

**Irving Independent School District**  
**Austin Middle School**  
**2022-2023 Campus Improvement Plan**



# Mission Statement

Austin Middle School, united with families and the community, will cultivate innovative thinkers, leaders and contributors in preparation for challenges in our diverse and competitive world. Through collective efforts, we will ensure a safe and supportive learning environment for each student to strive for excellence.

## Vision

Broncos...

Seek Opportunities

Desire Growth

Build Character

Embrace Learning

Ignite Innovation

## Value Statement

We, the AMS staff, collectively commit to:

Cultivating collaboration amongst staff and students.

Identifying and meeting all students at their levels to close the gaps.

Providing opportunities for intellectual, physical, social, emotional, and cultural growth.

Promoting purposeful, ethical and innovative use of technology

Inspiring students' curiosity and creativity for life-long learning.

Department Belief Statements:

**ELAR:** We believe through relationships and attainable goal setting, students will be empowered to strive in literacy to reach their highest potential.

**Electives:** We believe in building lifelong learners by building relationships so that we can understand our students. By sharing our passion so that students cannot help but to be engaged, and by keeping an open mind, we believe we will discover those teachable moments and educate the whole person.

**Social Studies:** We believe all students can grow academically and pursue lifelong learning through purposeful, planned, and relevant instruction which sets high expectations, instills motivation, and sparks curiosity, while ensuring the social and emotional well-being of our diverse learners.

**Science:** We believe in empowering all students to become lifelong learners. All students will be given an equal opportunity to become critical thinkers by investigating, exploring, and making observations about the world around them. As a team we will work collaboratively to vertically align student learning, be open-minded, and create future leaders and innovators of STEM.

**Paraprofessionals:** We believe in a safe environment where we are creating opportunities that are stimulating and encompasses parental support. Without our parents, it is difficult to service our students.

**Math:** We believe all students can and will learn in an environment that is safe, stimulating, and welcoming. We believe education should be engaging and challenging.

# Table of Contents

- Comprehensive Needs Assessment 5
  - Demographics 5
  - Student Learning 6
- Priority Problem Statements 7
- Comprehensive Needs Assessment Data Documentation 8
- Goals 10
  - Goal 1: Goal 1: In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 26.7% to 39% by 2024. 11
  - Goal 2: Goal 2: In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Math from 20.4% to 49% by 2024. 12
  - Goal 3: Goal 3: In Irving ISD, we will increase overall CCMR Meets from 60% to 75% by 2024. 14
  - Goal 4: In Irving ISD, we will increase parent and community engagement in the city of Irving 15
  - Goal 5: In Irving ISD, we will provide state-of-the-art facilities that rethink the present design of education for all students. 16
- Title I Personnel 17

# 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 one of the highest percentages of economically disadvantaged students (97.3%).

### Ethnicity Breakdown

- Hispanic= 89.6%
- African American= 2.68%
- White, not of Hispanic Origin= 3.01%
- Asian= 1.67%
- American Indian= 2.68%
- Two or more= .33%

### Other Campus Demographics

- Economically Disadvantaged= 99.22%
- Special Education= 7.9%
- 504 Students= 10.16%
- Gifted/Talented= 17.41%

### 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. We celebrate diversity daily by encouraging the development of dual languages, Spanish and English, and holding various Hispanic Heritage Events. Through the 2022-2023 Parent Initiative, Austin will develop many parent involvement opportunities to encourage parents to be co-contributors and collaborators with our school faculty and staff.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** One of the highest economically disadvantaged campuses in the district **Root Cause:** Due to recovering from the pandemic, and the increase of ESL newcomer students, we are still closing academic gaps that were created during the pandemic.

# Student Learning

## Student Learning Summary

In the 2021-20122 school year, Austin Middle School maintained an overall "C" rating (77%) from the Texas Education Agency.

STAAR Performance	Reading	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	845	848	333	299	2,325	
Approaches GL or Above	507	509	199	132	1,347	58%
Meets GL or Above	286	227	116	61	690	30%
Masters GL	138	78	46	36	298	13%
Total Percentage Points						101%
Component Score						34

## Student Learning Strengths

In the 2022 quest for learning subject distinctions, AMS earned an academic achievement in Social Studies based on the 2022 TEA Accountability.

Austin displayed amazing growth in Domain 3 for RLA and EL Profency.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Large Long-Term EL population with large literacy gaps **Root Cause:** Large percentage of Austin students remain sheltered in a bilingual elementary and not mastering English prior to middle school.

# 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 goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Class size averages by grade and subject

### **Employee Data**

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

### **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:** Goal 1: In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 26.7% to 39% by 2024.

