioral data, collecting school-wide classroom data, and developing campus active supervision systems based on data. (Title I SW Elements: 1.1,2.2,2.4,2.6) (Target Group: AA) (Strategic Priorities: 4) (ESF: 3,3.3)</td>
<td>Administrators, CST Team, Grade Level Lead, Grade Level Team, Principal</td>
<td>weekly</td>
<td>(F)Title 1, Part A, (L)Campus BTO, (O)Other</td>
<td>Criteria: Using 5 lab data dashboard check during weekly Grade Level and Administrative Team PLCs. Utilize campus WT expectations focused on behavior expectations.</td>
</tr>
<tr>
<td>4. Principal creates and facilitates the Lively Leaders Club (focuses on intentional recruitment and enrollment of AA students). During Lively Leaders Club students will set academic, behavior, and attendance goals. (Title I SW Elements: 1.1,2.2,2.4,2.6) (Target Group: AA) (Strategic Priorities: 2,3,4) (ESF: 3,3.1,3.2,3.3)</td>
<td>Principal</td>
<td>monthly</td>
<td>(F)Title 1, Part A, (L)Campus BTO</td>
<td>Criteria: Evidence of student growth goals for academics, attendance, behavior. Meetings are calendared and resources are set aside to support Lively Leaders student group.</td>
</tr>
</tbody>
</table>
LIVELY MIDDLE

**Goal 6.** (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 22-23 attendance rates for all students will increase by 5% percentage points when compared to SY 21-22.

<table>
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<tr>
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<tr>
<td>1. Implement the 20 Day Attendance Challenge. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 1.2,5,5.4)</td>
<td>Administrators, Assistant Principal</td>
<td>at least two per semester</td>
<td>(O)Other</td>
<td>Criteria: Attendance challenge is organize, promoted, and implemented.</td>
</tr>
<tr>
<td>2. Establish an Attendance Committee. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 1.2,5,5.4)</td>
<td>Assistant Principal, Attendance Clerk, Attendance Committee</td>
<td>By September 30</td>
<td>(L)Campus BTO</td>
<td>Criteria: Attendance Committee established and meets regularly</td>
</tr>
<tr>
<td>3. Ensure Grade Level Teams are meeting regularly to monitor students and brainstorm potential interventions. (Title I SW Elements: 1.1,2.2) (Target Group: H,AA,EB,SPED,AtRisk) (Strategic Priorities: 4) (ESF: 5,5.4)</td>
<td>Administrators, Assistant Principal, Grade Level Lead, Grade Level Team, Principal</td>
<td>weekly</td>
<td>(L)Campus BTO</td>
<td>Criteria: Grade Level Team meetings</td>
</tr>
</tbody>
</table>
### LIVELY MIDDLE

**Goal 6.** (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.** (AVID) SMART Goal: By the end of the 22-23 SY, 100% of the campus will fully implement the AVID's college readiness framework (WICOR, student agendas, and college readiness family nights).

<table>
<thead>
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<tbody>
<tr>
<td>1. The AVID Site Team meets at least quarterly to collaborate and advocate on issues of planning, logistics, and awareness of access to rigorous curriculum and advanced courses at each grade level. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 3,4) (ESF: 1.2)</td>
<td>AVID Coordinator, AVID SI trained teacher, AVID Team, AVID Trained Teachers</td>
<td>quarterly</td>
<td>(L)Campus BTO, (O)AVID</td>
<td>Criteria: AVID meeting minutes are complete</td>
</tr>
<tr>
<td>2. The master schedule is developed with a sufficient number of AVID Elective sections and courses of high rigor and includes few course conflicts that prevent open access to courses of high rigor. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 3)</td>
<td>Lead Scheduler</td>
<td>By August 15</td>
<td>(L)Campus BTO</td>
<td>Criteria: Master schedule reflects AVID course and advanced academics</td>
</tr>
<tr>
<td>3. The AVID Site Team is AVID-trained in WICOR methodologies through the AVID Summer Institute or other AVID-Center-approved Divisional training. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 3)</td>
<td>AVID SI trained teacher, AVID Team</td>
<td>By the fall semester</td>
<td>(L)Campus BTO, (O)AVID</td>
<td>Criteria: AVID site team is trained</td>
</tr>
<tr>
<td>4. Teachers in every class use WICOR strategies, including scaffolding and rigorous instructional practices in AVID Elective and AVID-Site-Team-instructed courses. Students will submit &quot;gotcha using WICOR&quot; to AVID site Team leaders. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 3)</td>
<td>Administrators, Advisory Teachers, Assistant Principal, AVID Team, AVID Trained Teachers, Principal</td>
<td>ongoing</td>
<td>(O)AVID</td>
<td>Criteria: AVID strategies used in classes and supported by campus. Students use agendas for tracking assignments and promoting organization.</td>
</tr>
</tbody>
</table>
### LIVELY MIDDLE

**Goal 7.** (Increased Enrollment) By the end of the second semester 85% of current students will be registered for SY 23-24 by July 1, 2022

**Objective 1.** (Increased Enrollment) By the end of the second semester 85% of current students will be registered for SY 23-24 by July 1, 2022

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<tbody>
<tr>
<td>1. Strategy #1 Set monthly targets in the spring to hit registration goals and create multiple registration opportunities during that time. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.4)</td>
<td>Parent Support Specialist, Principal</td>
<td>end of spring semester</td>
<td>(F)Title 1, Part A, (L)Campus BTO</td>
<td>Criteria: Registration plan has goals and targets to meet.</td>
</tr>
<tr>
<td>2. Strategy #2 Host First Thursday tours for families and prospective students. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)</td>
<td>Administrators, Counselor, Parent Support Specialist, Principal</td>
<td>monthly</td>
<td>(L)Campus BTO</td>
<td>Criteria: First Thursday tour information on the website. Magnet/Dual Language Director promotes first Thursday tours with flyers, messages to targeted ES and families.</td>
</tr>
<tr>
<td>3. Strategy #3 Showcase signature programs that offer advanced academics and enrichment opportunities for all students (specific focus, intentional recruitment and placement of students in signature programs). (Title I SW Elements: 1.1,2.2,3.1,3.2) (Target Group: All) (Strategic Priorities: 3,4) (ESF: 3,3.1,3.3.3.4)</td>
<td>Administrators, AVID Coordinator, Campus Committees, Campus Leadership Team, Counselor, Parent Support Specialist, Principal</td>
<td>every 9 weeks</td>
<td>(L)Campus BTO</td>
<td>Criteria: Pre-schedule the showcase nights and family events. Intentional invitations sent to targeted student groups and families (AA, Hisp, ELs, ECD, and SPED).</td>
</tr>
</tbody>
</table>
**LIVELY MIDDLE**

**Goal 8.** (Exemplary Customer Service) Engage employees and invite their collaboration to define and deliver “best in class” internal customer service in support of student outcomes

**Objective 1.** (Exemplary Customer Service) By the end of SY 22-23, the campus will move from Meets Expectations to Exceeds Expectations on Campus Communication Goals and Practices and from Developing to Meets Expectations on the Campus Culture of Respect and Facility & Operations section of the Campus Assessment Rubric.

<table>
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<tr>
<td>1. Strategy #1 Prioritize CARES Customer Service Standards and best practices to ensure exceptional customer service and equitable experiences that cultivate a culture of respect. (Title I SW Elements: 2.2,3.1) (Target Group: H, AA, ECD, ESL, EB, SPED, GT, AtRisk) (Strategic Priorities: 4) (ESF: 3,3.2,3,3,3.4)</td>
<td>Administrators, Office Staff, Parent Support Specialist, Principal, Registrar, Teachers</td>
<td>weekly</td>
<td>(L)Campus BTO, (O)Other</td>
<td>Criteria: The WT form for CARES is completed and feedback is provided to staff. Review the AISD CARES standards during monthly office staff meetings.</td>
</tr>
<tr>
<td>2. Strategy #2 Use the AISD CARES rubric to develop a monitoring checklist and use it in monthly walkthroughs. Specific focus on customer service for the families represented in the following groups AA, EL, SPED, ECD, Hisp. (Title I SW Elements: 1.1,2.2) (Target Group: H, AA, ESL, EB, SPED, AtRisk) (Strategic Priorities: 4) (ESF: 3,3.2,3,3,3.4)</td>
<td>Administrators, Principal</td>
<td>monthly</td>
<td>(L)Campus BTO</td>
<td>Criteria: WT form used with AISD CARES Rubric.</td>
</tr>
<tr>
<td>3. Strategy #3 Ensure that phone/voicemail/email practices are systematically reviewed and actively maintained. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.2,3,3,3.4)</td>
<td>Administrative Assistant, Administrators, Office Staff</td>
<td>monthly</td>
<td>(L)Campus BTO</td>
<td>Criteria: Review and maintain the messages, email signatures, and other customer service practices. Administrators spot check messaging systems.</td>
</tr>
<tr>
<td>4. Strategy #4 Ensure campus culture of respect practices and goals are systematically prioritized and actively maintained to ensure an identity-safe, welcoming, and inclusive school community that supports all students, families, and staff. (Title I SW Elements: 1.1,2,2,2,4,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3,3,3.4)</td>
<td>Administrative Assistant, Administrators, Office Staff, Principal</td>
<td>monthly</td>
<td>(L)Campus BTO, (O)Other</td>
<td>Criteria: Solicit feedback of goals in CAC meetings, PTSA, Parent Coffee and informal observations.</td>
</tr>
<tr>
<td>5. Strategy #5 Ensure the grounds, safety protocols, and signage are consistently monitored and effectively maintained. (Title I SW Elements: 1.1,2,1,2.2) (Target Group: All)</td>
<td>Administrators, Beautification Committee, Crisis Response Team, Maintenance, Office Staff, Parent Support Specialist,</td>
<td>weekly</td>
<td>(L)Campus BTO, (O)Other</td>
<td>Criteria: Weekly check by the administrative team. Review areas of need and improvement during CAC, Executive Board</td>
</tr>
</tbody>
</table>
LIVELY MIDDLE

Goal 8.  (Exemplary Customer Service) Engage employees and invite their collaboration to define and deliver “best in class” internal customer service in support of student outcomes.

