Once published, a living draft of this plan can be found on the campus’ school page at www.austinisd.org/schools.
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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)

2019-20 Campus Mission Statement

Paredes Middle School believes that all students can be successful. Our mission is to empower students and staff by creating a safe environment, implementing best practices, and focusing on high expectations.
## Assurances and Theory of Action

<table>
<thead>
<tr>
<th>DCSI</th>
</tr>
</thead>
<tbody>
<tr>
<td>I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.</td>
</tr>
<tr>
<td>Ty J. Davidson</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Principal Supervisor (Only necessary if the DCSI is NOT the Principal supervisor)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.</td>
</tr>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.</td>
</tr>
<tr>
<td>Vicente Salazar</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Public Meeting Date</th>
<th>9-30-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board Approval Date</td>
<td>10/28/2019</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>District Commitments Theory of Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>if a district provides opportunities for on-going coaching and support of the campus leader around professional learning communities, literacy, social emotional learning, professional learning and observation feedback and the district provides access to high quality common formative assessment resources that are aligned to state standards then the campus will be able to provide data driven instructional practices, improve the quality of lesson plans, include formative assessments in order to improve leadership capacity and student achievement through rigorous, differentiated lessons with quality instructional practices.</td>
</tr>
</tbody>
</table>
## Student Data

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Subject tested</th>
<th>% of Students at Meets Grade Level</th>
<th>% of Students at Meets Grade Level on STAAR or Other Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Cycle 1 (Sept-Nov)</td>
<td>Cycle 2 (Dec-Feb)</td>
</tr>
<tr>
<td></td>
<td>Data Source</td>
<td>Goal</td>
<td>Actual</td>
</tr>
<tr>
<td>6</td>
<td>Reading</td>
<td>Benchmark</td>
<td>27</td>
</tr>
<tr>
<td>6</td>
<td>Math</td>
<td>Benchmark</td>
<td>35</td>
</tr>
<tr>
<td>7</td>
<td>Reading</td>
<td>Benchmark</td>
<td>37</td>
</tr>
<tr>
<td>7</td>
<td>Writing</td>
<td>Benchmark</td>
<td>32</td>
</tr>
<tr>
<td>7</td>
<td>Math</td>
<td>Benchmark</td>
<td>22</td>
</tr>
<tr>
<td>8</td>
<td>Reading</td>
<td>Benchmark</td>
<td>59</td>
</tr>
<tr>
<td>8</td>
<td>Math</td>
<td>Benchmark</td>
<td>59</td>
</tr>
<tr>
<td>8</td>
<td>Science</td>
<td>Benchmark</td>
<td>36</td>
</tr>
<tr>
<td>8</td>
<td>Social Studies</td>
<td>Benchmark</td>
<td>23</td>
</tr>
<tr>
<td>EOC</td>
<td>Algebra 1</td>
<td>Benchmark</td>
<td>70</td>
</tr>
</tbody>
</table>
Americo Paredes Middle School Campus Improvement Plan 2019-2020

Rationale for Selecting this Effective Schools Framework Lever
This year a large percentage of our staff are novice teachers and leadership will support teachers and provide targeted feedback to help improve instructional practices in order to meet 6 out of 18 academic achievement growth targets.

Lever 1: Strong School Leadership and Planning

Comprehensive Needs Assessment*

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>State Overall Scaled Score</td>
<td></td>
<td>73</td>
<td>&gt;=73</td>
<td>60</td>
<td>Goal Not Met</td>
<td>&gt;=70</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>State Domain 1: Academic Achievement Scaled Score</td>
<td>TEA Ratings</td>
<td>70</td>
<td>&gt;=70</td>
<td>64</td>
<td>Goal Not Met</td>
<td>&gt;=70</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>State Domain 2, Part A: Student Growth Scaled Score</td>
<td>TEA Ratings</td>
<td>66</td>
<td>&gt;=66</td>
<td>56</td>
<td>Goal Not Met</td>
<td>&gt;=70</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>State Domain 2, Part B: Relative Performance Scaled Score</td>
<td>TEA Ratings</td>
<td>75</td>
<td>&gt;=75</td>
<td>70</td>
<td>Goal Not Met</td>
<td>&gt;=70</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>State Domain 3: Closing the Gaps Scaled Score</td>
<td>TEA Ratings</td>
<td>68</td>
<td>&gt;=68</td>
<td>36</td>
<td>Goal Not Met</td>
<td>&gt;=70</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td># Consistently Underperforming Student Groups</td>
<td>Domain 3 (2017, 2018, 2019)</td>
<td>--</td>
<td>--</td>
<td>4</td>
<td>Goal Not Met</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Campus EVAAS value-added score</td>
<td>EVAAS</td>
<td>0.58 (Level 3)</td>
<td>Level 4</td>
<td>-0.37 (Level 3)</td>
<td>Goal Not Met</td>
<td>Level 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers at this school trust the principal to make sound professional decisions about instruction.</td>
<td>Staff Survey</td>
<td>46</td>
<td>--</td>
<td>41</td>
<td>N/A</td>
<td>***</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Principal Leadership (% favorable responses)</td>
<td>Staff Survey</td>
<td>62</td>
<td>&gt;=62</td>
<td>59</td>
<td>Goal Not Met</td>
<td>&gt;=59</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Average Years Experience of Principals</td>
<td>2017-18 TAPR</td>
<td>1617: 9y</td>
<td>--</td>
<td>1718: 3y</td>
<td>N/A</td>
<td>--</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Average Years Experience of Assistant Principals</td>
<td>2017-18 TAPR</td>
<td>1617: 13.7y</td>
<td>--</td>
<td>1718: 1.7y</td>
<td>N/A</td>
<td>--</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>% of GU Austin educators that have completed prescribed PD training in the current school year, including blended learning.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Number of middle school (grades 6–8) AVID Elective classes (sections) available to students.</td>
<td></td>
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</tr>
</tbody>
</table>
## Highest Priority Data Point

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</tr>
</thead>
<tbody>
<tr>
<td>% of teachers, administrators, and counselors who have been AVID trained (Summer Institute, Path to Schoolwide trainings, or Leadership for College Readiness).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of AVID Elective middle school students (grades 6–8) currently enrolled in at least their second year of AVID.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AVID Elective weekly tutorial session hours by College tutors, Cross-age tutors, and Adult tutors.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Artifacts Reviewed: Checkmarks indicate systems/processes that are not yet fully implemented on the campus.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Leadership team meeting agenda and minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus meeting schedule that includes all standing meetings (CAC, PTA, SLT, CST, etc.)</td>
<td>Leadership team member goals and performance evaluations</td>
</tr>
<tr>
<td>Leadership calendar with PLCs and walkthroughs scheduled</td>
<td>Data systems to track all discipline referrals, attendance, and interventions</td>
</tr>
<tr>
<td>Walkthrough form aligned with improvement plan key “look-fors”</td>
<td>System for tracking which milestones and benchmarks are not met</td>
</tr>
</tbody>
</table>

