

**SMALL M S**  
**Small Middle School**  
**2022/2023**

*Where every day is Earth Day.*

Matthew Nelson  
4801 Monterey Oaks Blvd  
5128416700  
matthew.m.nelson@austinisd.org

# SMALL M S

## Mission

*To nurture growth by empowering all students through unique, enriched, and joyful learning opportunities.*

### TEA 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

SMALL 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

## Student Achievement

### Student Achievement Data Sources

<https://txschools.gov/>

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

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

### Student Achievement Strengths

**Overall, we performed well in regards to students approaches grade level. Our meets and masters were above district and state level in math and reading.**

### Student Achievement Weaknesses

**We need our AA and Hispanic students to increase from approaches to meets and masters. We need to improve in approaches for both science and social studies.**

### 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](https://docs.google.com/presentation/d/1uNcqEWI6GvQ3oIIZCR-OzCgTQsHBYCfEiqwa_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)
- 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

# SMALL M S

**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 21-22, the campus will achieve at least a 70% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Add Whole Child, Every Child to communication opportunities such as PTA meetings, newsletters, websites, and family nights. (Target Group: All) (ESF: 1)	Administrators, CATCH Team, General Ed and Sped Teachers	ongoing		Criteria: Weekly S'mores email, PTA meetings Agendas, CAC agendas,
2. Create a Whole Child, Every Child committee that meets monthly to monitor campus goals. (Target Group: All)	Administrators, Advisory Teachers, Assistant Principal, CAC Members	22-23		
3. Add Whole Child, Every Child placeholder to faculty meeting agendas to discuss current/continuous activities. (Target Group: All)	Administrators	ongoing, monthly	(L)Campus BTO	

# SMALL M S

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

**Objective 1.** (ESF Essential Action 1.1) Insert SMART Goal here re: developing campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teacher placements are strategically based on student needs and teacher strengths. Master schedule to reflect what areas of need and support. (Title I SW Elements: 2.2) (Target Group: All)	Administrators, Counselor	ongoing		
2. Preferred substitutes are recruited and retained, and our pipeline from Sub to TA to Teacher is fortified. (Title I SW Elements: 1.1,2.2) (Target Group: All)	Administrators	on-going		
3. Ensure campus administration and staff have access to cultural proficiency professional learning opportunities to become aware of the intersections of identity and how to create an identity-safe school environment for students, staff, and families. (Target Group: All)	Administrators	on-going		

# SMALL M S

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

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

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

# SMALL M S

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

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

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

# SMALL M S

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

**Objective 2.** (ESF Essential Action 2.2) Insert SMART Goal here re: building teacher capacity through observation and feedback cycles.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Admin will conduct informal walkthroughs for all staff during September, October, and November during the first semester and during February, March, and April during the 2nd. The goal is to build comfort with staff and to allow for systems and routines to be firmly in place. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 2,3) (ESF: 2)	Administrators	ongoing.		



# SMALL M S

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

**Objective 1.** (ESF Essential Action 3.1) Insert SMART Goal here re: compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations

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

# SMALL M S

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

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

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

# SMALL M S

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

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

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

# SMALL M S

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

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

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

# SMALL M S

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

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

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

# SMALL M S

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

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

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

# SMALL M S

**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 #.** No objectives defined.

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

# SMALL M S

**Goal 6.** (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

**Objective 1.** (Objective-driven daily lesson plans with formative assessments (ESF Essential Action 5.1)) Insert SMART goal here re: Objective-driven daily lesson plans with formative assessments

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



# SMALL M S

**Goal 6.** (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

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

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

# SMALL M S

**Goal 6.** (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

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

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

# SMALL M S

**Goal 6.** (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

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

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

# SMALL M S

**Goal 6.** (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

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

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

# SMALL M S

**Goal 6.** (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

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

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

# SMALL M S

**Goal 6.** (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

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

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

# SMALL M S

**Goal 6.** (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

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

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

# SMALL M S

**Goal 6.** (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

**Objective 9.** (Advanced Academics) Insert SMART goal here re: Advanced Academics

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



# SMALL M S

**Goal 6.** (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

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

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

# SMALL M S

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

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

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

# SMALL M S

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

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

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

# SMALL M S

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

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

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

# SMALL M S

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

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

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

# SMALL M S

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

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

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

# SMALL M S

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

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

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

# SMALL M S

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

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

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



# SMALL M S

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

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

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

# SMALL M S

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

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

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

# SMALL M S

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

**Objective 1.** (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 1,215 to 1,225 by December 15, 2022. SMART Goal Semester 2: 85% of current students will be registered for SY 23-24 by June 1, 2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide monthly school tours to bring in the community and highlight successes and strengths. (Target Group: 4th,5th,6th)	Administrative Assistant, Administrators, Green Committee			
2. To ensure we are constantly working on building a joyful, safe, and academically-rigorous environment that will ultimately increase the likelihood of students staying at Small. (Target Group: All)	Administrative Assistant, Administrators, General Ed and Sped Teachers	ongoing		

