COVINGTON M S

Covington Middle School
2022/2023

#WeareCOLTS
Character building
Open-minded
Learners
Together
Striving for success

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COVINGTON M S

Mission

With respect for individuality, race, diversity, and culture, the Covington community will develop citizens of character and engage in high levels of learning to ensure all students thrive in college, career, and life within a multicultural society.

Vision

With respect for individuality, race, diversity, and culture, the Covington community will develop citizens of character and engage in high levels of learning to ensure all students thrive in college, career, and life within a multicultural society.

We will work collaboratively with one another to plan, develop and implement lessons that support an engaging and rigorous curriculum.

We will deconstruct the TEKS, share instructional strategies, plan formative and summative assessments and provide a variety of opportunities for students to demonstrate mastery.

We will monitor student progress by using assessment data (formative and summative) to plan for enrichment and intervention supports.

We will model cultural proficiency, cultural responsiveness, and cultural inclusiveness with respect for all cultures and individuality, including the choices and rights of all.
Vision Continued

We will empower students to discover their own unique gifts and talents by providing them with opportunities to explore the arts and engage with technology.
Comprehensive Needs Assessment

Demographics

Demographics Strengths
List your campus strengths here:
Seasoned staff willing to support initiatives
Systems implemented to reinforce positive behaviors

Demographics Weaknesses
List areas you would like to grow here:
More awareness of special education/504 and services.
Provide staff development on how to better support our students in need socially.

Demographics Needs
Staff to better support the behaviors of our special education students.

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, __17__% of the students within the African American/Black population had one or more discipline events.
2.) In 2021-22, __22__% 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? Provide strategies and professional development to increase awareness of American American students and their needs.
Demographics Summary (Continued)

2.) What systems will you have in place to decrease the discipline disparities among your students receiving Special Education services? Provide professional development and strategies on how to address students receiving Special Education Services. Ensure we continuously monitor student discipline and provide supports of service where needed.

Student Achievement

Student Achievement Strengths
List your campus strengths here:
School went from a D to C
ELA had great gains in student achievement

Student Achievement Weaknesses
List areas you would like to grow here:
Disparity between subgroups with achievement
Students performed weaker in math across the board.

Student Achievement Needs
Professional development on centers within the classroom.
Strategies to close the achievement gap within different subgroups.

Student Achievement Summary
Access your STAAR, MAP Growth, and TELPAS Reports here: (in the purple Performance Reporting section): https://docs.google.com/presentation/d/1uNcqEWI6GvQ3oilZCR
Comprehensive Needs Assessment

Student Achievement Summary (Continued)

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) There is still a large disparity across all tested areas.
2.) Using your 2021-22 STAAR data, what are your TWO lowest performing students groups (% MEETS)? African American and Special Education
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

School Culture and Climate Strengths

List your campus strengths here:
Veteran Staff
Staff is willing to assist in all areas

School Culture and Climate Weaknesses

List areas you would like to grow here:
More opportunities for collaboration

School Culture and Climate Needs

Time to create opportunities to build culture within the school. Feedback from all stakeholders to determine their needs to improve school culture and climate.
Comprehensive Needs Assessment

School Culture and Climate Summary

No access to database.

Access your Coordinated School Health Dashboard here: https://austinisd.co1.qualtrics.com/reporting
-dASHBOARD/#!/DASHBOARD/5AC4FFBC97D6CB000D5E96C2?PAG Eld=Page_a72c3411-2dF4-495D-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.)

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

List your campus strengths here: Cultural Awareness and Action, School Leadership, and Belonging

Staff celebrates diversity of all individuals
Staff tries to make connections with everyone
School leadership is supportive of staff
Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Weaknesses

List areas you would like to grow here: School Climate
Utilize time more effectively to grow leaders throughout the campus.

Staff Quality, Recruitment and Retention Needs

Focused plan to grow leaders regardless if they want to remain in the classroom or go beyond.

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?
   School Climate.

2.) Why did you select this/these area(s)?
   This is one of the weakest areas based on the survey results

Campus Communication Goals & Practices
-Campus Communication Strategies
-Campus Website
-Phone/Voicemail/Email Practices
Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)
- 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? Communication and feedback, opportunities for leadership, celebrations, opportunities for staff events.

