

El Paso Independent School District
Austin High School
2021-2022 Campus Improvement Plan



Mission Statement

Austin High School is determined to educate its students to think critically, act ethically, and function successfully in order to live fully in the global community.

Vision

Austin High School will foster college or career ready, globally-conscious citizens who demonstrate resilience, empathy, responsibility, and ethical behavior.

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Comprehensive Needs Assessment

Revised/Approved: April 27, 2021

Demographics

Demographics Summary

Students

1. Are enrollment numbers declining or increasing? What trends are seen in an analysis of first semester vs. second semester? How has enrollment changed over the last 3-5 years?

- Enrollment fluctuates from year to year. For next year, we were projected to decrease enrollment to 1220. We do tend to retain our students from first semester to second semester. Enrollment has been between 1280-1300 the past 5 years.

2. What percentage of students are Migrant? Do they return each year? What time of year?

- Less than 1% of our students are migrant. They do return in the fall.

3. What does the data indicate about special education referrals when analyzed by student groups and race/ethnicity? What does the data indicate about students who qualified versus those who do not qualify?

- Data is being updated on Tableau in regards to SPED and discipline. There is no relation to the connection of racial groups/ethnicity in student referrals. Students who qualify for special education at Austin High School have a demographic coding of Hispanic. Less than 1% are other demographics.

4. What are the attendance and tardy rates? What trends are seen over the last 3-5 years? What interventions are in place to promote high attendance? What are the campus procedures to track and respond to unexcused absences, tardiness, and other practices to improve attendance?

2018-19 School Year: Overall yearly attendance rate of 91.6 %, broken down as follows: 9th- 91.46%; 10th-91.61%; 11th-91.92%; 12th-91.38%

2019-20 School Year: Overall yearly attendance rate of 93.31% broken down as follows: 9th- 92.77%; 10th-93.91%; 11th-93.76%; 12th-92.91%

2020-21 School Year: Current overall yearly attendance rate of 93.68% broken down as follows: 9th- 93.08%; 10th-93.74%; 11th-93.03%; 12th-95.04%.

Data is showing an increase in attendance rate over the last three years, however with 2020-21 school year going through a pandemic, the attendance rate has taken a severe drop (range of 65-70%) due to students being completely virtual during the Fall Semester and other factors such as lack of technology and internet issues. District, through TEA, provided leeway for schools to use codes RAE and RAU for students that have partially attended a specific day which impacted attendance rate to improve. Furthermore, being able to provide the options of face-to-face settings during the Spring Semester to twice per week or four times per week also enabled attendance to improve from the Fall semester.

The campus has utilized the use of the CARE Team which consisted of admin, graduation coach, Military Liaison, testing coordinator, attendance clerks, and the truancy prevention and student retention representative to target students with excessive unexcused absences by conducting phone calls weekly and doing home visits when allowable. The team also facilitated a process in which attendance meetings are held weekly (every Wednesday and Thursday) with parents via zoom to discuss attendance, grades and credits. Those meetings were also conducted to ensure parents and students are provided with the NOA letters and attendance contracts that include parent and student expectations. Follow up review meetings are held every two weeks to check progress of student attendance.

5. What are the discipline rates? Do the rates vary between gender, ethnicity, and/or race?

- Due to Covid and online learning ,there are no discipline referrals in the system prior to January 2021. Since returning to school on a limited staggered setting environment the campus has accumulated a total of 18 processed referrals to date. They are broken down as follows: 8 insubordination, 3 inappropriate physical contact, 2 truant, and the remaining 5 comprising of singular offenses. One referral was a duplicate entry. Gender breakdown is 10 male and 7 female. Ethnicity/Race breakdown is 13 Hispanic/Latino, 3 Black/African American, 1 American Indian/Alaskan Native.

6. What are the number and types of students enrolled in each special program (e.g., gifted/talented, AP/IB, Honors, RtI, remedial, CTE, fine arts, athletics, Head start, PreK, summer school).

- There are 300 students enrolled in our magnet program. 100% of our students are coded CTE and 63 are coded as GT. About 25% of the student population is enrolled in athletics, about 23% of students are enrolled in AP courses, and about 66% of students are enrolled in a fine arts class.

7. How are ELL students supported and how effective are the services and supports in meeting the cognitive, linguistic, and affective needs of ELLs?

- ELL students are supported through ESL strategies and interventions. Hiring of highly qualified teachers that hold the ESL certification endorsement in core subjects and in all their English courses. We also serve EL students with paraprofessional support in their classes and enrolling students in reading and supporting classes to encourage ESL support. Beginning, middle, and end of year analysis and training is held with teachers. Reflection and placement are discussed through committee members in LPAC that include administrators, counselors, teachers, LPAC clerks, and the parent and student.

8. How many graduates meet college course entrance requirements (without remediation) by gender, ELL status, ethnicity, race, and socioeconomic status?

- 62% of students overall meet college course entrance requirements. This is broken down into 50% African American, 64% Hispanic, 44% white, 62% economically disadvantaged, and 50% English language learners.

9. How many students graduate from high school with college credit?

- 29% through dual credit, 13% through OnRamps, and 14% through AP.

STAFF QUALITY, RECRUITMENT AND RETENTION

1. What are the retention rates for employees? What systems are in place to support new teachers?

- The 2019-2020 Texas Academic Performance Report shows campus teacher retention rates as follows: 20 plus years' experience 20.3%, 11-20 years 37.0%, 6-10 15.4%, 1-5 years 20.0%, beginning 7.4%. New teachers attend professional development/training offered by the district. Inexperienced teachers are supported at campus level by administration, department chairs, ALL, and PLC team. Teachers are paired with the department chair as their mentor their first year and inexperienced teachers receive continued support from PLC team and grade/content specific peers.

2. What strategies and structures are in place to build capacity?

- Teachers create department norms and expectations for PLC practices. Teachers collaborate in sharing best practices lesson planning and creating interventions.

Collaborative decision making is in place to build capacity. Departments collaborate and take on leadership roles as well as shared responsibility in order to create interventions and plan for lessons.

3. How are the strengths of the most effective teachers shared with others?

- Teachers share their instructional strategies and plan lesson plans together during the weekly PLCs, and are able to share their expertise during campus staff development days.

4. Are positions funded with state special allotment and federal funds evaluated every year for necessity and effectiveness?

- All positions that are funded with state and federal funds are evaluated based on necessity and effectiveness, and are ultimately approved by the CIT committee. For example, after staffing for the current school year, the campus is funding the following positions to reduce class sizes.

185 account – 1 social studies position

211 account – 2 science positions, 2 English positions, 1 social studies position, 1 Spanish position

PARENTS and COMMUNITY

1. Describe the efforts that are in place to engage parents in strategies or programs to improve academic outcomes?

- Parents are engaged by all calls for all students and by personal phone calls from the campus Care Team. The new parent liaison is creating a Schoology page and a remind to further engage parents.

2. How are parents involved in the decision-making process?

- Parents are involved through CIT, ARDs, 504, LPAC and IGC meetings. Parents are also involved in deciding the schedule of their child.

3. What is the socioeconomic status of the community? Is the community growing or declining?

- 86% of the student population is considered economically disadvantaged. The community is declining due to job loss and other COVID-19 related stressors.

4. What is the level of involvement in school activities?

- UIL academic activities have continued to go on throughout the pandemic, and UIL sporting activities have begun to allow spectators. However, due to the COVID-19 pandemic, parents and the community were not allowed to attend these events.

5. What adult education courses/services are available?

- Previously, we offered nutrition and citizenship courses. This year, due to the lack of a parent liaison and the COVID-19 pandemic, there have not been any parent education services available. We do now have a parent liaison, and adult education courses will be offered next year.

Demographics Strengths

1. Graduating class of 2019 did very well in post secondary readiness.
2. Involvement of various departments in the campus attendance plan to ensure their students are attending their classes. Communication between teachers and CARE team is improving.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We need to increase the number of students graduating with college credit. **Root Cause:** Students do not want to enroll in these courses because of the amount of work.

Problem Statement 2 (Prioritized): Decrease in parent involvement in student's academics and attendance have a direct impact on student progress. **Root Cause:** Most parents are at work while students are attending virtual school at home. Most parents do not keep up with their child's school progress or check parent portal.