### Data Analysis

Strengths, increases, and gaps closed (by grade levels, subjects, student groups, or languages): First administration for 8th grade ELA students improved to 73% (+2%), Students in Algebra, Student in Algebra performing at meets level or higher increased by 8%, Relative performance improved by 5 points

Weaknesses, decreases, or existing gaps (by grade levels, subjects, student groups, or languages):
Overall - 73 to 60
Student Achievement - 70 to 64
Closing the Gaps - 68 to 36

### Strong School Leadership and Planning Strategies
Essential Action 1.1: Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities

- Campus instructional leaders have clear, written, and transparent roles and responsibilities, and core leadership tasks are scheduled on weekly calendars (observations, debriefs, team meetings). (ESF_PL1_EA1a_IMP)

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Responsible Party</th>
<th>Evidence of Implementation</th>
<th>Funding Source</th>
<th>Timeline for Completion</th>
<th>Evidence Collection Date</th>
<th>Implementation Status</th>
<th>Necessary Adjustments/Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership roles and responsibilities are defined and communicated to campus and community</td>
<td>Leadership Team</td>
<td>Document of Roles and Responsibilities</td>
<td>N/A</td>
<td>before August 20, 2019</td>
<td>10/15</td>
<td>Completed</td>
<td>Revisit as needed in the future</td>
</tr>
<tr>
<td>Core leadership tasks are scheduled on weekly calendars</td>
<td>Leadership Team</td>
<td>IC/Admin calendar of tasks</td>
<td>N/A</td>
<td>May 2020</td>
<td>10/15</td>
<td>In Progress and On-Track</td>
<td>Future admin meetings will be split into operational and instructional meetings.</td>
</tr>
<tr>
<td>The leadership team will meet during a scheduled weekly meeting to debrief observations in order to look for campus teaching and lesson plan expectations and create plans to support teachers individually and through PLC's.</td>
<td>Leadership Team</td>
<td>Debrief minutes</td>
<td>N/A</td>
<td>May 2020</td>
<td>10/15</td>
<td>In Progress and On-Track</td>
<td>N/A</td>
</tr>
<tr>
<td>C2: Administration team will monitor the core leadership tasks that are scheduled on weekly calendars and prioritize tasks based on deadlines and needs of the campus.</td>
<td>Leadership Team</td>
<td>IC/Admin calendar of tasks</td>
<td>N/A</td>
<td>ongoing</td>
<td>1/15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C2: The leadership team will create action plans for teachers based on observations and feedback from cycle 1.</td>
<td>Leadership Team</td>
<td>Action Plans</td>
<td>N/A</td>
<td>12/20</td>
<td>1/15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
C3: Evaluate whether core leadership tasks that were scheduled on weekly calendars were held with fidelity.

<table>
<thead>
<tr>
<th>Leadership Team</th>
<th>IC/Admin calendar of tasks</th>
<th>N/A</th>
<th>5/1</th>
<th>5/15</th>
</tr>
</thead>
</table>

C3: The leadership team will evaluate and reflect on the progress made with action plans and start planning the most effective way to utilize the strengths and skills on teachers in the following year.

<table>
<thead>
<tr>
<th>Leadership Team</th>
<th>Debrief minutes</th>
<th>N/A</th>
<th>5/1</th>
<th>5/15</th>
</tr>
</thead>
</table>

**Strategy #2**

- Performance expectations are clear, written, measurable, and match the job responsibilities. (ESF_PL1_EA1b_IMP)

Campus leaders will have measurable performance expectations that match job responsibilities including monthly meetings scheduled to discuss student progress towards Domain 3 goals.

<table>
<thead>
<tr>
<th>Admin</th>
<th>Performance expectations with tracking document</th>
<th>10/15</th>
<th>Met/Completed</th>
</tr>
</thead>
</table>

| Coaching and feedback cycle will be targeted in cycle 2 based on MOY results. |

**Strategy #3**

- Campus instructional leaders use consistent, written protocols and processes to lead their department, grade-level teams, or other areas of responsibility. (ESF_PL1_EA1c_IMP)

**Action Steps**

<table>
<thead>
<tr>
<th>Instructional Coaching protocol implemented with each core teacher</th>
<th>Responsible Party</th>
<th>Evidence of Implementation</th>
<th>Funding Source</th>
<th>Timeline for Completion</th>
<th>Evidence Collection Date</th>
<th>Implementation Status</th>
<th>Necessary Adjustments/Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Coaches</td>
<td>Coaching Cycle Form PLC agendas</td>
<td>N/A</td>
<td>May 2020</td>
<td>10/15</td>
<td>In Progress and On-Track</td>
<td>Coaching and feedback cycle will be targeted in cycle 2 based on MOY results.</td>
<td></td>
</tr>
</tbody>
</table>

| Content and Grade level PLCs protocols and processes created and implemented | Grade Level Lead, ICs, Admin | Grade Level PLC and Content Agendas | N/A | Ongoing | 10/15 | In Progress and On-Track | N/A |

| N/A |

**Funding Source** | **Timeline for Completion** | **Evidence Collection Date** | **Implementation Status** | **Necessary Adjustments/Next Steps** |

- Coaching and feedback cycle will be targeted in cycle 2 based on MOY results.
C2: We will modify the implementation and practice of the PLC protocol based on the effectiveness of each content PLC.

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Responsible Party</th>
<th>Evidence of Implementation</th>
<th>Funding Source</th>
<th>Timeline for Completion</th>
<th>Evidence Collection Date</th>
<th>Implementation Status</th>
<th>Necessary Adjustments/Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus leaders attend job related professional development</td>
<td>Campus Leadership Team</td>
<td>HCP Records, Professional Development Sign Ins for campus based</td>
<td>District</td>
<td>May 2020</td>
<td>10/15</td>
<td>On Track</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Administration meets with instructional leadership to provide observation and feedback cycle coaching

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Responsible Party</th>
<th>Evidence of Implementation</th>
<th>Funding Source</th>
<th>Timeline for Completion</th>
<th>Evidence Collection Date</th>
<th>Implementation Status</th>
<th>Necessary Adjustments/Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>C2: Instructional Coaching team engages in job embedded professional development with both SREB and Coaching Collaborative to improve their leadership capacity.</td>
<td>ICs</td>
<td>Coaching Cycle Form PLC agendas</td>
<td>N/A</td>
<td>Ongoing</td>
<td>1/15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C3: We will evaluate the effectiveness of our PLCs through observation data provided by teacher and PLC walkthroughs by campus leadership and SREB.

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Responsible Party</th>
<th>Evidence of Implementation</th>
<th>Funding Source</th>
<th>Timeline for Completion</th>
<th>Evidence Collection Date</th>
<th>Implementation Status</th>
<th>Necessary Adjustments/Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Leadership Team</td>
<td>Grade Level PLC and Content Agendas</td>
<td>N/A</td>
<td>5/1</td>
<td>5/15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Strategy #4**

- Principal improves campus leaders through regularly scheduled, job-embedded professional development consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles. (ESF_PL1_EA1e_IMP)
### C2: Campus leaders will implement and train teachers on the strategies learned in cycle 1, and continue to attend professional development based on campus needs.