# SMALL M S

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. -Systematically provide clear and ongoing communication to staff, families, and community members. -Ensure campus communication strategies are systematically cultivated and reviewed through an equity lens. (Target Group: All)	Administrators, General Ed and Sped Teachers	On-going		
2. Ensure campus communication strategies are systematically cultivated and reviewed through an equity lens. (Target Group: All)	Administrators	on-going		
3. Ensure that phone/voicemail/email practices are systematically reviewed and actively maintained. (Target Group: All)	Administrative Assistant, Administrators			

# SMALL 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.\*\*

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attachment #1. Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. (Sign and attach the form.) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 9/17		Criteria: Principal Attestation Form
2. Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. (Attach copy of Parent/Family Involvement Policy on your campus stationery.) (Title I SW Elements: 3.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: Parent/Family Involvement Policy on your campus stationery
3. Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. (Attach copy of Parent/Family School Compact.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: Parent/Family School Compact
4. Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements and initiatives, and informing them of their right to be involved. (Documentation MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. must be attached. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE.) (Title I SW Elements: 2.1,3.2) (Target Group: ECD)	Principal	Due 9/17		Criteria: agenda, sign in sheets, meeting notice, and meeting minutes
5. Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be	Principal	Due 9/17		Criteria: Sample communications in languages other than English

# SMALL 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.\*\*

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
attached.) (Title I SW Elements: 2.3) (Target Group: ECD)				
6. Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Documentation of notice on school letterhead is attached.) (Title I SW Elements: 2.3) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 9/17		Criteria: Documentation of notice on school letterhead
7. Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the Value and Contributions of Parents for staff. (Documentation: agendas, sign in sheets, minutes or records of meetings must be attached.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: agendas, sign in sheets, minutes or records of meetings
8. Attachment #8. Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month. (Target Group: All)	Administrators			
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 9/17		Criteria: Homeless documentation sheet
10. Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. Go to Plan Level of CIP and click on "CIP/TIP Developers List". List the name & position of the developers of the 2021-2022 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used & uploaded with packet.) (Target Group: All)	Principal	Due 9/17		Criteria: CIP/TIP Developers List

## SMALL M S Site Base

Name	Position
Shoptaw, Thomas	Co-chair/faculty
Schreiber, Cathy	faculty
Brown, Sylvia	faculty
Crow, Lauren	faculty-sped
Teel, Sara	Faculty
Kirk, Erin	faculty
Hudgins, Chasee	Co-chair/Parent
Sullivan, Becky	parent
Cook, Rebecca	PTA Rep
Diaz, Cynthia	Faculty-counselor
Littlefield, Mark	Parent
Harp, Tracy	parent

**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](http://www.austinisd.org/schools). The list of individuals and their roles who assisted with the development of the CIP is included in this plan.

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

**Instructions for Campuses**

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

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

#1 - The Title I Compliance Packet Principal Confirmation - Signed and uploaded with packet.

#2 - #9 See packet for details

#10 - The CIP Developers List has been filled out using PlanWorks (preferred)

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

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



2022 - 23 A-F Estimator Longitudinal Worksheet

STUDENT ACHIEVEMENT DOMAIN



SCALED SCORE AND GRADE

2022 STAAR	SCA 1	SCA 2	SCA 3	2023 STAAR Goal
86				90
B	--	--	--	A

SCHOOL PROGRESS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	88				91
Grade	B	--	--	--	A

CLOSING THE GAPS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	91				88
Grade	A	--	--	--	B

Student Achievement Components

	2022 Value	SCA 1	SCA 2	SCA 3	2023 STAAR Goal
TAAR Performance Approaches	82				85%
STAAR Performance Meets	55				60%
STAAR Performance Masters	31				34%
STAAR Performance Raw Score	56				60
STAAR Performance Scaled Score	86				90

School Progress Components

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Academic Growth Raw Score	78				81
Academic Growth Scaled Score	88				91
Academic Growth Grade	B	--	--	--	A
Economically Disadvantaged %	31.6	31.6	31.6	31.6	31.6
Economically Disadvantaged % Grouping	31.1 to 32	31.1 to 32	31.1 to 32	31.1 to 32	31.1 to 32
Relative Performance Raw Score	56				60
Relative Performance Scaled Score	75				69
Relative Performance Grade	C	--	--	--	D

Closing the Gaps Components

Academic Achievement			Growth		
2022 Values:	17	out of 22	2022 Values:	16	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:	20	out of 22	2023 Goals:	16	out of 16

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

OVERALL

SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	89				90
Grade	B	--	--	--	A

Campus Name: Small

English Language Proficiency			Student Success		
2022 Values:	1	out of 1	2022 Values:	9	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

Campus Number: **227901060**

Template by Campus & District Accountability
