

PAREDES M S
Paredes Middle School
2022/2023

Learners today, leaders tomorrow



Erica Ramirez
10100 S. Mary Moore Searight Drive
512-841-6800
erica.ramirez@austinisd.org

PAREDES M S

Mission

Campus Mission

?Our mission is to empower students and staff by creating a safe environment, implementing best practices, and focusing on high expectations.

Vision

Campus Vision

Paredes Middle School believes that all students can be successful.

Campus Values

We will strive to create an environment where all students and staff feel safe emotionally and physically everyday.

We will work collaboratively, share ideas, and ensure everyone's voice is heard.

We will invest time and positive energy into getting to know our students, their families, and our staff in order to build a stronger community.

We will communicate with students and staff respectfully.

We will practice empathy by being present to someone's experiences without judgement.

We will empower those around us with the support and resources needed to grow.

Nondiscrimination Notice

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

Comprehensive Needs Assessment

Demographics

Demographics Strengths

List your campus strengths here: **Lack of discipline disparity among special education students. New campus Principal.**

Demographics Weaknesses

List areas you would like to grow here: **Decrease the discipline disparities within the African American population.**

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, 25% of the students within the African American/ Black population had one or more discipline events.
- 2.) In 2021-22, 19% 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?

7% of Paredes's population is African American, yet 25% of African Americans have at least 1 discipline referral. To address this Paredes has implemented professional development opportunities to improve campus culture by implementing instructional strategies that cultivate purposeful student teacher relationships and a campus-wide culture of mutual respect. The campus is in the beginning stages of collaborating with district support to start mentoring and coaching related to restorative practices. Administration is making an effort to be consistently present throughout campus and community activities to build relationships with students and families.

- 2.) What systems will you have in place to decrease the discipline disparities among your students receiving Special Education services? There is not a discipline disparity among special education students at Paredes.

26% of students at Paredes are receiving special education services, 19% of students receiving special education services have at least 1 discipline referrals. To avoid future possible disparities Paredes's special education department has planned and aligned student services in a manner that cultivates purposeful student teacher relationships and a campus-wide culture of mutual respect. The campus is in the beginning stages of collaborating with district support to start mentoring and coaching related to restorative practices. Administration is making an effort to be consistently present throughout campus and community activities to build relationships with students and families.

PAREDES 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. Ensure the energy conservation poster is displayed in all rooms. (Title I SW Elements: 2.3) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1)	Administrative Assistant, CATCH Team	By end of October 22		Criteria: Use campus map to ensure posters are visible in every room. 11/28/22 - Some Progress 11/28/22 - No Progress
2. Post Water Conservation Signs at every sink and water fountain (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1)	Administrative Assistant, Campus Leadership Team, CATCH Team	End of October 22		Criteria: Use map to ensure posters are displayed throughout campus 11/28/22 - Some Progress 11/28/22 - Pending
3. Provide documentation of wellness activities that are offered to staff (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	CATCH Team, Coaches, Counselor	Year round		Criteria: Faculty/PD agendas with wellness items and feedback from staff 11/28/22 - Some Progress

PAREDES 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 2. (Social and Emotional School Climate) Work with your counselors and SEL and CP&I specialist to identify areas of strength and growth and set goals for SY 22-23.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Promote SEL and CP&I via all methods of communication: newsletters, bulletin boards, announcements, phone calls, calendar, emails, and the marquee. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 3.3)	Committee, Counselor	September- End of Year		Criteria: Events, tweets, website, Smores 11/27/22 - Some Progress 09/09/22 - Pending
2. Organize and incorporate student agency in campus systems and structures (Title I SW Elements: 3.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3)	Counselor, Principal, Restorative Practice Associate	October- End of year		Criteria: Agendas, membership list, planned events and student applications 11/27/22 - Some Progress
3. Engage your campus community in No Place for Hate activities annually (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.2)	Counselor	September 2022		Criteria: Outline of plan, pictures of student engagement, banner 11/27/22 - Some Progress

PAREDES 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 3. (Family Engagement) Ensure Campus Improvement Plan focus areas include at least two family engagement strategies during 22-23 SY.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Multiple communication strategies with families are integrated into teacher roles and responsibilities (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Advisory Teachers	Year Round		Criteria: Teacher log of emails, phone calls and eCST service entries 11/27/22 - Some Progress
2. Family and community engagement and impact data are reviewed regularly, and plans are adapted as needed. (Title I SW Elements: 2.1) (Target Group: All) (ESF: 3.4)	Administrators, Parent Support Specialist	Start in October 22		Criteria: Parent surveys, sign-in sheets, agendas for events 11/27/22 - Some Progress
3. The campus creates an inclusive and welcoming environment that engages all families in critical aspects of student learning. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Administrative Assistant, Administrators, Assistant Principal, Attendance Clerk, Campus Leadership Team, CATCH Team, Coaches, Librarian, Parent Support Specialist, Principal	September - End of year		Criteria: Parent surveys, event agendas, student feedback 11/27/22 - Significant Progress