Objective 1.  (Exemplary Customer Service) By the end of SY 22-23, the campus will move from Meets Expectations to Exceeds Expectations on Campus Communication Goals and Practices and from Developing to Meets Expectations on the Campus Culture of Respect and Facility & Operations section of the Campus Assessment Rubric.

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<td>(Strategic Priorities: 4) (ESF: 3.3,3.4)</td>
<td>Principal</td>
<td></td>
<td></td>
<td>PTSA, and Administrative PLCs</td>
</tr>
</tbody>
</table>
**LIVELY MIDDLE**

**Goal 9.** (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.**

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<tr>
<td>1. Attachment #1. Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. (Sign and attach the form,) (Target Group: ECD) (Strategic Priorities: 1)</td>
<td>Principal</td>
<td>Due 9/17</td>
<td>Criteria: Principal Attestation Form</td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td>Principal</td>
<td>Due 9/17</td>
<td>Criteria: Parent/Family Involvement Policy on your campus stationery</td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td>Principal</td>
<td>Due 9/17</td>
<td>Criteria: Parent/Family School Compact</td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td>Principal</td>
<td>Due 9/17</td>
<td>Criteria: agenda, sign in sheets, meeting notice, and meeting minutes</td>
<td></td>
</tr>
<tr>
<td>5. Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be</td>
<td>Principal</td>
<td>Due 9/17</td>
<td>Criteria: Sample communications in languages other than English</td>
<td></td>
</tr>
</tbody>
</table>
**LIVELY MIDDLE**

**Goal 9.** (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.**

<table>
<thead>
<tr>
<th>Activity/Strategy</th>
<th>Person(s) Responsible</th>
<th>Timeline</th>
<th>Resources</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td>Principal</td>
<td>Due 9/17</td>
<td>Criteria: Documentation of notice on school letterhead</td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td>Principal</td>
<td>Due 9/17</td>
<td>Criteria: agendas, sign in sheets, minutes or records of meetings</td>
<td></td>
</tr>
<tr>
<td>8. Attachment #8. Time and Effort Webinars &amp; Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time &amp; Effort Reports to SAFA no later than the 5th of the month.</td>
<td>Principal</td>
<td>Due 9/17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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 &amp; position of the developers of the 2021-2022 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used &amp; uploaded with packet.) (Target Group: All)</td>
<td>Principal</td>
<td>Due 9/17</td>
<td>Criteria: CIP/TIP Developers List</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td></td>
<td></td>
<td></td>
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<tr>
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<td>------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Holiday, Stacie</td>
<td>Campus Principal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lopez, Linda</td>
<td>Teacher/Staff Co-Chair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Twining, Veronica</td>
<td>Teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reavis, Jessica</td>
<td>Teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amador-Mercado, Iraida</td>
<td>Teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baker, Gregory</td>
<td>Parent/CAC Co-Chair</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Figueroa, Mariana</td>
<td>Parent Support Specialist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hernandez, Priscilla</td>
<td>Classified Staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tipton, Shayna</td>
<td>Magnet/Dual Language Director</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carroll, Yvette</td>
<td>Teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Richards, Trudy</td>
<td>Parent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Otto, Grettchen</td>
<td>PTSA President &amp; Parent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hilton, Leann &quot;marie&quot;</td>
<td>Parent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kelleher, Jaci</td>
<td>Parent</td>
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<tr>
<td>Radjef, Tara</td>
<td>Parent</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Wilson, Angel</td>
<td>Executive Director/Principal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Supervisor</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

#### STUDENT ACHIEVEMENT DOMAIN

<table>
<thead>
<tr>
<th>2022 STAAR</th>
<th>SCA 1</th>
<th>SCA 2</th>
<th>SCA 3</th>
<th>2023 STAAR Goal</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>Grade</td>
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#### SCHOOL PROGRESS DOMAIN

<table>
<thead>
<tr>
<th>2022 Actual</th>
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<th>SCA 2</th>
<th>SCA 3</th>
<th>2023 Goal</th>
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</thead>
<tbody>
<tr>
<td>75</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Scaled Score**

<table>
<thead>
<tr>
<th>SCA 1</th>
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<th>SCA 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>75</td>
<td>81</td>
<td></td>
</tr>
</tbody>
</table>

**Grade**

| C     | --    | --    |

#### CLOSING THE GAPS DOMAIN

<table>
<thead>
<tr>
<th>2022 Actual</th>
<th>SCA 1</th>
<th>SCA 2</th>
<th>SCA 3</th>
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<tbody>
<tr>
<td>74</td>
<td></td>
<td></td>
<td></td>
<td>78</td>
</tr>
</tbody>
</table>

**Scaled Score**

<table>
<thead>
<tr>
<th>SCA 1</th>
<th>SCA 2</th>
<th>SCA 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>B</td>
<td>C</td>
</tr>
</tbody>
</table>

**Grade**

| C     | --    | --    |

---

**Instructions:**

1. Click on the campus name below to select your campus from the drop-down menu.
2. Fill in the remaining yellow cells with your 2023 Accountability Goals. The corresponding scaled scores will automatically be calculated.
3. After each SCA, fill in student level data on the grade/subject tabs and campus level data in the Key in Campus-Level Data Tab. Your SCA estimated accountability projections will automatically be calculated on this page.

**Note:** NR* = Not Rated: Senate Bill 1365

---

**Campus Name:** Lively
TITLE I COMPLIANCE PACKET
2022-2023

Principal Confirmation
Due November 04, 2022 – Please Upload to PlanWorks

Attachment #1. Title I Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. (Sign and attach Principal Attestation Form)

Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. (Attach copy of the Parent/Family Engagement Policy on your campus stationary)

Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. (Attach documentation of Parent/Family School Compact)

Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held within the first 6th weeks of school informing parents of the school’s participation status as TITLE I, PART A, explaining Title I, Part A requirements, initiatives, and informing them of their right to be involved. (Attach documentation: MUST include meeting notice, agendas, sign in sheets, and meeting notes, etc. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE)

Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Attach documentation of at least 2 sample communications in languages other than English)

Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Attach documentation for notice on school letterhead)

Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the Value and Contributions of Parents for staff. (Attach documentation: agendas, sign in sheets, minutes and/or records of meetings)

Attachment #8. Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month. (Maintain copies of all signed and submitted Time and Effort Reports to be available upon request)

Attachment #9. Homeless and Foster Care Documentation (Attach completed Attachment #9; Maintain list of Homeless Student Services provided and evidence of provisions)

Attachment #10. CIP Developer Page (Attach Documentation: Signature page of CIP Developers is completed and/or entered in PlanWorks)

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

Lively MS                                      Principal’s Signature                                      11/2/22
Campus Name                                     Date

Department of State, Federal, & Private Accountability 2022-2023
Attachment #1:

Title I Principal Attestation Form: Qualifications for Teachers and Paraprofessionals.

Attach copies of the following documentation:

✓ Sign and attach the following Principal Attestation Form
Title I Principal Attestation  
Compliance with P.L. 107-110, Section 1119(i)  
Qualifications for Teachers and Paraprofessionals

Name of Campus: Lively ms  
Org # 043

Name of District: Austin ISD

As required by P.L. 107-110, Section 1119(i) of Title I, Part A, I the undersigned campus principal attest to the following for school year 2022-2023.

YES  NO

1. Paraprofessionals with instructional duties and working in a program supported with Title I, Part A funds are assigned to (1) provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assist with classroom management, such as organizing instructional and other materials; (3) provide assistance with technology; (4) conduct family engagement activities; (5) provide support in a library or media center; (6) act as a translator; or (7) provide instructional services to students in accordance with statute.

2. Paraprofessionals who assume limited duties beyond classroom instruction or duties that do not benefit participating children are the same type of duties as assigned to other paraprofessionals who are not working in a program supported with Title I, Part A funds, and the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.

3. Paraprofessionals in Title I, Part A programs providing instructional services to students are working under the direct supervision of a teacher where (1) the teacher plans the instructional activities; (2) the teacher evaluates the achievement of the student, and (3) the paraprofessional works in close and frequent physical proximity to the teacher.

4. A list of **Homeless and Foster care Students and Services** is maintained and updated quarterly.

ALL Title I School campuses are required to post information on their website regarding local services and program that assist homeless students.

(Contact Project HELP for assistance – 512-414-3690.)

5. You have verified that all newly, split funded or fully funded employees who perform more than one function attended a Time and Effort Training and regularly submit (monthly) **Time and Effort Reports** to the State & Federal Office.
<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Certification memos are completed bi-annually by the principal of employees who worked solely on the objectives as specified by the federal grant. You will receive one in December 2022 and the final one in May 2023.

7. Copies of this Attestation are maintained at the campus and will be made available upon request. **The campus maintains ALL files for five years.**

Printed Name of Campus  **Lively Middle School**

Signature of Principal  

Typed/Printed Name of Principal  

Date  **10/5/22**

SAFA Initials & Date  

**Department of State, Federal, & Private Accountability 2022-2023**
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 copies of the following documentation:

✓ Your campus Parent/Family Engagement Policy on campus stationary. (Sample policies attached for your reference.)
Family/Parent Engagement Policy

The faculty, family/parents, staff, and community members of the Lively Middle School shall develop and agree upon a written policy for parental involvement during the development and review of the campus improvement plan.