Problem Statement 3: English language learners are not mastering all objectives of TELPAS with advanced high ratings. **Root Cause:** Core teachers do not consistently (through all core subjects) have SIOP training and staff development expectations that ensure they implement instructional strategies needed to meet the need of language learners.

Student Learning

Student Learning Summary

1. How did each student group score on the latest state assessment? Which groups did not meet satisfactory performance? Why? Which groups met satisfactory performance? Why? Is there a significant difference between the performances of different student groups? Why?

Using the Austin High School data from the 2020-2021 Interim English 1 EOC Assessment for which 172 students tested, the probability of sub-groups meeting satisfactory performance on the State of Texas Assessments of Academic Readiness are as follows:

- Economically Disadvantaged (91 tested) 31.03%
- Limited English Proficient (54 tested) 8.41%
- Special Education (18 tested) 7.44%.

Using the Austin High School data from the 2020-2021 Interim English 2 EOC Assessment for which 218 students tested, the probability of sub-groups meeting satisfactory performance on the State of Texas Assessments of Academic Readiness are as follows:

- Economically Disadvantaged (110 tested) 19.11%
- Limited English Proficient (89 tested) 5.46%
- Special Education (15 tested) 11.87%.

None of these groups met satisfactory performance standards due to factors created by the pandemic and virtual learning: some students had little or no functioning Internet/Wi-Fi service, some did not have a working laptop, some were grappling with COVID deaths in their families or fighting the virus themselves, some left school to work to help support their families whose members lost jobs, some - in particular LEP and SPED students - had extreme difficulty in working remotely without daily reinforcement from teachers and staff, and some were debilitated by depression and/or anxiety.

On the 2021 STAAR (State of Texas Assessments of Academic Readiness) Interim test for Algebra I, 67.31% of Economically Disadvantaged students were predicted to reach the approaches level, 36.08% of students were predicted to reach the meets level, and

13.29% of students were predicted to reach the mastery level. 89% of Asian students were predicted to reach the approaches level, 42% of students were predicted to reach the meets level, and 6% of students were predicted to reach the mastery level. 78.25% of Black/African American students were predicted to reach the approaches level, 51.75% of students were predicted to reach the meets level, and 6.50% of students were predicted to reach the mastery level. 66.89% of Hispanic students were predicted to reach the approaches level, 35.25% of students were predicted to reach the meets level, and 10.71% of students were predicted to reach the mastery level. Of students that identify as two or more races, 73.67% were predicted to reach the approaches level, 27.33% were predicted to reach the meets level, and 2.33% were predicted to reach the mastery level. 74.54% of white students were predicted to reach the approaches level, 50.38% were predicted to reach the meets level, and 25.46% were predicted to reach the mastery level. 58.39% of LEP students were predicted to reach the approaches level, 28.30% were predicted to reach the meets level, and 9.22% were predicted to reach the mastery level. Finally, 53.82% of Special Education students were predicted to reach the approaches level, 30.47% were predicted to reach the meets level, and 16.55% were predicted to reach the mastery level. This data was obtained in March, so it was before all instruction had taken place, so students still had ample time for growth. Due to the COVID 19 pandemic, there was no Algebra I STAAR data last year.

According to the TEA Closing the Gaps Report for the Algebra I STAAR test in May 2019, all student populations that had a large enough sample size to report met their targeted satisfactory performance. The math department attributes this to selecting a targeted Algebra I team to teach Algebra I to students. These teachers should be both driven to instruct students and achieve the scores that they want for the school. At the approaches level, there seems to be minimal difference between the subpopulations of students. The differences start to arise at the meets and mastery level. However, those differences are only notable among populations with exceedingly small sample sizes. It appears that with larger sizes of student populations, there would be little to no variation in those levels.

Based on data from 2018-2019 school year, in biology, 79.87% of economically disadvantaged students reached the approaches level, 36.48% reached the meets level, and 4.4% reached the mastery level. 66.67% of Black/African American students reached the approaches level, 66.67% reached the meets level, and 0% reached the mastery level. 79.86% of Hispanic students reached the approaches level, 39.57% reached the meets level, and 7.55% reached the mastery level. 100% of Native Hawaiian/Pacific Islander students reached the approaches level, 100% reached the meets level, and 50% reached the mastery level. 100% of students that identify as two or more races reached the approaches level, 100% reached the meets level, and 16.67% reached the mastery level. 100% of White students reached the meets level, 75% reached the meets level, and 0% reached the mastery level. 78.85% of female students reached the approaches level, 40.38% reached the meets level, and 5.66% reached the mastery level. 82.48% of male students reached the approaches level, 43.8% reached the meets level, and 10.22% reached the mastery level. 64.12% of LEP students reached the approaches level, 18.32% reached the meets level, and 3.05% of students reached the mastery level. Finally, 46.88% of Special Education students reached the approaches level, 6.25% reached the meets level, and 0% reached the mastery level.

There does appear to be a significant difference in students that reach the approaches level on the biology test. The LEP students and the Special Ed students do perform at a much lower level than the other students. This is due to the large amount of reading that the test has on it. Most of the questions have high volumes of academic vocabulary, as well as a high number of words per question. In addition, aside from the student populations with exceedingly small sample sizes, LEP students and Special Education students are also far below other populations in both meets and mastery categories. This can also likely be attributed to the length of questions and the volume of reading that each question requires.

On the 2021 STAAR Interim test for US History, 62.43% of Economically Disadvantaged students were predicted to reach the approaches level, 33.64% of students were predicted to reach the meets level, and 10.99% of students were predicted to reach the mastery level. 99% of Asian students were predicted to reach the approaches level, 77% were predicted to reach the meets level, and 10.99% were predicted to reach mastery. 75% of Black/African American students were predicted to reach the approaches level, 47.20% of students were predicted to reach the meets level, and 10.80% of students were predicted to reach the mastery level. 67.03% of Hispanic students were predicted to reach the approaches level, 38.37% of students were predicted to reach the meets level, and 14.07% of students were predicted to reach the mastery level. 48% of Native Hawaiian/Pacific Islander students were predicted to reach the approaches level, 1% were predicted to reach the meets level, and 1% were predicted to reach the mastery level. Of students that identify as two or more races, 81.63% were predicted to reach the approaches level, 38.13% were predicted to reach the meets level, and 20% were predicted to reach the mastery level. 83.10% of white students were predicted to reach the approaches level, 53.80% were predicted to reach the meets level, and 25% were predicted to reach the mastery level. 50.21% of LEP students were predicted to reach the approached level, 23.72% were predicted to reach the meets level, and 5.50% were predicted to reach the mastery level. Finally, 50.88% of Special Education students were predicted to reach the approaches level, 24.75% were predicted to reach the meets level, and 7.38% were predicted to reach the mastery level.

LEP did not meet satisfactory at 55%. SPED did not meet satisfactory at 49% due to language barriers and lack of PD in differentiating instruction as well as lack of resources to support dual language. There is a great significance between the 2 subpopulations ED, LEP, and SPED. LEP is 12% lower than ED and SPED is also 12% lower than ED because language barriers and a lack of PD in differentiating instruction as well as lack of resources to support dual language.

2. Which student groups that meet the minimum size requirements have performance results that fall below the System Safeguards standard? How will the performance rate, participation rate and/or low graduation rate be addressed for each qualifying student group?

English

	SUBJECT	All	Hispanic	AFRICAN AM	White	SPED	ELL	ED
Academic Achievement Status	ELA	NOT MET 33% TARGET 44%	NOT MET 31% TARGET 37%	MET 36% TARGET 32%	MET 61% TARGET 60%	NOT MET 11% TARGET 19%	NOT MET 18% TARGET 29%	NOT MET 30% TARGET 33%
GROWTH STATUS	Growth ELA/MATH	MET	MET	MET	MET	MET	MET	MET
ENGLISH PROFICIENCY STATUS	ELL						NOT MET 14% TARGET 36%	
Graduation	GRAD RATES	NOT MET 80.9% TARGET 90%	NOT MET 80.1% TARGET 90%	N/A	MET 95.2% TARGET 90%	NOT MET 61.1% TARGET 90%	NOT MET 68.1% TARGET 90%	NOT MET 81.6 TARGET 90%
Student Success Status	SSS	NOT MET 42 TARGET 47	MET 41 TARGET 41	MET 42 TARGET 36	MET 58 TARGET 58	NOT MET 22 TARGET 23	NOT MET 32 TARGET 37	MET 40 TARGET 38

Student groups that meet the minimum size requirement for English are highlighted above. Performance rate is being addressed through in-class interventions and remediation, to include STAAR EOC bootcamp/blackout periods. Further, students at risk of failing the year are enrolled in RTI programs – through Edgenuity – to regain credit, thus additionally bolstering the graduation rate. Edgenuity is also being

employed to assist students who need to complete graduation projects in lieu of EOC exams.