**Performance Objective 1:** At Austin Middle School, we will increase the percentage of all students who score at meets grade level or above on STAAR RLA from 34% to 37% by 2023.

21-22 RLA Data :

Approaches and above 60% All Reading Tests / All Grades = 507 tests/845 tests

Meets and above 34% All Reading Tests / All Grades = 286 tests/845 tests

Masters 16% All Reading Tests / All Grades = 138 tests/845 tests

In order to achieve 37% RLA growth in 2023, we will need approximately 24 more students to achieve Meets or above

Campus Bigger Picture:

(1) Domain 1 (performance): In the 2022-2023 school year, we would like to achieve a component score of 38.





(2) We will do this by achieving the following results on our STAAR exam overall: Approaches: 65, Meets: 35, Masters: 15

Rationale: We aim to sustain the growth we've obtained from the 2021-2022 school year and focus on student achievement, pushing our approaches to students to meet, our meets students to masters, and ensuring mastery is sustained through enrichment opportunities.

We believe we can grow to this through quality Tier 1 instruction using high-quality instructional materials, common practices such as our campus-wide close reading strategy and problem-solving strategy (PRIDE), short constructed written response strategy (CER), Lexile Tracking, and targeted interventions with a focus on essential standards to show growth in overall academic performance. Growing in all areas will result in a B, in Domain 1, as a campus rating, which will help us with our educational recovery. By hitting these approaches, meets, and masters targets, we will get a component score of 38.

## High Priority

**Evaluation Data Sources:** STAAR Assessment Data ( May 2022, May 2023)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will increase their reading Lexile Level as monitored through the software program, Achieve 3000 (A3K). The RLA leadership team will monitor students' usage of A3K articles, emphasizing article scores of 75% or higher. In addition, the team will monitor students' usage of the AMS close reading strategy, PRIDE.</p> <p><b>Strategy's Expected Result/Impact:</b> A 6th grade student who has a Lexile Level of 925 to 1070 is expected to receive a "Meets" Performance Level. A 6th grade student who has a Lexile Level of 1075 and above is expected to receive a "Mastery" Performance Level. A 7th grade student who has a Lexile Level of 970 to 1120 is expected to receive a "Meets" Performance Level. A 7th grade student who has a Lexile Level of 1125 and above is expected to receive a "Mastery" Performance Level. An 8th grade student who has a Lexile Level between 1010 to 1185 is expected to receive a "Meets" Performance Level. An 8th grade student who has a Lexile Level of 1190 and above is expected to receive a "Mastery" Performance Level.</p> <p>Austin will measure Lexile Levels for all grade levels during the following times: August 2022, January 2023, and April 2023. An increase in Lexile Levels will ensure an increase in students receiving "Meets" and "Mastery" Performance Levels.</p> <p><b>Staff Responsible for Monitoring:</b> ELAR Administrator, Academic Specialist, ELAR Interventionist, ELAR DL, and Principal.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> 0% No Progress</span> <span> 100% Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** Goal 2: In Irving ISD, we will increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Math from 20.4% to 49% by 2024.

**Performance Objective 1:** At Austin Middle School, we will increase the percentage of all students who score at meets grade level or above on STAAR Math from 27% to 33% by 2023.

21-22 Math Data :

Approaches and above 60% All Math Tests / All Grades = 509 tests/848 tests

Meets and above 27% All Math Tests / All Grades = 227 tests/848 tests

Masters 9% All Math Tests / All Grades = 78 tests/848 tests

In order to achieve 33% Math growth in 2023, we will need approximately 53 more students to achieve Meets or above

Campus Bigger Picture:

(1) Domain 1 (performance): In the 2022-2023 school year, we would like to achieve a component score of 38.





(2) We will do this by achieving the following results on our STAAR exam overall: Approaches: 65, Meets: 35, Masters: 15

Rationale: We aim to sustain the growth we've obtained from the 2021-2022 school year and focus on student achievement, pushing our approaches to students to meet, our meets students to masters, and ensuring mastery is sustained through enrichment opportunities.

We believe we can grow to this through quality Tier 1 instruction using high-quality instructional materials, common practices such as our campus-wide close reading strategy and problem-solving strategy Math PRIDE, and targeted interventions focusing on essential standards to show growth in overall academic performance. Growing in all areas will result in a B, in Domain 1, as a campus rating, which will help us with our educational recovery. By hitting these approaches, meets, and masters targets, we will get a component score of 38.

**High Priority**

**Evaluation Data Sources:** District and State assessment scores (STAAR, MAP, TELPAS, and district's common assessments).

