MAPLEWOOD EL
Campus Improvement Plan 2022/2023
2022/2023

Inspiring every learner’s imagination, innovation, and discovery!

Paula Noe
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Mission

Texas 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.
MAPLEWOOD EL

Vision

Campus Mission:
To provide a safe, fun, and healthy learning environment where all students, through challenging learning experiences, have the opportunity to become responsible citizens, leaders, and life-long learners.

Campus Vision:
Inspiring every learner’s imagination, innovation, and discovery!

Campus Values:
We believe in:
The capacity and ability of each student to show progress and succeed;
Diverse learning styles;
A creative, safe, fun learning environment;
Social, emotional and physical wellness;
Each child’s uniqueness and worth; and
Family and Community Partnerships.

Nondiscrimination Notice
MAPLEWOOD EL 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:
We have an equitable approach to all students regardless of demographic identification.

Demographics Weaknesses

List areas you would like to grow here:

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, 0% of the students within the African American/Black population had one or more discipline events.
2.) In 2021-22, 0% 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?
   I will continue with our equitable approach utilizing our emphasis on restorative practices.
2.) What systems will you have in place to decrease the discipline disparities among your students receiving Special Education services?
   We will continue with our equitable approach utilizing our emphasis on restorative practices.
   We will continue to model and provide training on zones of regulation.

Student Achievement

Student Achievement Strengths
Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

List your campus strengths here:
At or above district goal at 90-60-30 for Reading

Student Achievement Weaknesses

List areas you would like to grow here:
20% deficit Math compared to Reading at every grade level at every performance level

Student Achievement Summary

Access your STAAR, MAP Growth, and TELPAS Reports here: (in the purple Performance Reporting section): https://docs.google.com/presentation/d/1uNcqEWl6GvQ3ollZCR-OzCgTQsHBYCFeqwa_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)
At the Meets Level, there is a greater than 50% disparity between AA and Hispanic groups to All group.
AA and Hispanic student groups are evenly performing at similar disparities.

2.) Using your 2021-22 STAAR data, what are your TWO lowest performing students groups (% MEETS)?
AA - #19 Tests - 32% at Meets
Hispanic - #48 Tests - 33% at 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
AA perform disproportionally lower than All Students Group
Dyslexia - 4th Grade - 86% met growth target

4.) For TELPAS, what trends do you observe in progress for your students across grade levels and TELPAS components? Use All Campuses Report
0% - advanced high

School Culture and Climate
Comprehensive Needs Assessment

School Culture and Climate Strengths

List your campus strengths here:
Low turnover
Large number of seasoned teachers
Peacemaker focus and mantra

School Culture and Climate Weaknesses

List areas you would like to grow here:

School Culture and Climate Summary

Access your Coordinated School Health Dashboard here: https://austinisd.co1.qualtrics.com/reporting
-dashboard#/dashboard/5ac4ffbc976c0000d5e96c2?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, 1 of the 11 areas did not reach 70% implementation.
63%- Community Engagement

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

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

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

List your campus strengths here:
- Majority seasoned teachers
- Strong EC-2 teaching staff
- Low teacher turnover

Staff Quality, Recruitment and Retention Weaknesses

List areas you would like to grow here:

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
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 safety
   feedback & coaching

2.) Why did you select this/these area(s)?
   It is an area of concern for my campus.

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

Campus Culture of Respect Goals
- Campus culture of respect practices and goals
- Customer service prioritization

Customer Service Reflection Questions:
1.) What strategies and/or best practices will you implement to strengthen the employee experience in order to foster a sense of inclusivity, belonging and sustainability?
   My goal is to be a part of the work instead a manager of the work.

2.) What are your customer service celebrations/strengths?
   strong start to school year
   I am very personable and visible. I have already created positive community touch points with a campus wide parent assembly before school started as well as a highly attended principal coffee time.

3.) What are your areas of growth?
   Creating a culture of coaching and planning would be 2 areas of growth.