PAREDES 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) The administrative team and counselors have clear roles and responsibilities identified in the "Roles and Responsibilities" form. Next steps are to identify our teacher leaders and coach the AP to become a more effective instructional leader.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. By the end of the first 9 weeks the campus has developed observation and feedback tier criteria for all teachers, including scheduled observation and feedback cycles. Teachers identified in Tier 1 are included in the leadership strand for development into future teacher leaders. (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1,1.1)</p>	<p>Administrators, Leadership Team</p>	<p>3rd 9 weeks</p>		<p>Criteria: By the end of the 1st 9-weeks Paredes will have developed their observation and feedback schedule and have teachers placed in the appropriate tiers. Additionally, they will have identified their teacher leaders.</p> <p>11/01/22 - On Track</p>
<p>2. The principal and assistant principal will have conducted joint walkthroughs. The principal will debrief the AP on teacher evaluations for the purpose of calibration and to coach the AP on observation and feedback skills. (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 1,1.1)</p>	<p>Administrators</p>	<p>1st 9 weeks</p>		<p>Criteria: By the end of November the AP will be conducting teacher observation and feedback independently.</p> <p>11/01/22 - Completed</p>
<p>3. The assistant principal will observe the principal providing teacher feedback based on observation data. The principal and AP will debrief feedback conversations while the principal provides a gradual release model for the AP to be successful in conducting independent observation and feedback. (Title I SW Elements: 2.4) (Target Group: All) (ESF: 1,1.1)</p>	<p>Administrators</p>	<p>3rd 9 weeks</p>		<p>Criteria: By the end of the 2nd 9-weeks the AP will conduct independent observation and feedback cycles based on the O&B schedule.</p> <p>12/01/22 - On Track</p>

PAREDES M S

Goal 3. (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)) 75% of students will earn at least one growth point for each STAAR assessment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Paredes will conduct data meetings once weekly using a campus-based data meeting framework. The Executive Director will observe meetings to coach administrators on the meeting framework and implementation. (Title I SW Elements: 2.4) (Target Group: All) (ESF: 5,5.3)	Administrators, Executive Director	3rd 9-weeks		Criteria: Data Meeting Agenda 11/01/22 - Significant Progress
2. Principal Ramirez will run data meetings up until the administration of first SCA. She will utilize campus based meeting frameworks and agendas to run the meeting. Starting in October APs will begin leading data meetings.* As of 11/28/22, Principal Ramirez has given teachers data trackers for students to track and set own goals while modeling how to use student data to drive instruction. (Title I SW Elements: 2.4) (Target Group: All) (ESF: 5,5.3)	Administrators, CLT	2nd 9-weeks		Criteria: Data Meeting Agendas 12/01/22 - Some Progress
3. All students will take the district reading and math short cycle assessment 2 (SCA2) by December 21, 2022. Campus leaders and teachers will review district short cycle assessment 2 data to develop accelerated instruction plans and intervention groups in reading and math. Data review will identify the students that have not met their individual growth goals. Intervention plans will focus on ensuring that 75% of students will achieve their individual growth target on the SCA 3 in reading and math. (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 5,5.3)	Administrators, Team Leaders	3rd 9-Weeks		Criteria: Data meeting checklist.

PAREDES M S

Goal 4. (Increased Enrollment) Insert SMART enrollment goal here

Objective 1. (Increased Enrollment) Current campus enrollment is greater than 85% , our goal is to maintain or increase this enrollment level for the 22-23 SY.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor enrollment numbers by week and by student group. (Title I SW Elements: 2.4,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 1.2)	Attendance Clerk	September - End of year		Criteria: Attendance clerk runs reports weekly and shares with administration 11/28/22 - Some Progress
2. Create a tracking system that monitors when students withdraw, why they withdrew, and which school they're going to attend. (Title I SW Elements: 2.3,2.4) (Target Group: All) (Strategic Priorities: 4) (ESF: 1.2)	Administrative Assistant, Assistant Principal, Attendance Clerk, Principal	October-End of year		Criteria: Campus created questionnaires 11/28/22 - On Track
3. Ensure you're constantly working building a joyful, safe, and academically rigorous environment that will ultimately increase the likelihood of students staying at your school. (Title I SW Elements: 2.1,2.4,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 1.2)	Academic Leadership Team, Administrative Assistant, Administrators, Advisory Teachers, Assistant Principal, Attendance Clerk, Cafeteria staff, CATCH Team, CIS, Coaches, Community Partner, Counselor, Librarian, Music & Art Staff, Office Staff, Parent Support Specialist, Registrar, Restorative Practice Associate	Troughout Year		Criteria: Student surveys, parent surveys, enrollment data, event flyers, student products 11/28/22 - Significant Progress

