KEALING M S
Kealing Middle School
2022/2023

One School. Multiple Programs. Success for all.

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Mission

Campus Mission:
Kealing Middle School welcomes all students to a safe and inclusive environment. Our unique campus offers multiple opportunities for all students to learn and grow. Using the latest technology and guided by best practices in teaching, students will explore and discover their interests and abilities in academic, artistic and physical arenas so they are prepared to pursue those talents in high school and beyond. Through creative, cooperative and compassionate teaching and learning, our students will leave Kealing with the ability to think critically as productive and ethical citizens.

Texas Public Education Mission Statement
The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. (TEC Title 2, Ch 4, Sec.4.001)

Austin Independent School District Mission
Austin ISD educates more than
Vision

Campus Vision: One School. Multiple Programs. Success for All.

Campus Values: 1.) We will provide and support high-quality instruction for every student, every day.

2.) We believe that all students can perform at high levels with equitable access to a rigorous curriculum through continuous collaboration.

3.) We believe that we can support our students’ physical, emotional, and intellectual well-being and safety in their pursuit of higher-level learning.

4.) We believe that this year, every student will make individual progress and every teacher will grow in his/her/their instructional practice.

5.) We believe in the DuFours’ Four Questions to drive our instructional practice in PLCs:
   What do we want our students to know and be able to do?
   How do we know when or if they’ve learned it?
   What do we do when some students don’t learn?
   How will we extend the learning for students who are already proficient?

Nondiscrimination Notice

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

Demographics

Demographics Data Sources
Discipline Referrals

Demographics Strengths
List your campus strengths here:

- Diverse student body and staff
- Increasing projected enrollment year to year
- ???

Demographics Weaknesses
List areas you would like to grow here:

- Mitigate overidentification of Black male (42%, n=) and Hispanic male (46%, n=) students for disciplinary events
- Lack of cultural responsiveness support in instruction and classroom management and culturally responsive leadership

Demographics Needs
- Administration needs consistent approach to culturally responsive leadership
- Teachers need cultural responsiveness support in instruction and classroom management
- Teachers need ongoing PD and support for MTSS/RtI
Comprehensive Needs Assessment

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.

1.) In 2021-22, 42% of the students within the African American/Black population had one or more discipline events.
2.) In 2021-22, 36% 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?
   - Identify students who had multiple infractions last year and this year to-date
   - Preemptively developed behavior plans for specific students
   - Meet with students and their parents/guardians to:
     a. Develop behavior intervention/ plans using the Multi-Tiered Strategy System (MTSS) collaboratively with the student’s respective counselor, and teachers.
     b. Engage in goal setting meetings with students that will target, grades, attendance, student achievement, behavior that is progress monitored for the documentation of growth.
     c. Provide opportunities for students to receive academic support and enrichment before and after school.
     d. Assign mentors to the students based on career interests or hobbies
     e. Convene meetings with parents and students to resolve issues through mediation
     f. Partner with the Social Emotional Learning/Cultural Proficiency & Inclusion Specialist, Mr. Kenneth Loyde to provide ongoing professional development focusing on the whole child and culturally responsive leadership and instruction.

2.) What systems will you have in place to decrease the discipline disparities among your students receiving Special Education services?
   - Identify students who had multiple infractions last year and this year to-date
   - Preemptively developed behavior plans for specific students
   - Meet with students and their parents/guardians to:
     a. Revisit/amend or develop behavior plans to revise a student's IEP.
     b. Engage in goal setting meetings with students that will target, grades, attendance, student achievement, behavior that is progress monitored for the documentation of growth.
     c. Provide opportunities for students to receive academic support and enrichment before and after school.
     d. Assign mentors to the students based on career interests or hobbies.
     e. Convene meetings with parents and students to resolve issues through mediation.
     f. Partner with the Social Emotional Learning/Cultural Proficiency & Inclusion Specialist, Mr. Kenneth Loyde to provide ongoing professional development focusing on the whole child and culturally responsive leadership and instruction.

Student Achievement

Student Achievement Data Sources
Comprehensive Needs Assessment

Disaggregated STAAR Data
STAAR disaggregated by subj., grade, & stud. grp.
TELPAS disaggregated by grade & prof. lvl.

Student Achievement Strengths

List your campus strengths here:

- 2022 Academic Achievement in ELA
- 2022 Academic Achievement in Mathematics
- 2022 Academic Achievement Post Secondary Readiness
- Domain 1: Student Achievement Rating of A
- Domain 2: School Progress A
- Domain 3: Met Academic Achievement Status targets for reading in all subpops (ASTU, AA, HIS, WH, AS, 2M, ED, EB/EL Current and Monitored, SPED (current), CENROL, NonCENROL) 2021, AA, ED, SPED Current did not meet target; 2019, all subpops met targets.
- Domain 3: English Language Proficiency Status: Target met at a progress rate of 50%, 38.89% higher than target (36%); (2021, 57%; 2019; 35%)
- Campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Student Achievement Weaknesses

List areas you would like to grow here:

Domain 3: Closing the Gaps

- Historically, under multiple Texas Accountability Systems (i.e. Index 3: Closing Performance Gaps, Domain 3: Closing the Gaps) AA, ED, SPED subpops have underperformed for assessment years 2012 - 2022.*
- Meet targets for Academic Achievement in reading and math for subpops, AA, ED, SPED.
Comprehensive Needs Assessment

Student Achievement Weaknesses (Continued)

- Meet targets for Growth Status in reading AA, ED, and SPED and in math for All Students, AA, HIS, 2M, ED, EB/EL, SPED, CENROL, and NonCENROL subpops
- Meet targets for Student Success Status for sub pops, AA and ED.

**All Districts and Schools Were Not Rated in 2020 Due to COVID-19**

Student Achievement Needs

- Establish data-driven, structured and consistent PLCs that focus on backwards planning, exemplar development, evaluation of student work, and best instructional practices (modeling and roleplaying).
- Address the instructional needs of students through PLCs and the lesson planning process
- Incorporate culturally responsive strategies in the lesson planning process

Student Achievement Summary

Access your STAAR, MAP Growth, and TELPAS Reports here: (in the purple Performance Reporting section): https://docs.google.com/presentation/d/1uNcqEWl6GvQ3ollZCR-OzCgTQsHBYClEiqwa_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)

The meets % scores for BLK, HIS, SPED sub pops all experienced a decrease of 5 to 19 percentage points.

8th graded comprehensive scores for the BLK and HIS

2.) Using your 2021-22 STAAR data, what are your TWO lowest performing students groups (% MEETS)?

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

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

School Culture and Climate
Comprehensive Needs Assessment

School Culture and Climate Strengths

List your campus strengths here:

- Students believe that teachers are respectful towards them (85% positive responses)
- Students believe that the teachers are welcoming towards them (89% positive responses)
- Students believe that staff work hard to answer their questions and assist with finding a solution (84% positive responses)
- There are multiple opportunities for students to lead through NJHS, Student Council, AVID, Clubs, Athletics. Clubs are student driven.
- 80% of parents responded favorably to the Panorama Parent Survey (n=2,116)

School Culture and Climate Weaknesses

List areas you would like to grow here:

Panorama Staff Climate Survey (n=24)

- 34% of participants stated they would recommend working at Kealing
- 13% responded favorably about the attitudes of colleagues
- 22% responded favorably about the school improving in the future
- 13% responded positively overall re: how positive is the working environment at your school?