I. The Family/Parental Engagement Policy will be distributed during the first nine weeks of the school year.

II. It will be the responsibility of school staff to establish a two-way communication process with parents and families regarding their child(ren’s) academic progress. This should include, but not be limited to: progress reports, report cards, telephone calls, notes, newsletters, etc.

III. The school will make every effort to communicate with family/parents in a language that they understand. Communication may include, but not be limited to homework, folders, telephone trees, electronic mail, texts, newsletters, meetings, virtual, etc.

IV. Lively Middle School annual Title I meeting for parents and community was held on Thursday, October 27, 2022 at 9:00 a.m. and 5:00 p.m. Included in the conversation was information regarding the school’s curriculum and types of academic assessments used to measure student progress/proficiency levels that students are expected to meet.

V. Monthly meetings will be held the first Thursday and Friday of every month at 9:00 a.m. & 5:00 p.m. during Parent Coffee, first Wednesday of the month at 4:00 p.m. during CAC and the third Thursday of the month at 5:00 p.m. during General PTA. We will also host Evening of Wonder on December 6th at 5:30 p.m. and two family training events date to be determined.

VI. Parents will be given the opportunity to provide input and make recommendations regarding the Campus Improvement Plan, the Title I program, Family/Parent Compact and the Family/Parent Engagement Policy through the Campus Advisory Council, or any other scheduled parent meetings.

VII. In order to meet the changing needs of our school, the Family/Parent Engagement Policy will be reviewed/updated during the annual Campus Improvement Plan revision process.
Norma sobre la participación de los padres y las familias

El personal docente, los padres, el personal y los miembros de la comunidad de la escuela Secundaria Lively deben elaborar y estar de acuerdo con una norma escrita sobre la participación de los padres y las familias durante el desarrollo y repaso del plan de mejoramiento del plantel.

I. La Norma de participación de los padres será distribuida durante las primeras nueve semanas del año escolar.

II. El personal de la escuela tendrá la responsabilidad de establecer un proceso de comunicación mutua con los padres y las familias sobre el progreso académico de sus hijos. Esto debe incluir, pero sin limitarse a lo siguiente: informes de progreso, tarjetas de informe, llamadas telefónicas, notas, boletines informativos, etc.

III. La escuela hará lo posible por comunicarse con los padres en un idioma que es entendible para ambos grupos. La comunicación con los padres puede incluir, pero sin limitarse a lo siguiente: tareas, árboles telefónicos (un padre llama a otro, y así sucesivamente), correo electrónico, boletines informativos, juntas, etc.

IV. La escuela Secundaria Lively llevará a cabo la junta anual de Titulo I el 27 de octubre de 2022 a las 9:00 a.m. y 5:00 p.m. para discutir los programas de escuela.

V. Las juntas mensuales serán el primer jueves y viernes de cada mes a las 9:00 a.m. y 5:00 p.m. durante el Café para Padres, cada primer miércoles de cada mes a las 4:00 p.m. durante CAC, y cada tercera jueves del mes a las 5:00 p.m. durante PTA General. También organizaremos Noche de Maravilla el 6 de diciembre a las 5:30 p.m. y dos eventos de entrenamiento para familias fecha por determinar.

VI. Los padres tendrán la oportunidad de dar su opinión y sus recomendaciones sobre el Plan de mejoramiento del plantel, el programa de Titulo I y las normas de participación activa de los padres, CAC, o en las juntas para padres.

VII. Durante las primeras seis semanas de clase los padres recibirán información sobre la curricula (el plan escolar) de la escuela y sobre las evaluaciones académicas usadas para medir el nivel de progreso/conocimiento que se espera debe cumplir el estudiante.

VIII. Para poder cumplir con las necesidades cambiantes de nuestra escuela, el Plan de padres y las familias sobre la norma de mejoramiento será revisado/ actualizado durante el proceso de revisión anual del Plan de mejoramiento del plantel.

Mission - To provide educational opportunities that inspire global thinking and social responsibility.
Vision - Falcons will reach their full potential to make a positive impact on their community.
Staff Motto – Be the person we want to see in our students.

We will create meaningful, challenging learning environments to increase student achievement and foster positive relationships.
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 copies of the following documentation:

✓ Your campus Parent/Family School Compact. (Sample Compacts attached for your reference.)
Lively Middle School Compact

Research shows that when parents are involved in schools, students achieve more, attendance is better, grades, test scores are higher, and graduation rates increase. Students are also more likely to reach their highest potential for intellectual, social, emotional and physical growth. Family involvement in education is critical for the success of students. To accomplish this, parents, teachers, and students need to work together. We ask that you agree to do this by signing and returning this agreement.

Parent Agreement

As a parent(s), I will help my child meet his/her responsibilities. I will be responsible for:

✓ Sending my child to school on time each and everyday
✓ Sending my child to school prepared and ready to learn
✓ Reading to and with my child
✓ Establishing a time for homework and reviewing it regularly
✓ Participating, as appropriate, in decisions related to my child’s education and the positive use of extracurricular time
✓ Supporting the school in its effort to maintain proper discipline
✓ Supporting the classroom teacher by volunteering if work schedule permits

Date ___________________ Parent Signature _______________________

Student Agreement

As a student, I understand that I need my education in order to become a productive citizen. I will be responsible for:

✓ Attending school every day and being on time
✓ Completing and returning homework assignments in a timely manner
✓ Following the school rules and being responsible for my behavior
✓ Reading everyday

Date ___________________ Student Signature _______________________

Teacher Agreement

As a teacher, I want all of my students to succeed academically. I will be responsible for:

✓ Providing instruction in a way that will motivate and encourage my students
✓ Providing homework assignments for students
✓ Providing a positive and safe atmosphere for learning
✓ Keeping students and parents informed of student progress on a regular basis
✓ Communicating with parents via parent conferences as needed
✓ Being available for parents to contact me when not teaching classes

Date ___________________ Teacher Signature _______________________

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Vision - Falcons will reach their full potential to make a positive impact on their community.
Staff Motto – Be the person we want to see in our students.
We will create meaningful, challenging learning environments to increase student achievement and foster positive relationships.
Escuela Secundaria Lively para una mejor escuela

Las investigaciones muestran que cuando los padres participan en la educación de sus hijos, los estudiantes avanzan académicamente más, su asistencia es mejor, los resultados de los exámenes mejoran, la tasa de graduación aumenta y es más probable que alcancen su máximo potencial de crecimiento intelectual, social y físico. La participación familiar en la educación es crítica para el éxito de los estudiantes; para lograrlo, los padres, maestros y estudiantes necesitan colaborar juntos. Les pedimos que firmen y devuelvan este contrato si están de acuerdo con lo anterior.

Acuerdo de los padres y las familias

Como padre, ayudaré a mi hijo a cumplir con sus responsabilidades. Seré responsable de:
- enviar a mi hijo(a) a la escuela a tiempo todos los días
- enviar a mi hijo(a) a la escuela preparado y listo para aprender
- leerle a mi hijo(a) y leer con él/ella
- establecer un horario para la tarea y revisarla regularmente
- participar en forma apropiada en las 2 relaciones positivas con la educación de mi hijo(a) y con el uso 2 positivo de tiempo extracurricular
- apoyar a la escuela en sus esfuerzos por mantener la disciplina debida
- apoyar al maestro(a) titular, ofreciendo servicios 2 positivos 2 si lo permite el horario de mi trabajo

Fecha: ________________  Firma del padre/madre: ________________________

Acuerdo del estudiante

Como estudiante, entiendo que necesito mi educación para ser un ciudadano productivo. Seré responsable de:
- asistir a la escuela todos los días y llegar a tiempo
- hacer y devolver mi tarea puntualmente
- seguir las reglas de la escuela y ser responsable de mi comportamiento
- leer todos los días

Fecha: ________________  Firma del estudiante: ________________________

Contrato del maestro(a)

Como maestro(a), quiero que todos mis estudiantes tengan éxito académico. Seré responsable de:
- 2 instrucción positiva de modo que motive y anime a mis estudiantes
- asignar tarea a los estudiantes
- procurarles una atmósfera 2 positiva y segura para el aprendizaje
- mantener a los estudiantes y a sus padres y familias informados con regularidad del progreso de sus hijos
- comunicarme con los padres y familia mediante conferencias según sea necesario
- estar disponible para que los padres hagan contacto connigo cuando no esté dando clases

Fecha: ________________  Firma del maestro(a): ________________________

Mission - To provide educational opportunities that inspire global thinking and social responsibility.
Vision - Falcons will reach their full potential to make a positive impact on their community.
Staff Motto – Be the person we want to see in our students.
We will create meaningful, challenging learning environments to increase student achievement and foster positive relationships.
Attachment #4:

An **ANNUAL PARENT/FAMILY MEETING** has been held within the first 6th weeks of school informing parents of the following:

I. School status as TITLE I, PART A, explaining Title I, Part A requirements  
II. Title I Allocation and Budget  
III. Parent Allocation and Plan  
IV. Family/Parent Engagement Policy  
V. Parent Compact  
VI. Academic progress/ratings for the campus  
VII. Parent notification of teacher absences greater than 10 days  
VIII. Parent notification of temporary teacher certification  
IX. Initiatives unique to campus  
X. Parent’s right to be involved.