RTI to further address the systems safeguard standards include our Care Team, who meet with at-risk students and work to provide viable opportunities and options for learning, tutors who work one on one and in small groups (via video conference) with students, our alpha initiative representative, who is the point of contact for those students struggling to attend (or tend to) school during the pandemic, our graduation coach, college readiness coordinator, and the New Tech Network college access team.

On the STAAR 2019 for Algebra I, all students were above the System Safeguards.

In Social Studies, the Hispanic group fell below the system safeguards in ELA (English Language Arts), EL (English learners), and SPED. The Hispanic group fell below the system safeguards in graduation in ED, EL, and SPED. English language proficiency fell below the system safeguard. Graduation rate status fell below the system safeguards in ED, EL, and SPED. Student success status fell below the system safeguard in EL and SPED. Performance rate, participation rate, and/or low graduation rates will be addressed by creating RTI opportunities and after school tutoring sessions along with department bootcamps.

3. What trends and patterns are identified when student performance scores on state assessments are compared over a period of 3-5 years? How do the same students perform as they progress from grade to grade? From subject to subject?

Comparing the scores from 2017 to 2019 at Austin High School, trends are apparent according to content. On average, five hundred students took the state assessment for English I and about 400 took the state assessment for Algebra I and Biology. In English I, on average there was about 4% increase in approaches, about 2% increase in meets, and less than 1% increase in masters. In Algebra I, on average there was about 13% increase in approaches, about 30% increase in meets, and about 35% increase in masters. In Biology, on average there was about 1% increase in approaches, meets, and masters. In 2017, students taking English I were at 40.89% approaches, 24.22% meets, and 1.36% masters. In 2018, the same students took English II and were at 46.42% approaches, 25.73% meets, and 2.13% masters. Same students increased at about 6% in approaches, 2% in meets, and less than 1% in masters.

In math, based on STAAR test data, over the past five years, as expected, starting in grade five, student achievement has decreased apart from the tremendous growth shown from 8th grade to 9th grade. When these students were in 5th grade, 69.7% of them reached the approaches level, 27.88% of them reached the meets level, and 6.67% of them reached the mastery level. When they went to 6th grade, the number of students that met the approaches level dropped to 60.4%, the number that reached the meets level dropped to 20.81%, and the number that met the mastery level dropped to 1.34%. In 7th grade, the number of those students that reached the approaches level dropped down to 48.65%, the number that reached meets dropped down to 14.59%, and the number that reached mastery did increase slightly to 3.24%. 8th grade did see improvement across all mastery levels. In 8th grade, these same students saw 66.28% reach the approaches level, 30.81% reach the meets level, and 3.49% reach the mastery level. However, when they reached high school is when the largest jump in growth occurred. These students saw 93.31% reach the approaches level, 73.93% reach the meets level, and 51.75% reach the mastery level.

Students only take a science STAAR test in three grades – 5th, 8th, and 9th. In 5th grade, 53.94% of these students reached the approaches level, 18.79% reached the meets level, and 6.06% reached the mastery level. In 8th grade, growth was shown across each area. 61.88% of students reached the approaches level, 32.67% of students reached the meets level, and 16.34% of students reached the mastery level. While growth was shown in the approaches and meets categories when these students reached 9th grade, the students did see a decline in the mastery category. First-year 9TH Graders, 80.55% of the students reached the approaches level, 41.98% reached the meets level, and 7.85% reached the mastery level.

Trends and patterns in show a significant drop in enrollments. Patterns are continuous in closing the gap in ED, EL, LEP, and SPED. Students perform higher in Algebra and Science in regard to ED, EL, LEP, and SPED. Higher numbers are shown in ELA with subgroups not meeting expectations.

4. How are individual student needs identified? How are student-specific services and interventions determined, implemented, monitored, adjusted, and evaluated? What structures, including RTI, are in place to support each student?

In English, Individual student needs are identified and monitored on a regular basis using informal and formal assessments. Services and interventions are determined based on data (student work samples, teacher observations, district benchmark scores, etc.) and implemented through a variety of measures to include targeted remediation on asynchronous days, the use of leveled-text programs (Achieve 3000, Freckle, Khan Academy), flexible deadlines in response to the pandemic, and IEP (Individual Education Plan) services/accommodations

(if applicable). The Renaissance (Ren360) Star Reading assessment for 9th & 10th graders is administered three times throughout the school year to track student progress and create a profile of student growth. Ren360 data informs in-class interventions, as well as practice on Freckle. The Austin ELA department is part of a campus wide RTI initiative for credit recovery that consists of curated Edgenuity courses for core classes and teacher support four days a week.

In math courses, student needs are identified by in class assignments, district common assessment data, and previous year testing data. Student interventions are placed in CCRP and then evaluated for effectiveness quarterly at minimum. LPAC committee monitors all ELL/SPED throughout the year and give recommendations to all teachers through Ellevation. ARD/504 committees monitor and implement appropriate services per student. Students are also placed in dual language courses to help support ELLs. We are currently implementing RtI for students who failed the first semester to assist them in regaining credit.

In science courses, individual student needs are identified through ARDs, LPAC, 504s, CCRP, as well as determined by committees, teachers, and parents. Student-specific services are implemented and monitored by teachers, counselors, and student retention and truancy officers. These services are adjusted and evaluated throughout the year based on student performance. Structures in place to support each student include RTI, Ellevation, CCRP, tutoring, Wednesday Workshops, and accommodations based on student need.

In social studies, individual student needs are identified through failure lists and absences. We currently have in place Edgenuity courses, zero and ninth period credit recovery courses, small group intervention Wednesdays, and RTI after school from 5:00-7:00 to support our students.

5. Are the SSI, ARD, LPAC, 504 and other committee decisions concerning state assessments and interventions appropriate and beneficial for students?

English - SSI, ARD, LPAC, 504, and other committee decisions concerning state assessments and interventions are appropriate and beneficial to all students. Data from teacher of record, family and physician input, and concerns discussed during committee meetings are analyzed to ensure students are given a fair opportunity to increase their performance on state assessments; students are provided with interventions such as extra time, blank graphic organizers, text-to-speech for online administration, oral administration/language supports.

Other interventions provided for in-class success are constant/frequent feedback, peer/group testing and work, extra time, ability to re-do assignments that fall below a certain threshold, weekly progress reports of missing/failing assignments; along with placement of course such as CT, SF, DL, ESOL, Reading, etc.

6. How is RtI being implemented? How are students identified and placed in RtI? Are the RtI processes and implementation effective? How is the RtI process affecting referrals to special education?

Our school is offering a Fall RTI Recovery Opportunity Program starting March 29th through June 11th. This program identifies students who have failed the fall semester or the 3rd nine weeks and need an opportunity to recover credits from their core classes (Science, Social Studies, Math and English.) The RTI Program is implemented after school from 5:00PM to 7:00PM and is virtually offered through Zoom, as well as Asynchronous C days for all students. We are managing student progress through the platform Edgenuity and is student-paced.

In Algebra I, daily intervention is implemented by way of vocabulary and language supports, graphic organizers, “I do, you do, we do” teaching methodology, and mini assessments. Strategic intervention is being implemented by way of differentiated instruction, after school tutoring, small group instruction within the classroom, and opportunities to practice with the teacher. Students that need Tier 3 intervention in mathematics have been placed in double blocked Algebra I classes, so they are with the teacher every day instead of every other day. This allows for the student to get the extra time for foundational mathematics instruction that he or she needs in a small group setting. The implementation of all tiers of RtI does appear to be effective.

All Algebra I students are using a web-based program, ALEKS that differentiates instruction and assignments based on student need, based on diagnostic knowledge checks and current assignments.