Panorama Student Climate Survey (n=832)

- 38% responded favorably about student belongingness
- 49% responded favorably about school climate
- 50% responded favorably about school teacher-student relationships

Panorama Student Parent Survey (n=2,116)

- 48% parents feel that their schedules pose difficulty to be more involved
- 37% parents feel that their students classes are motivating
- 59% parents feel that administrators create an environment that helps them learn.
Comprehensive Needs Assessment

School Culture and Climate Weaknesses (Continued)

- 54% parents responded favorably to school fit questions

School Culture and Climate Needs

- Establish SEL practices (i.e. welcoming rituals, relationship building, 3 signature Austin ISD practices)
- Staff development and Implementation of PBIS strategies in the classroom,
- Developing PLCs as safe-spaces for building instructional capacity

School Culture and Climate Summary

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

Coordinated School Health Areas:
- CSH Implementation
- Health Education
- Physical Education/Physical Activity
- Food Services
- Employee Wellness
- SEL
- Community Engagement
- Counseling/Mental Health/Social Services
- Health Services

Reflection Questions:

1.) In 2021-22, using the CSH list, ________ 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%?

(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.)
Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

List your campus strengths here:

- Average Years Experience of Teachers: 11.2
- Average Years Experience of Teachers with District: 8.9
- Recruitment efforts: 17 vacancies in May 2022 to 3 in July 82.3529% decrease

Staff Quality, Recruitment and Retention Weaknesses

List areas you would like to grow here:

- Supports for new and new-to-Kealing teachers inconsistently addressed (new teachers have felt like they are on islands re: Blend, curriculum, eCST, etc.)
- High turn-over and loss of teachers with the capacity to teach electives
- Professional development that focuses on the basics of establish classroom routines, procedures, and classroom management development.
- Feedback and coaching 15% favorable responses (Panorama Staff Climate Surve)

Staff Quality, Recruitment and Retention Needs

- Establish multiple forms of prescriptive supports for new and new-to-Kealing teachers (i.e. mentors, off-campus team building and retreats
- Establish a transition plan for teachers who are retiring/attaining promotions to transfer institutional knowledge
- Build instructional capacity through the use of teacher leaders for PD (increase opportunities for teachers to lead)
- Increase the parent and community volunteers to leverage the loss of staff and to serve as support classrooms, hallways and other common areas,
Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary

Access your Panorama Survey Dashboard here:
https://secure.panoramaed.com/austinisd/understand/19295098/summary

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

Staff Climate Reflection Questions:
1.) Which area(s) will you focus on strengthening this school year?
2.) Why did you select this/these area(s)?

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?
2.) What are your customer service celebrations/strengths?
3.) What are your areas of growth?
4.) What will be your priority for customer service this year?

Curriculum, Instruction and Assessment
Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Data Sources

GT-CAMP ratings

Curriculum, Instruction and Assessment Strengths

List your campus strengths here:

- **Austin ISD GT Accountability Data 2019 - 2022**
  Student Assessment 2022 Rating: Recognized
  Service Design 2022 Rating: Exemplary
  Curriculum and Instruction 2022 Rating: Exemplary

Professional Learning 2022 Rating: Recognized
Family and Community 2022 Rating: Recognized

Strong focus on critical thinking
Pockets of PBL (7th grade science and advanced math)
Social studies is strong in extension and differentiation
ELA and social studies exhibit high trends towards student collaboration

Curriculum, Instruction and Assessment Weaknesses

List areas you would like to grow here:

**Austin ISD GT Accountability Data 2019 - 2022**
Student Assessment 2022 Rating: Recognized (Exemplary years 2019-2021)
Professional Learning 2022 Rating: Recognized (Exemplary years 2019-2021)
Family and Community 2022 Rating: Recognized (Exemplary years 2019-2021)
Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Weaknesses (Continued)

Science and ELA need to improve vertical alignment (aligning the rigor of 6th to 8th grade science)
No constant application of formative assessment and checks for understanding
Backwards planning with the alignment of instruction for mastery, scaffolding, and assessment loop

Curriculum, Instruction and Assessment Summary

Access your GT CAMP data here: https://docs.google.com/spreadsheets/d/1ubmICopfZl5uJIlFMxuP6L7HY2A1IJB2gIMXy-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 0 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)?

Students are either accepted to the Kealing Magnet Program for the fall semester or enrolled in advanced courses according to their specific GT area (per Texas Education Code §29.121). Texas law requires that educators providing services to gifted/talented students have the following qualifications as stated in the Texas Administrative Code §89.2:

Professional Development
Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

School districts shall ensure that:
(1) prior to assignment in the program, teachers who provide instruction and services that are a part of the program for gifted students have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students;
(2) teachers without training required in paragraph (1) of this section who provide instruction and services that are part of the gifted/talented program must complete the 30-hour training requirement within one semester;
(3) teachers who provide instruction and services that are a part of the program for gifted students receive a minimum of six hours annually of professional development in gifted education; and
(4) administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

Teachers also record qualitative and quantitative data of students

Staff and faculty who recommend students for advanced academics follow the protocol below:
1. To refer a student for advanced coursework, teachers, instructional coaches and/or the assistant principals will provide the student's name to the principal, magnet, or academy directors with data supporting the change. It is important to refrain from calling the parent/guardian as this creates an expectation that may not come to fruition.
2. The principal or the student's respective program director will review the student's achievement data to support the move.
3. The principal or director will contact the parent to inform them of the status of the proposed schedule change (change or no change). This is also an opportunity for the principal or director to provide sense-making to the parents and for the parent to share additional information and concerns.
4. The principal or directors direct the student's grade-level counselor to update their schedule to reflect a change of coursework.

2.) How are you communicating with all families about GT and/or advanced learning opportunities?
Campus Social Media, the campus webpage and the Principal's newsletter (the Hornet Herald).

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

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: (SENT TO LPAC ADMINISTRATOR: AP JONES)

1.) How is the campus identifying and addressing the linguistic needs of students and how are they distinguished from other academic needs?
Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

2.) What kinds of support and/or acceleration are available for multilingual students with varying needs such as SIFE?

3.) How is the campus monitoring language acquisition? Be sure to consider both languages in Dual Language programs.

4.) How does the campus welcome families and students that are new to the country?

Creative Learning Initiative (CLI) (SENT TO LPAC ADMINISTRATOR: AP GREEN)

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)

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)

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.)