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

3.) What are your areas of growth? Involvement

4.) What will be your priority for customer service this year? To respond to parents in a timely manner, to have an open door policy, and continuous communication.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths
List your campus strengths here:

Teachers understand process of breaking down TEKS.
Veteran staff that knows how to deliver instruction.
Good understanding of disaggregating data

Curriculum, Instruction and Assessment Weaknesses
List areas you would like to grow here:

More effective instructional delivery strategies.
Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Needs
Professional development

Curriculum, Instruction and Assessment Summary

Access your GT CAMP data here: https://docs.google.com/spreadsheets/d/1ubmlCoplZI5uJlFMxuP6L7HY2A1lJB2gIMXy-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, ___2__ of the 5 areas were out of compliance. In 2022-23 ______2____ 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)? Identify G?T students and check their schedules.

2.) How are you communicating with all families about GT and/or advanced learning opportunities? Through Classroom Messenger and phone calls.

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:
Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

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

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)
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:
We have parents who are committed to Covington and are consistent with their support.

Family and Community Involvement Weaknesses
List areas you would like to grow here:
We need more involvement from all parents and need to create opportunities for them to support their child and the school.

Family and Community Involvement Needs
More opportunities to increase parental engagement.

Family and Community Involvement Summary

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)? Family engagement
2.) Why did you select this/these area(s)? Data shows that the more parents are involved with the school and student academics, the more successful students are.

School Context and Organization

School Context and Organization Strengths
There are systems in place throughout the school that have been established.
Comprehensive Needs Assessment

School Context and Organization Weaknesses
Everyone is not aware of those systems and this causes confusion.

School Context and Organization Needs
Continuous professional development to ensure all are aware of the systems and the responsibilities of each individual within the system.

Technology

Technology Strengths
All students and teachers have access to personal devices.

Technology Weaknesses
Technology better integrated into instructional strategies to effectively increase student attainment and retention of content.

Technology Needs
Professional Development
An online system to monitor student usage on all school devices.
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.

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<td>1. Campus administration, along with the PE Department Chair, will form a CATCH committee by the end of the first nine weeks. (Title I SW Elements: 1.1,2.1,2.2,2.3) (Target Group: All)</td>
<td>Administrators, PE Teacher</td>
<td>September-October</td>
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<tr>
<td>2. Campus administration and CATCH committee will review the CATCH rubric and descriptions once each nine weeks to determine if we are successfully implementing CATCH. (Title I SW Elements: 2.2,2.4,3.1) (Target Group: All) (ESF: 3,3.3,3.4)</td>
<td>Administrators, CATCH Team</td>
<td>September-December</td>
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<td>Criteria: The CATCH rubric will be used to determine if we are on track with our nine weeks goals.</td>
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<td>3. All campus staff will be trained on the campus expectations for coordinated school health. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 1) (ESF: 3,3.1)</td>
<td>Administrators, PE Teacher</td>
<td>October</td>
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<td>Criteria: Faculty meeting agenda item for training</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) We will create an identity safe learning environment, indicative by student survey responses. By May 2023, decrease survey response by 5% points to question I am treated unfairly because of who I am.

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<td>1. Students will engage in SEL, identity, and cultural lessons twice a week in their advisory classes. (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All) (ESF: 3,3.1)</td>
<td>Administrators, Teachers</td>
<td>September-May</td>
<td>Criteria: Advisory schedule and lessons</td>
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<td>2. Students will participate in community building circles on Fridays in advisory, focused on getting to know one another, supporting one another, and creating an identity safe learning environment for all students (Title I SW Elements: 2.2,2.6) (Target Group: All) (ESF: 3,3.1,3.3)</td>
<td>Administrators, SEL Committee</td>
<td>September-May</td>
<td>Criteria: Advisory lessons indicating circles.</td>
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<td>3. Advisory teachers will have access to a variety of culturally relevant texts for group read aloud during their designated advisory time. (Title I SW Elements: 2.4) (Target Group: All) (ESF: 3,3.1)</td>
<td>SEL Committee</td>
<td>September-May</td>
<td>Criteria: Selection of books and advisory lessons indicating the group read aloud.</td>
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Objective 3. (Family Engagement) By May 2023, increase parent participation for those who have not historically participated at campus events, including Parent Support Specialist hosted events, Fine Arts Academy performances, Principal Coffees, PTA meetings, Dual language night, parent conferences, and choice sheet night by 20%.