Student Learning Strengths

1. Department PLCs/Grade Level Planning
1. Academic Learning Leader
1. Tutors

1. Professional Development

1. Schoology, Achieve 3000, Nearpod, Khan Academy, Freckle, Ellevations, Edgenuity, No Red Ink, Writable, Quill, & Renaissance 360
1. Algebra I reached 93% approaches on 2019 STAAR.
1. 35 students in one of the two dual language programs in the city.
1. 46 College Algebra OnRamps students.
1. 24 Pre-Cal OnRamps students.
1. 18 Statistics OnRamps students.
1. New Tech mathematics students are enhancing their knowledge through project and problem-based learning as well as additional learning outcomes to include oral and written communication and collaboration.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Teacher culture improvement is needed to better support every student. **Root Cause:** Tiered is needed to support needed for beginner and/or experienced teachers.

Problem Statement 2 (Prioritized): In English 1 STAAR EOC Testing Performance only 33.67% of students met the standard and only 33.3% mastered. In English 2 STAAR EOC Testing Performance only 48.94% of students met the standard and only 1.7% mastered. **Root Cause:** Students lack fluency and foundational skills in reading, writing, speaking, and listening modalities and struggle with language barriers. Re-testers did not meet grade level in ELA and are not adept at utilizing the four modalities of language.

Problem Statement 3 (Prioritized): The campus attendance rate was 93.31% in 2019-2020, which is an improvement, however, it is still affecting our failure rates. **Root Cause:** The stay-at-home order due to Covid 19 at the end of last school year and the beginning of this school year.

Problem Statement 4 (Prioritized): Failure rates. **Root Cause:** Lack of attendance virtually and/or face to face.

Problem Statement 5 (Prioritized): Algebra I test scores were lower than historic testing data. **Root Cause:** The data came from the interim test before all instruction had occurred.

Problem Statement 6: SPED students are predicted to score 15% lower than the school as a whole for the STAAR Algebra I Interim Assessment. **Root Cause:** Students are learning from home and have more distractions.

Problem Statement 7: Students struggle to understand content specific vocabulary and language in science courses. **Root Cause:** Students have a limited understanding of English language.

Problem Statement 8: Students are not completing assignments. **Root Cause:** Technical issues, lack of supervision, attendance.

School Processes & Programs

School Processes & Programs Summary

CURRICULUM, INSTRUCTION AND ASSESSMENT

1. Does the rigor and relevance of instruction align with the TEKS, ELPS and CCRS? Is instruction cognitively demanding and challenging? How do you know?
 - The rigor and relevance of instruction is aligned with the TEKS, ELPS, and CCRS. During PLC (Professional Learning Communities) and individual planning practices, teachers exercise this alignment using specific planning resources such as that of TRS, monthly calendars, and the Peek of the Week weekly calendar. Additionally, instruction is cognitively demanding and challenging for diverse learning styles. A pool of resources, such as Edgenuity, No Red Ink, Khan Academy, Achieve 3000, College Board SAT, DBQ, Nearpod, Lead 4Ward professional development, and NMSI, etc., are used to support learning gaps while simultaneously providing challenging academic opportunities for others. Rigorous instruction provided by teachers is evident through collective and individual data analysis, in-depth discussions regarding common areas of struggle, best classroom practices and effective strategies to foster understanding, and professional development opportunities and implementations.
2. Are teachers implementing the district's curriculum with fidelity? How do you know?
 - Teachers meet on a weekly basis through PLCs to review the TEKS Resource Center and to modify lesson plans. Lesson plans are uploaded on a weekly basis in a shared Schoology folder.
3. How are the instructional initiatives of the campus or district aligned with this improvement plan?
 - Teachers have access to student data from Eduphoria, Freckle, and the state interim test to accommodate and offer differentiated instruction. We also initiate and submit CCRP intervention plans to students who have not passed the course, as well as Blackout dates for EOC preparation and intervention.
4. How are differentiation and learning scaffolds addressed? What about the use of technology, questioning strategies, manipulatives, and other instructional strategies?

Differentiation and learning scaffolds are addressed through graphic organizers, visual aids, videos, interactive notebooks, manipulatives, reteaching lessons in a unique way, cooperative pairings, and groups, Ellevation strategies, leveled texts in computer

programs such as, Achieve 3000, Ellevation, Freckle, No Red Ink, Nearpod, and digital writing portfolios.

5. How are professional development strategies implemented and monitored?

- Professional development strategies are implemented through district curriculum, teacher-generated lesson plans, instructional delivery, and are monitored by campus administrators, academic learning leaders, and district personnel. Teachers also collaborate about best practices through PLC.

6. How are content and language objectives communicated with ELL students?

- In the face-to-face setting, content and language objectives are displayed in the classroom where all students can see them. The teacher can go over each objective prior to lesson delivery. This provides a focus for ELL students throughout the lesson. In the virtual setting, content and language objectives can be included wherever a lesson is posted in Schoology. The teacher can review the objectives throughout lesson delivery. Assessments can be made which incorporate the content and language objectives. This provides a place for students to demonstrate mastery of the objectives.

7. How are ELL sheltered instruction strategies provided and monitored?

- ELL sheltered instructional strategies are provided by content area teachers to their language learners using multiple resources such as Ellevation, language adapted materials, and training received from district facilitators working in conjunction with campus Active Learning Leaders.

Initial student progress is monitored by the classroom teacher with data obtained from the Ellevation platform and from district common assessments. Linguistic progress is monitored using the ELPS and proficiency level descriptors. Student progress is also monitored by the classroom teacher working in conjunction with other teachers through PLCs and with the LPAC.

SCHOOL CONTEXT AND ORGANIZATION

1. How are the goals, performance objectives and strategies communicated? What expectations exist for formative and summative reviews?

Goals, performance objectives and strategies are communicated through core courses through daily agendas, content and language

objectives, Peeks at the Week, and through the TEKS. We expect all students to pass at a rate of 70% or better and/or display mastery of the TEKS through project presentations or written form.

In fine arts courses, goals, performance objectives, and strategies are communicated through faculty trainings and departmental PLCs. During a formative review, an educator is expected to meet objectives, display thorough knowledge of TEKS and competently the manage classroom. Summative reviews are an opportunity for reflection and growth for an educator.

2. How will the campus and/or district ensure that needs are analyzed until root causes are identified and that only problems within the sphere of influence are addressed? How are needs prioritized?

- The district and campus follow mandated guidelines that prioritize individual's needs, via standardized testing, regular benchmarks, grade appropriate rubrics, and RTI. Administrators and faculty monitor this data and provide additional assistance, such as tutoring/differentiated instruction for those who might need it, and teachers maintain communication with students and parents via phone, email, and conferences. The school campus provides various avenues for students to seek assistance, and progress is measured through formative and summative reviews.

3. Is the campus focused on improving student academic achievement? Is there a sense of urgency and strong commitment? What processes are in place to ensure that the daily demands of the campus do not overshadow a focus on improvement?

- Austin's campus is indeed focused not only on improving academic achievement but improving moral constructs as well. Students are held accountable through PBIS, and staff demonstrates expectations through their own behaviors and actions. Teachers and the administration team are also constantly seeking contact with parental figures to ensure that students are receiving what they need to be academically successful. In the wake of the pandemic, this includes access to personal hotspots, personal electronic devices, etc. Through this, teachers can monitor progress and suggest/provide avenues for academic improvement. Grades are also updated regularly to ensure that students, parents, and teachers can work collaboratively towards optimal academic success. We provide students with the ability to redo assignments, as well as the RTI process to recover credit. Our campus is attempting to keep unnecessary meeting times down, which allows us to focus on planning during PLC.

4. Is a common planning time or PLC time available for content areas and/or grade levels? How is it structured? What are the instructional planning expectations?

All core contents do have common PLC time. However, conferences for fine arts on campus do not align. They were able to

contravene this issue using Zoom this year. Zoom PLCs (Professional Learning Communities) are Wednesdays after instructional time. Planning expectations are straightforward this year. Of course, all lessons must be TEKS-aligned. All lessons must be available on Schoology for the students and there is a corresponding lesson plan available for administrators in a separate folder that can be accessed any time. The lesson plans for administrators deal more with pacing and timespan of the lessons, as well as assessments and expected outcomes. Additionally, administrators have access to teacher's Schoology courses and Zoom classes, so they can assess lessons both during live classes and when classes are offline. Schoology also offers administrators the ability to see completed student work. Because Fine Arts classes are not organized per grade levels, the planning covers different level classes (for example, Art 1 or Art 2) that usually have mixed grade levels.

