Irving Independent School District

Austin Middle School

2021-2022 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.

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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 percentage 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 and we celebrate the diversity daily by encouraging dual language, Spanish and English development, and holding various Hispanic Heritage Events. Through the 2021-2022 Parent Initiative, Austin will 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

In the 2018-2019 school year, Austin Middle School maintained an overall "C" rating (78%) from the Texas Education Agency. Due to the impact of COVID-19, all schools were not given a rating In the 2020-2021 school year. Although A-F ratings were not signed, Austin's available accountability data is published below.

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	893	893	303	351	307	2,747	
Approaches GL or Above	456	447	132	205	126	1,366	50%
Meets GL or Above	219	161	52	102	35	569	21%
Masters GL	69	38	13	41	9	170	6%
Total Percentage Points							77%
Component Score							26

Calculation Table

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	936	936	300	359	315	2,846	
Approaches GL or Above	625	742	196	260	208	2,031	71
Meets GL or Above	297	436	95	144	99	1,071	38
Masters GL	105	184	28	48	49	414	15
Total Percentage Points							124
Component Score							41

Student Achievement Strengths

In the 2022 quest for earning subject distinctions, AMS continues to believe that Social Studies is the closest in earning subject distinctions based on 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.

Problem Statements Identifying Student Achievement 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.

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 is an extension of our AMS Counseling team. Together, they partner to offer monthly courses through Bronco University which seeks 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.

Austin has implemented a House System that emphasizes a spirit of team building and inclusion among students and staff members. The House System offers teachers the opportunity to meet weekly and work collaboratively to help ensure student success in all content areas. We celebrate our Houses through House Champs, High Achieve Scorers (Achieve 3000 Reading), High Scoring Dreamers (DreamBox Math), A & B Honor Roll, and Perfect Attendance. House Chants, House Colors, and themed days throughout the year encourages participation from both students and staff. Also, we incorporate various contests that encourage a healthy spirit of competitiveness such as door decorating, essays, and the most house participants in various school initiatives and activities.

We aim to meet our staff's social and emotional needs through various committees and staff meals hosted on our campus. The staff of Austin Middle School commits to ensuring all students are academically successful and that they grow into well-rounded students who are prepared for high school.

School Culture and Climate Strengths

AMS has the expectation 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 with 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. Additionally, Austin is proud of our shared leadership model. We believe that all teachers can be developed into teacher leaders, in some capacity.

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 from on-set are committed to obtaining a Gifted and Talented Certification. Additionally, since the majority of AMS students are English Language Learners, Austin seeks to recruit staff members who are also in the process of obtaining an English as a Second Language Certification. We look for kind, talented, go-getter teachers who seek to cultivate the highest potential of our students.

We seek to retain our talented pool of teachers through the District's ConnectEd Mentor Program and Austin's Campus Mentor Program. Whether a veteran teacher or a novice teacher to Austin, all new to campus teachers and teachers who have 0-2 years of experience receives a mentor teacher. We aim to encourage and always provide staff with recognition via staff newsletters, Staff of the Month, Employee of the Month. We also seek to retain our talented teachers by providing a dedicated core interventionist. Interventionists work closely with the content administrator and teachers in a way that fosters a whole team approach to student learning and success.

Teachers will participate in coaching sessions with campus staff, including campus administration and support staff. Austin provides core content teachers 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. Additionally within the master schedule, Austin provides teachers time during the day to meet with their respective Houses. Each House shares common students, and they have the ability to discuss attendance, grades, and hold parent meetings as a House.

Staff Quality, Recruitment, and Retention Strengths

Austin celebrates a low teacher turnover rate, from the 2020-2021 school year to the 2021-2022 school year. 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, we have three foci for instruction. First, we provide daily formative assessment using data on the spot or the next time teachers meet with students (ES .90). We use formative assessments in the forms of daily warm-ups (word problems), embedded checks for understanding, and a daily demonstration of learning pertaining to the learning target of the day. Our second focus is timely and data-driven response to intervention (ES 1.07). In the same week, or within a day, Austin teachers develop and implement Tier II interventions when Formative Assessment data is less than 70%. Our third focus is small group instruction (ES .90). Teachers provide small group instruction using the rule of three: Re-teach, Practice, and Re-Assess (Kuzmich, 2017).

