

BAILEY M S

**Gordon A. Bailey Middle School
2022/2023**

*The past is my heritage,
The present is my responsibility,
The future is my challenge.*



BAILEY
MIDDLE SCHOOL
AUSTIN Independent School District

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BAILEY M S

Mission

Campus Mission:

The mission of Gordon A. Bailey Middle School is to educate all students so

AISD 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 80,000 students and embraces 129 diverse school communities in one of the fastest-growing metroplexes in the country. In partnership with our families and our community, AISD's mission is to provide a comprehensive educational experience that is high-quality, challenging and inspires all students to make a positive contribution to society. We partner with world-class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare our students for college, career and life.

Nondiscrimination Notice

BAILEY 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.

BAILEY M S

Vision

Campus Vision:

Bailey Middle School is a place where students are encouraged to try new things and challenge themselves in many different ways. This is a time to experiment with new classes or activities, to be part of a team, or express oneself in creative new ways. Every student should have multiple opportunities to try whatever interests them, and our faculty must provide a diverse and challenging array of courses and activities to engage all students at high levels.

Campus Values:

Honesty

Integrity

Equity

Sportsmanship

Kindness

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Comprehensive Needs Assessment

Demographics

Demographics Data Sources

Staff (TELL) Survey results

Demographics Strengths

List your campus strengths here:

Overall, this campus has very strong systems for school operations.

Hallway expectations, campus communications, School safety procedures, grading policies, etc. are all functioning and are understood by students and parents.

Demographics Weaknesses

List areas you would like to grow here:

1. Showing academic growth in all demographic groups. This is a focus for all teachers this year.

Demographics Needs

The needs for our campus are:

- Addressing the individual needs of struggling learners (Sped, AA, Hispanic, and Low SES students)
- Diversity training
- Small group academic instruction in all classes.

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.

Data Not available.

- 1.) In 2021-22, _____% of the students within the African American/ Black population had one or more discipline events.
- 2.) In 2021-22, _____% 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?

We will monitor bi-monthly discipline data to measure rates of discipline involving any African American data.

- 2.) What systems will you have in place to decrease the discipline disparities among your students receiving Special Education services? We will defer to SpEd staff for discipline management of any student with a BIP. SpEd students without a BIP are subject to regular discipline consequences, however, administrators will encourage restorative practices whenever possible..

Student Achievement

Student Achievement Data Sources

MOY disaggregated by grade, subj., & stud. grp.

Short Cycle Assessments disaggregated by stud. grp

STAAR disaggregated by subj., grade, & stud. grp.

Student Achievement Strengths

List your campus strengths here:

On the Fall 2022 MAP Growth BOY reading test, 84% of 6th graders, 87% of 7th graders, and 86% of 8th graders were in the low-average or above range. On the Fall 2022 MAP Growth BOY math test, 77% of 6th graders, 79% of 7th graders, and 88% of 8th graders were in the low-average or above range. On STAAR reading in Spring 2022, 81% of our students passed reading, and 71% of students passed math overall.

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

Our teachers work in vertical as well as grade level PLCs to address gaps by:

Planning lessons together

Planning assessments together

Working in small group rotations to assist students who are struggling

Having weekly conversations about student progress

Student Achievement Weaknesses

List areas you would like to grow here:

- Utilizing small group instruction campus wide effectively
- Building common assessments and using them to reteach
- Identifying African American and Hispanic students who qualify as Gifted and Talented

Student Achievement Needs

- Teacher professional development about how to do small group instruction, such as during station rotations or working with a coteacher to incorporate this model into inclusion classes.
- Administrators and department chairs leading core department PLCs in analyzing common assessment data and using backward design to effectively teach content.
- Working with teachers to identify African American and Hispanic students who qualify as GT and/or in NJHS.

Student Achievement Summary

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

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)

According to the 2022 Closing the Gaps report for STAAR, all campus groups (Hispanic, Econ Dis, EB, SpEd) except African Americans met their target academic achievement on STAAR reading. We did not meet our academic achievement targets in math. We did meet growth targets in reading AND math for Hispanic, EB, and Special Ed.

