

Irving Independent School District

Austin Middle School

2019-2020

Accountability Rating: C



Mission Statement

We engage learners to become critical thinkers, leaders and contributors in a diverse and competitive world.

Vision

Broncos...

Challenge limits

Grow Academically

Build Character

Achieve Excellence

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	6
School Culture and Climate	7
Staff Quality, Recruitment, and Retention	8
Curriculum, Instruction, and Assessment	9
Parent and Community Engagement	10
School Context and Organization	11
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	13
Goals	15
Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.	15
Goal 2: Irving ISD will attract, develop and retain life-changing educators committed to each student.	25
Goal 3: Irving ISD will provide a safe and nurturing learning environment.	26
Comprehensive Support Strategies	27
Title I Schoolwide Elements	28
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	28
1.1: Comprehensive Needs Assessment	28
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	28
2.1: Campus Improvement Plan developed with appropriate stakeholders	28
2.2: Regular monitoring and revision	28
2.3: Available to parents and community in an understandable format and language	28
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	28
3.1: Develop and distribute Parent and Family Engagement Policy	29
3.2: Offer flexible number of parent involvement meetings	29
Title I Personnel	30
2019-2020 Campus Improvement Team	31

Comprehensive Needs Assessment

Demographics

Demographics Summary

Austin Middle School proudly serves a large population of Hispanic students. Additionally, we also proudly serve a large population of economically disadvantaged students. When comparing the percentage of economically disadvantaged students to all secondary schools in Irving ISD (Middle and High Schools), Austin Middle School serves the highest percentage of economically disadvantaged students (92%); an increase of 9% in one academic school year (2018-2019).

Ethnicity Breakdown

- Hispanic= 88%
- African American= 2%
- White, not of Hispanic Origin= 5%
- Asian= 1.5%
- American Indian=1.5%
- Two or more= 2%

Other Campus Demographics

- Economically Disadvantaged= 92%
- Special Education= 7%
- 504 Students= 11%
- Gifted/Talented= 16%

Demographics Strengths

Austin Middle School proudly serves a large population of Hispanic students. The countries represented from our Hispanic families are from all over Latin America including, but not limited to, Mexico, El Salvador, Ecuador, Cuba, and Nicaragua. We take pride in the number of Hispanic cultures represented on our campus and we celebrate the diversity daily by encouraging dual language, Spanish and English development, and holding various Hispanic Heritage Events. Through the 2020 Parent Initiative, Austin has developed an abundant of parent involvement opportunities to encourage parents to be co-contributors and collaborators with our school faculty and staff.

Student Achievement

Student Achievement Summary

Austin Middle School maintained an overall "C" rating from the Texas Education Agency; an increase of 1 point from the 2018-2019 school year rating. AMS experienced double digit gains in the "Approaching" performance grade level in Writing, Social Studies, and Science. In the "Meets" and "Mastery" performance rating, AMS experienced single digit gains. When comparing the 2018 TEA Accountability to the 2019 TEA Accountability, AMS increased in every subject area. As we move toward increasing the percentage of students who master grade level expectations, we seek to earn distinctions from the 2020 TEA Accountability data.

	Changes in Approaches Grade Level vs 2018	Changes in Meets Grade Level vs 2018	Changes in Masters Grade Level 2018
Math (All Grade Levels)	+2%	+7%	+5%
ELAR (All Grade Levels)	+6%	+4%	+2%
Writing 7	+12%	+8%	+4%
Social Studies 8	+13%	+6%	+2%
Science 8	+11%	+7%	+1%

Student Achievement Strengths

In the 2020 quest for earning subject distinctions, AMS celebrates that Social Studies was the closest in earning subject distinctions from the 2019 TEA Accountability. For example, Social Studies needed a minimum of 17% of scholars to master grade level expectations, but received 16%. Being 1% away from the minimum means that AMS was only 5 scholars away from earning a subject distinction in Social Studies in the 2018 TEA Accountability.

School Culture and Climate

School Culture and Climate Summary

At Austin Middle School, students and visitors are welcomed to campus by a friendly front office that seeks to swiftly assist with visitors' needs. Additionally, Austin has a Parent Center that is staffed with a Parent Liaison on a full time basis. The Parent Liaison works to involve parents in checking students grades, providing extended learning opportunities, and providing opportunities to volunteer on campus. All students are welcomed each day by campus staff and are provided breakfast and lunch free of charge. The staff of Austin Middle School is committed to ensuring all students are academically successful and grow into well-rounded students that are prepared for high school.