4.) What will be your priority for customer service this year?
   Be present, Be energetic, Be enthusiastic about growing every day.
   See every child 3 times a day

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths
Comprehensive Needs Assessment

List your campus strengths here:
Strong readers

Curriculum, Instruction and Assessment Weaknesses

List areas you would like to grow here:
lack numeracy program

Curriculum, Instruction and Assessment Summary

Access your GT CAMP data here: https://docs.google.com/spreadsheets/d/1ubmlCopfZl5uJlFMxuP6L7HY2A1IJB2gIMx-yBOvvk/edit?usp=sharing

Advanced Academics Areas of Compliance
- STUDENT ASSESSMENT
- SERVICE DESIGN
- CURRICULUM & INSTRUCTION
- PROFESSIONAL LEARNING
- FAMILY & COMMUNITY

Using your GT CAMP data, complete the sentence stem:

1.) Based on the 21-22 GT CAMP, 1 of the 5 areas were out of compliance. In 2022-23, 1 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)?
Cluster group
Friday enrichment

2.) How are you communicating with all families about GT and/or advanced learning opportunities?
Weekly newsletter
Principal Monthly Smore

3.) How do you support a culture that provides advanced learning opportunities to all students?
We plan for rigorous instruction and enrichment weekly.
Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

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?
   dual language program

2.) What kinds of support and/or acceleration are available for multilingual students with varying needs such as SIFE?
   Our students have access to planned rigorous instruction that is developed and implemented based on student need/extension.

3.) How is the campus monitoring language acquisition? Be sure to consider both languages in Dual Language programs.
   My campus is looking to improve second language acquisition at every level.

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

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)
   Daily SEL lessons through morning meeting
   Weekly SEL focus
   Counselor time every other week for 45 minutes
   CLI strategies
   Art/Music & Enrichment

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
   guest artist of the month at lunch
   field trips
   community engagement events
Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

3.) arts learning
every student receiving state-mandated instruction in visual arts, music, and drama

Family and Community Involvement

Family and Community Involvement Strengths

List your campus strengths here:
high percentage of parents involved walk their kids to school/volunteer

Family and Community Involvement Weaknesses

List areas you would like to grow here:

Family and Community Involvement Summary

Access your Coordinated School Health Dashboard here: https://austinisd.co1.qualtrics.com/reporting-dASHBOARD/#/dashboard/5ac4ffbc97d6cb000d5e96c2?pageId=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)?
Community Engagement
2.) Why did you select this/these area(s)?
Low area on Tell Survey-63%
Comprehensive Needs Assessment

School Context and Organization

School Context and Organization Strengths
Maplewood is a community school.
70th Anniversary is this year.

Technology

Technology Strengths
My school community is a tech oriented community.

Other

Other Strengths
Communication-
Parents are responding well to my principal smore newsletter and my Friday coffee meetings are well attended.
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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.

<table>
<thead>
<tr>
<th>Activity/Strategy</th>
<th>Person(s) Responsible</th>
<th>Timeline</th>
<th>Resources</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 1. Incorporate &quot;Whole Child/Every Child&quot; activities into faculty meeting agendas and professional development meeting agendas to discuss current campus activities and initiatives. (Target Group: All, H, AA, ECD, EB, SPED) (ESF: 3)</td>
<td>Academic Leadership Team, Administrators, Campus Committees, Counselor, SEL Campus Coordinator, SEL Committee, Staff Wellness Champion, Teacher Assistants, Teachers</td>
<td>school year</td>
<td></td>
<td>Criteria: Criteria: 100% evidence on faculty meeting and PD agendas, staff responses to TELL survey items on campus culture and climate. 10/23/22 - On Track</td>
</tr>
<tr>
<td>2. Invite families to participate in at least one of two sponsored &quot;Whole Child, Every Child&quot; Family Events which incorporates social emotion wellness and competencies, life-long physical activities, health, wellness, and nutrition information. (Target Group: All, H, AA, ECD, EB, SPED) (ESF: 3)</td>
<td>Administrators, CATCH Team, Counselor, Instructional Leadership Team, Music &amp; Art Staff, PE Teacher, PTA, SEL Campus Coordinator, SEL Committee, Staff Wellness Champion, Students, Teacher Assistants, Teachers, Wellness Committee</td>
<td>school year</td>
<td>(L)Campus BTO</td>
<td>Criteria: Criteria: At least 25% of the families in attendance at the events, feedback from TELL survey. 10/23/22 - On Track</td>
</tr>
<tr>
<td>3. Begin each staff meeting with a mindful practice that models social emotional health practices for teachers so they can both benefit and apply the practices in their classrooms. (Target Group: All) (ESF: 3)</td>
<td>Administrators, Counselor</td>
<td>school year</td>
<td></td>
<td>Criteria: Criteria: Meeting agendas, application of practices during classroom visits. 10/23/22 - On Track</td>
</tr>
</tbody>
</table>
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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 the SY 22-23, the campus will participate in the implementation of 3 Signature SEL Practices that include addressing students’ need for a sense of belonging, empowerment, and connection.