A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE

Attach copies of the following documentation from the Annual Parent/Family Meeting:

- Meeting Notice
- Agenda (listing each of the above topics addressed)
- Sign in Sheets
- Meeting Minutes/Notes
launch into a celebration of life and culture with performances from our dance team, band, and choir! After the performances, we invite you to join us for the following FREE activities:

- Face painting
- Lotería & prizes
- Marshmallow sugar skull decorating
- Folklórico dance lessons
- Ofrenda Altar & crafts in the library

We look forward to seeing you there!

---

**TITLE I MEETING PRESENTATION**

This week we held two opportunities for families to learn about our school's Title I funding. We discussed how we allocate funds to support students and families that qualify as economically disadvantaged. If you missed both opportunities you can still review the presentation by clicking on the link below. If you have any questions about Title I funding please contact me via email at Stacie.Holiday@austinisd.org.

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**SNEAK PEEK INTO TEACHER'S CLASSROOMS**

https://www.smore.com/fuqsz
2022-2023
Llevy Middle School/Esquela Secundaria Llevy
Octubre 27 del 2022
JUNTA ANUAL PARA PADRES TITULO
October 27, 2022
ANNUAL TITLE I PARENT MEETING
Acuerdo de maestros y padres
Plan de presupuesto escolar y para familias
Política de compromiso familiar
Derechos de la familia a estar involucrados
Iniciativas específicas a este campus
Estatus académico de livery
¿Qué es una escuela de Título I?
¿Qué es Título I?

Teacher and parent agreement
Parent allocation plan and school budget
Family engagement policy
Family rights to be involved
Initiatives unique to this campus
Academic ratings for Lively
What is a Title I school?
What is Title I?
Parent Sign In/
Lista de padres

CLICK HERE TO
PRESIONE AQUÍ
PARA ANOTAR SU NOMBRE
El Titulo 1 es el programa educativo más grande financiado por el gobiermo federal. ... Una escuela de Titulo 1 es una escuela que recibe fondos federales para apoyar a estudiantes de bajo ingresos escolar. Los estudiantes que reciben suplemental funds to assist in meeting students educational goals.
según las calificaciones preliminares de la AGENCIA DE EDUCACIÓN DE TEXAS PÚBLICAS.

According to the Texas Education Agency's Preliminary Ratings released in August 2022, Lively

Lively M.S./Escuela Secundaria Lively
<table>
<thead>
<tr>
<th>C</th>
<th>74</th>
<th>Closing the Gaps / Cerando las brechas</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>75</td>
<td>Part B / Relativa Performance / Parte B Rendimiento Relativo</td>
</tr>
<tr>
<td>NR</td>
<td>NR</td>
<td>Part A / Student Growth / Parte A Crecimiento Estudiantil</td>
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<td>parte A o B) / Progreso escolar (lo mejor de la</td>
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<td>C</td>
<td>75</td>
<td>School Progress / Rendimiento Estudiantil</td>
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<td>C</td>
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<td>Student Achievement / Rendimiento Estudiantil</td>
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<td>C</td>
<td>75</td>
<td>OVERALL / Promedio</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Collection</th>
<th>2022 Letter</th>
<th>2022 Score</th>
</tr>
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</table>

*NR* = Not Reported
Programación de la Escuela

Desayuno y Almuerzo Gratís para Toda la Escuela

Aprendizaje Social y Emocional (SEL)

El Mundo Exterior

Ciencia Medioambiental

CTE

Nuevas Clases Electivas para Toda la Escuela

Programa Magnétic

Lenguaje Bilingüe Bicultural de Aprendizaje Creativo

En nuestro campus

Prime Time After School Students

Free Breakfast and Lunch for all

Social and Emotional Learning (SEL)

The World Outside

Environmental Science

CTE

New Electives for all

Magnet Program

Dual Language
- Comunidades en las escuelas
- Comunidades in Schools (CIS)
- Consejo para Jóvenes en Riesgo
- Council for At-Risk Youth (CARY)
- Ciencia
- Science Programs / Programas de Ciencia
- Fomento / Vocacional
- Education Formative
- Neurocognitivo / Assessment
- Programa PEAS - nuevos electivas
- PEAS program - new electives
- Pagas por futuros y algunas maestros
- Pays for future and some teachers
- $14,930.4
- Teachers
- Pays for 2 Full-Time ELA & ESL
- Debe ser usado para las familias
- Increase from last year
- Familias - $4,000.00 (A 1,200
- Parent Allocation / Presupuesto para
- $311.850
- Title I Allocation / Presupuesto Título
- Plan de presupuesto para familias / escalar 2021-2022
- Parent allocation plan and school budget 2021-2022
Communicate with parents by text, calls home, and parent-teacher conferences in a language that they understand.

蒋介石 sends

Communicación con los padres por mensaje de texto, llamadas a casa y reuniones de padres y maestros en un idioma que

Keep the parents and students informed of student progress on a regular basis.

 Mantenga a los padres y estudiantes informados sobre el progreso de los estudiantes de manera regular.

Provide a positive and safe atmosphere for learning.

Proporcione un ambiente positivo y seguro para el aprendizaje.

Provide homework assignments that help reinforce classroom work.

Proporcione tareas que ayuden a reforzar el trabajo en clase.

Provide instruction in a way that motivates and encourages the student.

Proporcione instrucción de una manera que motive y alcance al estudiante.

Master or meet the state academic achievement standards.

Estudie el currículo del maestro con los estándares de rendimiento académico del estado.

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the student to

Acuerdo del maestro/Teacher Agreement
Parent Agreement

Enviar a mi hijo a la escuela a tiempo todos los días.
Send or bring child to school on time each and every day.

Monitorear el progreso de mi hijo y comunicarme con los maestros a través de la Nube de Padres de AISD.
Monitor child’s progress and communicate with the teachers by the AISD Parent Cloud.

Apoyar a la escuela al ser voluntario cuando sea posible.
Support the school by volunteering whenever possible.

Participar, según corresponda, en las decisiones relacionadas con la educación de mi hijo.
Participate, as appropriate, in decisions relating to my child’s education.
Attachment #5:

Communications are sent home in a LANGUAGE that a parent/family understands.

Attach copies of the following documentation:

✔ At least 2 sample communications in languages other than English
Saludos Nación Halcón,

¡Gracias a todos por sus tarjetas y regalos en celebración por el Mes Nacional de los Directores! Me siento increíblemente honrada por aquellos de ustedes que hicieron todo lo posible para mostrar su aprecio. No podría hacer lo que hago sin ustedes y es agradable sentir el cariño de nuestros increíblemente considerados y talentosos estudiantes, el personal de recepción y los subdirectores.
Esta ha sido una nueva semana llena actividades y acontecimientos con mucha alegría mostrada por estudiantes y maestros. En el boletín de esta semana usted podrá ver información sobre:

- Festival del Día de los Muertos y donaciones de dulces
- Baile de Halloween - 29 de octubre
- Expectativas de disfraces de Halloween
- Día Feriado estudiantil y día de elecciones - 8 de noviembre
- PSAT para estudiantes de 8vo grado
- Concurso de la revista Limitless de Lively
- Actualización sobre SEL Consejería
- Orgullo por nuestro Personal en Lively
- Exhibición del Distrito Independiente Escolar de Austin (AISD)
- Fechas Importantes
- Recursos para padres y estudiantes

FESTIVAL DEL DÍA DE LOS MUERTOS Y DONACIONES DE DULCES
**Ahora estamos aceptando donaciones de dulces** para nuestro Festival Día De Los Muertos. ¡Las familias pueden dejar bolsas de dulces envueltos individualmente en la oficina desde ahora hasta el 31 de octubre! **

![Candy Donations](image)

¡Reserve la fecha del 1ro de noviembre para acompañarnos durante el Festival de Lively del Día de los Muertos! Comenzaremos con los estudiantes de Lenguaje Dual contando la historia del Día de los Muertos mientras los estudiantes desfilan como Catrinas para honrar sus antepasados, amigos y familiares fallecidos. ¡Luego nos lanzaremos a una celebración de la vida y la cultura con actuaciones de nuestro equipo de baile, banda y coro! Después de las actuaciones, lo invitamos a unirse a nosotros para las siguientes actividades GRATUITAS:

- Pintura de la cara
- Lotería y premios
- Decoración de calaveras de azúcar con malvavisco
- Clases de baile folklórico
- Altar, ofrendas y manualidades en la biblioteca

Esperamos verlos allí!
EXHIBICIÓN DEL DISTRITO INDEPENDIENTE ESCOLAR DE AUSTIN (AISD)

Venga y visítenos durante la Exhibición de Austin ISD este sábado 22 de octubre de las 9 am al mediodía en el Centro de Eventos Palmer. Cada escuela de AISD estará representada. ¡Animamos a todos nuestros estudiantes de 7.º y 8.º grado a que visiten las opciones de Escuelas Preparatorias y aprendan más sobre lo que las Escuelas Preparatorias de AISD tienen para ofrecer!
FECHAS IMPORTANTES

- El horario de clases de la semana del 24 de octubre es: Semana del Listón Rojo
  Día A, día B, día A, día B, día C
- 21 de octubre - Fecha límite de inscripción para estudiantes para el concurso Show Your Voice
- 25 de octubre - Clínica de influenza para personal y estudiantes de 4:00 p. m. a 6:00 p. m.
- 27 de octubre - Reunión presencial de Título I a las 9:00 a.m.
- 27 de octubre - Girls BB 7/8 vs Lamar 7th @ Lively/8th @ Lamar 6:00 p.m.
- 28 de octubre - Baile de Halloween
المدرسة المتوسطة الحية
أكتوبر 2022