<table>
<thead>
<tr>
<th>Campus Leadership Team</th>
<th>HCP Records, Professional Development Sign Ins for campus based</th>
<th>N/A</th>
<th>Ongoing</th>
<th>1/15</th>
</tr>
</thead>
</table>

### C3: Campus leaders will reflect on the professional development from the year and make a plan of action to improve teaching and learning.

<table>
<thead>
<tr>
<th>Campus Leadership Team</th>
<th>HCP Records, Professional Development Sign Ins for campus based</th>
<th>N/A</th>
<th>5/15</th>
<th>5/15</th>
</tr>
</thead>
</table>

### C3: Instructional leadership team will use the data from the coaching and feedback cycle to inform the professional development options for the summer and the upcoming school year.

<table>
<thead>
<tr>
<th>ICs</th>
<th>PD proposal plan</th>
<th>N/A</th>
<th>5/15</th>
<th>5/15</th>
</tr>
</thead>
</table>

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<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Process Goal</td>
<td>Leadership team will meet at least twice a month to discuss the progress of assigned responsibilities related to instructional planning and planning of ongoing and future needs for improving instruction.</td>
<td>Campus leadership team will continue to partner with SREB and Coaching Collaborative Support to growth the capacity of the leadership team. Leadership will determine Tier 2 and 3 teachers by assessing cycle 1 student assessment and walk through data in order to provide support to improve instruction.</td>
<td>The leadership team will engage in more focused and targeted in the coaching and feedback based on job embedded professional development. Leadership team will evaluate and reflect on the support provided to Tier 2 and 3 teachers.</td>
<td>Leadership team will make decisions on teacher assignments based on data and growth.</td>
</tr>
<tr>
<td>Student Performance Goal</td>
<td>We will achieve 7 academic achievement targets and 4 growth targets on the 1st 6 weeks assessments.</td>
<td>We will achieve 7 academic achievement targets and 4 growth targets on the MOY assessments.</td>
<td>We will achieve 7 academic achievement targets and 4 growth targets on the 4th 6 weeks assessments.</td>
<td>We will achieve 7 academic achievement targets and 4 growth targets on the STAAR assessments.</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Student Performance Actual Results</td>
<td>We achieved 5 academic achievement targets and 0 growth targets on the 1st 6 weeks assessments.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>District Actions for this Cycle</td>
<td>District leadership will meet with campus leadership to develop a calendar of administrator meetings that will discuss responsibilities and ask for evidence of campus leadership providing and following through on meeting the needs of students through improved instructional strategies.</td>
<td>District leadership will look at evidence of teachers receiving timely and appropriate feedback through coaching that changes instruction.</td>
<td>District leadership will look at evidence of teachers receiving timely and appropriate feedback through coaching that changes instruction.</td>
<td>District leadership will help in staffing.</td>
</tr>
<tr>
<td>Status</td>
<td><img src="on-track.png" alt="Green Circle" /> On Track</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Americo Paredes Middle School Campus Improvement Plan 2019-2020

This Focus Area has been self-selected, through data analysis and root cause analysis, as a priority area for the 2019-20 school year.

**Rationale for Selecting this Effective Schools Framework Lever**

Through our planning cycle this year, we will be doing backwards by design which means assessments will drive the resources for lesson planning. The leadership team knows starting with a strong assessment will allow us to respond the best to student needs and will lead us to reach our targets with student growth in Domain 3.

**Levers 4 & 5: High-Quality Curriculum and Effective Instruction**

### Comprehensive Needs Assessment*

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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% of students meeting their individualized Dyslexia/ reading progress measures as defined in their intervention plans</td>
<td>Dyslexia &amp; Literacy/biliteracy Dept.</td>
<td>--</td>
<td>baseline</td>
<td>TBD</td>
<td>N/A</td>
<td>TBD</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>% of English Learners at Advanced High or made one year of Composite Progress</td>
<td>TELPAS</td>
<td>47</td>
<td>&gt;=36</td>
<td>15</td>
<td>Goal Not Met</td>
<td>&gt;=36</td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>Domain 3 Academic Achievement % of targets met (Reading and Math)</td>
<td>TEA data download</td>
<td>Rdg: 3/9, Mth: 1/9</td>
<td>--</td>
<td>Rdg: 0/9, Mth: 1/9</td>
<td>Goal Not Met</td>
<td>***</td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>Domain 3 Growth % of targets met (Reading and Math)</td>
<td>TEA data download</td>
<td>Rdg: 2/9, Mth: 0/9</td>
<td>--</td>
<td>Rdg: 0/9, Mth: 0/9</td>
<td>Goal Not Met</td>
<td>***</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>% of students who complete Algebra 1 before entering High School</td>
<td>Enrollment and EOC</td>
<td>24</td>
<td>&gt;=35</td>
<td>30</td>
<td>Goal Not Met</td>
<td>32</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>% of students in grade 8 who demonstrate proficiency on a problem-based learning activity</td>
<td>TEAMS</td>
<td>68</td>
<td>&gt;=90</td>
<td>91</td>
<td>Goal Met</td>
<td>&gt;=90</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>% of students in grades 6-8 who successfully complete a district-created BLEND mathematics module</td>
<td>BLEND</td>
<td>--</td>
<td>baseline</td>
<td>TBD</td>
<td>N/A</td>
<td>TBD</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td># of AVID students taking High-school-level Algebra, Common Core math, or a higher-level math course (e.g., Geometry, Algebra 2).</td>
<td>AVID Team</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Number of AVID students who completed Algebra I, 8th grade Common Core math, or an equivalent higher-level math course with a grade of &quot;C&quot; or better and who were eligible to enroll in Geometry, Algebra 2, and/or the next higher-level math course in 9th grade.</td>
<td>AVID Team</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Artifacts Reviewed: Checkmarks indicate systems/processes that are not yet fully implemented on the campus.