Austin teachers use the district curriculum as the leading blueprint to plan and deliver instruction to students. Teachers identify power standards and they develop a team consensus of mastery of power standards. The PLC model gives all members in team meetings a voice and specific responsibilities so that all members contribute equally. The PLC model gives teachers the opportunity to discuss student data in a manner that promotes ways and strategies to reteach the standards the students were not as successful on.

As you'll see in our Campus Improvement Plan goals, Austin relies heavily on Irving ISD's curriculum. In Math and English Language Arts and Reading (ELAR) we heavily use software programs such as Achieve 3000 and DreamBox. Aligning with the curriculum, and the students we serve, we have implemented the 7 Steps to Language Rich Classroom (Seidlitz and Perryman , 2011). For example, we teach students what to say when they don't know what to say, we ask students to speak in complete sentences, we use visuals and vocabulary strategies to support our learning targets, we prompt students to participate in structured academic conversations, and we heavily embed reading and writing activities throughout the entire campus.

At Austin Middle School, literacy is our focus and all staff members take the responsibility of increasing student Lexile Level through reading and writing activities. Campus-wide, we've incorporated the reading strategy, P.R.I.D.E., when reading texts. Developed by our ELAR Department, "P" stands for Preview/Predict, "R" means Read and Re-Read, "I" investigate signposts, "D" means Define Key Words, and "E" stands for Explaining Text Evidence. Also, we have incorporated C.E.R., Claim, Evidence, and Reasoning, as a campus-wide writing strategy.

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. For each grade level team, teachers provide targeted intervention based on by student, by standard.

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 and communicate with our parents via the following ways: Collaborative Parent Conference Days, Talking Points (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).

Parent and Community Engagement Strengths

Our parent liaison, Mrs. Oralia Trevino, 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. Trevino 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.

Technology

Technology Summary

AMS is committed to leveraging technology through a hybrid learning model to improve instruction and increase learning outcomes. This includes being a campus that focuses on equity for all in device management and accessibility, participating in the Verizon Innovative Learning schools program, and providing professional development opportunities for teachers to continue to learn high-impact strategies that yield student growth in academic achievement.

Technology Strengths

AMS faculty and staff leverage high-yield, instructional technology strategies daily implemented in lessons and assignments. Teacher-created lesson design allows for authentic student voice and choice in their learning. Both staff and students have been provided with iPads and ongoing training on how to effectively use them in the classroom.

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
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- 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
- STAAR EL 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 progress

- 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 progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- 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
- TTESS data
- 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: Domain 1 (performance): In 2021-2022 school year, we would like to achieve a component score of 38.

We will do this achieving the following results on our STAAR exam overall:

Approaches: 65

Meets: 35

Masters: 15

Rationale: We aim to recover loss and 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 C, in Domain 1, as a campus rating, which will help us with our educational recovery and get us back to our 2019 rating. By hitting these approaches, meets, and masters targets, we will get a component score of 38.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Assessment Data (May 2019, May 2021, May 2022)

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: Students will increase their reading Lexile Level as monitored through the software program, Achieve 3000 (A3K). In English Language Arts and Reading (ELAR), the ELAR Administrator, Academic Specialist, ELAR interventionist, and the ELAR Department Lead will monitor students' weekly usage of A3K articles with special emphasis on article scores of 75% or higher.	**Nov**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 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. Austin will measure Lexile Levels for all grade levels during the following times: August 2020, January 2020, and April 2020. An increase in Lexile Levels will ensure an increase in students receiving "Meets" and "Mastery" Performance Levels. **Staff Responsible for Monitoring:** ELAR Administrator, Academic Specialist, ELAR Interventionist, ELAR DL, and Principal. **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

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: We will focus on overall achievement with a goal of having our Domain 1 component score at a 38, thus connecting to relative performance. With Domain 1 in mind, we want to accurately track and code our number of Eco. Dis in Domain 2. In 2021 our Eco. Dis percentage was at 97.3%. We want to track our students prior to the October snapshot so it accurately reflects our prior Economically Disadvantaged Percent Grouping score of 97.1 - 98%, and we will increase our Academic Growth Raw Score from 66 to 70. This will equate to an overall score of 81, resulting in a B rating in this Domain.

