

# GORZYCKI MS

**Campus Name**

**2022/2023**

*Excel today, lead tomorrow.*



**GORZYCKI**  
**MIDDLE SCHOOL**  
AUSTIN Independent School District

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# GORZYCKI MS

## **Mission**

*To create a secure and collaborative climate where the Gorzycki community is empowered to challenge, design, build and lead tomorrow's world citizens through awareness and engagement.*

## **Vision**

*Excel Today, Lead Tomorrow*

### Nondiscrimination Notice

GORZYCKI MS 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: **Our population continues to grow in diversity.**

### Demographics Weaknesses

List areas you would like to grow here: **We are needing to work on cultural responsiveness as a result of our growing 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, 42% of the students within the African American/ Black population had one or more discipline events.
- 2.) In 2021-22, 15% 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?
- 2.) What systems will you have in place to decrease the discipline disparities among your students receiving Special Education services?

**For both questions, we are working on strengthening our SEL program by introducing community circles and having students on the SEL committee that represent each population.**

## Student Achievement

### Student Achievement Strengths

List your campus strengths here: **Overall, we score high on academic achievement.**

# Comprehensive Needs Assessment

## Student Achievement Weaknesses

List areas you would like to grow here: A weakness that we have been working on is student growth.

## Student Achievement Summary

Access your STAAR, MAP Growth, and TELPAS Reports here: (in the purple Performance Reporting section): [https://docs.google.com/presentation/d/1uNcqEWI6GvQ3oIlZCR-OzCgTQsHBYCfEiqwa\\_zM21Qo/preview?slide=id.p7](https://docs.google.com/presentation/d/1uNcqEWI6GvQ3oIlZCR-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) For Reading and math, our ECD, EM, and SPED students were the lowest percentages of mastery at our campus.

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

Reading: ECD and SPED students

Math: SPED and EB students

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 Our map scores are significantly lower than our STAAR results.

4.) For TELPAS, what trends do you observe in progress for your students across grade levels and TELPAS components? Use All Campuses Report We scored high on listening, but low on speaking

## School Culture and Climate

### School Culture and Climate Strengths

List your campus strengths here:

From our panorama surveys, more than half of our students felt there was a positive energy at our school and that our physical space was pleasant.

# Comprehensive Needs Assessment

## School Culture and Climate Weaknesses

List areas you would like to grow here:

From our panorama surveys, more than half of our students felt that other students effect or have no effect on their learning. Also, more than half of the students felt they were not connected to their teachers.

## School Culture and Climate Summary

*I cannot access this data.*

Access your Coordinated School Health Dashboard here: [https://austinisd.co1.qualtrics.com/reporting-dashboard/#/dashboard/5ac4ffbc97d6cb000d5e96c2?pageId=Page\\_a72c3411-2dfa-495d-ac8e-ed43af1e0533](https://austinisd.co1.qualtrics.com/reporting-dashboard/#/dashboard/5ac4ffbc97d6cb000d5e96c2?pageId=Page_a72c3411-2dfa-495d-ac8e-ed43af1e0533)

Coordinated School Health Areas:

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

Reflection Questions:

1.) In 2021-22, using the CSH list, \_\_\_\_\_ of the 11 areas did not reach 70% implementation.

2.) Which CSH areas do you feel something needs to change at the campus in order for the implementation score to reach 70%?

(Note: These are the areas to focus on in your CIP/TIP this year. At a minimum, each campus must address CSH Implementation, SEL, and Family or Community Engagement.)

## Staff Quality, Recruitment and Retention

### Staff Quality, Recruitment and Retention Strengths

# Comprehensive Needs Assessment

**List your campus strengths here:**

**From our panorama surveys, more than half of our teachers would recommend GMS as a school to work at.**

## **Staff Quality, Recruitment and Retention Weaknesses**

**List areas you would like to grow here:**

**From our panorama surveys, less than half of our teachers trusted AISD.**

## **Staff Quality, Recruitment and Retention Summary**

Access your Panorama Survey Dashboard here:

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

Staff Climate Survey

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

Staff Climate Reflection Questions:

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

Feedback and Coaching and District Support

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

They scored the lowest in the panorama surveys.