تحوي النشرة الإخبارية لهذه الأسبوع على معلومات حول:
- تبرعات الطالب ومهرجان ديا دي لوس موريتوس
- التورط الأول الاجتماعي
- نظرية خاطئة على فصول المعلم
- توفير عطلة الطالب وبرامج الامداد
- PSAT للطلاب الصف الثامن
- تحديث النتائج SCA 1
- توقعات زي بالناليون
- احتفال إستشرائي SEL
- دليل رأب \n- نشرة مهنة
- موارد الآباء والطلاب

مهرجان ديا دي لوس موريتوس وتبرعات الحلوى

ترحب بالطلاب لتسليط أضواء ألوان المكسيك Dia De Los Muertos. قبل الآن المهرجان من المكسيك المكسيك.**
** احتفال فردي في النكتة. الأصلي من الآن حتى 31 أكتوبر

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المدونة الإلكترونية

المدونة الإلكترونية

 Dia De Los Muertos

https://www.smore.com/fuqsx

**1/15**
العووان الأول لقاء العرض التجريبي

قد وفرنا هذا الأسبوع فرصتين للعوامل لتجربة عروض على مدي التسعة من العام الأول. فالأطفال يختارون كيف يعملون الأعمال لدعم اهاليهم والأسر المستورة على أنها محفزة اقتصاديًا. إذا قلنت أنك جاهز للعرض، فلا تتردد في الحصول على ملاحظات العرض التجريبي. في الوقوف أو الزراعة أủa، إذا كان لديك أي استفسار حول العووان الأول، يرجى الاتصال بـ عزير البريد الإلكتروني على Stage.Holiday@austinisd.org.

نظرة خاطفة على فصول العام

لدينا مثال على فصول دراسية ترضيية حيث جاء الطلاب من DL (دارنا مدرسة راندوبور) في الأسبوع الماضي، كان عدد من متغير مدرسة السنة الثانوية) والمدرسة (21-20). تجمع أعمال المجموعة لتشجع ويلعب دورًا في مدي أمال الفطن والعلم المبتدئين. نشر أكتوبر 27 2022 LIVELY MIDDLE SCHOOL / ESCUELA SECUNDARIA LIVELY 2022-2023

https://www.smore.com/fuqxsx
أغريص الدينية ثلاث مرات في السنة. تساهم هذه التقييمات في قياس مدى قدّم الطلاب لمعايير اللغة الإنجليزية STARR والذين وضمان تحديد المعلمات لدور علاج الطلاب للاختبارات. كما وضع الاختبارات الأخرى.

أتى النظام الجديد من متحدة STARR، يُسمى "الاختبار الجديد"، في أواخر عام 2023، مع إصدار تعديل STARR النسخة الثالثة. يتضمن ذلك إلغاء تقييم استدلال اللغة الإنجليزية، وإضافة صيغة "و" إن، وأيضاً من جزءين، وما إلى ذلك، لمسة على المعرفة المتنوعة. ويُرتبط هذا الاختبار الجديد في الأقسام المختلفة، ويتضمن جميع الطلاب نتائجهم. وتقوم المدرسة بالتأكد من إجراء تقييم STARR النسخة الثالثة مع إعطاء ملحوظات مفصلة.

بالإضافة إلى ذلك، توفر "الاختبار الجديد" مساعدة في مراقبة الحالة في النمو اللغوي، ويمكن للطلاب رؤية النتائج وتحديد الاتجاهات النشطة. وتعد هذه التقييمات جزءًا من البرنامج الإداري العام في المدرسة، ويهدف إلى تحسين للتعليم العام والتحصيل الدراسي للطلاب.

للحصول على مزيد من المعلومات حول اختبار STARR، يرجى الاتصال بـ
john.needley@austinisd.org.
توقفت زي الهالوين

نرحب بالطلاب للاحتفال، أزياء في عيد الهالوين، 31 أكتوبر، لكن لا يجوز لهم ارتداء أقنعة أو أحضر أشياء شبه سليما إلى المدرسة.

تحتفل مسؤول الحرم الجامعي بالتحدي في مطالبة الطلاب بالتعبير إذا كانت أزياءهم يقدمون دعاوى على SLD أو قواعد الفيسبوك AIID.

تتفاوض مع مسؤول التعلم أو تنتهي قواعد سلك الطلاب.

تحديث استنادي SEL

ويعرفون على أجزاء مختلفة من الدماغ حتى أنهم سيُخلقون Love Your Brain في الفصل الاستنادي، ميكل الطلاب يساعدون

من خلال الأنشطة الترفيهية المخططة لها يوم الاثنين ونشاط Lively أيضًا على Dia De Los Muertos.

فلاكون أليكس

السيدة هولاندر هي المديرة الرئيسية لدينا، إنها تساعدي فريق الإدارة لدينا جميع مستويات الصفوف الثلاثة. إنها نجمة روك حقيقي،

وتعلن بعد، وقائدة رائدة فريق الإدارة لدينا. شكرا لك على كل العمل الشاق الذي قدمته لنا هذا الفصل الدراسي السيدة هولاندر.
توفير مهم:
- يوم ٢٠ أكتوبر - زي يوم الالونين ٣١
- نوفمبر - مهرجان ذا دي لوس ميرترس @ ٥:٣٠ مساءً ١
- مسابقة CAC @ ٤:٠٠ مساءً - اجتماع ٢
- نوفمبر - قمة الولدين الاقترابية الساعة ٥:٠٠ مساءً ٣
- جماعة @ ٦:٠٠ مساءً - نهائي ٨ @BB
- نوفمبر - إعادة القلب صور الخريف ٤
- نرة الولدين الشخصية @ ٩:٠٠ صباحًا

إتصل لكل عطلة نهاية أسبوع راغبة وسارة يوم الاثنين

دكتور سلامة هولي، المدير

موارد الآباء والطلاب

دليل الطالب وأولياء الأمور

النقر للتخفيف

https://www.smore.com/fuq3x
Attachment #6:

Parents have been notified in writing of their Right to Know Teacher Qualifications.

Attach copies of the following documentation:

✓ Documentation of notice on school letterhead. Please ensure the date, school name, address, Principal name and contact information have all been updated. (A sample form is attached for your reference.)
November 2, 2022

As a parent of a student at Lively Middle School, you have the right to know the professional qualifications of the classroom teachers and teacher assistants who instruct your child. Federal law allows you to ask for certain information about your child's classroom teachers, and requires us to give you this information in a timely manner if you ask for it. Specifically, you have the right to ask for the following information about each of your child's classroom teaching staff:

- Whether the State of Texas has licensed or qualified the teacher for the grades and subjects he or she teaches.

- Whether the State of Texas has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations due to special circumstances.

- The teacher's college major; whether the teacher has any advanced degrees and, if so the subject of the degrees.

- Whether any teacher aides or similar paraprofessionals provide services to your child, and if they do, their qualifications.

If you would like to receive any of this information, please call Stacie Holiday, Principal at 512-414-3437.

Thank you

Stacie Holiday, Principal

Mission - To provide educational opportunities that inspire global thinking and social responsibility.
Vision - Falcons will reach their full potential to make a positive impact on their community.
Staff Motto – Be the person we want to see in our students.
2 de noviembre del 2022

Como padre de un estudiante de la escuela secundaria Lively, usted tiene derecho a conocer las calificaciones profesionales de los maestros y los asistentes de maestros que instruyen a su hijo/a. La ley federal le permite solicitar cierta información sobre acerca de los maestros de su hijo/a, y requiere que nosotros le proporcionemos esta información en un tiempo razonable, cuando usted la solicita. Específicamente, usted tiene derecho a solicitar la siguiente información sobre el personal docente en el salon de clases de su hijo/a:

- Si el estado de Texas ha licenciado o calificado al maestro para los grados y materias que enseña.
- Si el estado de Texas ha decidido que el maestro puede enseñar en un aula sin tener licencia o calificación según las regulaciones estatales debido a circunstancias especiales.
- La especialidad universitaria del profesor. Si el profesor tiene algún grado avanzado y, si es así, el tema de los grados.
- Si los ayudantes de un maestro o paraprofesionales similares brindan servicios a su hijo y, si lo hacen, sus calificaciones.

Si desea recibir esta información, llame a Stacie Holiday, directora de la escuela, al 512-414-3437.

Gracias

Stacie Holiday, Directora
16:45:23 From Patricia Zarate to Everyone:  
patriciazarate1964@gmail.com

16:46:07 From Carmen (Intérprete) Mundaray-Madrid to Everyone:  
cristinanm madrid@yahoo.com

16:57:32 From Mariana Figueroa to Everyone:  
Thank you for joining our Parent Coffee Meeting, we will admit our 
attendants in a couple of minutes.

16:58:53 From Mariana Figueroa to Waiting Room Participants:  
Thank you for joining our Parent Coffee Meeting, we will admit our 
attendants in a couple of minutes.  
Gracias por acompañarnos en nuestra junta de Café de Padres en unos minutos 
los pasaremos a la sala principal.

17:02:42 From Josefina Zaragoza to Everyone:  
Buenas tardes

17:08:29 From Stacie Holiday to Everyone:  
https://forms.gle/wf6J1rihnCNLoP6N69

17:12:47 From Clara Bradbury to Mariana Figueroa (Direct Message):  
Hi - I joined late, is there a form link?

17:13:09 From Mariana Figueroa to Waiting Room Participants:  
yes I will re-share

17:13:22 From Mariana Figueroa to Waiting Room Participants:  
https://forms.gle/wf6J1rihnCNLoP6N69

17:14:54 From Shayna Tipton to Everyone:  
The form settings should work now. Please try it again and let us know!