Targeted or ESF High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Beginning Mid October 2020, ELAR teachers will assign 1 Stretch A3K Article every other week. For each Stretch Article, ELAR teachers, the Academic Specialist, ELAR Interventionist, ELAR Department Lead, and the ELAR Administrator will monitor students' usage of the AMS close reading strategy, PRIDE. By January 2021, GT and honors students will begin to use Stretch Articles, once per week.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: A3K has designed Stretch Articles to help students increase their Lexile Levels. Therefore, AMS will monitor students' Lexile Levels at three critical points: (1) Level set (2) Mid-January (3) Mid-April. We expect to see at least a 5% increase in students' Lexile Levels at each critical point. **Staff Responsible for Monitoring:** ELAR teachers, Academic Specialist, ELAR Interventionist, ELAR Department Lead, and ELAR Administrator **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
Strategy 2: During the 2020-2021 school year, Austin Middle School will promote communities in school by implementing cultural committees:	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

1. Welcome Week and Homecoming Committee
2. Appreciation Committee
3. Assessment Incentive Committee
4. Coffee Committee
5. Faculty and Newsletter Committee
6. Inclusion and Diversity Committee
7. Secret Santa Committee
8. Social Media Committee
9. Spirit and Potluck Committee
10. Sunshine Committee
11. Technology Committee
12. Wedding and Diaper Shower Committee
 	
   Strategy's Expected Result/Impact: We expect for all AMS staff members to be a part of at least one committee of their choice. Committee chairs will turn monthly meeting agendas into the dean of students.
 	
   Staff Responsible for Monitoring: Dean of Students				

0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

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

Performance Objective 1: We had 13 targets met in 2019 (Academic Achievement Status in ELAR for EL students and in Math for All, Hispanic, Economically Disadvantaged, English Learners, and Continuously Enrolled students; Growth Status in ELAR for Hispanic, White, and Economically Disadvantaged students, and in Math for Special Education students; Student Success Status for Hispanic, Economically Disadvantaged, and EL students)

In the 2021-2022 school year we are aiming to meet the following targets:

Academic Achievement: 8 out of 16

Growth: 8 out of 16

English Language Performance: 1 out of 1

Student Success: 3 out of 12

Total: 20 Targets

If we focus on academic achievement and growth status for Hispanic, African American, White, and Economically Disadvantaged students for Math and ELAR, as well as meeting the target for English Language Performance - TELPAS, and maintaining our Student Success targets from 2019, we can achieve an overall score of C in Domain 3 for 2022. These goals will help move our overall Accountability Rating from a C to a B and close learning gaps that occurred during the pandemic.

We determined these goal targets by analyzing our met targets from 2019 and 2021 as well as analyzing which student groups were closest to meeting previous targets based on their Meets proficiency.

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

Strategy 1 Details		Reviews			
Strategy 1: Each house will track, monitor and reward student behavior using LiveSchool and Eschool. The houses will meet weekly to discuss students with behavior concerns and use the Campus Discipline Flow Chart for intervention and disciplinary action.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Principal, assistant principal, administrative liaison, and dean. **Title I Schoolwide Elements:** 2.5 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture					

Strategy 2 Details		Reviews			
Strategy 2: By the end of the 2019-2020 school year, AMS will offer at least three courses through our parent involvement community, Bronco University.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Through relevant topics and courses, the amount of parent involvement will increase at Austin Middle School. **Staff Responsible for Monitoring:** AMS Counselors, Dean, Parent Liaison **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture					

Strategy 3 Details		Reviews			
Strategy 3: Student Mentoring Program		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**

0% No Progress	100% 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, Talking Points (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

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 2021-2022 school year, Austin MS will provide state-of-the-art facilities that rethink the present design of education by providing technology tools and training for all stakeholders.

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

Strategy 1 Details	Reviews			
Strategy 1: Engage students with utilizing VILs Technology in all core and elective classes	**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide teachers and students the tools needed to engage in higher levels of thinking.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Academic Specialist, Department chairs, Digital Learning Coach, and Administrators				
TEA Priorities: Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				
Strategy 2 Details	**Reviews**			
Strategy 2: 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.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 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.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Digital Learning Coach, Teacher Leader Trainers, VILs Administrator				
TEA Priorities: Connect high school to career and college - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

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, 2020 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

Name	Position	Program	FTE
Jennifer Delgado	Title I General Aide		
Kimberly Harris	Title I Interventionist		
Krystal O'Donald	Title I Interventionist		
Oralia Trevino	Title I Parent Liaison		

Addendums