<table>
<thead>
<tr>
<th>Sample lessons with formative assessments</th>
<th>Three to five instructional strategies identified and modeled with consistency and fidelity in all classrooms.</th>
<th>Leadership calendar with PLCs and walkthroughs scheduled</th>
<th>Assessment calendar with district-wide and level-specific testing expectations for the entire school year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Plan review protocol/criteria/templates</td>
<td>System for staff to identify students who have significant learning gaps</td>
<td>PLCs that include protected time for data analysis and lesson presentations monthly</td>
<td>Monthly progress monitoring and tracking tools for teachers and students</td>
</tr>
<tr>
<td>Lesson Plan submission and feedback cycle expectations and protocols</td>
<td>Consistent, efficient, and visible structures in the classroom</td>
<td>Sample PLC/Data Meeting minutes</td>
<td>Sample Formative Assessments</td>
</tr>
<tr>
<td>Yearly Planning Guides (YPGs) for all grades and content areas (Scope and Sequence)</td>
<td>Class schedules with English and Spanish content and language allocation-for Dual Language and Transitional/Late Exit bilingual models</td>
<td>Dreambox reports/results</td>
<td>Sample Data Analysis forms, including disaggregated data and plans for reteaching</td>
</tr>
<tr>
<td>Teacher-created PBL lesson plans and student products related to PBL</td>
<td>Dual Language Handbook (for campuses that have created one thus far)</td>
<td>Istation reports/results</td>
<td>AISD Literacy Framework</td>
</tr>
</tbody>
</table>

Data Analysis

Strengths, increases, and gaps closed (by grade levels, subjects, student groups, or languages): First administration for 8th grade ELA students improved to 73% (+2%), Students in Algebra, Student in Algebra performing at meets level or higher increased by 8%, Relative performance improved by 5 points

Weaknesses, decreases, or existing gaps (by grade levels, subjects, student groups, or languages):
Overall - 73 to 60
Student Achievement - 70 to 64
Closing the Gaps - 68 to 36

High-Quality Curriculum and Effective Instruction Strategies

**Essential Action 4.1: Curriculum and assessments aligned to TEKS with a year-long scope and sequence**
- The scope and sequence, units, and assessments are aligned to the standards for all tested subject and grade areas and grades PK-2nd mathematics and reading. (ESF_PL4_EA1a_IMP)
### Action Steps

<table>
<thead>
<tr>
<th>Use District scope and sequence for core subjects</th>
<th>Responsible Party</th>
<th>Evidence of Implementation</th>
<th>Funding Source</th>
<th>Timeline for Completion</th>
<th>Evidence Collection Date</th>
<th>Implementation Status</th>
<th>Necessary Adjustments/Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>core teachers</td>
<td>lesson plans</td>
<td>N/A</td>
<td>May 2020</td>
<td>10/15</td>
<td>In Progress and On-Track</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>YPGs, YAGS, and SPGs are followed by core subjects</th>
<th>Responsible Party</th>
<th>Evidence of Implementation</th>
<th>Funding Source</th>
<th>Timeline for Completion</th>
<th>Evidence Collection Date</th>
<th>Implementation Status</th>
<th>Necessary Adjustments/Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>core teachers</td>
<td>UOs, lesson plans</td>
<td>N/A</td>
<td>May 2020</td>
<td>10/15</td>
<td>In Progress and On-Track</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C2: Using the district scope and sequence for core subjects, incorporate spiral review days to meet the needs of our students and use district wide benchmark assessment results to identify the gaps in student learning.</th>
<th>Responsible Party</th>
<th>Evidence of Implementation</th>
<th>Funding Source</th>
<th>Timeline for Completion</th>
<th>Evidence Collection Date</th>
<th>Implementation Status</th>
<th>Necessary Adjustments/Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>core teachers</td>
<td>Modified scope and sequence, lesson plans</td>
<td>N/A</td>
<td>Ongoing</td>
<td>1/15</td>
<td>In Progress and On-Track</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C3: Reflect on the scope and sequence and the instructional materials used to prepare for the upcoming school year.</th>
<th>Responsible Party</th>
<th>Evidence of Implementation</th>
<th>Funding Source</th>
<th>Timeline for Completion</th>
<th>Evidence Collection Date</th>
<th>Implementation Status</th>
<th>Necessary Adjustments/Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>core teachers</td>
<td>Scope and sequence with results and level of mastery</td>
<td>N/A</td>
<td>5/15</td>
<td>5/15</td>
<td>In Progress and On-Track</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

### Strategy #2

- Assessments aligned to state standards and the appropriate level of rigor are administered at least three to four times per year to determine if students learned what was taught. Time for corrective instruction is built into the scope and sequence. (ESF_PL4_EA1b_IMP)

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Responsible Party</th>
<th>Evidence of Implementation</th>
<th>Funding Source</th>
<th>Timeline for Completion</th>
<th>Evidence Collection Date</th>
<th>Implementation Status</th>
<th>Necessary Adjustments/Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use district wide benchmark assessments</td>
<td>Core Teachers and ICs</td>
<td>Assessment Data</td>
<td>District</td>
<td>every 6 to 8 weeks</td>
<td>10/15</td>
<td>In Progress and On-Track</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C2: Use data dives and feedback to improve common assessments.</th>
<th>Responsible Party</th>
<th>Evidence of Implementation</th>
<th>Funding Source</th>
<th>Timeline for Completion</th>
<th>Evidence Collection Date</th>
<th>Implementation Status</th>
<th>Necessary Adjustments/Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Teachers and ICs</td>
<td>Data Dive agenda and minutes</td>
<td>N/A</td>
<td>Ongoing</td>
<td>1/15</td>
<td>In Progress and On-Track</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>
C3: Determine which assessment were high quality by comparing the results to the STAAR results.

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Responsible Party</th>
<th>Evidence of Implementation</th>
<th>Funding Source</th>
<th>Timeline for Completion</th>
<th>Evidence Collection Date</th>
<th>Implementation Status</th>
<th>Necessary Adjustments/Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly lesson plans based off of our district curriculum and lead4ward teachers</td>
<td>weekly lesson plans in Google Drive</td>
<td>N/A</td>
<td>Before August 20, 2019</td>
<td>10/15</td>
<td>Some Progress</td>
<td>CLT will make adjustments based on lesson plan quality.</td>
<td></td>
</tr>
<tr>
<td>C2: The leadership team will use cycle 1 data to determine best practices in order to intervene, enrich and re-teach standards.</td>
<td>CLT</td>
<td>Data Tracker, Lesson Plans, Intervention Groups, IReady</td>
<td>N/A</td>
<td>12/5</td>
<td>1/15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C3: The leadership team will use the Middle of Year benchmark results to coach and assist teachers to determine which highest leverage standards need to be addressed in interventions.</td>
<td>CLT</td>
<td>Data Tracker</td>
<td>N/A</td>
<td>Ongoing</td>
<td>5/15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Strategy #3**

- Instructional materials with key ideas, essential questions, and recommended materials, including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups. (ESF_PL4_EA1c_IMP)

**Strategy #4**

- High fidelity professional development calendars for teachers are implemented which provide introductory and ongoing content-focused, job-embedded training linked to high-quality curriculum for early childhood through grade 12, in all core subjects. (ESF_PL4_EA1d_IMP)
## Leadership Team