Family and Community Involvement

Family and Community Involvement Data Sources

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

Family and Community Involvement Strengths
Comprehensive Needs Assessment

List your campus strengths here:

- Increased participation in in-person events (i.e. General PTA meetings, Back-to-School Night, Parent Conference, etc)
- APIR mentors actively involved as mentors to at-risks students
- Establishment of Kealing Connects (40 volunteers to date)
- Increased participation rate in Kealing Service Projects (gardening events)

Family and Community Involvement Weaknesses

List areas you would like to grow here:

- Academy/Comprehensive program students' family participation is not as robust as that of the magnet program parent participation.
- PTA officers representation are mostly magnet parents
- Outreach to academy/comprehensive program students' families
- No parent support specialist at this time
- Limited to non-existent parent participant

Family and Community Involvement Needs

- Parent Support Specialist
- Equitable representation of Academy/Comprehensive Program student's families on panels and committees
- Leverage the assets of the Austin business community at large (i.e. tech companies)
- Outreach to community using multiple forms of communication: in-person, home visits, partnerships with central east Austin churches, apartments/property management companies

Family and Community Involvement Summary

Access your Coordinated School Health Dashboard here: https://austinisd.co1.qualtrics.com/reporting-dashbord/#!/dashboard/5ac4ffbc97d6cb000d5e96c2?pageId=Page_a72c3411-2dfe-495d-ac8e-ed43af1e0533
Family and Community Involvement Summary (Continued)

Coordinated School Health Areas:
- Family Engagement
- Community Engagement

Family and Community Engagement- AISD
Reflection Questions:
1.) Which area(s) will you focus on strengthening this school year (22-23)?
2.) Why did you select this/these area(s)?

Technology

Technology Data Sources

Highly Qualified Staff

Technology Strengths

- Fully equipped computer lab for digital media (graphics design and digital animation)
- Twenty Mac computers each with Ableton Live 10 and Push MIDI controllers (tool for composition)
- Sufficient MIDI keyboards for Music Production 2 students to learn keyboard technique
- Three studio recording rooms with sound treatment, acoustic and weighted keyboards and studio speakers for quality mixing
- Three Push 2 MIDI controllers donated from Ableton which students have access to
- Instruments available: electric bass, electric guitar, soprano ukelele, and many casio keyboards

Technology Weaknesses

- Hardware is obsolete for the current needs of the software required for the digital media
  The software needed for these classes will not run on these computers.
- Online software alternatives freeze up and kids lose work which causes frustration and discipline problems daily.
- Mac computers are nearly 10 years old. If I want to keep the software current, the computers will not be able to keep up (they are barely hanging on as is now)
- Many of the computer typing keyboards are falling apart
Technology Weaknesses (Continued)

- Large class sizes limit dedicated studio computers in the 3 recording rooms that I have
- One of the computers has a crack on the screen
- Push 1 controllers freeze and get stuck or are damaged
- Music production software is not current

Technology Needs

- Updated hardware computers (1 to 1) for the digital media computer lab/classroom.
- Access to the Adobe Suite and other appropriate software for the digital media course.
- New typing keyboards and computer mice
  - Ultimately, new class-set of computers (30) - that might be expensive
  - 3 studio computers
  - 30 keys for current software for Ableton Live (11)

Technology Summary

The District CTE Department has assessed the needs of the digital media course and has proposed the purchase of appropriate hardware (computers) so that students can use the Adobe Suite software.
**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>
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<tbody>
<tr>
<td>1. Create a PBIS committee that meets monthly to monitor campus SEL, behavior, and discipline goals. The committee will monitor the performance of Special Populations. (Target Group: H,AA,ECD,ESL,EB,SPED,Dys)</td>
<td>Committee</td>
<td>09/01/2022-05/25/2023</td>
<td>Resources</td>
<td>Criteria: Kealing will show evidence of monthly meetings starting in November, 2022. 12/07/22 - On Track</td>
</tr>
<tr>
<td>2. Add PBIS placeholder to faculty meeting agendas to discuss current/continuous activities. We will make learning personal by discussing student profiles to start meetings to focus our work. (Target Group: H,AA,ECD,ESL,EB,SPED,Dys)</td>
<td>Assistant Principal, Committee</td>
<td>09/01/2022-05/25/2023</td>
<td>Resources</td>
<td>Criteria: By May 2023, Kealing will have monthly staff meeting agendas with a PBIS update included. 12/07/22 - On Track</td>
</tr>
<tr>
<td>3. Add PBIS to communication opportunities such as PTA meetings, newsletters, and websites. (Target Group: H,AA,ECD,ESL,EB,SPED,Dys)</td>
<td>Committee, Principal</td>
<td>Monthly</td>
<td>Resources</td>
<td>Criteria: By May 2023, Kealing will have monthly evidence showing PBIS information added to the items listed above. 12/07/22 - On Track</td>
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**Goal 1.** (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

**Objective 2.** (Social and Emotional School Climate) SMART Goal: By May 2023, the climate and culture section of the teacher Panorama survey will increase from 26% favorable response, to 40% with a favorable response.

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<td>1. Develop on campus SEL Space for students and wellness space for teachers. (Target Group: All) (Responsible: Counselor and the Sunshine Committee) (Title I SW Elements: 1.1,2.2,2.4) (Target Group: All) (Strategic Priorities: 1) (ESF: 3.1)</td>
<td>Campus Committees, Counselor</td>
<td>08/15/2022-05/25/2023</td>
<td></td>
<td>Criteria: By November, 2022, Kealing counselors and sunshine committee will ensure they are established. 12/07/22 - Some Progress</td>
</tr>
<tr>
<td>2. Implement Campus Mindful Minutes during the morning announcements (Target Group: All) (Title I SW Elements: 1.1,2.2,2.4) (Target Group: All) (ESF: 3.1)</td>
<td>Counselor</td>
<td>11/07/2022</td>
<td></td>
<td>Criteria: successful implementation day by day calendar of mindful moments 04/02/22 - Completed 01/19/22 - On Track 11/01/21 - Some Progress 12/07/22 - Some Progress</td>
</tr>
<tr>
<td>3. Incorporate system of posted QR Code to provide easier access to counselors (Target Group: All) (Title I SW Elements: 1.1,2.2,2.4) (Target Group: All) (ESF: 3.1,3.3)</td>
<td>Counselor</td>
<td>08/15/2022-05/25/2023</td>
<td></td>
<td>Criteria: counselor's spreadsheet 01/19/22 - Completed 11/01/21 - Completed 12/07/22 - No Progress</td>
</tr>
<tr>
<td>4. Monthly Staff Member of the Month Award. Campus staff and faculty vote via a distributed Google form once a month. (Title I SW Elements: 2.4) (Strategic Priorities: 1) (ESF: 2,3.1)</td>
<td>Principal</td>
<td>10/01/2022-05/25/2022</td>
<td></td>
<td>Criteria: By May, 2023 Kealing will show month evidence of a Staff Member of the Month winner. 12/07/22 - Significant Progress</td>
</tr>
<tr>
<td>5. The 7 Conditions All Students Need for Success Condition #2: Recognition and cultivation of gifts, talents and interests. Create student of the month award to celebrate students and recognize their efforts. Two students will be selected from each grade level once a month. Students will be awarded</td>
<td>Administrative Assistant, Administrators, Teachers</td>
<td>08/15/2022-05/25/2023</td>
<td></td>
<td>Criteria: Teachers will receive a google form the 2nd week of each month, nominate a student by grade level and give a reason for nomination, the 3rd week of each month the teachers will vote on their grade level students and the</td>
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<td>during the lunch period and posted on bulletin boards (1st floor, 2nd floor, and cafeteria), website, and social media. (Target Group: All) (ESF: 3) (Title I SW Elements: 2.2,2.4) (Target Group: All) (Strategic Priorities: 2) (ESF: 3)</td>
<td>Counselor</td>
<td>09/01/2022-05/25/2023</td>
<td>4th week the students will be awarded in the cafeteria during his/her lunch period. - nomination spreadsheet - winner spreadsheet - bulletin board post</td>
<td>12/07/22 - Some Progress</td>
</tr>
<tr>
<td>6. Implement an Iron Hornet (name can be changed by counselors if they choose) award. Not publicized but specifically for students needing a pick me up. This student will be selected by counselors and celebrated during their lunch period and advisory. (Target Group: H,AA,ECD,EB,SPED,At Risk,Dys) (ESF: 3) (Title I SW Elements: 1.1,2.2,2.4,2.6) (Target Group: H,AA,ECD,SPED,At Risk,Dys) (Strategic Priorities: 2) (ESF: 3)</td>
<td>Counselor</td>
<td>09/01/2022-05/25/2023</td>
<td>Criteria: By May 2023, Kealing counselors will show evidence of students who received the award.</td>
<td>12/07/22 - No Progress</td>
</tr>
<tr>
<td>7. Kealing principal will host quarterly staff appreciation days to include the following: Thanks-A-Latte, Barbecue, and Drink/Snack Cart. (Title I SW Elements: 2.1) (Strategic Priorities: 1) (ESF: 2)</td>
<td>Principal</td>
<td>Quarterly</td>
<td>Criteria: By May 2023, Kealing will show evidence of quarterly staff appreciation celebrations.</td>
<td>12/07/22 - Significant Progress</td>
</tr>
</tbody>
</table>
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. (Community Engagement) SMART Goal: By May 2023, the Panorama Family Survey in the area of Barriers to Community Engagement, will improve from 76% favorable response to 80% favorable response.