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The Math leadership team will monitor students' progress through Imagine Math, Exit Tickets, Aggressive Monitoring, and MAP to drive targeted intervention and to reteach until mastery is shown.</p> <p><b>Strategy's Expected Result/Impact:</b> We expect an increase in meets and mastery %. Identifying the Tier 2 students and providing interventions to close instructional gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Math Administrator, Academic Specialist, Math Interventionist, Math DL, and Principal.</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** Goal 3: In Irving ISD, we will increase overall CCMR Meets from 60% to 75% by 2024.

**Performance Objective 1:** At Austin Middle School, we will increase Domain 3- Closing the Gaps Composite Score from 38 to \_\_\_\_

21-22 Targets in Domain 3 Closing the Gaps

Academic Achievement = 3/16

Growth Status =9/14

ELP Status= 0/1

Student Success= 0/11

Total Composite Score = 38

In the 2022-2023 school year, we are aiming to meet the following targets in Domain 3 Closing the Gaps:

\*\*\* This goal will be updated once we receive the BOY Map data\*\*\*

Academic Achievement = \_\_\_/16

Growth Status = \_\_\_/14

ELP Status= 1/1

Student Success= \_\_\_/11


Total Composite Score = \_\_\_


If we focus on academic achievement and growth status for Hispanic, African American, White, and Economically Disadvantaged students for Math and RLA, as well as meeting the target for English Language Performance - TELPAS, and maintaining our Student Success targets from 2022, we can achieve an overall score of B in Domain 3 for 2023. These goals will help move our overall Accountability Rating from a C to a B and close learning gaps.

**Evaluation Data Sources:** District and State assessment scores (STAAR, MAP, TELPAS, and district's common assessments).

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will identify and monitor their sub-pops with teacher data trackers. Teachers will update vital data points (MAP, DCA, Unit Assessments, Check Points) to project sub-pop targets' achievement. Teachers use this data tracker to implement their data actionable plan that is presented to the leadership team twice a year.</p> <p><b>Strategy's Expected Result/Impact:</b> All sub-pops grow and academically perform similarly by closing the gaps.</p> <p><b>Staff Responsible for Monitoring:</b> All Testing subject teachers, Math/RLA Administrator, Academic Specialist, Math /RLA Interventionist, Math/RLA DL, and Principal.</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

**Goal 4:** In Irving ISD, we will increase parent and community engagement in the city of Irving

**Performance Objective 1:** When families, communities, and schools work together, students are more successful, and the entire Irving community benefits. Austin Middle School strives to engage and communicate with our parents via the following ways: Collaborative Parent Conference Days, Snap! Connect (SMS Text Messaging System), School Messenger, Twitter, Web Site, Marquee, Content Area Nights, Fine Arts Nights (multiple), and Athletics.

We also offer Parent Education courses through Austin's Bronco University. For example, we offer parent courses such as English as a Second Language, GED, 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).

**Evaluation Data Sources:** Attendance rates at events





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> By the end of the 2022-2023 school year, AMS will offer at least three courses through our parent involvement community, Bronco University.</p> <p><b>Strategy's Expected Result/Impact:</b> The amount of parent involvement will increase at Austin Middle School through relevant topics and courses.</p> <p><b>Staff Responsible for Monitoring:</b> AMS Counselors, Dean, Parent Liaison</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				



**Goal 5:** In Irving ISD, we will provide state-of-the-art facilities that rethink the present design of education for all students.

**Performance Objective 1:** During the 2022-2023 school year, Austin MS will provide state-of-the-art facilities with a robust STEM curriculum that prepares students for a technologically advanced society.

**Evaluation Data Sources:** Tracked attendance of professional development and classroom walkthroughs to see the different implementations of instruction using technology.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Engage students with utilizing VILs Technology in all core and elective classes</p> <p><b>Strategy's Expected Result/Impact:</b> Provide teachers and students the tools needed to engage in higher levels of thinking.</p> <p><b>Staff Responsible for Monitoring:</b> Academic Specialist, Department chairs, Digital Learning Coach, and Administrators</p> <p><b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> By May 30th, Austin Middle school will partner with the VIL's Teacher Leader Trainers (TLT) to share all stories of success all around the school and deliver instructional technology professional development to staff.</p> <p><b>Strategy's Expected Result/Impact:</b> By utilizing the Teacher Leader Trainers on campus, the staff members will be better equipped to differentiate lessons and build the Austin MS community by sharing the positive impact stories to all stakeholders.</p> <p><b>Staff Responsible for Monitoring:</b> Digital Learning Coach, Teacher Leader Trainers, VILs Administrator</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Emily Garcia	Title I General Aide		
Lili Middlebrooks	Title I Interventionist		
Meagan Finchum	Title I Interventionist		
Oralia Trevino	Title I Parent Liaison		
Tanya Gatlin	Title I Interventionist		