**September 2019 - May 2020**

### Progress Monitoring

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Teachers</strong></td>
<td>Teachers will be trained on how to use the district provided scope and sequence and how to use previous year state assessment data to intentionally meet the needs of students. Based on assessment data, the leadership team will provide feedback on unit assessments prior to six weeks tests to ensure teachers differentiate, scaffold and re-teach standards.</td>
<td>Based on assessment data trends, leadership team will provide ongoing training during PLCs to meet the needs of struggling student groups. Their will be evidence of instructional materials with key ideas, essential questions, SREB math and literacy strategies, and sheltered instructional strategies being used across classrooms.</td>
<td>Based on assessment data trends, targeted interventions will be created and implemented. We will use all assessment data to prioritize the appropriate key ideas to reteach before and after the STAAR test. We will continue to use walk throughs to monitor the progress of the resources used to engage students in learning.</td>
<td>Leadership team will reflect on year-long data and summative data to make plans for upcoming year.</td>
</tr>
<tr>
<td><strong>Student Performance Goal</strong></td>
<td>We will achieve 7 academic achievement targets and 4 growth targets on the 1st 6 weeks assessments.</td>
<td>We will achieve 7 academic achievement targets and 4 growth targets on the MOY</td>
<td>We will achieve 7 academic achievement targets and 4 growth targets on the 5th 6 weeks assessments.</td>
<td>We will achieve 7 academic achievement targets and 4 growth targets on the STAAR.</td>
</tr>
<tr>
<td>Student Performance Actual Results</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>We achieved 5 academic achievement targets and 0 growth targets on the 1st 6 weeks assessments.</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>District Actions for this Cycle</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>District leadership will monitor PLC;s to ensure the process of re-teaching is included in the planning process.</td>
<td>District leadership will monitor PLC;s to ensure the process of re-teaching is included in the planning process.</td>
<td>District leadership will monitor PLC;s to ensure the process of re-teaching is included in the planning process.</td>
<td>District leadership will monitor PLC;s to ensure the process of re-teaching is included in the planning process.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Status</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>On Track</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
# Americo Paredes Middle School Campus Improvement Plan 2019-2020

## Advanced Academics

### Comprehensive Needs Assessment*

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>Campus' rating on the current year's GT Campus Accountability Monitoring Plan¹</td>
<td>GT-CAMP</td>
<td>Compliance</td>
<td>Exemplary or Recognized</td>
<td>Compliance</td>
<td>Goal Not Met</td>
<td>Exemplary or Recognized</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>% African American students enrolled in Gifted/Talented (GT) programs²</td>
<td>TEAMS</td>
<td>4.6</td>
<td>7.7</td>
<td>7.7</td>
<td>Goal Met</td>
<td>7.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>% Hispanic students enrolled in Gifted/Talented (GT) programs</td>
<td>TEAMS</td>
<td>6.1</td>
<td>7.7</td>
<td>5.3</td>
<td>Goal Not Met</td>
<td>7.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td># African American students enrolled in magnet programs²</td>
<td>TEAMS</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td># Hispanic students enrolled in magnet programs</td>
<td>TEAMS</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>N/A</td>
<td>--</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td># of AVID Elective students taking honors, Pre-AP®, and/or high school credit-bearing courses other than Algebra or higher-level math courses (includes gifted and talented courses).</td>
<td>AVID Team</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number of AVID students who completed an Honors, Pre-AP, and/or high school credit-bearing course other than a math course (e.g., World Languages) with a grade of &quot;C&quot; or better.</td>
<td>AVID Team</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

¹ Student Assessment = SA, Service Design = SD, Curriculum & Instruction = C&I, Professional Development = PD, Family and Community Engagement = FCE
² Includes African American students who are within the “Two or more races” category.
²² Advanced Placement® (AP) classes, International Baccalaureate® (IB) classes, Cambridge (a.k.a. Advanced International Certificate of Education [AICE]) courses, qualified dual-enrollment courses (courses that earn transferable college credit), Career & Technical Education (CTE), and/or Project Lead the Way (PLTW)

### Artifacts Reviewed: Checkmarks indicate systems/processes that are not yet fully implemented on the campus.

<table>
<thead>
<tr>
<th>2019-20 Gifted and Talented Campus Accountability Monitoring Plan</th>
<th>X</th>
<th>GT enrollment data disaggregated by grade level, ethnicity, ECD, and ELL</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP/IB Exam Participation &amp; Performance disaggregated by subpopulations</td>
<td></td>
<td>Roster of Gifted and Talented population, including enrolled courses</td>
</tr>
<tr>
<td>Campus Gifted and Talented Count, by grade level and six weeks reporting period</td>
<td></td>
<td>Advanced Course/Dual Enrollment rates disaggregated by ethnic groups</td>
</tr>
</tbody>
</table>
### Data Analysis

**Strengths:** % of African American students enrolled in Gifted/Talented programs increased from the prior year.

**Weaknesses:** % of Hispanic students enrolled in Gifted/Talented programs decreased from the prior year.

### Advanced Academics Improvement Strategies

#### Strategy #1

- Teachers, counselors, and administrators complete the appropriate level and number of hours of GT training to meet or exceed compliance with district and state requirements.

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Responsible Party</th>
<th>Evidence of Implementation</th>
<th>Funding Source</th>
<th>Timeline for Completion</th>
<th>Implementation Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff will complete the number or GT training hours to meet requirements.</td>
<td>teachers, counselors, admin</td>
<td>HCP/PD records</td>
<td>District</td>
<td>May 2020</td>
<td>Not Started</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Goal</td>
<td>GT Training Information shared with staff with deadlines</td>
<td>75% staff completes GT training</td>
<td>100% staff completes GT training</td>
<td>Make plans for GT training for upcoming year</td>
</tr>
</tbody>
</table>
# Americo Paredes Middle School Campus Improvement Plan 2019-2020

## PreK - 12+ College, Career, and Life Readiness

### Comprehensive Needs Assessment*

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AVID Elective students’ average attendance rate (percent)</td>
<td>AVID Team</td>
<td></td>
<td></td>
<td></td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number of AVID 8th graders who were recommended for enrollment in a complete sequence of college-preparatory courses upon entering high school.</td>
<td>AVID Team</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>% of students at the school that had a 6th 6 weeks RITS score that was above the MS average (&gt;11)</td>
<td>eCST</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>% of GEAR UP Austin students involved in a comprehensive mentoring, counseling, and/or tutoring program</td>
<td>eCST service tracking</td>
<td>10%</td>
<td>75%</td>
<td>95%</td>
<td>Goal Met</td>
<td>75%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>% of GEAR UP students that attended a college or university campus tour/student shadowing experience</td>
<td>eCST service tracking</td>
<td>8%</td>
<td>90%</td>
<td>91%</td>
<td>Goal Met</td>
<td>90%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>% of GEAR UP students that attend a job site visit or job shadow experience</td>
<td>eCST service tracking</td>
<td>NA</td>
<td>50%</td>
<td>26%</td>
<td>Progress Made</td>
<td>50%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>% of GEAR UP students that participated in a college readiness workshop by the GEAR UP facilitator</td>
<td>eCST service tracking</td>
<td>46%</td>
<td>95%</td>
<td>92%</td>
<td>Progress Made</td>
<td>95%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dropout rate (all students)</td>
<td>PEIMS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Attendance rate (all students, grades 1-12)</td>
<td>PEIMS</td>
<td>94.7%</td>
<td>94.7%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>% of GEAR UP Austin students on-track to graduate college-ready as measured by college readiness benchmarks on the STAAR, SAT, ACT, and/or TSI exams</td>
<td>STAAR, TSI, ACT or SAT exams</td>
<td>Reading- 21%; Math- 26%</td>
<td>75%</td>
<td>Reading- 24%; Math- 21%</td>
<td>Progress Made</td>
<td>75%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>X</td>
<td>% of GEAR UP students who aspire to enroll in college</td>
<td>Student Climate Survey</td>
<td>78%</td>
<td>&gt;78%</td>
<td>62%</td>
<td>Goal Not Met</td>
<td>&gt;62%</td>
<td></td>
</tr>
</tbody>
</table>