School Culture and Climate Strengths

AMS has the daily mantra that our students are ready, respectful, and responsible at all times. As such, we've based our foundation on the building blocks of what it means to be ready, respectful, and responsible in learning and interactions with each other. Austin has a successful PBIS system that focuses on students, and staff, earning Bronco Bucks that can be redeemed for various incentive prizes. Similarly, teachers may earn a "Power Up" from other staff members for actions that contribute to a positive campus culture. During staffing meetings, we frequently state, "It's not about me. It's about our students," which means, we are consistently building a climate where the needs of Austin students are prioritized first.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

At Austin Middle School, we have established processes that support the recruitment and retention of outstanding staff members. We seek to recruit not only certified teachers, but teachers who are also in the process of obtaining an ESL certification since nearly 50% of AMS students are English Language Learners. Teachers will participate in coaching sessions with campus staff, including campus administration and support staff. All tested core content teachers, and most core content teachers, are also provided with a department/team planning time daily in addition to their conference time. This time is built into the campus Master Schedule so teachers have time to participate in structured instructional planning time.

Staff Quality, Recruitment, and Retention Strengths

The reduction in the number of new teachers will assist in the continued development of a consistent campus culture that is focused on student learning. Moreover, the placement of teachers in the correct grade-level with a better suited team will render more positive student learning results.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

At Austin Middle School, teachers use the district curriculum as the leading blueprint to plan and deliver instruction to students. Essentially, teachers identify power standards, or essential standards, by identifying key vocabulary and developing a team consensus of what mastery "looks like" based on various data points. With a deeper understanding of mastery, teachers use a wide range of models for student formative and summative assessments and use a wide range of data to plan instruction and intervention opportunities for students.

Curriculum, Instruction, and Assessment Strengths

The AMS PLC planning model has been successful in improving the quality of instruction provided in core content areas. The campus has implemented a specific process for planning each unit in the Irving ISD Curriculum and for analyzing data gathered from common assessments on each grade level team to assist in providing targeted intervention to students based on individual needs.

Parent and Community Engagement

Parent and Community Engagement Summary

When families, communities and schools work together, students are more successful and the entire Irving community benefits. Austin Middle School strives to engage our parents in two major ways: (1) Parent education courses offered through our Bronco University, and (2) Parent involvement strategies. Through Bronco University, we offer parent courses such as English as a Second Language, GED, and parenting courses (i.e., student academic support, behavior, and teen communication). Our parent involvement strategies include, participation in the Positive Male Role-Model Club (Also known as Dad's Club), field trip chaperones, parent booster clubs, and daytime volunteers (i.e., school registration, making copies, special projects, and operating our Bronco Bazaar-PBIS store).

Parent and Community Engagement Strengths

Our parent liaison, Mrs. Luz Lopez, helps Austin Middle School with fostering positive relationships with our parents. Whenever we need parents to help in chaperoning field trips or helping with special programs, Mrs. Lopez helps us to get the amount of parent support necessary.

School Context and Organization

School Context and Organization Summary

At Austin Middle School, our teaming periods are structured where teachers and professional staff may focus on four guiding questions:

1. What do we want students to learn?
2. How will we know if they have learned?
3. What will we do if they don't learn?
4. What will we do if they already know it? (DuFour, 2004).

School Context and Organization Strengths

Teacher teaming periods are data-driven with specific regard to instructional best practices via professional development.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- STEM/STEAM data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals





Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 1: In comparison to the 2019 TEA Accountability data, AMS students will grow a minimum of 4% in the Approaches, Meets, and Mastery Performance Ratings for all combined STAAR assessments by May 2020.

Evaluation Data Source(s) 1: STAAR Assessment Data (May 2019, May 2020)

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Academic Specialist and administrators will monitor weekly lessons on Achieve 3000 with 75% or higher on grade-level articles and stretch articles in ELAR, Science, and Social Studies.</p>	2.4, 2.5, 2.6	Academic Specialist, Department Chair, Interventionists, PLC Team, and Administrators.	4% improvement in STAAR scores, 4% improvement in DCA (1 and 2) scores vs. previous year STAAR results and meeting or exceeding expected growth on MAP (BOY to MOY, and MOY to EOY).				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Every six weeks, teachers will engage in specific professional development geared towards incorporating Achieve 3000 in lesson format rather than prior practice of solely assigning articles for students to complete.	2.4, 2.5, 2.6	Digital Learning Coach, Academic Specialist, Department Chair, Interventionists, PLC Team, and Administrators.	Consistently engaging teachers in Achieve 3000 Professional Development will increase the effectiveness of student usage.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 2: In comparison to the 2019 TEA Accountability data, 40% of all AMS students will meet grade level expectations in reading by May 2020.

Evaluation Data Source(s) 2: District and State assessment scores (STAAR, MAP, and district common assessments).