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<tr>
<td>1. Engage campus community in &quot;No Place for Hate&quot; activities needed to become a &quot;No Place for Hate&quot; Campus.  (Target Group: All) (ESF: 3)</td>
<td>Administrators, Counselor, Teachers, Team Leaders</td>
<td>school year</td>
<td></td>
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</tr>
<tr>
<td>2. Implement “Peace Areas” throughout the campus and share what is being used in the classroom so that it can be used at home. (Target Group: All) (ESF: 3)</td>
<td>Administrators, Counselor, Teacher Assistants, Teachers</td>
<td>school year</td>
<td></td>
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</tr>
<tr>
<td>3. Promote SEL and CP&amp;I via all methods of communication: newsletters, bulletin boards, announcements, phone calls, calendar, emails, social media and the marquee.  (Target Group: All) (ESF: 3)</td>
<td>Administrators, Counselor, PTA, SEL Campus Coordinator, Teacher Assistants, Teachers</td>
<td>school year</td>
<td></td>
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</tr>
</tbody>
</table>

10/23/22 - On Track

Criteria: Criteria: No Place for Hate Application, No Place for Hate Calendar

10/23/22 - On Track

Criteria: Criteria: Photos of "Peace Area", ideas shared with staff at faculty meeting

10/23/22 - On Track

Criteria: Criteria: Social Media posts, Principal Smore, School Messenger, Marquee, Emails

10/23/22 - On Track
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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 SY 22-23, the campus will achieve at least a 70% (Acceptable) rating in Family Engagement.

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<tbody>
<tr>
<td>1. 1. 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. (Target Group: All) (ESF: 3,4)</td>
<td>Administrators, Counselor, PTA, Teacher Assistants, Teachers</td>
<td>school year</td>
<td>Criteria: Criteria: School Messenger, Agendas, Flyers, Principal Smore, Teacher Smore/Newsletter</td>
<td>10/23/22 - On Track</td>
</tr>
<tr>
<td>2. 2. Share “No Place for Hate” activities with families to connect the learning at school and at home. (Target Group: All) (ESF: 3)</td>
<td>Administrators, Counselor, PTA, SEL Campus Coordinator, Teacher Assistants, Teachers</td>
<td>school year</td>
<td>Criteria: Criteria: Family newsletters and agendas for PTA and other parent meetings.</td>
<td>10/23/22 - On Track</td>
</tr>
<tr>
<td>3. 3. Campus will hold at least 8 regular Campus Advisory Council meetings each year. (Target Group: All) (ESF: 3)</td>
<td>Administrators, PTA</td>
<td>school year</td>
<td>Criteria: Criteria: Meeting agendas and minutes from meetings held; membership list</td>
<td>10/23/22 - On Track</td>
</tr>
</tbody>
</table>
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) SMART Goal: In the SY 22-23, campus administrators will implement targeted and personalized strategies to support and retain staff through observation and feedback cycles based on teacher and student needs.

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<tr>
<td>1. 1. Campus instructional leaders use normed tools and processes to conduct observations, capture trends, and track progress over time. (Target Group: All) (ESF: 2.2.1,5,5.2)</td>
<td>Administrators</td>
<td>school year</td>
<td>Criteria: PPfT Informal Walkthrough Forms, Calendar, Feedback</td>
<td>10/23/22 - On Track</td>
</tr>
<tr>
<td>2. 2. Observation feedback forms are delivered within 48 hours of observation and include high-leverage, bite-sized, clear, actionable feedback with clear models and opportunities to practice. (Target Group: All) (ESF: 2.2.1,5,5.2)</td>
<td>Administrators</td>
<td>school year</td>
<td>Criteria: Feedback, PPfT Informal Walkthrough Forms, Calendar</td>
<td>10/23/22 - On Track</td>
</tr>
<tr>
<td>3. 3. Campus instructional leaders conduct follow up observations after coaching sessions to monitor implementation of feedback within agreed-upon time frames. (Target Group: All) (ESF: 2.2.1,5,5.2)</td>
<td>Administrators</td>
<td>school year</td>
<td>Criteria: Feedback, PPfT Informal Walkthrough Forms, Calendar</td>
<td>10/23/22 - On Track</td>
</tr>
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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)) SMART Goal: In the SY 22-23, campus leadership team will implement targeted and personalized strategies to support the continued development of student growth based on trends in student data.