<table>
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<tr>
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<tbody>
<tr>
<td>1. The 7 Conditions All Students Need for Success Condition #5: A sense of belonging, empowerment, connection and identity safety. Continue Campus Advisory Committee. We have a strong CAC on our campus currently. Continuing this practice will improve our campus. Hold at least 8 regular Campus Advisory Council meetings each year. Keep Campus Advisory Council meeting minutes available and accessible upon request. Maintain minimum required Campus Advisory Council membership (Note: # dependent on level). (Title I TA: 2) (Target Group: All) (Target Group: All) (ESF: 3.4)</td>
<td>CAC Members, Parent Support Specialist</td>
<td>09/15/2022</td>
<td>Criteria: By May 2023, Kealing will show evidence of CAC meeting minutes. 12/07/22 - Significant Progress</td>
<td></td>
</tr>
<tr>
<td>2. Continue with Child Study Team that includes a diverse group of campus staff and campus-based service providers, establish group protocols for the Child Study Team, and ensure team members attend foundational training. Biweekly meetings to provide and track interventions for students with academic and social-emotional needs. (Target Group: All) (Title I SW Elements: 1.1,2.2,2.4,2.6) (Target Group: All) (Strategic Priorities: 2) (ESF: 3)</td>
<td>Assistant Principal, Counselor</td>
<td>09/01/2022-05/25/2022</td>
<td>Criteria: By May 2023, Kealing will show evidence of CST meetings. 12/07/22 - Some Progress</td>
<td></td>
</tr>
<tr>
<td>3. Host family night, book club series, or advisory/parent event that allows families to connect with Kealing staff. Ensure that it is promoted ahead of time and through all areas of communication. We will incorporate this into our campus' literacy plan. (Target Group: All, H, AA, ECD, ESL, EB, SPED, Dys, 504)</td>
<td>Assistant Principal</td>
<td>11/01/2022-05/25/2022</td>
<td>Criteria: Criteria: sign in sheet agenda of the plan 04/02/22 - Some Progress 01/19/22 - Pending 11/01/21 - No Progress 12/07/22 - No Progress</td>
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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.  
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<td>(Title I SW Elements: 1.1,2.1,2.2,2.3,2.6,3.1) (Target Group: H,AA,ECD,EB,SPED,Dys,504) (Strategic Priorities: 2) (ESF: 3.1,3.4)</td>
<td></td>
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</table>
**Goal 2.** (ESF Lever 1: Strong, Culturally Proficient Leadership) Effective, culturally-proficient campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

**Objective 1.** (ESF Essential Action 1.2) By May 25, 2023, Kealing Middle School will build a team of strong instructional leaders as evidenced by each administrator's completion of 6 informal walkthroughs and 2 formal walkthroughs for each teacher on campus.

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<tr>
<td>1. 2. The 7 Conditions All Students Need for Success Condition #6: Rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities. Administrative team will review teacher informal observations each term to observe campus instructional needs and trends. (Target Group: All) (Strategic Priorities: 1) (Title I SW Elements: 1.1,2,2,4) (Target Group: All) (Strategic Priorities: 1) (ESF: 1,5)</td>
<td>Administrators</td>
<td>08/29/2022 - 05/12/2023</td>
<td>Criteria: Criteria: Term by term completion of the tracker tiered teachers identified using the tracker 12/07/22 - Some Progress</td>
<td></td>
</tr>
<tr>
<td>2. 4. The 7 Conditions All Students Need for Success Condition #3: High expectations and support to meet those high expectations. Campus instructional leaders &amp; teachers will meet on a weekly basis to focus on student progress and data (both formative &amp; informative). Weekly Data Meetings in PLC (Target Group: All,H,AA,ECD,ESL,EB,SPED,Dys) (Strategic Priorities: 1) (Title I SW Elements: 1.1,2,2,4,2,6) (Target Group: All,H,AA,ECD,EB,SPED,Dys) (Strategic Priorities: 1) (ESF: 2,5)</td>
<td>Instructional Leadership Team</td>
<td>09/01/2022 - 05/25/2023</td>
<td>Criteria: Criteria: PLC and ILT Agendas 12/07/22 - Some Progress</td>
<td></td>
</tr>
<tr>
<td>3. Student Achievement Tracker to track progress of students who were not successful at the progress report period for each term. This will be developed to include student groups: AA, Eco-Dis, and SPED (based off STAAR 2022 outcomes). (Title I SW Elements: 1.1,2,2,4) (Target Group: All) (Strategic Priorities: 1) (ESF: 5)</td>
<td>Administrators, Instructional Leadership Team, PLCs</td>
<td>10/13/2022- 05/25/2023</td>
<td>Criteria: Teachers and administrators will monitor student growth and progress after each SCA which will begin for SCA #2. 12/07/22 - Some Progress</td>
<td></td>
</tr>
<tr>
<td>4. 8. The 7 Conditions All Students Need for Success Condition #1: Culturally proficient, experienced teachers and staff. All campus leaders will</td>
<td>Administrators, Assistant Principal, Campus Leadership Team, Counselor, Director, Principal</td>
<td>09/01/2022- 05/25/2023</td>
<td>Criteria: Criteria: mentoring notes student performance and achievement</td>
<td></td>
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Goal 2. (ESF Lever 1: Strong, Culturally Proficient Leadership) Effective, culturally-proficient campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 1. (ESF Essential Action 1.2) By May 25, 2023, Kealing Middle School will build a team of strong instructional leaders as evidenced by each administrator's completion of 6 informal walkthroughs and and 2 formal walkthroughs for each teacher on campus.