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<td>1. Communicate campus events through the use of campus newsletters and the phone messenger. (Title I SW Elements: 3.1) (Target Group: All) (ESF: 3,3.4)</td>
<td>Administrators, Parent Support Specialist</td>
<td>September-May</td>
<td>Criteria: Completed newsletters and school messengers sent out to families.</td>
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<td>2. Send parents an interest survey to determine appropriate times for events and information parents want/need from the school. (Title I SW Elements: 2.1,3.1) (Target Group: All) (ESF: 3,3.4)</td>
<td>Administrators, Parent Support Specialist</td>
<td>October</td>
<td>Criteria: Survey created and sent out to families.</td>
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<td>3. Campus administrators and counselors will each make three personal phone calls to families who typically do not attend campus events, and invite them to attend the respective event (Title I SW Elements: 3.1) (Target Group: All) (ESF: 3,3.4)</td>
<td>Administrators, Counselor</td>
<td>September-May</td>
<td>Criteria: eCST documentation.</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 #. No objectives defined.

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

Objective #. No objectives defined.

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Goal 4. (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective #. No objectives defined.

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Goal 5. (ESF Lever 4: High Quality, Inclusive Instructional Materials and Assessments) All students engage daily with TEKS-aligned, high-quality instructional materials, and assessments that support learning at appropriate levels of rigor. All students are provided a rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities.

Objective 1. (ESF Essential Action 4.1) Core teachers will collaborate twice a week with their grade-level, content area PLC to create lesson plans, which include formative assessments, aligned to the standards.

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<td>1. Teachers will meet twice a week to plan within PLCs to collaborate on effective instructional strategies, compare data, and create plans to close the achievement gap. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 4,4.1)</td>
<td>Administrators, Teachers</td>
<td>September-May</td>
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<td>Criteria: Lesson Plans, agendas, common assessments.</td>
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<td>2. Administration will seek district support and guidance to ensure PLCs are aligned to district and school expectations. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,4.1)</td>
<td>Administrators</td>
<td>September-May</td>
<td></td>
<td>Criteria: Agenda and schedules</td>
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<td>3. Teachers will compare data from weekly assessments and 3/6/9 weeks assessments to determine effectiveness of instruction and revise when data does not show trends to high student achievement. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 4,4.1,5,5.1)</td>
<td>Administrators, Teachers</td>
<td>September-May</td>
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<td>Criteria: Data chat forms and agendas</td>
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Goal 6.  
(ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 1.  
(Data-driven instruction (ESF Essential Action 5.3)) By December 2022, campus leaders will provide 100% of 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 will implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

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<tr>
<td>1. All PLCs will deconstruct the TEKS for each lesson, using the know / show chart. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 5,5.3)</td>
<td>Administrators, Teachers</td>
<td>September-May</td>
<td>Criteria: Lesson Plans</td>
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<td>2. All PLCs will review student data from formative and/or summative assessments on a weekly basis, during the second PLC of the week. Teachers will bring in one low, medium, and high level of student work to discuss strengths and gaps. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 5,5.3)</td>
<td>Administrators, Teachers</td>
<td>September-May</td>
<td>Criteria: Weekly data meeting agendas</td>
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<td>3. Teachers will develop a reteach plan based on the data analysis conducted at the weekly data meetings. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 5,5.3)</td>
<td>Administrators, Teachers</td>
<td>September-May</td>
<td>Criteria: Reteach plans</td>
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Goal 7. (Support for Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.

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

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Objective 2. (Disproportionality in discipline referrals) SMART Goal: The disparity in special education student disciplinary actions (ISS, OSS, Dis. Removal) will decrease from 30.24% to ____% (=%pop) by August 2022. - Strategic Plan Goal #8

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

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

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No strategies defined.
Goal 8.  (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

Objective #.  No objectives defined.

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<td>No strategies defined.</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Goal 9.  (Increased Enrollment) Insert SMART enrollment goal here

Objective 1.  (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 630 to 650 by December 15, 2022.  SMART Goal Semester 2: 95% of current students will be registered for SY 23-24 by June 1, 2023.