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

For all subjects, African American (20% all subjects meets & above) and special education (20% all subjects meets & above). In reading, the two lowest performing student groups are special education (26% at meets & above) and African American (28% at meets & above). In math, the two lowest performing student groups are special education (16% at meets & above) and African American (10% at meets & above).

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

According to the STAAR Projected Proficiency Report, 6th graders had the lowest percentage of students at "approaches" for both math and reading compared to 7th and 8th grade. In 7th grade, 85% of students were projected to get "approaches" but on the STAAR test only 62% got "approaches" and above.

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

Most of our students across all three grade levels fall in the "advanced" range on TELPAS.

School Culture and Climate

School Culture and Climate Data Sources

Staff (TELL) Survey results
Student Survey results

School Culture and Climate Strengths

List your campus strengths here:

Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

- Creating systems to support positive behaviors such as school-wide hall passes, positive referrals, and an opportunity to move outside in the courtyard during lunchtime.
- Created School Improvement Committee for 2022-2023 to get staff input on how to improve school climate and behavior.
- Social Emotional Learning (SEL) committee and component built into advisory classes.

School Culture and Climate Weaknesses

List areas you would like to grow here:

- Student attendance and behavior in class
- Reducing the drug use (or perception of that) on campus
- Celebrating student success consistently and appreciating diversity

School Culture and Climate Needs

- Use of a "school handbook" for passes out of class to help students self monitor their time out of class. Need a campus-wide tardy policy (in terms of consequences assigned) to maximize the amount of time students are in class.
- Positive behavior supports and ways to celebrate when students are being successful (ex. class reward systems, awards/recognitions, behavior checksheets to support students who consistently struggle with behavior, etc).
- Drug prevention awareness and promoting the use of "see something, say something" to report.

School Culture and Climate Summary

Access your Coordinated School Health Dashboard here: <https://austinisd.co1.qualtrics.com/reporting>

Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

-dashboard/##/dashboard/5ac4ffbc97d6cb000d5e96c2?pagelId=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. **Data Not Available.**

2.) Which CSH areas do you feel something needs to change at the campus in order for the implementation score to reach 70%? **Data Not Available.**

(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 Data Sources

- % teacher turnover
- % unfilled sub vacancies
- Staff (TELL) Survey results

Staff Quality, Recruitment and Retention Strengths

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Strengths (Continued)

List your campus strengths here:

There is very little turn over on the campus, most staff have multiple years of experience.

Staff Quality, Recruitment and Retention Weaknesses

List areas you would like to grow here:

Assisting staff to grow professionally in each of their content areas.

Assisting staff to work with students from diverse populations.

Assisting and reaching students who have special needs.

Staff Quality, Recruitment and Retention Needs

Getting staff additional training in specialized areas of instruction.

- **Small group (all core areas)**
- **Tools to assist staff in working with students who have special needs and who come from diverse backgrounds.**

Staff Quality, Recruitment and Retention Summary

Access your Panorama Survey Dashboard here:

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

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

Staff Climate Reflection Questions:

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

School Climate will be a major focus for Bailey Middle school this year along with cultural awareness.

2.) Why did you select this/these area(s)?

Our school data and campus feedback shows that these two areas were problematic over the 21/22 school year. Staff and our community expect a greater focus in these areas that will yield positive results.

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?

1. Aps will meet with all office staff on a by weekly basis to review expectations and concerns for customer service.

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

Aps will place shout outs in the weekly bulletin encourage and celebrate our office staff. Administration will set up a team that includes all office staff to establish a team atmosphere in the office.

3.) What are your areas of growth? Listening!!! The admin team will do a better job by building time in the weekly and monthly schedule to listen to the office staff and our customers(parents, students, other aisd staff) regarding our customer service skills.

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

Having scheduled meetings with the office staff.