5. Does the master schedule maximize the amount of time spent in instruction? Is instruction protected from unnecessary interruptions?

- The master schedule works to increase time spent in instruction. During a regular year, we follow A/B block schedule with 90-minute class periods, a 45-minute lunch, and 5-minute transitions. Interruptions are kept at a minimum. For example, pep rallies and other school events usually take place during the last 30 minutes of the school day. Class meetings and assemblies are scheduled only as needed and are kept to a maximum of 45 minutes.

TECHNOLOGY

1. What are district and/or campus expectations for the integrated use of technology?

- The plan for technology integration at AHS begins with student laptops. Each entering 9th grader retain a MacBook from middle school or they are issued a new one that follows them for four years. Teachers are using Schoology as the Learning Management System. With the advent of the COVID 19 pandemic, school was conducted online, and now both synchronously and asynchronously, using various tools like OneNote, Zoom, WebEx, MS Teams Meeting, and Schoology's conferencing tool.

The district expectation for technology for math is to use Schoology, Freckle, the TI-NSpire software, Khan Academy for PSAT/SAT/TSI practice, Edgenuity and Edgenuity Blend, CK-12 flex books, and Renaissance 360. On campus, we use ALEKS for Algebra I. AP courses are encouraged to use AP Classroom. We are also using OWL Meeting Pros to enrich instruction for concurrent instruction.

2. How is technology used to support instruction and learning?

- The personal technology plan for each student fosters digital literacy. Each student is afforded the option of checking out a MacBook Air, which is equipped with Apple and Microsoft software used to create and share several types of software programs. Each student can utilize Apple iCloud and Microsoft 365 (Office Suite) online services and storage/cloud. In addition, students are using Schoology to learn online, connect with their teachers and peers by viewing or posting resources and assignments. Students may also complete courses or modules on Edgenuity, No Red Ink, Khan Academy, Achieve 3000, Freckle, the TI-NSpired software, Khan Academy for PSAT/SAT/TSI practice, CK-12 flex books, and Renaissance 360, depending on their classes. Additional technology services are available upon request.

Students can have easily accessible assignments through Schoology at any time. Students who have missed assignments or missed school are able to find these in one spot; the use of videos allows students to learn asynchronously by watching the videos at their most convenient time.

3. What is our personal technology plan for each student? Explain data for personalized or blended learning experiences supported by technology.

- A broad range of technological components such as laptops, interactive white boards, cell phones, and video conferences are used to help support instruction and learning. Learning platforms such as Schoology, Edgenuity, Nearpod, Khan Academy, Nored Ink.com, etc. are used as supplemental support to help facilitate and guide daily instruction either through the use of course modules, class agendas, bell ringers, activities, quizzes, exit tickets, and workshop/ tutoring sessions. Each use allows for student engagement and further assists student's diverse learning processes through each multimodal capacity.

Languages other than English plan for each student to use their computers to analyze their learning through verbal recordings of pronunciation, testing, recording lessons for future reference.

4. Do we have a plan for the integration of technology? Explain findings on how technology is integrated into instructional and administrative programs.

- A plan for integration of technology has been developed at the district level and followed at the campus level. Technology is integrated into instructional and administrative programs through Schoology, Google Docs, One Drive, SharePoint, OneNote, reading and writing programs recommended by the district Curriculum & Instruction Department; Writable/No Red Ink, Freckle, Achieve 3000, Common Lit, Khan Academy, and Edgenuity.

5. How are instructional materials available online evaluated for appropriateness and accuracy?

- The district evaluates programs that have mandated use, such as Freckle, Renaissance 360, and Khan Academy. For instructional materials that the teachers have found such as activities on Desmos and videos, teachers, and ALLs (Active Learning Leaders) preview those materials as a group in PLC to ensure that they are aligned to the TEKs and the district provided scope and sequence.

6. What technology is available? Is it available for all students? All staff? What barriers reduce the use of technology?

- MacBook, Zoom, and WebEx are all provided for all teachers and students. Wi-Fi hotspots are provided for students as needed, and Owl Meeting Pros are provided to all teachers of record. All teachers are in the process of getting Promethean boards in their classrooms.

We have had a reduction of technology due to parent refusal, broken devices, inconsistent Wi-Fi, and limited availability of hotspots. In addition, not all programs that we need to use are on self-service, and we have historically had terribly slow response time from the help desk and technology services to correct the issues.

School Processes & Programs Strengths

1. Available technology resources, such as laptops, smartboards, Schoology, Microsoft Teams/ZOOMS/WebEx/Schoology Meet, and other learning software, such as Kahoot, Nearpod, Quizlet, Padlet, EdPuzzle, Flipgrid, & Quizzes.
1. Technology is more organized and easily navigated than paper.
1. Technology makes work accessible for students that are absent.
1. Promethean board allows hybrid to work more seamlessly.
1. Technology makes differentiation easier for the teacher.
1. Students are comfortable with the use of technology and allows some shy students to engage anonymously.
1. Scope and sequence utilized by teachers provided by the District.

1. Professional learning communities.
1. Instruction planning, collaboration with tutors and inclusion teacher.
1. Teachers collaborated to implement instruction activities for EOC.
1. Administrative support outside of PLC.
1. Positive school environment.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Parents are not involved with student's grades, discipline, and attendance throughout the school year. **Root Cause:** Parents are not providing accurate personal information such as phone numbers, addresses and emails to be contacted.

Problem Statement 2 (Prioritized): In-depth hands-on training is not provided to develop engaging and meaningful lessons with all district resources. **Root Cause:** Time constraints limits the exposure and familiarity for teachers to fully develop understating of available resources.

Problem Statement 3: Internet connectivity and devices available for all students limits the student engagement in the virtual classroom. **Root Cause:** Long wait times for students to receive a working device or pay fees for replacement and limited number of available hotspots and other needed equipment.

Problem Statement 4: Some students do not have devices. **Root Cause:** Inadequate number of available and functioning devices for students.

Problem Statement 5: There is a lack of on campus tech support. **Root Cause:** Students and campus employees cannot run updates. Tech services take devices for weeks at a time.

Perceptions

Perceptions Summary

FAMILY AND COMMUNITY ENGAGEMENT

1. Does the campus focus on an authentic home/school connection to educate and engage parents in understanding how to support their children? How?

Yes, in its most basic outreach, our school website includes calendars, schedules, how to access Schoology, and all numbers to campus personnel. Additionally, our campus created a Care Team to support parents and students. The Care Team has been responsible for contacting parents when students are falling behind. The efforts of the Care Team began in August 2020 and will continue through the end of the school year. The Care Team has also set up meetings through Zoom with parents and students to address best course of action for improvement.

JROTC is 100% committed to educating and engaging parents in student success. The parents are provided with options and access to media/technology platforms such as Schoology, parent portal, OneNote, SharePoint, Zoom and Google Classrooms to allow parents direct access to their child's learning status. In addition, phone/media calls from teachers and administrators are also made to update parents on the status, goals, and expectations of the student in assisting them in their educational needs.

2. How are parents and the community involved with the school? Are they involved in meaningful ways that support student learning? How do you know?

The Care Team has set up meetings through Zoom with parents and students to resolve best course of action for improvement. Goals and expectations are addressed and initiated during these meetings. The school's website, student's Schoology, student, and parent portals are shared.

Parents and the community are involved with JROTC through community engagements, with the use of volunteer work, extracurricular

activities, booster club, drill competitions and community service events. This allows parents and the community the opportunity to stay informed with the latest and most up to date information about things related to the students and things that affect the JROTC support to the community.

3. What are parents' perceptions of the school's effectiveness? Do they feel welcome? How do you know?

Parents are given personnel office/google numbers and emails; they know they can reach out to us at any time. Parents do feel comfortable, as they contact us through email, text, and leave phone messages knowing we will return calls.

After speaking with many parents of all grade levels, they feel that JROTC is highly effective in reaching and meeting the students' needs and goals. They have seen an increase in the academic performance rating, attendance, and a graduation percentage of 98%. Parents do feel welcomed and are always encouraged to visit in person, phone, or email and are encouraged to join the booster club. We know this to be effective as we have seen an increase in parent support by 45%.

4. Are communications translated into languages other than English when needed?

Our Care Team meetings always include a member that can translate information.