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<td>take part in mentoring 5 students from the African American/Black and special education community. Mentors will check in with students, complete activities with students, monitor their grades and help assist them where needed. (Title I TA: 1,2,3,4) (Target Group: AA,SPED) (ESF: 1.1,3,5,4) (Title I SW Elements: 1.1,2,2,4,2,6) (Target Group: AA,SPED) (Strategic Priorities: 2) (ESF: 1.1,3,5,3,5,4)</td>
<td>Counselor, Principal</td>
<td>January, 2023</td>
<td>-</td>
<td>12/07/22 - No Progress</td>
</tr>
</tbody>
</table>

5. The 7 Conditions All Students Need for Success
Condition #4: Positive relationships with teachers and peers: In January 2023, Kealing staff will engage in Relationship Based Training to create expectations of setting an SEL focus at the beginning of each day. (Title I SW Elements: 2.1,2,4,2,6) (Strategic Priorities: 1) (ESF: 1,2,3)  
Counselor, Principal | January, 2023 | - | Criteria: By the end of January, 2023, Kealing will show evidence of the Relationship Based Training. | 12/07/22 - Discontinued |
**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.** (Improve Campus Climate and Culture) By May 2023, the climate and culture section of the teacher Panorama survey will increase from 26% favorable response, to 40% with a favorable response.

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<td>1. Convene monthly meetings with the leadership team that address campus culture and climate through the lens of trends. *(ESF:3,3.1) (Title I SW Elements: 1.1,2.2) <em>(ESF:3,3.1)</em></td>
<td>Administrators, Campus Leadership Team, Department Chairs, Director, Instructional Leadership Team, Principal</td>
<td>08/15/2022-05/25/2023</td>
<td></td>
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</tr>
<tr>
<td>2. Meet with Leadership team monthly to continually check on staff climate and culture and problem solve areas to improve. <em>(Strategic Priorities: 1) (ESF: 3,3.1) (Title I SW Elements: 1.1) (ESF: 3,3.1)</em></td>
<td>Academy Director, Administrators, Campus Leadership Team, Director</td>
<td>08/15/2022-05/25/2023</td>
<td></td>
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<tr>
<td>3. Principal one-on-one conversations with teachers to discuss climate and culture on campus <em>(Strategic Priorities: 1) (ESF: 3,3.1) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 3,3.1)</em></td>
<td></td>
<td>10/17/2022-02/25/2023</td>
<td></td>
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<tr>
<td>4. Meet with staff monthly to discuss concerns as whole group send <em>(ESF: 3,3.1). (Title I SW Elements: 1.1) (Strategic Priorities: 1) (ESF: 3,3.1)</em></td>
<td>Principal, Teacher Assistants, Teachers</td>
<td>10/17/2022-05/25/2022</td>
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</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 1.** (Advanced Academics) SMART Goal: The School Leadership section of the teacher Panorama survey will improve from 14% to 25% by May 2023.

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<tr>
<td>1. Identify 6th grade students enrolled in the Academy who will benefit from accelerated content and provide guidance to their families/parents/guardians through the magnet program application process for 7th grade admission (fall 2023). (Title I SW Elements: 1.1,2.2,2.6,3.1) (Target Group: H,AA,ESL,EB,SPED,GT,AtRisk,Dys,504) (Strategic Priorities: 3) (ESF: 1.2,3.1,3.3,3.4)</td>
<td>Administrators, Teachers</td>
<td>10/13/2022-05/25/2023</td>
<td>Criteria: Criteria: teacher recommendations and student summative and formative assessment data</td>
<td>12/07/22 - No Progress</td>
</tr>
<tr>
<td>2. Provide prescriptive professional development to teachers providing magnet curriculum instruction based on the latest research, formative and summative student data, the observation/feedback cycle, and PLC discourse. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 1.1,1.1,2.1,5.1,5.2,5.3,5.4)</td>
<td>Director, GT Advocate, Model Teacher, Teachers</td>
<td>10/13/2022-05/25/2023</td>
<td>Criteria: Criteria: PLC minutes, evidence of student/teacher growth, teacher reflections, PD</td>
<td>12/07/22 - Some Progress</td>
</tr>
<tr>
<td>3. Monitor the efficacy of the hybrid class setting (mixed academy and magnet) in the 4-core content academically, socially and emotionally. (Title I SW Elements: 1.1,2.2,2.4,2.5) (Target Group: All) (ESF: 1.2,3.1,5.1,5.2,5.4)</td>
<td>Assistant Principal, Director, Leadership Team, Principal, Teachers</td>
<td>08/15/2022</td>
<td>Criteria: Criteria: Student Climate Survey data, observation of student engagement (PPFT 1.3 Student Engagement), discipline referrals (teacher frequency), classroom and individual student achievement data</td>
<td>12/07/22 - Some Progress</td>
</tr>
</tbody>
</table>
**KEALING M S**

**Goal 5.** (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.** (AVID) Insert AVID SMART goal here

<table>
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<tr>
<td><strong>1. Instruction - School wide instructional strategies on Writing, Inquiry, Collaboration Organization, and Reading strategies that provide a learning model to guide students in comprehending concepts and articulating ideas at increasingly complex levels. Provide the opportunity and resources for faculty to be trained by the AVID Center and AISD AVID.</strong> (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: H,AA,ECD,EB,SPED,AtRisk,Dys) (Strategic Priorities: 2) (ESF: 4,5)</td>
<td>Administrators, AVID Coordinator, AVID Trained Teachers</td>
<td>08/15/2022-05/25/2023</td>
<td>12/07/22 - Some Progress</td>
<td></td>
</tr>
<tr>
<td>2. School Systems - Systems that support the recruit, data collection and analysis, parent outreach to ensure college and career readiness. Using the TSIA2 Mastery Mathematics and ELAR. (Title I SW Elements: 1.1,2.2,2.6,3.1) (Target Group: H,AA,ECD,EB,SPED,AtRisk,Dys) (Strategic Priorities: 2,3) (ESF: 3.1,3.3,3.4)</td>
<td></td>
<td>08/15/2022-05/25/2022</td>
<td>12/07/22 - No Progress</td>
<td></td>
</tr>
<tr>
<td>3. School Leadership - Set the vision and tone to promote career readiness and high expectations. Inform all stakeholders about the AVID Program. (Title I SW Elements: 1.1,2.3,2.6,3.1) (Target Group: All) (ESF: 1.2,3.1,3.3,3.4)</td>
<td>Administrators, Counselor</td>
<td>08/15/2022-05/25/2022</td>
<td>12/07/22 - No Progress</td>
<td></td>
</tr>
<tr>
<td>4. School Culture - Involve all staff concerning the AVID program through faculty and staff meetings, professional learning communities, AVID Site Team, and other media opportunities. (Title I SW Elements: 1.1,2.3,2.6,3.1) (Target Group: All) (ESF: 1.2,3)</td>
<td>Administrators, AVID Coordinator, AVID Team</td>
<td>08/15/2022-05/25/2023</td>
<td>12/07/22 - No Progress</td>
<td></td>
</tr>
</tbody>
</table>
**KEALING M S**

**Goal 6.** (Increased Enrollment) Insert SMART enrollment goal here

**Objective 1.** (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 70% to ---- by December 15, 2022 (refer to 21-22 projection).SMART Goal Semester 2: 85% of current students will be registered for SY 22-23 by June 1, 2023.