Reviewing parent concerns and complaints when they come in and work with office staff to resolve any issues that come and preventing them from going to the next level.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

Short Cycle Assessments disaggregated by stud. grp

STAAR disaggregated by subj., grade, & stud. grp.

Curriculum, Instruction and Assessment Strengths

List your campus strengths here:

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths (Continued)

All core teachers are organized in vertical PLC's that meet at least twice a week to discuss curriculum and student achievement.

All core teachers use common grade level assessments to gauge student growth and areas of weakness.

There has been an increase in the use of student exit tickets to measure student growth immediately after a classroom lesson.

Curriculum, Instruction and Assessment Weaknesses

List areas you would like to grow here:

- Small group instruction
- addressing individual student needs
- ensuring that students are making a year's worth of academic growth

Curriculum, Instruction and Assessment Needs

- Teacher professional development surrounding small group instruction, station rotations to support academic growth, and the "50 effective instructional strategies" from the special education leadership conference resource.
- Teachers will analyze student data (ex. MAP growth scores, SCA scores, tests/quizzes, and exit tickets) within their PLCs to determine how to address individual student needs within each 3 week progress report grading period.
- HB4545 advisory accelerated learning - monitoring progress to ensure student's are on track to pass STAAR

Curriculum, Instruction and Assessment Summary

Access your GT CAMP data here: <https://docs.google.com/spreadsheets/d/1ubmlCopfZl5uJlIFMxuP6L7HY2A1lJB2gIMXy-BOvvk/edit?usp=sharing>

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

1.) Based on the 21-22 GT CAMP, 0 of the 5 areas were out of compliance.

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)?

Our GT campus coordinator monitors all students applying for GT services. WE try to target GT students to have time during advisory to gather and work on projects, etc.

2.) How are you communicating with all families about GT and/or advanced learning opportunities?

We communicate with our parents through our website, our weekly parent newsletter, through our counseling website, and through direct conversations with students.

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

We have eliminated all "on grade level" classes and moved the level to "advanced" classes in ELA, Science, and Social Studies. Accelerated classes are offered at 6th grade for students who want to pursue advanced Math and science classes. High School level courses are offered through our CTE and Foreign Language departments. Students are encouraged to challenge themselves during our choice sheet course selection process.

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

Think about the following areas as you look at your data:

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

Multilingual Reflection Questions:

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

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

We currently offer an ESL class for new comers and students who are Emergent bilinguals. Students who are being successful are encouraged to take advanced classes in their areas of strength.

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

Counselors and Aps meet to discuss students who are struggling and may need additional supports. Conferences are held with students and parents as needed.

4.) How does the campus welcome families and students that are new to the country? The grade level counselor works with the family to acquaint them with the traditions of the school day. Counselors personally escort the student through his/her entire schedule giving the student a personal tour of the school. Teachers are given advanced notice of the students arrival and needs.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

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

List your campus strengths here:

- Weekly newsletter sent out with announcements and important information

Comprehensive Needs Assessment

Family and Community Involvement Strengths (Continued)

- PTA collaboration and support
- Mentor programs coordinated by our counselors (Ex. Seedling and PALS)
- Bailey Bonfire is a big community event in the Fall
- Communication with parents during peak times such as Back to School Night and course selection
- Opportunities to attend athletic games, fine arts performances, and other events (ex. Robotics)

Family and Community Involvement Weaknesses

List areas you would like to grow here:

- Teacher collaboration with parents for student progress
- Working with families to increase attendance for students with excessive absences
- Communication and collaboration with families about school safety (ex. drug prevention, gun violence prevention, etc)

Family and Community Involvement Needs

- Increase parent phone calls by teachers to celebrate successes and problem solve when students are not successful; document this communication in eCST.
- Implementing a consistent attendance policy with steps of intervention before filing truancy or withdrawing students; weekly attendance committee meetings to plan interventions.
- Information to and problem solving with parents and the community to prevent drug use among teens and to ensure the physical safety of the campus. Continuing to promote reporting of concerning behavior through contacting the school or the "See Something, Say Something" button on every teacher BLEND page.