**Artifacts Reviewed:** Checkmarks indicate systems/processes that are not yet fully implemented on the campus.

- X Attendance Committee procedures
- Blend PageView Excel Spreadsheet
- CTE offerings by campus

---

**Austin Independent School District**

21 of 32

2/21/20
<table>
<thead>
<tr>
<th>20 Day Attendance Challenge</th>
<th>Parent BLEND tour</th>
<th>CTE 4-year plan template</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance 101 for Teachers webinar</td>
<td>Naviance College Scope &amp; Sequence</td>
<td>ECT 4-year plan template</td>
</tr>
<tr>
<td>eCST ADA Dashboards</td>
<td>TEA 19-20 IBC list</td>
<td></td>
</tr>
</tbody>
</table>

**Data Analysis**

Strengths: AVID and GEAR UP students attended college visits.
Weaknesses: All students did not attend college visits.

**College, Career, and Life Readiness Improvement Strategies**

**Strategy #1**

- Create a campus calendar that incorporates experiential learning for students to include college tours, job site visits, and college readiness workshop. (GEAR_UP_2_MSHS_IMP)

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Responsible Party</th>
<th>Evidence of Implementation</th>
<th>Funding Source</th>
<th>Timeline for Completion</th>
<th>Implementation Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each grade level cohort attends a college visit</td>
<td>Grade level leads, Gear Up Facilitator, Admin</td>
<td>Attendance Roster of students attending the college visit</td>
<td>Campus</td>
<td>June 2020</td>
<td>In Progress and On-Track</td>
</tr>
</tbody>
</table>

**Strategy #2**

- Participate in professional development and utilize tech design coaches on campus. (Tech_1_IMP)
- Publish BLEND Campus Community Course. (Tech_2_IMP)

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Responsible Party</th>
<th>Evidence of Implementation</th>
<th>Funding Source</th>
<th>Timeline for Completion</th>
<th>Implementation Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers use BLEND in classrooms: PageView goals at 4000</td>
<td>Technology Team, Teachers</td>
<td>% of teachers using BLEND: HS 80% - MS 50% - ES 20% of goal measured thru Blend PageView Spreadsheet</td>
<td>Ongoing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use BLEND Campus Community Course to share announcements, events, and deadlines with parents</td>
<td>Technology Team, Teachers</td>
<td>% of Parents using BLEND thru Parent BLEND tour</td>
<td>Ongoing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Goal

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>College visits for each grade level are scheduled on the master calendar for each grade level.</td>
<td>At least one college visit for a grade level has been completed</td>
<td>Three grade level college visits have been attended by the grade level.</td>
<td>Plan dates for 2020-2021 college visits per grade level and place on master calendar.</td>
<td></td>
</tr>
</tbody>
</table>
Americo Paredes Middle School Campus Improvement Plan 2019-2020

Communication and Community Engagement

Comprehensive Needs Assessment*

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>X</td>
<td>The school has an active and functioning Parent Teacher Association.</td>
<td>ACPTA and COSL</td>
<td>--</td>
<td>--</td>
<td>N</td>
<td>Y</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>% of parents of GEAR UP students that participated in academic preparation and/or college readiness activities</td>
<td>eCST service tracking</td>
<td>NA</td>
<td>NA</td>
<td>Pending</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Facility utilization (3 years)</td>
<td>Facilities</td>
<td>NA</td>
<td>NA</td>
<td>Pending</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Longitudinal data (3 years)</td>
<td>Student Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Transfers (3 years)</td>
<td>Student Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

¹Active means the CAC holds regular open meetings, includes members that are parents, community representatives, and staff, has elected officers, reviews the campus' TAPR and other needs assessment data, provides input on the Campus Improvement Plan, approves the campus budget, and approves the campus professional learning plan each year.

Artifacts Reviewed: Checkmarks indicate systems/processes that are not yet fully implemented on the campus.

- **Child Study System/MTSS Resource Site**
- **Community School Implementation Guide**
- **Mobility Blueprint**
- **Campus Targeted Utilization Plan (TUP) Needs Assessment**

<table>
<thead>
<tr>
<th>Artifact Name</th>
<th>Data Source</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Study System/MTSS Resource Site</td>
<td>Campus marketing plan</td>
<td>GK(LOCAL)</td>
</tr>
<tr>
<td>Community School Implementation Guide</td>
<td>Texas PTA toolkit</td>
<td>CAC Annual Calendar (includes sample CAC agendas)</td>
</tr>
<tr>
<td>Mobility Blueprint</td>
<td>Title 1 Parent Compact</td>
<td>CAC Resources, including BWB (LEGAL &amp; LOCAL) and CAC Bylaws</td>
</tr>
<tr>
<td>Campus Targeted Utilization Plan (TUP) Needs Assessment</td>
<td>City of Austin eCST data</td>
<td>PSEO campus quarterly report matrix that shows the # of families they have engaged</td>
</tr>
</tbody>
</table>

Data Analysis

Strengths: CAC meetings were held
Weaknesses: number of parents present for CAC

Communication and Community Engagement Improvement Strategies
### Strategy #1

- Hold at least 8 regular Campus Advisory Council meetings each year. (CAC_1_IMP)

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Responsible Party</th>
<th>Evidence of Implementation</th>
<th>Funding Source</th>
<th>Timeline for Completion</th>
<th>Implementation Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regularly scheduled CAC meetings</td>
<td>CAC Co-chair and Admin</td>
<td>CAC Sign Ins and/or meeting notes</td>
<td>Campus</td>
<td>May 2020</td>
<td>In Progress and On-Track</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal</td>
<td>CAC meetings are placed on campus schedule for the week.</td>
<td>4 CAC meetings are completed</td>
<td>8 CAC meetings are completed.</td>
<td>Plan dates for CAC meetings for upcoming year.</td>
</tr>
</tbody>
</table>
Americo Paredes Middle School Campus Improvement Plan 2019-2020