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Austin Middle School will provide intervention and remediation opportunities within the school day for all core content areas through identified student expectations (SE), in-class, differentiated, pull-in support.</p>	2.4, 2.5, 2.6	Academic Specialist, Department Chair, Interventionists, PLC Team, and Administrators.	An improvement in the percentage of AMS students who are meeting grade level expectations in reading.				
<p>TEA Priorities Build a foundation of reading and math ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>2) Teachers will use close reading strategies across all content areas such as T.H.I.N.K. (T-Predict the title and set the purpose, H-Highlight important key words in the questions, I-If the question refers to a paragraph, write the question next to the paragraph, N-Make notes/annotate while reading or answer any questions by the paragraph, and K-Keep flipping back to the passage/article to answer the questions using text evidence or context clues.)</p>	2.4, 2.5, 2.6	Academic Specialist, Interventionist, Teacher Leaders, and Administrators	Students will improve reading comprehension as measured on key assessments and as evident on administrative walkthroughs.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 3: By May 2020, 20% of AMS 6th grade students will master GLE and 40% of AMS 6th grade will meet GLE in "Grade 6 Reading" accountability as monitored by identified key assessments.

By May 2020, 25% of AMS 7th grade students will master GLE and 40% will meet GLE in "Grade 7 Reading" accountability as monitored by identified key assessments.

By May 2020, 25% of AMS 8th grade students will master GLE and 40% will meet GLE in "Grade 8 Reading" accountability as monitored by identified key assessments.

Evaluation Data Source(s) 3: District and State assessment scores (STAAR, MAP, and district's common assessments).

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Austin Middle School will provide intervention and remediation opportunities within the school day for all core content areas through identified student expectations (SE), in-class, differentiated, pull-in support.</p>	2.4, 2.5, 2.6	Academic Specialist, Department Chair, Interventionists, PLC Team, and Administrators.	An improvement in students who are receiving targeted support.				
<p>TEA Priorities Build a foundation of reading and math ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Teachers will use data from campus and district formative assessments to measure mastery and develop prevention and remediation opportunities as needed.</p>	2.4, 2.5, 2.6	Academic Specialist, Department Chair, Interventionists, PLC Team, and Administrators.	An increase in student's approaching, meeting, and mastering grade level expectations in grade 6, 7 and 8 reading.				





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 4: By May 2020, 15% of AMS 7th grade students will master GLE and 40% will meet GLE in "Grade 7 Writing" accountability as monitored by identified key assessments.

Evaluation Data Source(s) 4: District and State assessment scores (STAAR, MAP, and district's common assessments).

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Austin Middle School will provide intervention and remediation opportunities within the school day for all core content areas through identified student expectations (SE), in-class, differentiated, pull-in support.</p>	2.4, 2.5, 2.6	Academic Specialist, Department Chair, Interventionists, PLC Team, and Administrators.	Providing intervention and remediation support during the school day will allow Austin to serve more students who are inaccessible after the school day.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 5: By May 2020, 18% of AMS 6th grade students will master GLE and 55% of AMS 6th grade students will meet GLE in "Grade 6 Math" accountability as monitored by identified key assessments.



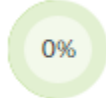

By May 2020, 20% of AMS 7th grade students will master GLE and 55% of AMS 7th grade students will meet "Grade 7 Math" accountability as monitored by identified key assessments.

By May 2020, 20% of AMS 8th grade students will master GLE in "Grade 8 Math" and 40% of AMS 8th grade students will meet GLE accountability as monitored by identified key assessments.

Evaluation Data Source(s) 5: District and State assessment scores (STAAR, MAP, and district common assessments)

Summative Evaluation 5:

Targeted or ESF High Priority



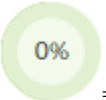

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Targeted Support Strategy ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) 1) Austin Middle School will provide intervention and remediation opportunities within the school day for all core content areas through identified student expectations (SE), in-class, differentiated, pull-in support.</p>	2.4, 2.5, 2.6	Academic Specialist, Department Chair, Interventionists, PLC Team, and Administrators.	Providing intervention and remediation support during the school day will allow Austin to serve more students who are inaccessible after the school day.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 6: By May 2020, 30% of AMS 8th grade students will master GLE and 50% of AMS 8th grade students will meet GLE in "Grade 8 Science" accountability as monitored by identified key assessments.

Evaluation Data Source(s) 6: District and State assessment scores (STAAR, MAP, and district common assessments)

Summative Evaluation 6:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) Austin Middle School will provide intervention and remediation opportunities within the school day for all core content areas through identified student expectations (SE), in-class, differentiated, pull-in support.</p>	2.4, 2.5, 2.6	Academic Specialist, Department Chair, Interventionists, PLC Team, and Administrators.	Providing intervention and remediation support during the school day will allow Austin to serve more students who are inaccessible after the school day.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Goal 1: In Irving ISD, each student will reach their highest potential and be college and career ready.

Performance Objective 7: By May 2020, 21% of AMS 8th grade students will master GLE and 45% of AMS 8th grade students will meet GLE in "Grade 8 Social Studies" accountability as monitored by identified key assessments.