Family and Community Involvement Summary

Access your Coordinated School Health Dashboard here: <https://austinisd.co1.qualtrics.com/reporting>

Comprehensive Needs Assessment

Family and Community Involvement Summary (Continued)

-dashboard/##/dashboard/5ac4ffbc97d6cb000d5e96c2?pagelId=Page_a72c3411-2dfa-495d-ac8e-ed43af1e0533

Coordinated School Health Areas:

- Family Engagement
- Community Engagement

Family and Community Engagement- AISD

Reflection Questions:

1.) Which area(s) will you focus on strengthening this school year (22-23)?

No data available. We will make sure the survey is taken this year, analyze the results, and put strategies in place once the survey is complete for 2022-2023.

2.) Why did you select this/these area(s)?

No data

School Context and Organization

School Context and Organization Strengths

- Many schools systems developed and working smoothly
- ongoing process of reviewing and updating systems as needed
- solid ongoing communication strategies with campus staff and parent community
- Formation of the "School Improvement Committee" (generated by teachers) to present and help to solve campus wide issues
-

School Context and Organization Weaknesses

- Staffing cuts at the district level are impacting what we offer in terms of classes for our student body.

School Context and Organization Needs

Comprehensive Needs Assessment

School Context and Organization Needs (Continued)

- more clarity around staffing in the future to ensure a robust pool of applicants for all open professional and classified positions

School Context and Organization Summary

- Continue to offer the widest variety of class choices for all students

Technology

Technology Data Sources

Staff (TELL) Survey results

Technology Strengths

Our campus has one to one devices for all students. Our campus uses BLEND school wide to assist students in their daily learning. Many of our teachers use a variety of online tools and curriculum resources to assist students. (Near pod, Flocabulary, Rewards, IXL, etc.)

Technology Weaknesses

One of our biggest weakness in the area of technology is having an adequate supply of chargers for students who lose them and keeping up with lost or damaged Chromebooks..

Technology Needs

Additional chargers and Chromebooks on campus that can be kept in teachers rooms when a student comes to class not prepared.

Comprehensive Needs Assessment

Technology Summary

Campus technology implementation and usage is strong on campus. The challenge is in keeping up with malfunctioning or damaged devices. That is too much for a single person to handle. With the sheer number of devices in use on a campus on any day, it is near impossible for one person to keep up with the maintenance demands of such a large group.

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

Objective 1. (CSH Implementation) SMART Goal: By the end of SY '22-'23, the campus will achieve at least a 70% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Strategy 1- https://docs.google.com/document/d/1QR7jCoeqUb_7AauCKL5kmWaRWS5SO5Zx/edit# Renew a Whole Child, Every Child committee that meets monthly to monitor campus goals. Members will be from the CAC group. (Target Group: All)</p>	Administrators, Committee	2022-2023		Criteria: Meeting agenda, calendar of events, committee member rosters, etc.
<p>2. Strategy 2- https://docs.google.com/document/d/1QR7jCoeqUb_7AauCKL5kmWaRWS5SO5Zx/edit# Create a Family Health and Fitness night before Spring Break '23. The goal is to bring families together to talk about fitness, healthy eating, healthy choices, and proper hydration. (Target Group: All)</p>	Administrators, CATCH Team	February/March '23	(L)Campus BTO - \$150	Criteria: Attendance count of families in attendance, attendance of staff, activities planned/attempted, etc
<p>3. Strategy 3- https://docs.google.com/document/d/1QR7jCoeqUb_7AauCKL5kmWaRWS5SO5Zx/edit# Create at least two school-wide or grade level specific Wellness events planned and sponsored by the Student Wellness Committee. One will be targeted for Fall, one for the Spring. (Target Group: All)</p>	Assistant Principal, CATCH Team, Wellness Committee	2022-2023	(O)Other - \$200	Criteria: Event flyers, planning notes, budget, committee meeting agendas, etc and successfully held events.