<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>1. Campus will offer weekly in person tours beginning in October 2022 and concluding in March.  (Title I SW Elements: 2.1,2.2)  (Target Group: All)  (Strategic Priorities: 4)  (ESF: 3,3.1)</td>
<td>Parent Support Specialist</td>
<td>October 2022</td>
<td></td>
<td>Criteria: Tour dates publicized, tour attendees sign in sheet</td>
</tr>
<tr>
<td>2. Campus will host a program information night for any families who want to attend. At program information night parents have the opportunity to attend sessions with representative staff from our campus programs. Program information night also includes a student panel, music performances, and booths for parents to visit  (Title I SW Elements: 2.1,2.2)  (Target Group: All)  (Strategic Priorities: 4)  (ESF: 3,3.1)</td>
<td>Administrators, Teachers</td>
<td>November 2022</td>
<td></td>
<td>Criteria: Flyers, agendas, sign in sheets</td>
</tr>
<tr>
<td>3. Fine Arts Academy teachers and students will visit the feeder elementary campuses to inform 5th grade students of campus offerings and to recruit  (Title I SW Elements: 2.1,2.2)  (Target Group: All)  (Strategic Priorities: 4)  (ESF: 3,3.1)</td>
<td>Administrators, Fine Arts Academy Lead</td>
<td>October-March</td>
<td></td>
<td>Criteria: Elementary visits scheduled</td>
</tr>
</tbody>
</table>
Goal 10.  (Exemplary Customer Service) Insert description of CARES here

Objective 1.  (Exemplary Customer Service) SMART Goal: By the end of SY 22-23, the campus will move from Developing to Meets Expectations on the Campus communication strategies-Phone / voicemail / email practices-Language line for preferred language section of the Campus Assessment Rubric.

<table>
<thead>
<tr>
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<th>Resources</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. All staff will be aware of the language line and know how to use it, when needed, by September 30th. (Title I SW Elements: 2.1,2.2,3.1) (Target Group: ESL,Migrant,EB) (Strategic Priorities: 4) (ESF: 3,3.1,3.4)</td>
<td>Administrators</td>
<td>September</td>
<td></td>
<td>Criteria: Agendas and presentations</td>
</tr>
<tr>
<td>2. Principal will meet with clerical staff once a nine weeks to review customer services practices are: -equitable -clear and consistent -friendly and welcoming -inclusive of preferred languages -informing of services and supports that are available -culturally competent and include multiple engagement &amp; access options (Title I SW Elements: 2.1,2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.4)</td>
<td>Administrators</td>
<td>August - May</td>
<td></td>
<td>Criteria: Meeting agendas</td>
</tr>
<tr>
<td>3. Continue to meet with district personnel regarding the upgrades to the campus, including the rebuild proposal. (Title I SW Elements: 2.1,2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1)</td>
<td>Administrators</td>
<td>August - May</td>
<td></td>
<td>Criteria: Evidence of continued meetings and facility improvement plans.</td>
</tr>
</tbody>
</table>
**COVINGTON M S**

**Goal 11.** (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

**Objective 1.** (Principal Confirmation - Documents Due Oct. 30, 2020) All documentation should be uploaded at the Plan level using Attachments.**Do not attach any documents with student or staff records as they will be published online with the CIP/TIP.**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<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>
### Goal 11.
*(Title 1 Compliance Packet)* Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

### Objective 1.  *(Principal Confirmation - Documents Due Oct. 30, 2020)* All documentation should be uploaded at the Plan level using Attachments. **Do not attach any documents with student or staff records as they will be published online with the CIP/TIP.**