Supporting Special Populations

Comprehensive Needs Assessment*

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>% of campus enrollment identified as 504</td>
<td>504 Dept.</td>
<td>--</td>
<td>&gt;=5</td>
<td>13.13</td>
<td>N/A</td>
<td>&gt;=5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% 504 Annual and Re-Evaluation meetings held on time</td>
<td>504 Dept.</td>
<td>--</td>
<td>95%</td>
<td>98%</td>
<td>Goal Met</td>
<td>95%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of Initial, Transfer, and Annual ARDs held on time</td>
<td>CRTE</td>
<td>--</td>
<td>100</td>
<td>85</td>
<td>Goal Not Met</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>% parent participation for ARD meetings</td>
<td>CRTE</td>
<td>--</td>
<td>&gt;=75</td>
<td>82</td>
<td>Goal Not Met</td>
<td>&gt;=75</td>
<td></td>
</tr>
<tr>
<td></td>
<td>% of students in grades 3-9 served in special education who test on STAAR Alternate 2 in all subjects applicable to the student's grade level</td>
<td>CRTE</td>
<td>--</td>
<td>&lt; 10</td>
<td>13</td>
<td>Goal Not Met</td>
<td>&lt; 10</td>
<td></td>
</tr>
</tbody>
</table>

Artifacts Reviewed: Checkmarks indicate systems/processes that are not yet fully implemented on the campus.

<table>
<thead>
<tr>
<th>504 Coordinator manual</th>
<th>District Special Education Website</th>
<th>Eligibility criteria for STAAR Alt 2 (+ video)</th>
</tr>
</thead>
<tbody>
<tr>
<td>504 Department Website</td>
<td>Campus Roadmap to Excellence (CRTE) Information Guide</td>
<td>Graduation for Students with Disabilities (video)</td>
</tr>
<tr>
<td>Cheat Sheet for 504 Meetings</td>
<td>Step by Step Guide to Accessing Your Campus CRTE Data Report</td>
<td>How to Host an Adobe Connect Meeting</td>
</tr>
<tr>
<td>Referral CHECKLIST for Initial 504 Dyslexia/Dysgraphia Evaluation</td>
<td>SEEDS Graduation Options for Students Receiving Special Education Services Guidance Document</td>
<td>How to Participate in an Adobe Connect Meeting for Parents</td>
</tr>
</tbody>
</table>

Data Analysis

Strengths: trained 504 coordinator
Weaknesses: parents participation in ARD

Improvement Strategies for Special Populations
## Strategy #1
- Train more than one 504 coordinator at the campus. (504_evals_1_IMP)

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Responsible Party</th>
<th>Evidence of Implementation</th>
<th>Funding Source</th>
<th>Timeline for Completion</th>
<th>Implementation Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>All counselors are trained to be a 504 coordinator for their grade level</td>
<td>Counselors</td>
<td>HCP Records</td>
<td>District</td>
<td>May 2020</td>
<td>In Progress and On-Track</td>
</tr>
</tbody>
</table>

## Strategy #2
- Provide written guidance to special education staff and administration on how to utilize alternative means of ARD participation such as by telephone or video conference (i.e. AdobeConnect). (ARD_parent_2_INV)

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Responsible Party</th>
<th>Evidence of Implementation</th>
<th>Funding Source</th>
<th>Timeline for Completion</th>
<th>Implementation Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Train special education teachers and admin on options for ARD participation for parents.</td>
<td>SPED teachers and Admin</td>
<td>Written documentation and sign in sheet</td>
<td>N/A</td>
<td>May 2020</td>
<td>Not Started</td>
</tr>
</tbody>
</table>

### Progress Monitoring

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Goal</td>
<td>Meet with team to make sure special education teachers and admin understand the expectations of ARD participation.</td>
<td>Design goals for ARD participation</td>
<td>Evaluate the % of ARD participation</td>
<td>Make changes to ARD participation based on year’s data.</td>
</tr>
</tbody>
</table>
## Americo Paredes Middle School Campus Improvement Plan 2019-2020

### Sustainability

**Comprehensive Needs Assessment***

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Energy Use Index of school measured by kBtu/ft²</td>
<td>AISD Energy Management web page</td>
<td>--</td>
<td>--</td>
<td>37.06</td>
<td>&lt; 65</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Water Use Index of school measured by gallons/student</td>
<td>AISD Energy Management web page</td>
<td>--</td>
<td>--</td>
<td>3269</td>
<td>&lt; 5,500</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Zero waste: Diversion rate &amp; landfill yardage/student</td>
<td>Campus Data in ZW Toolkit</td>
<td>28.6</td>
<td>--</td>
<td>35.5</td>
<td>N/A</td>
<td></td>
<td></td>
<td>&gt;40%</td>
</tr>
<tr>
<td>X</td>
<td>Food: Nutrition and Food Services Survey completion rate</td>
<td>Food Services</td>
<td>--</td>
<td>--</td>
<td>Parent/guardian =17, school saff= 10, student=0</td>
<td>10%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nature: AISD Outdoor Learning Features</td>
<td>AISD Outdoor Learning Features Inventory</td>
<td>7</td>
<td>4</td>
<td>7</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*note: In Future school years, campus-level strategies will be developed for air quality and transportation*

### Artifacts Reviewed: Checkmarks indicate systems/processes that are not yet fully implemented on the campus.

- **AISD Environmental Sustainability Policy**
- **AISD Sustainability Plan**
- **Zero Waste Campus Best Practices**

<table>
<thead>
<tr>
<th></th>
<th>Harvest Guidelines</th>
<th>Watt Watchers of Texas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AISD Environmental Sustainability Policy</strong></td>
<td><strong>Educational Specifications (pages 98 &amp; 140)</strong></td>
<td><strong>Austin Watershed Protection Department Grow Green Guides</strong></td>
</tr>
<tr>
<td><strong>AISD Sustainability Plan</strong></td>
<td><strong>Austin ISD Resolution in Support of Environmental Stewardship</strong></td>
<td><strong>Energy and Water Consumption Dashboards for Schools</strong></td>
</tr>
<tr>
<td><strong>Zero Waste Campus Best Practices</strong></td>
<td><strong>Share table standard operating procedures</strong></td>
<td><strong>The campus' current dumpster haul schedule</strong></td>
</tr>
</tbody>
</table>

### Data Analysis

**Strengths:** students begin using the share table  
**Weaknesses:** need more input on food choices from staff and students
## Sustainability Improvement Strategies

### Strategy #1
- Establish a share table in the cafeteria (artifact = share table standard operating procedures) (Food_2_IMP)

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Responsible Party</th>
<th>Evidence of Implementation</th>
<th>Funding Source</th>
<th>Timeline for Completion</th>
<th>Implementation Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set up a share table and expectations</td>
<td>Cafeteria staff</td>
<td>picture of share table</td>
<td>Campus</td>
<td>May 2020</td>
<td>In Progress and On-Track</td>
</tr>
</tbody>
</table>