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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 the end of SY '22-'23, the campus will achieve at least 13 points (out of 15) on the SEL component of the Coordinated School Health Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Strategy 1- https://docs.google.com/document/d/1QR7jCoeqUb_7AauCKL5kmWaRWS5SO5Zx/edit#</p> <p>We will plan and host at least one SEL parent engagement activity designed to help parents understand the social and emotional needs of adolescents, especially with making healthy choices. (Target Group: All)</p>	<p>Administrators, PTA, SEL Committee</p>	<p>Spring 2023</p>	<p>(O)Other - \$200</p>	
<p>2. Strategy 2- https://docs.google.com/document/d/1QR7jCoeqUb_7AauCKL5kmWaRWS5SO5Zx/edit#</p> <p>Continue PD about "restorative practices" training for all teachers and staff. Based on the training and implementation, scores on the AISD TELL survey for the use of SEL practices for students in the school will increase to above 90%. (Target Group: All)</p>	<p>Administrators, Counselor, Restorative Practice Associate, SEL Committee</p>	<p>Oct '22 thru Feb '23</p>		<p>Criteria: PD Agendas for Oct '22, Jan '23, and Feb '23, classroom implementation plans from PLCs.</p>
<p>3. Strategy 3- https://docs.google.com/document/d/1QR7jCoeqUb_7AauCKL5kmWaRWS5SO5Zx/edit#</p> <p>Continue to support teacher health and well being through positive recognitions and morale boosting events. The Hospitality committee will coordinate with PTA to plan 12-15 booster events to keep morale high and to keep teachers reminded that we value them. Overall scores in the TELL survey regarding support and campus climate should remain or climb above 90%.</p>	<p>Administrators, Campus Committees, PTA President, SEL Committee</p>	<p>SY 2022-2023</p>	<p>(O)Other - \$1,000</p>	<p>Criteria: Running list of various events planned and held, Hospitality committee meeting minutes, TELL survey results (re: teachers feel supported, etc)</p>

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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. (Family Engagement) SMART Goal: By the end of the 2022-2023 school year, Bailey will increase family engagement activities on campus by hosting at least 3 events designed to engage families on campus and improving collaboration between parents and teachers.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Strategy 1- https://docs.google.com/document/d/1QR7jCo eqUb_7AauCKL5kmWaRWS5SO5Zx/edit#</p> <p>Coordinate with Bailey's PTA to host up to two "guest speaker" nights, one in the fall and one in the spring. The target audience is middle school parents. Guest speakers might include reps from Travis County Substance Abuse task force, Center for Missing & Exploited Children, Social media experts, etc.</p>	<p>Administrators, PTA President, PTA VP of Programs</p>	<p>SY 2022-2023</p>		<p>Criteria: Increased scores in the appropriate areas of the AISD parent survey. Two successful events with attendance data.</p>
<p>2. Strategy 2- https://docs.google.com/document/d/1QR7jCo eqUb_7AauCKL5kmWaRWS5SO5Zx/edit#</p> <p>Coordinate with our CATCH team to create and host at least one "Family Fitness and Nutrition Night" where students and parents can join together to learn about fitness routines for the family, as well as healthy nutrition ideas and healthy hydration. (Target Group: All)</p>	<p>Administrators, CATCH Team</p>	<p>Jan/Feb 2023</p>		<p>Criteria: We will base our success on the successful planning, coordination, advertisement, and implementation of our "Family Fitness and Nutrition Night." Our goal will be to host as many students with families as possible.</p>
<p>3. Strategy 3- https://docs.google.com/document/d/1QR7jCo eqUb_7AauCKL5kmWaRWS5SO5Zx/edit#</p> <p>Teachers will hold parent-teacher conferences (via phone, zoom, or in person) with at least 90% of the guardians of students who are failing their class in Fall 2022 and Spring 2023. (Target Group: All)</p>	<p>Administrators, Teachers</p>	<p>Sep 2022, Feb 2023</p>		<p>Criteria: Notes in eCST, communication documentation by teachers</p>