JROTC uses an additional Spanish speaking instructor and peer to peer learning when needed for those students that may struggle with English.

5. Does the campus or district structure make it easy for parents and the community to be heard and be part of solutions to identified problems?

Parents and the community are always encouraged to provide input.

JROTC values and welcomes feedback from parents and the community. We use a course critique as well as after action reviews from various events to allow for input and suggestions on identified issues/problems.

SCHOOL CULTURE AND CLIMATE

1. How do students describe campus life with regards to respect, relationships, behavior, support, belonging, etc.? Do all student groups have the same perceptions? How does this perception compare with their teachers' perceptions?

Students have said that campus life has improved here at Austin High School. They feel welcomed and encouraged to be better. They know that they have their teachers' support along with being a safe place to be. Most students feel this way, however, there are probably a hand full of kids that would not agree to it because of personal experiences.

2. How are the disciplinary practices and decision making evaluated? By whom? How often are adjustments made and why?

All disciplinary practices are practiced by all Austin High School Faculty and staff. However, the decision making is done by the administrative team.

3. Are disciplinary policies and practices proactive or reactive? Why?

Disciplinary policies and practices are proactive. We here at Austin High try to create a positive environment and lead by example. Our students know the expectations of an Austin Panthers; it's part of our SEL motto.

4. What strategies are in place to reduce the threat of bullying? Does the data confirm the strategies are working?

Bullying will not be tolerated for not only students but along with faculty and staff.

5. What percentage of students are sent to the DAEP or JJAEP for discretionary purposes? Mandatory purposes? For what offenses? Is one student group more heavily represented than others?

One percent of our student population were sent to DAEP or JJAEP for mandatory purposes for school theft and vandalism. We have had no discretionary DAEP or JJAEP. No one student group is more heavily represent than others.

6. Do campus activities promote wide-spread student participation? Are they inclusive or exclusive?

With Student Council now back on our campus, campus activities are created and shared are for all student participation. Although it is not mandator, it is encouraged. Student Council does tend to add prizes to encourage more student participation, they want students to be able to express themselves. Students are finding that with more participation with students the sense of pride increases.

Perceptions Strengths

1. Parents and students are staying informed through the Care Team.
2. Technology
3. Community Engagement
4. Parental Support
5. ELL Student Support Campus personnel cannot have contact with parent.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Although our admin has improved the campus security, there is a still great need for improvement. **Root Cause:** The campus does not have a barrier to keep the campus enclosed. Lack of structured emergency plan for all faculty, staff, and students.

Problem Statement 2 (Prioritized): Social emotional needs are not being met for all students. **Root Cause:** Due to the pandemic, students are not seeking emotional help when needed.

Problem Statement 3 (Prioritized): Opportunities/information on the school's website are only posted in English. **Root Cause:** Opportunities/information on the school's website are only submitted in English.

Problem Statement 4: Campus personnel cannot contact parents. **Root Cause:** The registration roll-over does not pick up changes made during registration, i.e., phone numbers, address.

Problem Statement 5: Students that are being registered at Austin High School do not have proper documentation for proper grade and academic placement. **Root Cause:** Students that are placed at the Child Crisis Center by the State (CPS) throughout the school year needs are not being met (Basic, Mental and Academic).

Problem Statement 6: JROTC would like to have more parental support for students. **Root Cause:** Parents do not know or want to take advantage of the many opportunities

JROTC has to offer other than a military career. They are not willing to apply for scholarships, programs and internships that will overall benefit the student now and later in life for a successful future.

Problem Statement 7: Use of technology within the JROTC program. **Root Cause:** Students have devices issued to them that they do not know how to operate, and do not see the importance of knowing and understanding technology as a way forward.

Problem Statement 8: Students are unable to pay for items in extra-curricular activities in order to participate. **Root Cause:** Family struggles so students are unable to purchase items such as equipment and uniforms.

Priority Problem Statements

Problem Statement 1: We need to increase the number of students graduating with college credit.

Root Cause 1: Students do not want to enroll in these courses because of the amount of work.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Decrease in parent involvement in student's academics and attendance have a direct impact on student progress.

Root Cause 2: Most parents are at work while students are attending virtual school at home. Most parents do not keep up with their child's school progress or check parent portal.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Teacher culture improvement is needed to better support every student.

Root Cause 3: Tiered is needed to support needed for beginner and/or experienced teachers.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: In English 1 STAAR EOC Testing Performance only 33.67% of students met the standard and only 33.3% mastered. In English 2 STAAR EOC Testing Performance only 48.94% of students met the standard and only 1.7% mastered.

Root Cause 4: Students lack fluency and foundational skills in reading, writing, speaking, and listening modalities and struggle with language barriers. Re-testers did not meet grade level in ELA and are not adept at utilizing the four modalities of language.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: The campus attendance rate was 93.31% in 2019-2020, which is an improvement, however, it is still affecting our failure rates.

Root Cause 5: The stay-at-home order due to Covid 19 at the end of last school year and the beginning of this school year.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Failure rates.

Root Cause 6: Lack of attendance virtually and/or face to face.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Algebra I test scores were lower than historic testing data.

Root Cause 7: The data came from the interim test before all instruction had occurred.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Parents are not involved with student's grades, discipline, and attendance throughout the school year.

Root Cause 8: Parents are not providing accurate personal information such as phone numbers, addresses and emails to be contacted.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: In-depth hands-on training is not provided to develop engaging and meaningful lessons with all district resources.

Root Cause 9: Time constraints limits the exposure and familiarity for teachers to fully develop understating of available resources.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Although our admin has improved the campus security, there is a still great need for improvement.

Root Cause 10: The campus does not have a barrier to keep the campus enclosed. Lack of structured emergency plan for all faculty, staff, and students.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: Social emotional needs are not being met for all students.

Root Cause 11: Due to the pandemic, students are not seeking emotional help when needed.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: Opportunities/information on the school's website are only posted in English.

Root Cause 12: Opportunities/information on the school's website are only submitted in English.

Problem Statement 12 Areas: Perceptions

Goals

Revised/Approved: May 5, 2021

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:
Board Goals 1-3

Performance Objective 1: By June 2021-22, Austin H.S. Algebra I scores will show an increase for first time testers from 48% to 70% in the Approaches level, 8% to 36% in the Meets level, and 1% to 19% in the Master level with the focus on LEP population scores for all testers to increase from 31% to 58% in the Approaches level, 0% to 23% in the Meets level, and 0% to 11% in the Masters Level, and a focus on SPED population scores for all testers to increase from 30% to 44% in the Approaches level, 0% to 16% in the Meets level, and 0% to 6% in the Masters level.

Targeted or ESF High Priority

Evaluation Data Sources: EOC data and common assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Content based PLC's and department meetings weekly to ensure common lesson plans implemented and review/assess common assessment data to drive instruction. Planning also includes SPED Co-Teaching teacher.</p> <p>Strategy's Expected Result/Impact: Increase in EOC Scores and target subgroups</p> <p>Staff Responsible for Monitoring: Department Chair, Admin, ALL</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Strategic placement of students in the Master Schedule. Students that successfully passed Alg 1 STAAR in 8th grade will be single blocked while students that did not pass will be double blocked. Students that failed Alg1 will be grouped together and single blocked.</p> <p>Strategy's Expected Result/Impact: Increase EOC Scores of re-testers and first timers.</p> <p>Staff Responsible for Monitoring: Department chair, Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Placement of LEP students that have failed 8th grade STAAR and/or received B/I/H on their Telpas rating will be double blocked with dual language support. Placement of LEP students that have passed 8th grade STAAR and received AH on their Telpas rating will be single blocked with sheltered instruction trained teachers.</p> <p>Strategy's Expected Result/Impact: Increase in LEP EOC Scores Staff Responsible for Monitoring: Department Chair, Administration Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Dual Language sections for Algebra I to enhance and support LEP students.</p> <p>Strategy's Expected Result/Impact: Increase LEP Scores in EOC Staff Responsible for Monitoring: Administration Title I Schoolwide Elements: 2.4, 2.4, 2.6, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:

Board Goals 1-3

Performance Objective 2: By the end of 2021-22, Austin HS English Department will show an increase in English I from 50% to 53% in Approach Level, 33% to 36% Meets level, and 3% to 4% Masters Level. LEP will show an increase from 16% to 18% in Approach level, 33% to 36% meets level and 3% to 4% Masters level. SPED will show an increase from 13% to 15%in approach level, 0% to 1% meets level and 0% to 1% in masters level.