17:15:38 From Shayna Tipton to Everyone:  
https://forms.gle/wf6J1rihnCNLoP6N69

17:17:13 From Mariana Figueroa to Waiting Room Participants:  
Por favor usen el enlace que se encuentra aqui arriba para Colaborar en esto 
juntos

17:17:54 From John Neeley to Everyone:  
Por favor usen el enlace que se encuentra aqui arriba para Colaborar en esto 
juntos

17:20:36 From Shayna Tipton to Everyone:  
For any late arrivals, here is the form link:  
https://forms.gle/wf6J1rihnCNLoP6N69

17:25:46 From John Neeley to Mariana Figueroa (Direct Message):  
Don't forget

17:25:49 From John Neeley to Mariana Figueroa (Direct Message):  
to share her slide

17:25:53 From John Neeley to Mariana Figueroa (Direct Message):  
Thank you :)

17:26:10 From Stacie Holiday to Everyone:  
Here is the DRAFT Parent & School Compact  
https://drive.google.com/file/d/1Ob7VgEnZmy9NXPfuB4QEa8LSyYACiHFq/view?usp=sharing

17:28:17 From Mariana Figueroa to Waiting Room Participants:  
En el enlace que se encuentra arriba podra encontrar un borrador de el 
Contrato de Colaboracion entre nuestras familias y nuestra escuela!

17:28:38 From Clara Bradbury to Mariana Figueroa (Direct Message):  
Not sure if the hosts know the answer to this, but I have a question about 
the AISD Bond Package. I noticed Lively is excluded from the list of schools
the AISD Bond Package. I noticed Lively is excluded from the list of schools receiving funding and I'm wondering why. Thank you!
17:52:17 From Diana Prieto to Mariana Figueroa (Direct Message):
Puede asistir un estudiante de 7th grade.
17:53:47 From Will Banes - Breakthrough to Mariana Figueroa (Direct Message):
Breakthrough Central Texas
Alicia Flores: 512-905-2598, alicia@breakthroughctx.org
Will Banes: 512-666-9545, williambanes@breakthroughctx.org
17:55:03 From Mariana Figueroa to Diana Prieto (Direct Message):
claro que si, si gusta puedo comunicarme con usted si quiere puede darme el nombre de su estudiante y un buen numero de telefono para que yo le pueda hablar
17:55:26 From Mariana Figueroa to Diana Prieto (Direct Message):
sus mensajes solo los veo yo
17:56:29 From Diana Prieto to Mariana Figueroa (Direct Message):
Lina Trujillo el nombre de mi hija, mi nombre Diana Prieto mi numero es 512-634-6879
17:56:40 From Will Banes - Breakthrough to Mariana Figueroa (Direct Message):
I just realized, I cannot send messages to the whole chat. Would it be possible to share my contact info with everyone here? Thanks so much
17:57:07 From Anukriti Kunwar (she, her, hers) | AFSSA to Mariana Figueroa (Direct Message):
Name: Anukriti Kunwar, email address: akunwar@afssaustin.org, Cell: 512.554.4509
17:57:35 From Mariana Figueroa to Everyone:
Breakthrough Central Texas
Alicia Flores: 512-905-2598, alicia@breakthroughctx.org
Will Banes: 512-666-9545, williambanes@breakthroughctx.org
17:57:52 From Mariana Figueroa to Everyone:
Name: Anukriti Kunwar, email address: akunwar@afssaustin.org, Cell: 512.554.4509
17:58:40 From Mariana Figueroa to Anukriti Kunwar (she, her, hers) | AFSSA (Direct Message):
do you want to share the link to the flyer on here so I can share on the chat?
17:59:16 From Diana Prieto to Mariana Figueroa (Direct Message):
Gracias
17:59:32 From Gretchen Otto to Mariana Figueroa (Direct Message):
I can't message to all in the chat, could you send my email?
18:00:01 From Gretchen Otto to Mariana Figueroa (Direct Message):
president@livelymiddleschoolptsa.com
18:00:02 From John Neeley to Everyone:
6th Grade Sarah.Tanner@austinisd.org
18:00:32 From Mariana Figueroa to Everyone:
president@livelymiddleschoolptsa.com
18:00:35 From John Neeley to Everyone:
7th Grade
Jessica.l.jordan@austinisd.org
18:00:54 From John Neeley to Everyone:
8th Grade
16:48:12 From Mariana Figueroa to Everyone:
    Thank you for joining us, we will be starting our meeting in a moment.
    Please remember to select your language of preference once you come in.
    Gracias por acompañarnos, comenzaremos con nuestra junta en un momento. Por favor recuerde seleccionar su idioma de preferencia una vez que entre a la junta.
16:59:24 From Patricia Zarate to Mariana Figueroa (Direct Message):
    acuerdate que donde manda capitán, no goberna marinero
16:59:45 From Patricia Zarate to Mariana Figueroa (Direct Message):
    si la jefa dice, pues se graba
17:02:37 From Mariana Figueroa to Waiting Room Participants:
    Thank you for joining us, we will be starting our meeting in a moment.
    Please remember to select your language of preference once you come in.
    Gracias por acompañarnos, comenzaremos con nuestra junta en un momento. Por favor recuerde seleccionar su idioma de preferencia una vez que entre a la junta.
17:04:50 From Mariana Figueroa to Waiting Room Participants:
    Thank you for joining us, we will be starting our meeting in a moment.
    Please remember to select your language of preference once you come in.
    Gracias por acompañarnos, comenzaremos con nuestra junta en un momento. Por favor recuerde seleccionar su idioma de preferencia una vez que entre a la junta.
17:04:56 From John Neeley to Waiting Room Participants:
    We will be letting you all in shortly
17:06:54 From Heather Roell Oshman to Everyone:
    Hi. I'm Heather Roell.
17:11:55 From Stacie Holiday to Everyone:
    Please use the following link to sign in for tonight:
    https://docs.google.com/forms/d/e/1FAIpQLSdu0Eo6f9yynWPI78rdg66WEd7axN5fXsIb9-Czuf6cLTmRWQ/viewform
17:13:00 From Mariana Figueroa to Waiting Room Participants:
    Por favor utilice el enlace que le proporcionamos arriba para anotar su asistencia a esta junta
17:14:10 From Heather Roell Oshman to Everyone:
    They've been great!
17:14:28 From Mariana Figueroa to Waiting Room Participants:
    Thank you!
17:18:16 From Mariana Figueroa to Waiting Room Participants:
    My email is mariana.figueroa@austinisd.org please contact me if you are interested in volunteering or if you have any questions, I am happy to help!
17:19:39 From Mariana Figueroa to Waiting Room Participants:
    Mi correo electrónico es mariana.figueroa@austinisd.org por favor comuníquese conmigo si esta interesado en ser voluntario o si tiene cualquier pregunta, con gusto estoy aquí para ayudarle!
17:25:05 From Heather Roell Oshman to Everyone:
    Isn't the virtual one on Thursday, usually?
17:25:50 From John Neeley to Everyone:
    November 3rd @ 5 virtually
    November 4th @ 9 AM in person
17:26:22 From Heather Roell Oshman to Everyone:
    This was great. It was interesting to me to see how much Title 1 funding we get and how it is spent. Thank y'all for taking the time to share this with us.
17:26:49 From Stacie Holiday to Everyone:
Attachment #7:

Parents collaborated and coordinated with staff to design staff development for campus staff related to the Value and Contributions of Parents.

Attach copies of the following documentation:

✓ Documented efforts of soliciting family/parent input (i.e. surveys, Parent/Family meeting agenda with notes and sign-in sheets, etc.)
✓ Staff PD Agenda from parent input
✓ Staff Sign in Sheets and minutes
PARENT'S COFFEE

Virtual - Zoom  Thursday 10/06/22  Time: 5:00 p.m. - 6:00 p.m.
In Person - Lively MS Library  Friday 10/07/22  Time: 9:00 a.m. - 10:00 a.m.

Agenda

- Welcome (5 mins)
- Activity with our Dance Teacher Tristan Fournier (10 min)
- Family and Community Engagement Survey (5 min)
- Steffanie Ho, Nurse - Immunizations and general information (5 min)
- Lindsey Knowles, Yasmin Perez, William Banes - Learn about CIS, CARY, and Breakthrough three wonderful programs we have at Lively. (25 min)
- Anukriti Kunwar - Prevention Advocate with Asian Family Support Services of Austin (AFSSA)
- PTA Update (5 min)

Mission - To provide educational opportunities that inspire global thinking and social responsibility.
Vision - Falcons will reach their full potential to make a positive impact on their community.
Staff Motto - Be the person we want to see in our students.
كافي د والدينو سره

د شرونجي كتثبتون

وخت: د سهار د ۹ یوپری

جمعی ورخ د اکتوبر اوومه نیته

د مجلس موضوع

• بنویش راغلاست (۵ دقیقی)
• زمونیره د نخا د شرونجي تریستن فونیبر سره خیینی فعالیتونه (۱۰ دقیقی)
• د کورنی او تولنی د نککنتیا په هکله سروی (۵ دقیقی)
• واکسن او نورعمومی معلومات - سیفیاتی هو، نرسه (۵ دقیقی)
• دریبر په زره پورو برنامه په ارته چه کره چی مور پی په
• Cis, Cary, and breakthrough د شرونجي کي لرو - لینزی نولز، پاسیئن ییریز او ولیم بینس لخوا (۲۵ دقیقی)
• د استین د اسیابی کورنی ملادن خدماتو (۵ دقیقی)
• (AFSSA) سره د مخنیوي مدافع وکیله - انوکریتی کنور
• د شرونجي او والدنو غوندی (۵ دقیقی)
• PTA ته نوی معلومات ورکره (۵ دقیقی)
Cafe de Padres

Virtual - Zoom  Jueves 10/06/22  Hora: 5:00 p.m. - 6:00 p.m.
En Persona - En la Biblioteca de Lively  Viernes 10/07/22  Hora: 9:00 a.m. - 10:00 a.m.