Evaluation Data Source(s) 7: District and State assessment scores (STAAR, MAP, and district common assessments)

Summative Evaluation 7:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction</p> <p>1) 1) Austin Middle School will provide intervention and remediation opportunities within the school day for all core content areas through identified student expectations (SE), in-class, differentiated, pull-in support.</p>	2.4, 2.5	Academic Specialist, Department Chair, Interventionists, PLC Team, and Administrators.	Providing intervention and remediation support during the school day will allow Austin to serve more students who are inaccessible after the school day.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 2: Irving ISD will attract, develop and retain life-changing educators committed to each student.

Performance Objective 1: By the end of the 2019-2020 school year, 20% of AMS teachers will obtain the ESL supplemental certification to aid in serving the 46% population of AMS ESL students.

Evaluation Data Source(s) 1: ESL certification data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math</p> <p>ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction</p> <p>1) Austin Middle School will encourage AMS teachers to attend district ESL supplemental certification courses, and will offer AMS teachers professional development credit for attending and obtaining their ESL certification.</p>	2.6	Administrator, Department Chairs, Teacher Leaders	AMS Teachers who receive specialized training in building vocabulary and academic language, and students (English Language Learners and otherwise) benefit from enhanced classroom instruction.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							


Goal 3: Irving ISD will provide a safe and nurturing learning environment.

Performance Objective 1: By the end of the 2019-2020 school year, all AMS administrators will be well-versed in restorative practices such that there is a decrease in ISS placements by 5%.

Evaluation Data Source(s) 1: 2018-2019 Discipline-Grade level summaries, and 2019-2020 Discipline-Grade level summaries

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 1) AMS will conduct a book study for assistant principals, administrative liaison, and the dean on the following two books: "Circle Forward" By: Carolyn Boyes-Watson, Kay Pranis, et al. and "The Restorative Practices Handbook for Teachers, Disciplinarians and Administrators" By: Bob Costello	2.5	Principal, assistant principal, administrative liaison, and dean.	Review, discuss , and implement usage of restorative discipline practices (i.e., Restorative circle protocols, apology letters, reflective activities/assignments, restitution, appropriate in school alternatives, behavior contracts, mini courses, refer to counseling, etc.)				
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 2) By the end of the 2019-2020 school year, AMS will offer at least three courses through our parent involvement community, Bronco University.		Lead Counselor, Dean, Parent Liaison	Through relevant topics and courses, the amount of parent involvement will increase at Austin Middle School.				



Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Every six weeks, teachers will engage in specific professional development geared towards incorporating Achieve 3000 in lesson format rather than prior practice of solely assigning articles for students to complete.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment (CNA) can be found on pages 4-14 of the Austin Middle School Campus Improvement Plan. The CNA began in June 2019 for the 2019-2020 school year.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Stephen F. Austin Middle School Comprehensive Needs Assessment and Campus Improvement Plans were developed and reviewed with the Campus Improvement Team. Team members are identified in Plan4Learning.

2.2: Regular monitoring and revision

The Austin Middle School Campus Improvement Plan was last revised on October 15, 2019 and posted on the campus website.

2.3: Available to parents and community in an understandable format and language

The Stephen F. Austin Middle School Campus Improvement Plan (CIP) is available on campus in the Parent Center and on the campus website. The CIP is available in English.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy was developed in March 2019 for the 2019-2020 school year with feedback and input from parents at a Spring Parent Meeting. The policy is available in the Parent Center and has been provided at Parent Meetings

3.2: Offer flexible number of parent involvement meetings

Parent involvement meetings are held every 6 weeks in conjunction with the counseling department. Meetings are offered during the school day and in the evening on the same day to accommodate as many parents/families as possible.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Feras Naser	Title I Tutor		
James Tiggelar	Title I Interventionist		
Krystal O'Donald	Title I Interventionist		
Luz Lopez	Title I Parent Liaison		
Michella Davis	Title I Tutor		
Oswaldo Gutierrez	Title I Tutor		
Sasha Wickaware	Title I Tutor		
Shunte Williams	Title I General Aide		

2019-2020 Campus Improvement Team

Committee Role	Name	Position
Classroom Teacher	Lisa Salas	Teacher-ELAR
Classroom Teacher	Kyle Schmeltzle	Social Studies Department Lead
Classroom Teacher	Phyllis Ethridge	Math Department Lead
Classroom Teacher	Princess Bernard	Science Department Lead
Parent	Luz Lopez	Parent Liaison
Administrator	Dr. Channa Barrett	Principal
Administrator	Kerrie Tarver	Assistant Principal
Administrator	Rose Neighbors	Assistant Principal
Administrator	Joshua Zamora	Administrative Liaison