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<td>1. Post to social media at least daily to provide regular communication to campus communities. (Target Group: All) (Title I SW Elements: 2.2,2.3,3.1) (Target Group: All) (ESF: 3.4)</td>
<td>Academy Director, Director, Principal</td>
<td>09/01/2022-05/25/2022</td>
<td></td>
<td>Criteria: Criteria: ktx twitter page 01/19/22 - Completed 11/01/21 - Significant Progress 12/07/22 - Some Progress</td>
</tr>
<tr>
<td>2. Establish a student panel/ committee of current Kealing students to recruit prospective students from their elementary schools campuses (Target Group:AA,ECD,EB,SPED,CTE,Dys,504) (Title I SW Elements: 1.1,2.2,2.6) (Target Group: AA,ECD,EB,SPED,CTE,Dys,504) (ESF: 3.1,3.4)</td>
<td>Academy Director, Counselor, Director</td>
<td>10/0</td>
<td></td>
<td>Criteria: Criteria: recruitment plan with details 04/02/22 - Discontinued 01/19/22 - Pending 11/01/21 - No Progress 12/07/22 - Significant Progress</td>
</tr>
</tbody>
</table>
**KEALING M S**

**Goal 7.** Insert description of CARES here

**Objective 1.** By the end of SY 22-23, the campus will move from Developing to Meets Expectations on the AISD CARES section of the Campus Assessment Rubric.

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<td>1. Strong communication weekly via Hornet Herald newsletter that includes content, school events, and ways to contact us. (Target Group: All) (Title I SW Elements: 1.1,2.2,2.3,3.1) (Target Group: All) (ESF: 3.4)</td>
<td>Director, Principal</td>
<td>08/15/2022-05/25/2022</td>
<td>Criteria: KMS Hornet Herald Newsletter</td>
<td>04/02/22 - Completed 01/19/22 - On Track 11/01/21 - On Track 12/07/22 - Significant Progress</td>
</tr>
<tr>
<td>2. Ensure the campus website is systematically reviewed and actively maintained with accurate and current information. (Target Group: All) (Title I SW Elements: 2.2,2.3) (Target Group: All) (ESF: 3.1)</td>
<td>Administrators</td>
<td>08/15/2022-05/25/2022</td>
<td>Criteria: KMS Website</td>
<td>04/02/22 - Completed 01/19/22 - On Track 11/01/21 - Significant Progress 12/07/22 - Some Progress</td>
</tr>
<tr>
<td>3. Ensure the language line for preferred languages is systematically prioritized and actively implemented. (Target Group: All) (Title I SW Elements: 1.1,2.2,2.3,3.1) (Target Group: All) (ESF: 3.1,3,3.3,4)</td>
<td>Administrators, Office Staff</td>
<td>08/15/2022-05/25/2022</td>
<td>Criteria: Teacher-parent and administrator contact logs Schoo Messenger broadcasts</td>
<td>04/02/22 - Completed 01/19/22 - On Track 11/01/21 - Significant Progress 12/07/22 - No Progress</td>
</tr>
<tr>
<td>4. The 7 Conditions All Students Need for Success Condition #7: Well-maintained facilities that support state of the art instruction and support cultural identities and safety: Kealing administration will work with custodians to look for areas of improvement to ensure clean and safe school grounds. (Title I SW Elements: 2.2) (Strategic Priorities: 1)</td>
<td>Principal</td>
<td>Quarterly</td>
<td>Criteria: By May 2023, Kealing will show quarterly meetings with the principal and custodial staff.</td>
<td>12/07/22 - Some Progress</td>
</tr>
</tbody>
</table>
**Goal 8.** (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>
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**Goal 8.** (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

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<td><strong>6. Attachment #6.</strong> 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></td>
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<tr>
<td>Principal</td>
<td>Due 9/17</td>
<td>Criteria: Documentation of notice on school letterhead</td>
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<tr>
<td><strong>7. Attachment #7.</strong> 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>
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<td>Principal</td>
<td>Due 9/17</td>
<td>Criteria: agendas, sign in sheets, minutes or records of meetings</td>
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<tr>
<td><strong>8. Attachment #8.</strong> 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>
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<tr>
<td>Principal</td>
<td>Due 9/17</td>
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<tr>
<td><strong>9. Attachment #9.</strong> Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)</td>
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<tr>
<td>Principal</td>
<td>Due 9/17</td>
<td>Criteria: Homeless documentation sheet</td>
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<tr>
<td><strong>10. Attachment #10.</strong> 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>
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<td>Principal</td>
<td>Due 9/17</td>
<td>Criteria: CIP/TIP Developers List</td>
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<td>Name</td>
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<td>Kim-Batra, Jiae</td>
<td>District User</td>
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<tr>
<td>Steenport, Nathan</td>
<td>Principal</td>
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<td>Jones, Ronda</td>
<td>Academy Director</td>
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<td>De La Croix, Farrah</td>
<td>Magnet Director</td>
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<tr>
<td>DeVall, Michelle</td>
<td>Teacher</td>
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<tr>
<td>Jones, Bryan</td>
<td>Parent Co-Chair</td>
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<tr>
<td>Robson, Emily</td>
<td>Secretary</td>
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<tr>
<td>Morgan, Sarah</td>
<td>Teacher</td>
<td></td>
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<tr>
<td>Slapak, Joseph</td>
<td>Teacher</td>
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<tr>
<td>Jackson, Ronald</td>
<td>Teacher</td>
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<tr>
<td>McCormick, Roscoe</td>
<td>Teacher</td>
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<tr>
<td>Dano, Jaquakeen</td>
<td>Business Representative and Parent</td>
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<tr>
<td>Le, Jie</td>
<td>Parent</td>
<td></td>
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<tr>
<td>Gopalan, Prabhakar</td>
<td>Parent</td>
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<tr>
<td>Pan, Jen</td>
<td>Parent</td>
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<td></td>
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<tr>
<td>Riemer, Shannan</td>
<td>PTA Rep</td>
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</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.
### Student Achievement Domain

- **Scaled Score and Grade**
  - 2022 SCA 1: 92 (A)
  - 2022 SCA 2: 92 (A)
  - 2022 SCA 3: 93 (A)
  - 2023 Goal: 93 (A)

### School Progress Domain

- **Scaled Score and Grade**
  - 2022 Actual: SCA 1: 90 (A), SCA 2: 93 (A), SCA 3: 84 (B)
  - 2023 Goal: SCA 1: 83 (A), SCA 2: 84 (B)

### Closing the Gaps Domain

- **Scaled Score and Grade**
  - 2022 Actual: SCA 1: 80 (B), SCA 2: 79 (C)
  - 2023 Goal: SCA 1: 83 (A), SCA 2: 84 (B)

### 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: Kealing
Campus Number: 227901044
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, agenda, 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)