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<th>Resources</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>attached.) (Title I SW Elements: 2.3) (Target Group: ECD)</strong></td>
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<tr>
<td>6. Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. <em>(Documentation of notice on school letterhead is attached.)</em> <em>(Title I SW Elements: 2.3) (Target Group: ECD) (Strategic Priorities: 1)</em></td>
<td>Principal</td>
<td>Due 9/17</td>
<td></td>
<td>Criteria: Documentation of notice on school letterhead</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. <em>(Documentation: agendas, sign in sheets, minutes or records of meetings must be attached.)</em> <em>(Title I SW Elements: 2.1) (Target Group: ECD)</em></td>
<td>Principal</td>
<td>Due 9/17</td>
<td></td>
<td>Criteria: agendas, sign in sheets, minutes or records of meetings</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></td>
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<tr>
<td>10. Attachment #10. CIP Developer Page. <em>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.)</em> <em>(Target Group: All)</em></td>
<td>Principal</td>
<td>Due 9/17</td>
<td></td>
<td>Criteria: CIP/TIP Developers List</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
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</tr>
<tr>
<td>Maddox, Cedric</td>
<td>Principal</td>
<td></td>
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<tr>
<td>Ludwig, Laura</td>
<td>CAC Chair</td>
<td></td>
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<tr>
<td>Piper, Dawn</td>
<td>General Ed Rep</td>
<td></td>
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<tr>
<td>Fergus, Siobhan</td>
<td>7th Grade Rep</td>
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<tr>
<td>Rothermel, Adrienne</td>
<td>8th Grade Rep</td>
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<tr>
<td>Tomberlin, Janessa</td>
<td>Business Partner</td>
<td></td>
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<tr>
<td>Cassie, Pastor</td>
<td>Community Rep</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Hooten, Samantha</td>
<td>Parent Rep</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Busser, Kimberly</td>
<td>Co-Parent Rep</td>
<td></td>
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</tr>
</tbody>
</table>
Every Student Succeeds Act (ESSA)
Title I, Part A Schoolwide Program (SWP) Implementation Statutory Requirements

Element 1: The Comprehensive Needs Assessment (CNA) is included as an attachment for all campuses. The 2021-22 CIP/TIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP/TIP was developed/revised, and the CIP/TIP will be evaluated.

Element 2: CIP/TIP Requirements are identified as Strategies. Once published, a living draft of this plan can be found on the campus’ school page at www.austinisd.org/schools. The list of individuals and their roles who assisted with the development of the CIP is included in this plan.

Element 3: Parent and Family Engagement Requirements, including the Parent/Family Engagement written policy, can be found within the Title I compliance packet, which is available upon request from the campus principal. The signed Principal Confirmation checklist is attached to this plan.

Instructions for Campuses

Ensure each strategy is aligned with Title 1 SW Elements and TEA Priorities.

Ensure all portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks):

#1 - The Title I Compliance Packet Principal Confirmation - Signed and uploaded with packet.
#2 - #9 See packet for details
#10 - The CIP Developers List has been filled out using PlanWorks (preferred)

Once you have completed these steps, mark this page COMPLETE (green completion check).

If you have questions about these requirements, please contact your Title 1 Compliance Coordinator.
### Student Achievement Domain

<table>
<thead>
<tr>
<th>SCA 1</th>
<th>SCA 2</th>
<th>SCA 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>2022 STAAR</td>
<td>75</td>
<td>--</td>
</tr>
<tr>
<td>2023 STAAR Goal</td>
<td>--</td>
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</tr>
<tr>
<td>SCA 1 Grade</td>
<td>C</td>
<td>--</td>
</tr>
<tr>
<td>SCA 2 Grade</td>
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<td>--</td>
</tr>
<tr>
<td>SCA 3 Grade</td>
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</tbody>
</table>

### School Progress Domain

<table>
<thead>
<tr>
<th>SCA 1</th>
<th>SCA 2</th>
<th>SCA 3</th>
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</thead>
<tbody>
<tr>
<td>2022 Actual SCA Score</td>
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</tr>
<tr>
<td>2023 Goal SCA Score</td>
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<td>--</td>
</tr>
<tr>
<td>SCA 1 Grade</td>
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<td>--</td>
</tr>
<tr>
<td>SCA 2 Grade</td>
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<td>--</td>
</tr>
<tr>
<td>SCA 3 Grade</td>
<td>B</td>
<td>--</td>
</tr>
</tbody>
</table>

### Closing the Gaps Domain

<table>
<thead>
<tr>
<th>SCA 1</th>
<th>SCA 2</th>
<th>SCA 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>2022 Actual SCA Score</td>
<td>77</td>
<td>--</td>
</tr>
<tr>
<td>2023 Goal SCA Score</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>SCA 1 Grade</td>
<td>C</td>
<td>--</td>
</tr>
<tr>
<td>SCA 2 Grade</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>SCA 3 Grade</td>
<td>B</td>
<td>--</td>
</tr>
</tbody>
</table>

### 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: Covington

Campus Number: 227901057

Template by Campus & District Accountability