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Goal 2. (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)) Insert Goal here re: Data-driven instruction By the end of the 2022-23 SY, we will increase opportunities for teachers to learn and implement strategies aimed at increasing student growth, as evidenced by PD Agendas for District PD days (including 10/07, 10/14, 11/08, and 01/06, and 3 campus based PD days in the 2nd, 3rd, and 4th 9-weeks, and our Walkthrough feedback.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus instructional leaders review lesson plans frequently for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support during regular PLC meetings. (Title I SW Elements: 1.1) (Target Group: All,H,AA,SPED) (Strategic Priorities: 2) (ESF: 5.3)	Academic Leadership Team, Department Chairs	SY 2022-23	(L)Campus BTO	Criteria: As evidenced by... EOY results, PLC Minutes, Lesson Plans, SCA's, MAP
2. Strategy 2- https://docs.google.com/document/d/1QR7jCoeqUb_7AauCKL5kmWaRWS5SO5Zx/edit#				
3. Strategy 3- https://docs.google.com/document/d/1QR7jCoeqUb_7AauCKL5kmWaRWS5SO5Zx/edit#				

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Goal 3. (Increased Enrollment) Insert SMART enrollment goal here

Objective 1. (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will be addressed by an increase in recruitment efforts at our feeder schools as well as increased efforts within Bailey to retain students already enrolled. This will include principal visits to all feeder schools, Zoom sessions with Feeder school parents, and student performance visits to feeders schools. SMART Goal Semester 2: 85% of current students will be registered for SY 22-23 by June 1, 2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Strategy 1- https://docs.google.com/document/d/1QR7jCoeqUb_7AauCKL5kmWaRWS5SO5Zx/edit# Big Book - Increased enrollment Increase the number of recruitment opportunities at our feeder schools including Principal visits, Zoom Q&A sessions with feeder parents, Student performance visits from Bailey Fine Arts in the fall semester to feeder schools, invitations to Bailey Bonfire evnt, etc. (ESF: 1.2,3.4)</p>	<p>Administrators, Attendance Clerk, Counselor, Principal, Teachers</p>	<p>Thru February '24</p>	<p>(L)Campus BTO</p>	
<p>2. https://docs.google.com/document/d/1QR7jCoeqUb_7AauCKL5kmWaRWS5SO5Zx/edit# Big Book - Increased enrollemnt Strategies Increase recruitment opportunities prior to end of Jan. '24 to introduce students to possible elective choices for next year which will help to retain students who may otherwise be lured away to a different school. (Target Group: 6th,7th) (ESF: 1.2,3.4)</p>	<p>Administrators, Teachers</p>	<p>By end of Jan. '24</p>	<p>(L)Campus BTO</p>	
<p>3. Startegy 3 - https://docs.google.com/document/d/1QR7jCoeqUb_7AauCKL5kmWaRWS5SO5Zx/edit# Big Book - Increased enrollment - Early registration at or above 85% by June 1st, 2023 (Target Group: All) (ESF: 1.2,3.4)</p>	<p>Administrators, Attendance Clerk, Attendance Committee</p>	<p>June 1, 0223</p>	<p>(L)Campus BTO</p>	<p>Criteria: Measure "students enrolled for SY '23-'24 by June 1st.</p>