By the end of 2021-22, Austin HS English Department will show an increase in English II from 54% to 57% in Approach Level, 38% to 41% Meets level, and 3% to 5% Masters Level. LEP will show an increase from 27% to 30% in Approach level, 10% to 12% meets level and 0% to 1% Masters level. SPED will show an increase from 20% to 23%in approach level, 13% to 15% meets level and 0% to 1% in masters level.

Targeted or ESF High Priority

Evaluation Data Sources: EOC data and common assessments

Strategy 1 Details	Reviews			
Strategy 1: Content based PLC's and department meetings weekly to ensure common lesson plans implemented and review/assess common assessment data to drive instruction. Planning also includes SPED Co-Teaching teacher. Strategy's Expected Result/Impact: Increase in EOC Scores and target subgroups Staff Responsible for Monitoring: Department Chair, Admin, ALL Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Feb	Apr	June

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:

Board Goals 1-3

Performance Objective 3: By June 2021-22, Austin H.S. U.S History scores will show an increase for first time testers from 80% to 88% in the Approaches level, 44% to 50% in the Meets level, and 19% to 22% in the Master level with the focus on LEP population scores for all testers to increase from 64% to 65% in the Approaches level, 21% to 22% in the Meets level, and 3% to 5% in the Masters Level, and a focus on SPED population scores for all testers to increase from 50% to 53% in the Approaches level, 22% to 25% in the Meets level, and 11% to 14% in the Masters level.

Targeted or ESF High Priority

Evaluation Data Sources: EOC data and common assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Content based PLC's and department meetings weekly to ensure common lesson plans implemented and review/assess common assessment data to drive instruction. Planning also includes SPED Co-Teaching teacher.</p> <p>Strategy's Expected Result/Impact: Increase in EOC Scores and target subgroups</p> <p>Staff Responsible for Monitoring: Department Chair, Admin, ALL</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:

Board Goals 1-3

Performance Objective 4: By the end of 2021-22, Austin HS Biology department will show an increase in first time testers from 69% to 79% in approach level, 29% to 48% in Meets level, and 4% to 16% in Master's level on the Biology EOC with the focus on increasing our SPED population scores for first timers from 32% to 44% in Approaches; 4% to 12% in Meets; and 0% to 5% in Masters.

Targeted or ESF High Priority

Evaluation Data Sources: EOC data and common assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Content based PLC's and department meetings weekly to ensure common lesson plans implemented and review/assess common assessment data to drive instruction. Planning also includes SPED Co-Teaching teacher.</p> <p>Strategy's Expected Result/Impact: Increase in EOC Scores and target subgroups</p> <p>Staff Responsible for Monitoring: Department Chair, Admin, ALL</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Dual Language sections for Biology to enhance and support LEP students.</p> <p>Strategy's Expected Result/Impact: Increase LEP Scores in EOC</p> <p>Staff Responsible for Monitoring: Administration, LPAC's</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.6, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June

Goal 1: Active Learning

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Directly Supports:

Board Goals 1-3

Performance Objective 5: By the end of 2021-22, Austin HS New Tech Program Teachers will promote the following goals for EOC first time testers:

A. Algebra I:

By the end of 2021-22, New Tech Algebra I will show an increase in scores of First-time testers on Approaches from 52% to 58% Meets level from 5% to 10%, and Masters Level from 0% to 5%

B. Biology:

By the end of 2021-22, New Tech Biology I will show an increase in scores of First-time testers on Approaches from 87% to 92% Meets level from 37% to 42%, and Masters Level from 5% to 10%

C. English I:

By the end of 2021-22, New Tech English I will show an increase in scores for First-time testers on Approaches from 68% to 73%, Meets Level from 48% to 53%, and Masters Level from 4% to 9%.

D. English II:

By the end of 2021-22,, New Tech English II will show an increase in scores for First-time testers on Approaches from 60% to 65%, Meets Level from 46% to 51%, and Masters Level from 0% to 5%.

E. U.S History:

By the end of 2021-22, New Tech U.S History will show an increase in scores for First-time testers on Approaches from 91% to 96%, Meets Level from 59% to 64%, and Masters Level from 30% to 35%.

Targeted or ESF High Priority

Evaluation Data Sources: EOC data and common assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize collaborative teamwork through Department PLCs for instructional planning to include: data analysis by grade, subject, student group and progress measures. Grade-level, vertical and interdisciplinary team meetings through Panther New Tech Grade Level Facilitators (9th grade NT teachers meet together, 10th grade NT teachers plan together) before school on a weekly basis for data analysis, intervention planning and dialogue, and collaboration for remediation plans.</p> <p>Strategy's Expected Result/Impact: *Aligning of PBL/PrBL with TEKS RS & YAG</p> <p>*Teachers will be able to review student assessment data (benchmark, end of course and daily checks for understanding). Identify areas of low student performance and then teachers develop appropriate lessons and strategies to address low area of performance.</p> <p>*Teachers will be able to create targeted lessons for remediation sessions.</p> <p>*Data driven instruction to address student AC/AEUAs individual instructional needs</p> <p>Staff Responsible for Monitoring: Administration, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Tutoring sessions for students are available from the start of the year to support students who do not perform well on assessments.</p> <p>Strategy's Expected Result/Impact: *Growth shown through scores in Benchmark and Common Assessment retakes</p> <p>*Teachers will be able to provide targeted intervention strategies</p> <p>*Teachers will be able to apply effective teaching strategies during their remediation sessions.</p> <p>Staff Responsible for Monitoring: Administration, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.6, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Development of instructional plan or action plan based on data analysis and dialogue. Individual student data analysis with students setting their own academic goals with their advisor (law enforcement teacher).</p> <p>Strategy's Expected Result/Impact: *Student portfolio is utilized and updated by students- the teacher models the goal creation in the initial part of the year and gradually release it to students. Students will have goal setting and self progress monitoring to motivate them to meet their goals.</p> <p>*decrease in need for behavior interventions-discipline referrals, lunch detentions, ISS, etc.</p> <p>*Strategically anticipating student outcomes including making mid-course corrections/adjustments that will allow students to make accelerated progress.</p> <p>Staff Responsible for Monitoring: Administration, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.6, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide supplies, materials and technology to support economically disadvantaged and At-Risk students by using textbooks, printed materials and resources (STAAR supplemental resources and support); & electronic resources including digital subscriptions as a means for 1st teach or tier 2 interventions.</p> <p>Strategy's Expected Result/Impact: *Encourage participation in tier 2 interventions, face-to-face tutoring (before/after school, on weekends, etc) and therefore, improvements shown through assessment scores and academic grades.</p> <p>*Teachers will be able to provide lesson through technological means</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Lead4ward professional development (Academy of Reading and Writing) opportunity for English Teachers and Active Learner Leader</p> <p>Strategy's Expected Result/Impact: Provide teachers innovative ways to provide reading and writing instruction to increase students comprehension and increase English EOC Scores</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.4 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	Apr	June

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:

Board Goals 1-3

Performance Objective 6: Support College Career Military Readiness achievement with increasing graduation rate by 10% with the main focus on subgroups such as At-Risk, Economically disadvantaged, Special Population and LEP.