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<tbody>
<tr>
<td>1. 1. Campus leadership team will review disaggregated data in PLC's to track and monitor the progress of all students. (Target Group: All) (ESF: 1.2,5.3)</td>
<td>Administrators, Teachers, Team Leaders</td>
<td>school year</td>
<td>Criteria: Criteria: Agendas, Data Analysis</td>
<td>10/23/22 - On Track</td>
</tr>
<tr>
<td>2. 2. Teacher teams will make adjustments to instructional delivery based on the analysis of student data targeted towards meeting the needs of both struggling learners and learners needing acceleration. (Target Group: H,AA,ECD,EB,SPED,504,3rd,4th,5th) (ESF: 1.2,5.5.3)</td>
<td>Administrators, Teachers, Team Leaders</td>
<td>school year</td>
<td>Criteria: Criteria: Meeting Schedule, Meeting Agenda, Meeting Notes</td>
<td>10/23/22 - On Track</td>
</tr>
<tr>
<td>3. 3. Facilitate lesson/unit planning activities that are connected to the trends that are identified by data and that address students' need for recognition and cultivation of gifts, talents and interests of all students. (Target Group: All) (ESF: 1.2,5.3)</td>
<td>Administrators, Teachers, Team Leaders</td>
<td>school year</td>
<td>Criteria: Criteria: Notes from weekly PLC meetings, formative assessment data, short cycle assessment data, standardized testing data, student work sample</td>
<td>10/23/22 - On Track</td>
</tr>
</tbody>
</table>
Goal 4.  (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 396 to 410 by December 15, 2022. SMART Goal Semester 2: 75% of current students will be registered for SY 23-24 by June 1, 2023.

Objective 1.  (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 396 to 410 by December 15, 2022. SMART Goal Semester 1: 75% of current students will be registered for SY 23-24 by June 1, 2023.

<table>
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<tbody>
<tr>
<td>1. 1. Set monthly targets in the spring to hit registration goals and create multiple registration opportunities during that time. (Target Group: All) (ESF: 3.3,3.4)</td>
<td>Administrators, Registrar</td>
<td>Jan 2023 - May 2023</td>
<td>Criteria: Criteria: Percentage of current students registered for SY 23 - 24, signage plan</td>
<td>10/23/22 - On Track</td>
</tr>
<tr>
<td>2. 2. Work with SEL/CP &amp; I Specialists and committee to ensure a joyful, safe and academically rigorous environment. (Target Group: All) (ESF: 3)</td>
<td>Administrators, Counselor, SEL Committee, Teachers</td>
<td>school year</td>
<td>Criteria: Criteria: Notes from committee meetings, results from student TELL survey</td>
<td>10/23/22 - On Track</td>
</tr>
<tr>
<td>3. 3. Provide 2 Spring tours to bring in community and highlight successes and strengths and assist parents with questions about enrollment, transfer process, etc. (Target Group: All) (ESF: 3)</td>
<td>Administrators, Counselor</td>
<td>school year</td>
<td>Criteria: Criteria: Tour schedule</td>
<td>10/23/22 - On Track</td>
</tr>
</tbody>
</table>
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Goal 5. (Exemplary Customer Service) SMART Goal: By the end of SY 22-23, the campus will receive Meets Expectations on the Customer Service Prioritization section of the Campus Assessment Rubric.