BAILEY M S

Goal 4. (Exemplary Customer Service) Insert description of CARES here

Objective 1. (Exemplary Customer Service) Goal: By the end of the 2022-23 SY, we will improve our customer service by reducing parent complaints by 2% through better communication and training to result in 0% overall.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Strategy 1- https://docs.google.com/document/d/1QR7jCo eqUb_7AauCKL5kmWaRWS5SO5Zx/edit# Ensure the campus website is systematically reviewed and actively maintained with accurate information communicating to families. (Target Group: All)</p>	Administrative Assistant	2022-23 SY		
<p>2. Strategy 2- https://docs.google.com/document/d/1QR7jCo eqUb_7AauCKL5kmWaRWS5SO5Zx/edit# Ensure that all front office staff attend any training and updates provided by the district regarding Customer Service standards (Title I SW Elements: 2.2) (Target Group: All) (ESF: 2.1,3.2)</p>		Through May '23	(L)Campus BTO	Criteria: Attendance records of office staff personell at various customer service training.
<p>3. Strategy 3- https://docs.google.com/document/d/1QR7jCo eqUb_7AauCKL5kmWaRWS5SO5Zx/edit# Increase use of eCST system to document issues with individual students, especially those experiencing behavioral issues so that all Teachers teaching that student have information that may be helpful in addressing student needs and keeping parents informed. (Title I SW Elements: 2.2,2.6) (Target Group: All) (ESF: 1.2,3.1,3.4)</p>	Administrators, Teachers	Through May '23	(L)Campus BTO	

BAILEY M S Site Base

Name	Position
Rocha, John	Campus Administrator
Owen, Gay	Teacher/ Co-Chair
Nix, Dawnita	Teacher
Hundley, Carolyn	Teacher
Macomber Happ, Sarah	Teacher
Nunziato, Peter	Teacher
Foster, Sherri	Teacher
Exter, Monty	Co- Chair
Viegel Massey, Vicki	Teacher
Hernandez, Raquel	Counselor
Ripstra, Jennifer	Librarian
Denny, Jason	Business Rep
Puzey, Shannon	PTA Rep
Pearson, Brooke	Parent
Bodah, Shaun	Community Rep
Pratt, Michael	Parent
Harrison, Kathleen	Parent
Legrand, Kathleen	Classified Rep

2022 - 23 A-F Estimator Longitudinal Worksheet

STUDENT ACHIEVEMENT DOMAIN



SCALED SCORE AND GRADE

2022 STAAR	SCA 1	SCA 2	SCA 3	2023 STAAR Goal
81				84
B	--	--	--	B

Student Achievement Components	2022 Value	SCA 1	SCA 2	SCA 3	2023 STAAR Goal
TAAR Performance Approaches	77				80%
STAAR Performance Meets	47				50%
STAAR Performance Masters	25				30%
STAAR Performance Raw Score	50				53
STAAR Performance Scaled Score	81				84

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: **Bailey**

Campus Number: **227901059**

Template by Campus & District Accountability

SCHOOL PROGRESS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	80				84
Grade	B	--	--	--	B

School Progress Components	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Academic Growth Raw Score	72				75
Academic Growth Scaled Score	80				84
Academic Growth Grade	B	--	--	--	B
Economically Disadvantaged %	32.8	32.8	32.8	32.8	32.8
Economically Disadvantaged % Grouping	32.1 to 33	32.1 to 33	32.1 to 33	32.1 to 33	32.1 to 33
Relative Performance Raw Score	50				53
Relative Performance Scaled Score	63				70
Relative Performance Grade	NR*	--	--	--	C

OVERALL

SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	82				84
Grade	B	--	--	--	B

CLOSING THE GAPS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	84				85
Grade	B	--	--	--	B

Closing the Gaps Components

Academic Achievement			Growth		
2022 Values:	10	out of 20	2022 Values:	14	out of 16
SCA 1:	0	out of 0	SCA 1:	0	out of 0
SCA 2:	0	out of 0	SCA 2:	0	out of 0
SCA 3:	0	out of 0	SCA 3:	0	out of 0
2023 Goals:	15	out of 20	2023 Goals:	15	out of 16

English Language Proficiency			Student Success		
2022 Values:	1	out of 1	2022 Values:	8	out of 12
SCA 1:	--	out of 1	SCA 1:	0	out of 0
SCA 2:	--	out of 1	SCA 2:	0	out of 0
SCA 3:	--	out of 1	SCA 3:	0	out of 0
2023 Goals:	1	out of 1	2023 Goals:	10	out of 12