[Signature]
Campus Name

[Signature]
Principal's Signature

[Date]

Department of State, Federal, & Private Accountability 2022-2023
Title I Principal Attestation
Compliance with P.L. 107-110, Section 1119(i)
Qualifications for Teachers and Paraprofessionals

Name of Campus: Kealing Middle School Org # 0461

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**

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<tbody>
<tr>
<td>1.</td>
<td>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.</td>
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<tr>
<td>2.</td>
<td>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.</td>
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<td>3.</td>
<td>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.</td>
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<td>4.</td>
<td>A list of <em>Homeless and Foster care Students and Services</em> 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.)</td>
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<td>5.</td>
<td>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) <em>Time and Effort Reports</em> to the State &amp; Federal Office.</td>
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</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: Kealing Middle School

Signature of Principal: [Signature]

Typed/Printed Name of Principal: Nathan Steenwyk

Date: 11/2/2022

SAFA Initials & Date:
Kealing Middle School
Family/Parent Engagement Policy

The faculty, family/parents, staff, and community members of Kealing Middle School shall develop and agree upon a written policy for parental and family engagement 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 language that they understand. Communication may include, but not be limited to homework, folders, telephone trees, electronic mail, texts, newsletters, meetings, virtual, etc.

IV. Kealing Middle School will hold an annual Title I meeting for parents and community during the first six weeks to share and discuss the Title I program. Included in the conversation will be information regarding the school’s curriculum, budget, 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 of every month at 8:00 AM, 12:00 Noon and 5:30 PM (must provide at least 2 opportunities).
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 Parent Advisory Council, the CAC 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.
Kealing Middle School

Norma sobre la participación de los padres y las familias

La Facultad, padres, personal, los miembros de la comunidad de la escuela Kealing Middle School 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 Kealing Middle School llevará a cabo una junta anual durante las primeras seis semanas para discutir los programas de escuela de Título I, incluyendo presupuestos.

V. Las juntas mensuales serán el primer jueves de cada mes a las 8:00 a.m., 12:00 p.m y 5:30 p.m. (debe de proveer dos opciones).

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, a través del Consejo de asesoría del plantel, el representante del CAC, o en las juntas para padres.

VII. Durante las primeras seis semanas de clase los padres recibirán información sobre la currícula (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.
Kealing Middle School

Research shows that when parents are involved in schools, students achieve more, attendance is better, grades and 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: Nov 4, 2022

Parent Signature: Emily Lin

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 everyday 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: 11/4/22

Student Signature: Natalie Lunn
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 11/3/22  Teacher Signature
Kealing Middle School

Investigaciones muestran que cuando los padres participan en la educación de sus hijos, los estudiantes avanzan más académicamente, 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 relaciones positivas con la educación de mi hijo(a) y con el uso positivo de tiempo extracurricular
✓ apoyar a la escuela en sus esfuerzos por mantener la disciplina debida
✓ apoyar al maestro(a) titular, ofreciendo servicios positivos si lo permite el horario de mi trabajo

Fecha: 11/4/22  Firma del padre/madre: [Signature]

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: 11/4/22  Firma del estudiante: [Signature]

Contrato del maestro(a)

Como maestro(a), quiero que todos mis estudiantes tengan éxito académico. Seré responsable de:

✓ instrucción positiva de modo que motive y anime a mis estudiantes
✓ asignar tarea a los estudiantes
✓ procurarles una atmósfera 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 conmigo cuando no esté dando clases

Fecha: 11/4/20  Firma del maestro(a): [Signature]
## Kealing Middle School
### Campus Advisory Council

**Thursday, November 17, 2022 at 4:00pm**

**Regular Meeting**

**Meeting will be only via Zoom**

[KMS CAC Zoom Link](#)

<table>
<thead>
<tr>
<th>Agenda Items</th>
<th>Action Items</th>
<th>Presiding Co-Chair</th>
<th>Presenter/Resource Person</th>
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<tbody>
<tr>
<td>Welcome, Call to Order</td>
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<td>Jones</td>
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<tr>
<td>Approval of Minutes from October 13, 2022</td>
<td>X</td>
<td>Devall</td>
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<td>Training: CAC Roles &amp; Responsibilities</td>
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<td>Jones</td>
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<td><strong>CAC Training Presentation: Record Keeping and the Meeting Process - English</strong></td>
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<td><strong>Presentación de la capacitación para los CAC: Proceso de mantenimiento de expedientes y de las juntas - español</strong></td>
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<tr>
<td>Title 1 Parent Notification</td>
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<td>Jones</td>
<td>Steenport</td>
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<td>Principal's Report</td>
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<td>Jones</td>
<td>Steenport</td>
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<tr>
<td>- Update on school issues:</td>
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<td>- open positions</td>
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<td>- discipline &amp; safety concerns</td>
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<td>- room 108 update (carryover)</td>
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<td>- Presentation of Campus Improvement Plan (last years CIP here)</td>
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<tr>
<td>- Review CIP Goals</td>
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<td>- Review and provide feedback for the Student Success Guide (formally known as Student Code of Conduct)</td>
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<tr>
<td>- Miscellaneous</td>
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<tr>
<td>Approval of CIP Professional Development plan</td>
<td>X</td>
<td>Jones</td>
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<tr>
<td>Citizens Communications</td>
<td></td>
<td>Devall</td>
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<tr>
<td>Remaining dates for 2022: 12/15</td>
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<td>Devall</td>
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<tr>
<td>Adjourn</td>
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<td>Jones</td>
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Action items indicate there is an expected action to be taken. However, members may make motions at any time during the meeting (for example, in relation to an update of discussion).

Reminder: The CAC shall be an advisory body, and shall serve to provide guidance and counsel and such other assistance as specifically listed in state law and district policy to the Principal. A CAC shall have no power to expend public funds, enter into contracts, or otherwise place obligation or liability upon the district.

* For all regular and other plenary meetings of the CAC, time at the beginning of the meeting shall be set aside for citizens communications. This time is specifically for non-members to make comments to the CAC. The Co-Chairs may limit the time for citizens communications and the time given to individual speakers. The Co-Chairs shall ensure that the district’s “Citizens Communications and Visitor Guidelines” are applied. Under these guidelines, except for requests for clarification, dialogue shall not occur between speakers and members. If the CAC is interested in hearing more from a speaker, the speaker may be invited to a future meeting and placed on the agenda specifically for that purpose. Or, the CAC may call a special meeting specifically for the purpose of open dialogue with non-members (e.g., a “community conversation”), but it must be posted for discussion on a specific topic or topics.
Our advanced academic program may be the right fit for you if you’re:

- Excited about an academic challenge
- Ready to take ownership of your own learning
- Excited about developing problem-solving skills that will help you THRIVE in high school and beyond!

Kealing Middle School is a FREE Austin ISD School with an application-based Magnet Program. We offer accelerated curriculum in all FOUR core subject areas, pushing students to learn BEYOND the standards. We offer 80+ unique electives extending student’s learning from Harry Potter and Conspiracy Theories to Genetics and Origami!

We also have an award-winning Fine Arts Program and cutting-edge career and technology-based courses. Bus transportation is provided from all corners of Austin ISD!

Come join us at one of our events to learn more about us!