Agenda

- Bienvenida (5 mins)
- Actividad con la maestra de Danza, Ms. Tristan Fournier y la maestra de Teatro Ms. Samantha Gang (10 min)
- Encuesta de Colaboración Familiar y Comunitaria (5 min)
- Stephanie Ho nuestra Enfermera hablará sobre Inmunizaciones y nos dará más información general sobre el área de enfermería en nuestra escuela. (5 min)
- Lindsey Knowles y Yasmin Perez - Aprenda sobre CIS y CARY dos maravillosos programas que tenemos en Lively! (25 min)
- Anukriti Kumwar - Apoyo en Prevención con los Servicios de Apoyo a Familias Asiáticas en Austin (AFSSA)
- Actualizaciones de PTA (5 min)

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کافی د والدینو سره
د پروتونخی کتابتون
جمهی ورخ د اکتوبر اوومه نیته
د سهار د ۹-۱۰ بجو پوری

د مجلس موضوع

- به راغلاست (۵ دقیقه)
- زمونره د نخدا پروتونخی تریستن فونتیر سره خینی فعالیتونه (۱۰ دقیقه)
- د کورنی او تولنی د بنکیتیا به هکله سروی (۵ دقیقه)
- واکسن او نور عمومی معلومات - سیفیاتی هو، نرسه (۵ دقیقه)
- CIS, CARY, and breakthrough در دبب په زره پوره برناو به اره زده کره چی موری په
- پروتونخی کی لرو- لینزی نولز، پاسیو بیرینځ او ولیم بینس لخوا (۲۵ دقیقه)
- AFSSA سره د مخنیوی مدافع وکله - انوکریتی کنور
- د پروتونخی او والدینو غوندی (PTA) چه نوی مالومات ورکره (۵ دقیقه)

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Staff Motto – Be the person we want to see in our students.
Family/Parent Engagement Policy

The faculty, family/parents, staff, and community members of the Lively Middle School shall develop and agree upon a written policy for parental involvement during the development and review of the campus improvement plan.

I. The Family/Parental Engagement Policy will be distributed during the first six weeks of the school year.

II. It will be the responsibility of school staff to establish a two-way communication process with parents and families regarding their child(ren)'s academic progress. This should include, but not be limited to: progress reports, report cards, telephone calls, notes, newsletters, etc.

III. The school will make every effort to communicate with family/parents in a way that they understand. Communication may include, but not be limited to: print materials, buses, phone calls, electronic mail, texts, newsletters, meetings, virtual meetings, etc.

IV. Lively Middle School annual Title I meeting for the 2022-2023 school year will be held on September 13, 2021 at 5:15 p.m. Included in the meeting will be an explanation of the school’s program and types of academic assessment for students, and the outcomes of state progress/proficiency levels that students are expected to achieve.

V. Monthly meetings will be held the first Friday of every month at 8:00 a.m. during CAFE or the first Wednesday of the month at 4:00 p.m. during CAFE or at 4:30 p.m. during General PTA. We will also host Everett Family Engagement events at 5:30 p.m. and two family training events dated to be determined.

VI. Parents will be given the opportunity to provide input and feedback in the development of the Campus Improvement Plan, the Title I program, Family/Parent Engagement Plan, Lively Middle School Annual Report, and any other scheduled parent meetings.

VII. In order to meet the changing needs of our school, the Family/Parent Engagement Policy will be reviewed/upated during the annual Campus Improvement Plan revision process.

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We will create meaningful, challenging learning environments to increase student achievement and foster positive relationships.
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III. The school will make every effort to communicate with family/parents in a language that they understand. Communication may include, but not be limited to homework, folders, telephone trees, electronic mail, texts, newsletters, meetings, virtual, etc.

IV. Lively Middle School annual Title I meeting for parents and community was held on Monday, September 13, 2021 at 5:15p.m. Included in the conversation was information regarding the school's curriculum and types of academic assessments used to measure student progress/proficiency levels that students are expected to meet.

V. Monthly meetings will be held the first Friday of every month at 9:30 a.m. during Parent Coffee, first Wednesday of the month at 4:00 p.m. during CAC and the second Thursday of the month at 4:30 p.m. during General PTA. We will also host Evening of Wonder on December 7th at 5:30p.m. and two family training events date to be determined.

VI. Parents will be given the opportunity to provide input and make recommendations regarding the Campus Improvement Plan, the Title I program, Family/Parent Compact and the Family/Parent Engagement Policy through the Campus Advisory Council, or any other scheduled parent meetings.

VII. In order to meet the changing needs of our school, the Family/Parent Engagement Policy will be reviewed/updated during the annual Campus Improvement Plan revision process.

* Financial Literacy Workshop for students & parents
* Savings/Checking accounts
* Retirement/savings/investments
* Design Club - Architecture & garment

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VI. Parents will be given the opportunity to provide input and make recommendations regarding the Campus Improvement Plan, the Title I program, Family/Parent Compact and the Family/Parent Engagement Policy through the Campus Advisory Council, or any other scheduled parent meetings. (Handwritten: Have a Parent Coffee for parents to engage with)

VII. In order to meet the changing needs of our school, the Family/Parent Engagement Policy will be reviewed/updated during the annual Campus Improvement Plan revision process.

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Lively Middle School Compact

Research shows that when parents are involved in schools, students achieve more, attendance is better, grades, test scores are higher, and graduation rates increase. Students are also more likely to reach their highest potential for intellectual, social, emotional and physical growth. Family involvement in education is critical for the success of students. To accomplish this, parents, teachers, and students need to work together. We ask that you agree to do this by signing and returning this agreement.

Parent Agreement

As a parent(s), I will help my child meet his/her responsibilities. I will be responsible for:
✓ Sending my child to school on time each and everyday
✓ Sending my child to school prepared and ready to learn
✓ Reading to and with my child
✓ Establishing a time for homework and reviewing it regularly
✓ Participating, as appropriate, in decisions related to my child’s education and the positive use of extracurricular time
✓ Supporting the school in its effort to maintain proper discipline
✓ Supporting the classroom teacher by volunteering if work schedule permits

Date ___________________________ Parent Signature ___________________________

Student Agreement

As a student, I understand that I need my education in order to become a productive citizen. I will be responsible for:
✓ Attending school every day and being on time
✓ Completing and returning homework assignments in a timely manner
✓ Following the school rules and being responsible for my behavior
✓ Reading everyday

Date ___________________________ Student Signature ___________________________

Teacher Agreement

As a teacher, I want all of my students to succeed academically. I will be responsible for:
✓ Providing instruction in a way that will motivate and encourage my students
✓ Providing homework assignments for students
✓ Providing a positive and safe atmosphere for learning
✓ Keeping students and parents informed of student progress on a regular basis
✓ Communicating with parents via parent conferences as needed
✓ Being available for parents to contact me when not teaching classes

Date ___________________________ Teacher Signature ___________________________

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Norma sobre la participación de los padres y las familias

El personal docente, los padres, el personal y los miembros de la comunidad de la escuela Secundaria Lively deben elaborar y estar de acuerdo con una norma escrita sobre la participación de los padres y las familias durante el desarrollo y repaso del plan de mejoramiento del plantel.

I. La Norma de participación de los padres será distribuida durante las primeras seis semanas del año escolar.

II. El personal de la escuela tendrá la responsabilidad de establecer un proceso de comunicación mutua con los padres y las familias sobre el progreso académico de sus hijos. Esto debe incluir, pero sin limitarse a lo siguiente: informes de progreso, tarjetas de informe, llamadas telefónicas, notas, boletines informativos, etc.

III. La escuela hará lo posible por comunicarse con los padres en un idioma que es entendible para ambos grupos. La comunicación con los padres puede incluir, pero sin limitarse a lo siguiente: tareas, árboles telefónicos (un padre llama a otro, y así sucesivamente), correo electrónico, boletines informativos, juntas, etc.

IV. La escuela Secundaria Lively lleva a cabo la junta anual de Título I el 13 de septiembre de 2021 a las 5:15 p.m. para discutir los programas de escuela.

V. Las juntas mensuales serán el primer viernes de cada mes a las 9:30 a.m. durante el Café para Padres, cada primer miércoles de cada mes a las 4:00 p.m. durante CAC, y cada segundo jueves del mes a las 4:00 p.m. durante PTA General. También organizaremos Noche de Maravilla el 7 de diciembre a las 5:30 p.m. y dos eventos de entrenamiento para familias fecha por determinar.

VI. Los padres tendrán la oportunidad de dar su opinión y sus recomendaciones sobre el Plan de mejoramiento del plantel, el programa de Título I y las normas de participación activa de los padres, CAC, o en las juntas para padres.

VII. Durante las primeras seis semanas de clase los padres recibirán información sobre la curricula (el plan escolar) de la escuela y sobre las evaluaciones académicas usadas para medir el nivel de progreso/conocimiento que se espera debe cumplir el estudiante.

VIII. Para poder cumplir con las necesidades cambiantes de nuestra escuela, el Plan de padres y las familias sobre la norma de mejoramiento será revisado/actualizado durante el proceso de revisión anual del Plan de mejoramiento del plantel.
Title I Parent & Family Engagement Compact and Policy 22-23 Lively MS / Título I Compromiso de Padres y Familia, Compacto y Política 22-23 Lively MS

* Required

1. I want to add the following to the Family School Compact. Quiero agregar lo siguiente al Pacto entre la escuela y la familia.