Campus Communication Goals & Practices

- Campus Communication Strategies
- Campus Website
- Phone/Voicemail/Email Practices
- Language Line for Preferred Language

# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Summary (Continued)

Campus Culture of Respect Goals

- Campus culture of respect practices and goals
- Customer service prioritization

Customer Service Reflection Questions:

1.) What strategies and/or best practices will you implement to strengthen the employee experience in order to foster a sense of inclusivity, belonging and sustainability?

Mentoring staff on quick and effective communication with parents.

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

We are quick at getting back to families.

3.) What are your areas of growth?

Having teachers call parents, instead of emailing.

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

Working with teachers on how to effectively call parents after an incident and to document it on eCST.

## Curriculum, Instruction and Assessment

### Curriculum, Instruction and Assessment Strengths

List your campus strengths here: Teachers have weekly PLCs to discuss and plan upcoming curriculum and instruction.

### Curriculum, Instruction and Assessment Weaknesses

List areas you would like to grow here: We need to work on student growth.

### Curriculum, Instruction and Assessment Summary

Access your GT CAMP data here: <https://docs.google.com/spreadsheets/d/1ubmlCopfZl5uJlIFMxuP6L7HY2A1IJB2gIMXy-BOvbk/edit?usp=sharing>

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Summary (Continued)

Advanced Academics Areas of Compliance

- STUDENT ASSESSMENT
- SERVICE DESIGN
- CURRICULUM & INSTRUCTION
- PROFESSIONAL LEARNING
- FAMILY & COMMUNITY

Using your GT CAMP data, complete the sentence stem:

1.) Based on the 21-22 GT CAMP, 0 of the 5 areas were out of compliance. In 2022-23 0 of the areas out of compliance will have a strategy associated in my new CIP/TIP plan.

Advanced Academics Reflection Questions:

- 1.) How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping and secondary- advanced course placement)? Counselors have access to a data report that identifies students, place them, and if there are any errors to correct.
- 2.) How are you communicating with all families about GT and/or advanced learning opportunities? We use our using an email chain, community newsletters, and social media.
- 3.) How do you support a culture that provides advanced learning opportunities to all students? We will be addressing data in PLCs to effectively differentiate for all learners.

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 ?We are identifying Emergent Bilinguals by giving them the LAS LINKS assessment. Based on their scores, they are either placed in the general education or ESL Content Pull-Out (3) program. If they are placed in ESL, they receive additional supports from their ELA teachers who are also ESL certified. They also receive bilingual dictionaries and accommodations on major assessments/STAAR especially content and language supports.
- 2.) What kinds of support and/or acceleration are available for multilingual students with varying needs such as SIFE?  
We do not currently have any students who qualify under SIFE.
- 3.) How is the campus monitoring language acquisition? Be sure to consider both languages in Dual Language programs.



# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Summary (Continued)

Students received BOY, MOY, and EOY checklists from their ELA teacher and we document accommodations used for each student. Students also take the TELPAS exam each spring and can exit the ESL program if they score advanced high in all four categories.

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

We hold a meeting with the counselor and they receive a tour of our school and are partnered with another student.

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) Through PLC planning and PPFT scoring.

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) Counselors are active in communication.

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.) Counselors are making sure these are being scheduled.

## Family and Community Involvement

### Family and Community Involvement Data Sources

% of beginning teachers (TAPR)

% teacher turnover

% unfilled sub vacancies

CAC

customer service trends

District Family Survey results

SEL Implementation Survey results

Staff (TELL) Survey results

### Family and Community Involvement Strengths

# Comprehensive Needs Assessment

## Family and Community Involvement Strengths (Continued)

List your campus strengths here: We communicate to our families everyday through many avenues.

## Family and Community Involvement Weaknesses

List areas you would like to grow here: Being consistent in policy and language.

## Family and Community Involvement Summary

*I do not have access to this information*

Access your Coordinated School Health Dashboard here: [https://austinisd.co1.qualtrics.com/reporting-dashboards/#/dashboard/5ac4ffbc97d6cb000d5e96c2?pagelId=Page\\_a72c3411-2dfa-495d-ac8e-ed43af1e0533](https://austinisd.co1.qualtrics.com/reporting-dashboards/#/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)?
- 2.) Why did you select this/these area(s)?