PAREDES M S

Goal 5. (Exemplary Customer Service) By the end of SY 22-23, the campus will move from meets to exceeds expectations on the _____ section of the Campus Assessment Rubric.

Objective 1. (Exemplary Customer Service) SMART Goal: By the end of SY 21-22, the campus will move from Developing to Meets Expectations on the communication 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. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 3.4)	Administrators, Counselor, Parent Support Specialist	Year Round		Criteria: Twitter, website, weekly Smore 11/27/22 - Significant Progress
2. Ensure the campus website is systematically reviewed and actively maintained with accurate information. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 3.4)	Administrative Assistant, Administrators	Year Round		Criteria: Updated information, parent surveys 11/27/22 - Significant Progress
3. Strive to read and accurately respond to campus Let's Talk dialogues within 24 hours. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 3.4)	Administrative Assistant, Administrators, Assistant Principal, Attendance Clerk, Counselor	Year Round		Criteria: Time stamped responses 11/27/22 - Significant Progress

PAREDES M S

Goal 6. (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 11/28/22 - Completed
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 11/28/22 - Completed
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 11/28/22 - On Track

PAREDES M S

Goal 6. (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 11/28/22 - Completed
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 11/28/22 - On Track
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	Year Log		Criteria: Completed forms 11/28/22 - Discontinued
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 9/17		Criteria: Homeless documentation sheet 11/28/22 - Completed
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

PAREDES M S Site Base

Name	Position
Walls, Vivian	NA
Kirkland, Krista	NA
Bartz, Marta	NA
Perez, Ramiro	Counselor
linglish, Nancy	NA

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.



TITLE I COMPLIANCE PACKET

2022-2023

Principal Confirmation

Due November 04, 2022 – Please Upload to PlanWorks

- Attachment #1. Title I Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. *(Sign and attach Principal Attestation Form)*
- Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. *(Attach copy of the Parent/Family Engagement Policy on your campus stationary)*
- Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. *(Attach documentation of Parent/Family School Compact)*
- Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held within the first 6th weeks of school informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements, initiatives, and informing them of their right to be involved. *(Attach documentation: MUST include meeting notice, agenda, sign in sheets, and meeting notes, etc. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE)*
- Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. *(Attach documentation of at least 2 sample communications in languages other than English)*
- Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. *(Attach documentation for notice on school letterhead)*
- Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the Value and Contributions of Parents for staff. *(Attach documentation: agendas, sign in sheets, minutes and/or records of meetings)*
- Attachment #8. Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month. *(Maintain copies of all signed and submitted Time and Effort Reports to be available upon request)*
- Attachment #9. Homeless and Foster Care Documentation *(Attach completed Attachment #9; Maintain list of Homeless Student Services provided and evidence of provisions)*
- Attachment #10. CIP Developer Page *(Attach Documentation: Signature page of CIP Developers is completed and/or entered in PlanWorks)*

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

Paredes Middle School

Campus Name

Principal's Signature

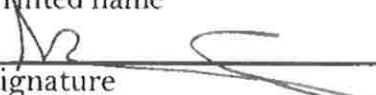
11-3-22

Date

Austin ISD
State, Federal, Private Accountability Office
 Campus Improvement Plan (CIP) Developer's List

Campus Name Paredes MS Org# 61

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

Last name	First name	Position (teacher, parent, community member, principal, student, etc.)
1.	Johnson Larry	Classified Staff Rep
2.	Manuel Valdez	Professional Staff Rep
3.	Andrew Simpson	Professional Staff Rep
4.	Randall Means	Professional Staff Rep
5.	Lawrie Solis	Community Rep.
6.	Erica Ramirez	Principal
7.	Tamar Shelby	Professional Staff Rep
8.	Karen Lunkin	School Administrator
9.		
10.		
Erica Ramirez		11.4.22
Printed name		Date
		
Signature		

07/25/2022