Applications DUE December 16, 2022!

KMS Magnet Program
Virtual Info Nights
6:00 pm - 7:00 pm

Register HERE for one session

October 27, 2022 Session
November 03, 2022 Session

The Kealing Showcase
Come + Go Event!
c Kealing MS
1607 Pennsylvania Avenue

November 10, 2022
5:30 pm - 7:30 pm

Learn more about Kealing Middle School HERE

Applications available online at: https://kealing.austinchools.org/our-programs/magnet
INFORMACIÓN DEL PROGRAMA IMÁN KMS 2023 - 2024

Nuestro programa académico avanzado puede ser adecuado para usted si:

- Entusiasmado con un desafío académico
- Listo para tomar posesión de su propio aprendizaje
- ¡Emocionado por desarrollar habilidades para resolver problemas que te ayudarán a PROSPERAR en la escuela secundaria y más allá!

La escuela secundaria Kealing es una escuela Austin ISD GRATUITA con un programa Magnet basado en solicitudes. Ofrecemos un plan de estudios acelerado en las CUATRO áreas de materias básicas, lo que impulsa a los estudiantes a aprender MÁS ALLÁ de los estándares. ¡Ofrecemos más de 80 asignaturas optativas únicas que amplían el aprendizaje de los estudiantes desde Harry Potter y las teorías de la conspiración hasta la genética y el origami! También contamos con un programa de Bellas Artes galardonado y cursos de vanguardia basados en tecnología y carreras. ¡Se proporciona transporte en autobús desde todos los rincones de Austin ISD!

¡Únete a nosotros en uno de nuestros eventos para aprender más sobre nosotros!

¡Solicitudes VENCÍADAS el 16 de diciembre de 2022!

APPLY NOW

Aplicaciones disponibles en línea en:
https://kealing.austinschools.org/our-programs/magnet

Programa Magnet de KMS Noches virtuales de información
6:00 pm - 7:00 pm

Regístrese AQUÍ para una sesión

 Sesión 27 de octubre de 2022

 Sesión del 03 de noviembre de 2022

las Escaparate Kealing
¡Evento Ven + Ve!
@ Kealing MS
1607 Pennsylvania Avenue

10 de noviembre de 2022
5:30pm - 7:30pm

Obtenga más información sobre la escuela secundaria Kealing AQUÍ
11/3/2022

As a parent of a student at Kealing 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 State of Texas has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
- The teacher’s college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees.
- Whether any teachers’ 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 Nathan Steenport at 512-414-3214

--

11/3/2022

Como padre de un estudiante de la escuela Kealing Middle School, usted tiene derecho de saber acerca de las credenciales profesionales de los maestros y asistentes de maestros que instruyen a su hijo(a). La ley federal le permite solicitar cierta información acerca de los maestros de su hijo(a), y requiere que nosotros le proporcionemos dicha información en un tiempo razonable, si usted la solicita. Específicamente, usted tiene derecho de solicitar la siguiente información acerca del personal docente en el salón de clases de su hijo(a):

- Si el estado de Texas ha otorgado una licencia o calificado a un maestro(a) para los grados y materias que imparte
- Si el estado de Texas ha decidido que el maestro(a) puede enseñar en un salón de clases sin haber obtenido una licencia o haber sido calificado según las regulaciones estatales debido a circunstancias especiales
- La especialidad universitaria del maestro(a); si el maestro(a) tiene estudios superiores, de ser así, la materia de los títulos
- Si asistentes de maestro(a) o paraprofesionales similares proporcionan servicios a su hijo(a), y de ser así, conocer sus credenciales profesionales

Si desea recibir alguna de esta información, por favor llame al director(a) Nathan Steenport at 512-414-3214
Back-to-School Night Feedback

Thank you for participating in our Back-to-School Night event. We want to hear your feedback to further improve our logistics and content. Please complete this brief survey and let us know your thoughts. It is for Kealing faculty and staff ONLY.

This form closes on Friday, 09/16/2022, at 4:30 PM. Your responses will be anonymous.

* Required

How satisfied were you with the Back-to-School Night? *

1 2 3 4 5

Not very □ □ □ □ □ Very much

How relevant and helpful do you think it was for parents/guardians/families? *

1 2 3 4 5

Not very □ □ □ □ □ Very much

What are some things that worked well? *

Your answer

What are some things that could be improved? *

Your answer

How satisfied were you with your role or presentation (teachers)? *

1 2 3 4 5

Not satisfied □ □ □ □ □ Extremely satisfied
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<th>Time</th>
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<th>Status</th>
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**Additional Notes:**
- Order for the next day?
- Please contact for any other queries.
Learning Goals

Welcome: Ritual (Round 2)

Keeling Connects

ONE SCHOOL, MANY PROGRAMS

Schools Discuss: Relationship to the

What is your

Keeling Connects

Home Rule: SEL/IES/ES Special

Welcome: Ritual (Round 1)
Q&A: Roles and Responsibilities

- One-on-One Mentors
- Lunch Monitors
- Bus Rolloff Buddies
- Lunch Bunch
- Tutor & Small Group Helpers
- hallway/Bathroom Supervision
- Morning Greeters

Try this...

Resumes Pneumoniam

decorticate. In a family or group, he can look like
like pneumonia. Mnemonic said, "Trauma decorticate a
in a person over time can look

---

The three Rs: Reaching, Preventing, Responding
People will forget what you said, people will forget...
TO: Employee Addressed

FROM: Nathan Steenport, Ph.D.

DATE: 2022-2023 School Year

RE: Time & Effort Requirements

Because your position is split-funded between federal funds and state/local funds, you are required to complete a monthly time and effort report reflecting the percentage of time spent meeting the intents/purposes of the funding programs. The report is required in order to comply with federal regulations. All such employees are to register in HCP and attend a Time and Effort training. A blank form showing funding percentages for your position will be included and reviewed during the training.

Annually, internal and external auditors review these reports in their audit process. An audit finding such as not maintaining time and effort reports can result in a negative report and corrective actions. Your role toward ensuring the district meets all requirements is essential and your cooperation is deeply appreciated.

These reports are due via email (SAFA-Time-Effort@austinisd.org) by the 5th of each month (i.e., August 2022 reports are due September 5, 2022.) The 2022-2023 Time and Effort training schedule will be available on our online library here (https://sites.google.com/a/austinisd.org/aisdweb/education/state-and-federal-accountability/online-library)

Be sure to:

➤ Sign form
➤ Attain supervisor’s approval by signature
➤ Make a copy for your files
➤ Send via email (SAFA-Time-Effort@austinisd.org) by the 5th of the next month.

If you need assistance, contact Ricardo Venegas at 512-414-9965 or rickdo.venegas@austinisd.org
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<th>Teacher</th>
<th>Parent Co-Chair</th>
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Nathan Steenport, Principal

11/17/23
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<td><a href="mailto:michelle.devall@austinisd.org">michelle.devall@austinisd.org</a></td>
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<td><a href="mailto:roscoe.mccormick@austinisd.org">roscoe.mccormick@austinisd.org</a></td>
<td>Roscoe McCormick</td>
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<td>Emily Robson</td>
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<td>Ronald Jackson</td>
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