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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 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. Create a Whole Child, Every Child committee (TST-Tiger Support Team) that meets monthly to monitor campus goals.				
2. Add Whole Child, Every Child ( placeholder to faculty meeting agendas to discuss current/continuous activities. (TST-Tiger Support Team)				
3. Add Whole Child, Every Child (TST-Tiger Support Team) to communication opportunities such as PTA meetings, newsletters, websites, and family nights.				

# GORZYCKI MS

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**Objective 2.** (Social and Emotional School Climate) SMART Goal: By the end of the year, we will have an SEL program that is ran by an SEL committee with a majority of students who will build an SEL program that is student driven and lead. We will measure this by having students create an outlined routine to hand off to the students for next year's program. This will be a plan that will outline how to pick topics, gain feedback, and run meetings.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a committee that involves all stakeholders.				
2. Create student buy-in by students creating the lessons.				
3. Having weekly meetings with students during excel period and monthly meetings with all stakeholders.				

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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 middle of the year, we will have clear and consistent policies that systematically address family engagement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide training for AISD staff on how to engage and communicate with families.				
2. Communicate to 100% of parents on the importance of high academic and educational aspirations, showing the steps that need to be taken to actualize these aspirations (a GEAR-UP strategy).				
3. Conduct a student-need and asset analysis and seek community partners and supporters based on student need (a GEAR-UP strategy).				

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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)) By the middle of the year, all teachers PLCs will be participating in an effective routine that analyzes student data that drives their instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers analyze common assessment data in PLCs two times per six weeks, to ensure students are growing and identify interventions and enrichments accordingly. - Evidence: Common Assessment Data Review forms				
2. Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.				
3. Teacher teams have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.				

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

**Objective 1.** (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 1282 to 1300 by December 15, 2022 (refer to 21-22 projection).  
 SMART Goal Semester 2: 85% of current students will be registered for SY 22-23 by June 1, 2023.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor enrollment numbers by week and by student group.				
2. Set monthly targets in the spring to hit registration goals and create multiple registration opportunities during that time.				
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.				

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

**Objective 1.** (Exemplary Customer Service) SMART Goal: By the middle of the year, there will be systematic routines in place to provide clear and consistent communication to all stakeholders.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Systematically provide clear and ongoing communication to staff, families, and community members.				
2. Ensure the campus website is systematically reviewed and actively maintained with accurate information.				
3. Ensure that phone/voicemail/email practices are systematically reviewed and actively maintained.				



# GORZYCKI MS Site Base

Name	Position
Mitchell, Cathryn	Campus Administrator
Mazac, Emily	Campus Manager
Nyc, Frederick	Campus Manager
Sutton, Bailee	Campus Manager
Roddewig, Michelle	Campus Manager
Bowen, Griselda	Campus Manager
Green, Deedee	Community Member
Cook, Thomas	Community Member
Willmann, Carol	Community Member
Dohn, Kelly	Community Member
Womack, Lyla	Community Member
Dowe, Joelle	Community Member

**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
93				
A	--	--	--	--

Student Achievement Components

	2022 Value	SCA 1	SCA 2	SCA 3	2023 STAAR Goal
STAAR Performance Approaches	94				
STAAR Performance Meets	75				
STAAR Performance Masters	51				
STAAR Performance Raw Score	73				
STAAR Performance Scaled Score	93				

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: **Gorzycki**

Campus Number: **227901062**

Template by Campus & District Accountability

SCHOOL PROGRESS DOMAIN



SCALED SCORE AND GRADE

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

School Progress Components

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Academic Growth Raw Score	82				
Academic Growth Scaled Score	91				
Academic Growth Grade	A	--	--	--	--
Economically Disadvantaged %	6.2	6.2	6.2	6.2	6.2
Economically Disadvantaged % Grouping	6.1 to 7	6.1 to 7	6.1 to 7	6.1 to 7	6.1 to 7
Relative Performance Raw Score	73				
Relative Performance Scaled Score	77				
Relative Performance Grade	C	--	--	--	--

OVERALL

SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	95				
Grade	A	--	--	--	--

CLOSING THE GAPS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	98				
Grade	A	--	--	--	--

Closing the Gaps Components

Academic Achievement						Growth					
2022 Values:	22	out of	22	2022 Values:	19	out of	20				
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:		out of		2023 Goals:		out of					

  

English Language Proficiency						Student Success					
2022 Values:	1	out of	1	2022 Values:	12	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:		out of	1	2023 Goals:		out of					