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

<table>
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</thead>
<tbody>
<tr>
<td>1. 1. Ensure the grounds, safety protocols, signage are consistently monitored and effectively maintained. (Target Group: All) (ESF: 3)</td>
<td>Administrators, Counselor, Office Staff</td>
<td>school year</td>
<td>Criteria: Criteria: safety spreadsheet, images of signage</td>
<td>10/23/22 - On Track</td>
</tr>
<tr>
<td>2. 2. Ensure that phone/voice/email and website practices are systematically reviewed and actively maintained. (Target Group: All) (ESF: 3)</td>
<td>Administrators, Office Staff</td>
<td>school year</td>
<td>Criteria: Criteria: CARES survey CARES rubric</td>
<td>10/23/22 - On Track</td>
</tr>
<tr>
<td>3. 3. Systematically provide clear and ongoing communication to staff, families, and community members. (Target Group: All) (ESF: 3)</td>
<td>Administrators, Counselor, SEL Campus Coordinator, Teachers</td>
<td>school year</td>
<td>Criteria: Criteria: CARES survey CARES rubric</td>
<td>10/23/22 - On Track</td>
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## MAPLEWOOD EL Site Base

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noe, Paula</td>
<td>Principal</td>
</tr>
<tr>
<td>Cervantes, Karen</td>
<td>Co-Chair Teacher</td>
</tr>
<tr>
<td>Love, Matthew</td>
<td>Co-Chair Parent</td>
</tr>
<tr>
<td>Houlihan, Kathleen</td>
<td>PTA President</td>
</tr>
<tr>
<td>Knowles, Jackson</td>
<td>Parent</td>
</tr>
<tr>
<td>Gagne, Libby</td>
<td>Parent</td>
</tr>
<tr>
<td>Lindauer, Kim</td>
<td>Parent</td>
</tr>
<tr>
<td>Metcalf, Mary Beth</td>
<td>Teacher</td>
</tr>
<tr>
<td>Camp, Torie</td>
<td>Teacher</td>
</tr>
<tr>
<td>Russell, Melissa</td>
<td>Teacher</td>
</tr>
<tr>
<td>Geminden, Tracy</td>
<td>Classified</td>
</tr>
<tr>
<td>Robertson, Genie</td>
<td>Community Representative</td>
</tr>
<tr>
<td>Maguire, Allison</td>
<td>Teacher</td>
</tr>
<tr>
<td>Bass, Mindy</td>
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</tbody>
</table>
### Student Achievement Domain

#### SCA 1: 2022 Actual 90, 2023 Goal 90

<table>
<thead>
<tr>
<th>Grade</th>
<th>2022</th>
<th>SCA 1</th>
<th>SCA 2</th>
<th>SCA 3</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>90</td>
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</table>

- **Scaled Score: 90**
- **Grade: A**

#### SCA 2: 2022 Actual, 2023 Goal

<table>
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<tr>
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<th>2022</th>
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<th>SCA 2</th>
<th>SCA 3</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
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- **Scaled Score**
- **Grade**

#### SCA 3: 2022 Actual, 2023 Goal

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<th>SCA 2</th>
<th>SCA 3</th>
</tr>
</thead>
<tbody>
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- **Scaled Score**
- **Grade**

### School Progress Domain

#### SCA 1: 2022 Actual 83, 2023 Goal 90

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<th>SCA 2</th>
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- **Scaled Score: 83**
- **Grade: A**

#### SCA 2: 2022 Actual, 2023 Goal

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<th>SCA 2</th>
<th>SCA 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

- **Scaled Score**
- **Grade**

#### SCA 3: 2022 Actual, 2023 Goal

<table>
<thead>
<tr>
<th>Grade</th>
<th>2022</th>
<th>SCA 1</th>
<th>SCA 2</th>
<th>SCA 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>

- **Scaled Score**
- **Grade**

### Closing the Gaps Domain

#### SCA 1: 2022 Actual 80, 2023 Goal 79

<table>
<thead>
<tr>
<th>Grade</th>
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<th>SCA 1</th>
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<tbody>
<tr>
<td></td>
<td>80</td>
<td>79</td>
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</table>

- **Scaled Score: 80**
- **Grade: B**

#### SCA 2: 2022 Actual, 2023 Goal

<table>
<thead>
<tr>
<th>Grade</th>
<th>2022</th>
<th>SCA 1</th>
<th>SCA 2</th>
<th>SCA 3</th>
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</thead>
<tbody>
<tr>
<td></td>
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</table>

- **Scaled Score**
- **Grade**

#### SCA 3: 2022 Actual, 2023 Goal

<table>
<thead>
<tr>
<th>Grade</th>
<th>2022</th>
<th>SCA 1</th>
<th>SCA 2</th>
<th>SCA 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Scaled Score**
- **Grade**

### 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

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**Campus Name:** Maplewood

**Campus Number:** 227901122