   ____________________________

   ____________________________

   ____________________________

   ____________________________

2. I want to see the following added to the Family Parent Engagement Policy. Quiero que se agregue lo siguiente a la Política de participación de los padres de la familia.

   ____________________________

   ____________________________

   ____________________________

   ____________________________
3. I want Lively Teachers to have professional development and learning opportunities *
with: Quiero que los maestros tengan desarrollo profesional y oportunidades de 
aprendizaje con:

*Check all that apply.*

- [ ] Classroom Management
- [ ] Parent Communication
- [ ] Effective Instruction
- [ ] Other: 

This content is neither created nor endorsed by Google.

Google Forms
I want to add the following to the Family School Compact. Quiero agregar lo siguiente al Pacto entre la escuela y la familia.

Lively

none

N/A

I think it looks really solid the way it is! :)

Nothing at this moment
I want to see the following added to the Family Parent Engagement Policy. Quiero que se agregue lo siguiente a la Política de participación de los padres de la familia.

5 responses

N/A

none

I do like the idea of offering some sort of digital awareness night for kids and parents. What to look out for as far as kids interacting with peers (and sometimes adults) online. Also info for how parents can talk to their kids about how to research what is true vs. what is false. I don't have a lot of ideas here but my 6th grader has mentioned the fighting and the APD officers on campus. Maybe addressing how the admin is addressing physical safety and reducing conflict?

I wasn't able to open the document.

Nothing at this moment

I want Lively Teachers to have professional development and learning opportunities with: Quiero que los maestros tengan desarrollo profesional y oportunidades de aprendizaje con:

5 responses

<table>
<thead>
<tr>
<th>Classroom Management</th>
<th>2 (40%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Communication</td>
<td>2 (40%)</td>
</tr>
<tr>
<td>Effective Instruction</td>
<td>2 (40%)</td>
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<tr>
<td>I wish more educators could be in the classroom...</td>
<td>1 (20%)</td>
</tr>
<tr>
<td>Neurodivergent students/learning differences</td>
<td>1 (20%)</td>
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</tbody>
</table>
Lively PD Agenda
October 14, 2022 from 8:00 a.m. - 4:00 p.m.

8:00 a.m. - 8:30 a.m. — Breakfast & Training Nurse Stephanie Ho

8:30 a.m. - 9:00 a.m. — Welcome, Objectives, Campus Instructional Goals, & OSL Survey
(Dr. Holiday & Ms. Tipton)

9:00 a.m. - 12:00 p.m. — Creating Classroom Hope Gardens & CIS Art Collaboration
(Drop in Sessions)

Art 1: Hope Gardens

- **Objective**: Teachers will be able to explain the value of a hope garden.
- **Success criteria**: I can paint a terracotta pot with a message of mental health awareness or support.
- **Description**: The art department is working on piloting a Creative Daily Art and Nature Practice with the Yellow Tulip Project and part of the process is creating "Hope Gardens" around Lively of Tulips that will bloom in spring. Teachers and staff will be engaging in our own creative art practice by painting pots to hold hope gardens for our classroom that we will put outside to bloom as a symbol of hope.

Art 2: CIS ART & Teacher SEL

- **Objective**: Teachers will select an art project to learn about and experience CIS small group student activities that support communication, relationship building and social emotional learning.
- **Success Criteria**: I can create a mantra bracelet making, Shrinky dinks, and/or coloring pages. I can explain the services that CIS offers to students.

12:00 p.m. - 1:00 p.m. — Lunch (on your own)

1:00 p.m. - 4:00 p.m. — MTSS Differentiated Tier 1 PD (Must select 1 & register)

**Option 1**: Scaffolding Classroom Management -Preparing for Students

- Register HERE

**Option 2**: Scaffolding Classroom Management -Building Relationships

- Register HERE
- **Description**: The Multi-Tiered Systems of Support (MTSS) Department is offering 2 virtual professional learning sessions on October 14th for campus teachers, teacher assistants or for anyone interested in improving Tier 1 classroom systems. All teachers will select between 2 sessions, focused on Classroom Management or Building Relationships.
- **Objective**: Teachers will be able to learn strategies to improve systems within their classroom, focused on either classroom management or building relationships.
- **Success Criteria**: I can select at least 1 tier 1 strategy to improve my classroom management or relationship building practices and implement it next week.
Lively Middle School
Professional Development
November 8th 2022

7:45 am - 8:00 a.m
8:00 a.m. - 8:10 a.m Welcome & Objectives Dr. Holiday
8:10 a.m. - 8:30 a.m. Reminders, Nuts & Bolts
  • Food
  • Passes
  • Checking Frontline for WTs
  • New STAAR Item types

8:30 a.m. to 10:00 a.m. Frankie Mendoza -Restorative Practices and Circles

10:00 am to 11:00 am SEL Advisory

11:00 am to 11:30 am AVID

Lunch 12:00 to 1:00 p.m

1:00 p.m. to 3:00 p.m. Instructional Checklist & Expectations
  • Instructional celebrations
  • Bowling Video - teaching the students that slip through the cracks
  • Scaffolding
  • Progress monitoring (activity stamp strategy or stickers)
  • Check Understanding - ask questions what it looks like
    o Celebration- 6th grade SS and 7th grade SS, Theater (thumbs up, thumbs down, sideways)

"Lively Teacher Spotlight"
  • Teacher Strategy share and showcase

3:00 p.m. to 4:00 p.m. PLC and Lesson Planning
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. Attached is a Notification Memo to be used with grant-funded employees who are required to complete Time & Effort reports.

Attach copies of the following documentation to be available upon request:

✓ N/A

Maintain at campus to be made available upon request:

✓ Notification Memos
✓ Copies of all signed and submitted Time and Effort Reports
Attachment #9:
Homeless and Foster Care Student Documentation

Attach copies of the following documentation:
✓ Completed Attachment #9

Maintain at campus to be made available upon request:
✓ Attachment 9A – “Homeless Student Services” Sheet
Homeless

Check Once Completed

☑ A poster (for homeless students) must be displayed in visible area.
Display posters (which notify the public of the educational rights for homeless students) where children and youth receive services under are required by this Act. Posters and other materials regarding homeless students are available from Project HELP @ 512-414-3690.

☑ Complete and maintain at campus the attached Homeless Services Provided worksheet – and REGULARLY UPDATE

TEC 33.906 (HB 1559) All schools that maintain a website must post information on their websites about local programs and services available to assist homeless students.

- This information may include charitable programs and services and organizations providing food, clothing, shelter, counseling, medical services, and other interventions for homeless students and families.

- Schools must compile and post the resources and information in a format and style that is easily understandable by students or parents.

- Additional information regarding local services and program that assist homeless students is available: http://www.theotx.org/resource/texas-hb-1559/

☑ A campus website must list services available to assist homeless and foster care students.

Foster Care

☑ Either the DFPS Form 2085 (in any form); OR a court order naming a DFPS Temporary Managing Conservator (TMC) or a Permanent Managing Conservator (PMC) been completed for each identified student in foster care.
https://www.austinisd.org/foster-care/resources-registrar
Attachment #10:

CIP Developer Page

Attach copies of the following documentation:

☑ Completed and signed CIP Developers or indication that information has been entered directly into PlanWorks
Austin ISD  
State, Federal, Private Accountability Office  
Campus Improvement Plan (CIP) Developer’s List

Campus Name Lively MS  
Org# 043  

**Instructions:** List the name & position of the developers of the 2022-2023 Campus Improvement Plan (CIP). Sign and date verification below. (Use additional Pages as Necessary)

<table>
<thead>
<tr>
<th>Last name</th>
<th>First name</th>
<th>Position (teacher, parent, community member, principal, student, etc.)</th>
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<tbody>
<tr>
<td>1.</td>
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<td>10.</td>
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</tr>
</tbody>
</table>

See Attached Pages  

Printed name  

Signature  

Date  

07/25/2022  

Department of State, Federal, & Private Accountability 2022-2023
# Campus Advisory Council
## October Agenda

School Name: Lively MS  
Date/Time: Tuesday, October 4, 2022  
Time: 4:00-5:00 p.m.  
Location: [https://austinisd-org.zoom.us/j/91350006710](https://austinisd-org.zoom.us/j/91350006710)  
Meeting ID: 913 5000 6710  
Citizen Communication Link: [https://forms.gle/bTgvo2AHmJRY5H4y8](https://forms.gle/bTgvo2AHmJRY5H4y8)

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"If students don't learn the way you teach, teach the way they learn."

To achieve equity in education

We must develop leaders who can...

Transform our institutions by eliminating inequitable practices and cultivate the unique gifts, talents, and interests of every child...

So that success and failure are no longer predictable by student identity - racial, cultural, economic, or any other social factor

If you have an emergency, please contact AISD Police at 512-414-1703.

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From: Priscilla Hernandez <priscilla.hernandez@austinisd.org>
Sent: Monday, October 3, 2022 5:37 PM
To: LivelyAdmin <livelyadmin@austinisd.org>
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Subject: CAC Meeting

Greetings,

The CAC meeting scheduled for Wednesday, September 28th will be rescheduled to Tuesday, October 4th from 4:00-5:00 p.m.

Please find the agenda attached.

Zoom Link
https://austinisd-org.zoom.us/j/91350006710
Meeting ID: 913 5000 6710

Citizen Communication
https://forms.gle/bTqvo2AHmJRY5H4y8

Thank you

Priscilla Hernandez

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