### Strategy #2
- In November, encourage teachers, students, staff to complete the Nutrition and Food Services survey to give feedback to the Food and Nutrition services team regarding your school’s preferences. (evidence = number of survey respondents) (Food_1_IMP)

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Responsible Party</th>
<th>Evidence of Implementation</th>
<th>Funding Source</th>
<th>Timeline for Completion</th>
<th>Implementation Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers, students and staff complete Nutrition and Food Services Survey</td>
<td>admin and cafeteria staff</td>
<td>Completion Rate of submitted survey</td>
<td>Campus</td>
<td>May 2020</td>
<td>Not Started</td>
</tr>
</tbody>
</table>

### Progress Monitoring

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Goal</td>
<td>Shared table in the cafeteria is created.</td>
<td>Students will be informed of the process for the shared table in the cafeteria.</td>
<td>Students, staff, and teachers provided opportunity to complete survey on nutrition and food services.</td>
</tr>
</tbody>
</table>
## Whole Child, Every Child

### Comprehensive Needs Assessment*

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>X</td>
<td>Campus rating on the Coordinated School Health (CSH) Survey</td>
<td>CSH Survey</td>
<td>Exemplary</td>
<td>Exemplary or Recognized</td>
<td>Exemplary</td>
<td>Goal Met</td>
<td>Exemplary or Recognized</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fitnessgram All Students: Body Mass Index, Cardio, Aerobic Capacity, Curl-Ups, Push-Ups, Sit and Reach, Trunk Lift¹</td>
<td>Fitnessgram via Access/MIS Webmenu</td>
<td>BMI &lt;0%, Cardio =15%, Curl Ups =15%, Push Ups =21%, Sit &amp; Reach &lt;9%, Trunk Lift &gt;17%</td>
<td>--</td>
<td>BMI =2%, Cardio =16%, Curl Ups =11%, Push Ups =15%, Sit &amp; Reach =13%, Trunk Lift =16%</td>
<td>N/A</td>
<td>campus sets own goals</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>% of students with current immunizations</td>
<td>Seton Health Services</td>
<td>96.88</td>
<td>95</td>
<td>91.43</td>
<td>Goal Not Met</td>
<td>95</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>% of staff that participate in at least one LiveHealthyAISD Wellness Challenge</td>
<td>AISD Wellness Team</td>
<td>11</td>
<td>20</td>
<td>5</td>
<td>Goal Not Met</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td># of referrals for tobacco (including vaping)</td>
<td>DEEDS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Campus SEL implementation survey score²</td>
<td>SEL Team</td>
<td>35</td>
<td>50</td>
<td>38</td>
<td>Goal Not Met</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td># of community arts partnerships</td>
<td>CLI Team</td>
<td>9</td>
<td>&gt;= 6</td>
<td>2</td>
<td>Goal Met</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td># of campus created arts experiences to engage families, faculty and community</td>
<td>CLI Team</td>
<td>24</td>
<td>&gt;= 15</td>
<td>8</td>
<td>Goal Not Met</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>% of teachers who participate in creative teaching or arts integration professional learning</td>
<td>CLI Team</td>
<td>0</td>
<td>&gt;=15</td>
<td>0</td>
<td>Goal Not Met</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>During this school year, how often did you use...E-Cigarettes, JUUL, or vape pens? (% of those who responded &quot;Never used&quot; and &quot;less than once this year&quot;)</td>
<td>Student Substance Use and Safety Survey</td>
<td>96</td>
<td>--</td>
<td>97</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Of the following, which do you consider to be the most serious problem on your campus? (% responded E-Cigarettes, JUUL, Vaping)</td>
<td>Student Substance Use and Safety Survey</td>
<td>96</td>
<td>--</td>
<td>97</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>% of students that answered &quot;Yes&quot; when asked if they experienced verbal bullying at school</td>
<td>Student Substance Use and Safety Survey</td>
<td>1</td>
<td>--</td>
<td>7</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

¹ Includes Sit and Reach

*Please note that the table may contain placeholders or symbols that represent specific values or statuses that are not fully detailed in the original text.
--- | --- | --- | --- | --- | --- | --- | --- | --- | ---
% of students that answered "Yes" when asked if they experienced gender/sexual orientation bullying at school | Student Substance Use and Safety Survey | 37 | -- | 36 | N/A |  |  |  |  |
How big a problem do you think bullying is at your school? (% responded very big) | Student Substance Use and Safety Survey | NA | -- | 9 | N/A |  |  |  |  |

26 | -- | 25 | N/A |

¹ Body Mass Index = BMI, Cardio = C, Aerobic Capacity = AC, Curl-Ups = CU, Push-Ups = PU, Sit and Reach = SR, Trunk Lift = TR
² The SEL implementation survey score includes 19 indicators spread across four goals: Empowering campus leadership, Coordination with family and community partners, Coordination with climate and pedagogy, and Explicit SEL instruction.

Artifacts Reviewed: Checkmarks indicate systems/processes that are not yet fully implemented on the campus.

<table>
<thead>
<tr>
<th>Meeting schedule with protected time for Whole Child, Every Child committee meetings, meeting protocol, and expected participants</th>
<th>Submission of Wellness Champ’s Name and title</th>
<th>CATCH Coordination Theme Kits</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 SEL Signature Practices</td>
<td>GoNoodle and other Brain Breaks</td>
<td>Wellness Policy</td>
</tr>
<tr>
<td>CLI CAP Fund Form</td>
<td>Recess/WOW walk through form</td>
<td>Wellness Policy Overview &amp; Ideas</td>
</tr>
<tr>
<td>AISD Arts Inventory</td>
<td>Marathon Kids Posters, What Mile Are You On?, and Marathon Kids Logs</td>
<td>Breakfast in the Classroom Communication Tool Kit</td>
</tr>
</tbody>
</table>

Data Analysis

Strengths: exemplary status in coordinated school health survey
Weaknesses: partnering with new companies and informing parents of all resources available

Whole Child, Every Child Improvement Strategies

Strategy #1
- Invite Crossfit and Hitt Circuit training professionals to show their expertise on campus. (CSH_5_PSS_IMP) and or Camp Gladiator

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Responsible Party</th>
<th>Evidence of Implementation</th>
<th>Funding Source</th>
<th>Timeline for Completion</th>
<th>Implementation Status</th>
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</table>
### Strategy #2
- Inform parents and students of the resources of the School Mental Health Center. (Health_4_INV)

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Responsible Party</th>
<th>Evidence of Implementation</th>
<th>Funding Source</th>
<th>Timeline for Completion</th>
<th>Implementation Status</th>
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<tbody>
<tr>
<td>Contact Mental Health Center</td>
<td>PE/Admin</td>
<td>emails</td>
<td>Campus</td>
<td>5/29/20</td>
<td>Not Started</td>
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</thead>
<tbody>
<tr>
<td>Goal</td>
<td>Contact Organizations</td>
<td>Organize ways of implementation</td>
<td>implement goal</td>
<td>plan for next year</td>
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</table>