Targeted or ESF High Priority

Evaluation Data Sources: TAPR Reports, CCRP

Strategy 1 Details	Reviews			
<p>Strategy 1: Holding FAFSA nights twice a year and TACRO fair once a year to ensure that students are receiving the support needed to enroll into a 2 or 4 year university and have the opportunity to meet various universities through out the state.</p> <p>Strategy's Expected Result/Impact: Increase enrollment into 2 or 4 year universities.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.4 - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Promoting and maintaining HB 5 endorsements for all students by ensuring students schedules, in CCRP, are aligned to their endorsements</p> <p>Strategy's Expected Result/Impact: All students have a completed CCRP plan with HB 5 endorsement</p> <p>Staff Responsible for Monitoring: Counselors, G&I AP</p> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5 - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Supplement of AP exam fees and provide assistance during Mock testing and Boot Camps to support economically disadvantaged students.</p> <p>Strategy's Expected Result/Impact: Increase in exam participation and scores.</p> <p>Staff Responsible for Monitoring: Principal, counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.4 - TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: Mock and Bootcamps - 211 ESEA Title I (Campus) - 211.11.6339.002.24.801.002 - \$3,000, Testing Materials- AP Exam Fees - 199 General Fund - 199.11.6339.002.38.100.002 - \$4,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Supporting 100% participation in TSI by offering boot camps through out the year to support seniors, as needed, and sophomores. Strategy's Expected Result/Impact: 100% participation in TSI exam Staff Responsible for Monitoring: Counselors, Principal Title I Schoolwide Elements: 2.4, 2.4	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Promoting and supporting AP, DC, On Ramps and college prep classes to increase college readiness through master schedule. Strategy's Expected Result/Impact: Increase enrollment in advanced and college prep classes. Staff Responsible for Monitoring: G&I AP and counselors Title I Schoolwide Elements: 2.4, 2.4	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: Ongoing counselor audits through out the year for all students to ensure accurate plans are in place and CCMR component is being met Strategy's Expected Result/Impact: Accurate degree plans for all students. Staff Responsible for Monitoring: G&I AP, principal, and counselors Title I Schoolwide Elements: 2.4, 2.4	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: Provide students, through counselors, support and information through reading materials and pamphlets to with anger, depression, grief etc... Strategy's Expected Result/Impact: Increase SEL component on campus Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.6, 2.6	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8 Details	Reviews			
Strategy 8: Provide graduation awards and PBIS Awards to students Strategy's Expected Result/Impact: Improve Campus culture and climate Staff Responsible for Monitoring: Principal ESF Levers: Lever 3: Positive School Culture Funding Sources: Miscellaneous Operating Costs- Awards and student acknowledgment - 199 General Fund - 199.11.6499.002.11.100.002 - \$15,000	Formative			Summative
	Nov	Feb	Apr	June

Goal 1: Active Learning

El Paso ISD will ensure that our community has a successful, vibrant, culturally responsive school in every neighborhood that successfully engages and prepares all students for graduation and post-secondary success.

Directly Supports:

Board Goals 1-3

Performance Objective 7: Provide and support all content areas, electives, and librarian through General Supplies, technology, furniture, college tutors and teacher/student tutoring opportunities to support At-Risk, ELL, and SPED populations and to enhance CCMR level.

Evaluation Data Sources: Improved academic achievement in students common assessment, grades, state assessments and CCMR using effective instruction and targeted supports.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide General Supplies, technology, reading materials, textbooks and Furniture/Equipment to support and enhance college readiness for economically disadvantaged and At- Risk students.</p> <p>Strategy's Expected Result/Impact: Improvement of instruction delivery and differentiated instruction</p> <p>Staff Responsible for Monitoring: Administration, Teacher, and Department Chairs</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Furniture & Equipment - 199 General Fund - 199.11.6396.002.11.100.002 - \$8,008, Software-CCMR - 199 General Fund - 199.11.6397.002.38.100.002 - \$2,000, Technology Equipment-CCMR - 199 General Fund - 199.11.6395.002.38.100.002 - \$3,000, Furniture & Equipment- CCMR - 199 General Fund - 199.11.6396.002.38.100.002 - \$5,000, Reading Materials- College Reading Materials - 199 General Fund - 199.11.6329.002.38.100.002 - \$2,000, Textbooks- AP/DC - 199 General Fund - 199.11.6321.002.38.100.002 - \$3,000, Musical Instruments - 199 General Fund - 199.11.6398.002.11.100.002 - \$2,000, General Supplies - 185 SCE (Campus) - 185.12.6399.002.30.000.002 - \$12,500, General Supplies - 199 General Fund - 199.11.6399.002.11.100.002 - \$9,000, General Supplies - 211 ESEA Title I (Campus) - 211.11.6399.002.24.801.002 - \$14,306, Technology - 185 SCE (Campus) - 185.11.6395.002.30.000.002 - \$14,341.49, Technology- Fine Arts/PE - 199 General Fund - 199.11.6395.002.11.100.002 - \$1,500</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide tutoring opportunities for all stated tested content areas (Biology, Algebra I, English I, English II, and U.S History) re-testers and first-time testers before school, after school, Saturday School and Boot camps using certified teachers. Provide extra pay for core content areas to teach during zero and 9th period</p> <p>Strategy's Expected Result/Impact: Increase in EOC Scores and reducing number of re-testers</p> <p>Staff Responsible for Monitoring: Administration and Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide tutors during Fall and Spring semester to assist teachers with At-Risk, ELL, and SPED Populations in stated tested content areas.</p> <p>Strategy's Expected Result/Impact: Increase in EOC Scores of targeted populations</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: College Tutors - 185 SCE (Campus) - 185.11.6126.002.30.100.002 - \$29,571, College Tutors - 199 General Fund - 199.11.6126.002.38.100.002 - \$10,000, FICA for 185.11.6126 - 185 SCE (Campus) - 185.11.6141.002.30.100.002 - \$429</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide teachers with substitutes to support professional development and academic growth of all students to include CCMR presenters. Professional development includes in-town or out of town conferences.</p> <p>Strategy's Expected Result/Impact: Increase differentiated instruction to meet needs of all students</p> <p>Staff Responsible for Monitoring: Administration and Department Chairs</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Substitute Teachers/profs - 199 General Fund - 199.11.6112.002.11.362.002 - \$3,000, In Town PD - 211 ESEA Title I (Campus) - 211.13.6499.002.24.801.002 - \$1,500, Substitute Teachers/profs - 199 General Fund - 199.11.6112.002.38.362.002 - \$2,000, Miscellaneous Operating Costs- CCMR Presenters - 199 General Fund - 199.13.6499.002.38.100.002 - \$2,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Pay stipend for Dance and JROTC teachers for Kick Dance Team and Rifle team</p> <p>Strategy's Expected Result/Impact: Increase student involvement in extra curricular activities</p> <p>Staff Responsible for Monitoring: Teachers and Principal</p> <p>TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: Other Payroll payments - 199 General Fund - 199.11.6117.002.11.000.002 - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Purchase library general supplies, technology, reading materials to support and enhance student instruction and curriculum based assignments, college readiness, and technology initiatives such as library online services. Purchase collaborative student furniture to support the project based learning and active learning models</p> <p>Strategy's Expected Result/Impact: Increase use of library by students</p> <p>Staff Responsible for Monitoring: Principal, Librarian</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	Apr	June

Goal 2: Great Community Schools:

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 1: Campus will continue to recruit highly motivated teachers and staff personnel

Evaluation Data Sources: Employment Records

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize Title I and State Compensatory funds to hire teachers to improve instruction for all students, reduce class teacher-student ratio, and provide instruction and interventions for identified sub-groups</p> <p>Strategy's Expected Result/Impact: Lower class loads Increase course offerings</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Fund the following during Prep Period for Fall and Spring Semester:</p> <ol style="list-style-type: none"> Two Math Teachers for AP Cal and On Ramps Statistics. One Math Teacher for Edgenuity classes One English Teacher for Edgenuity classes One Social Studies Teacher for On Ramps U.S History One Social Studies Teacher for Edgenuity Classes One Social Studies Teacher for AP Human Geo One Science Teacher for On Ramps Physics One Science Teacher for Edgenuity classes Alternative zero Period <p>Strategy's Expected Result/Impact: Reduce failure rates, promote students to remain on cohort meet CCMR requirement.</p> <p>Staff Responsible for Monitoring: G&I</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: Other employee Benefits for 185.11.6117 - 185 SCE (Campus) - 185.11.6149.002.30.100.002 - \$320, FICA for 211.11.6117 - 211 ESEA Title I (Campus) - 211.11.6141.002.24.100.002 - \$116, Other Payroll Payment- AP/DC Extra Period - 199 General Fund - 199.11.6117.002.38.100.002 - \$13,600, Other employee benefits for 211.11.6118 - 211 ESEA Title I (Campus) - 211.11.6149.002.24.100.002 - \$231, 0/9th period (Core) and zero period for alternative - 185 SCE (Campus) - 185.11.6117.002.30.100.002 - \$20,000, FICA for 185.11.6117 - 185 SCE (Campus) - 185.11.6141.002.30.100.002 - \$290, TRS for 211.11.6118 - 211 ESEA Title I (Campus) - 211.11.6146.002.24.100.002 - \$1,260, TRS Care Surcharge for 211.11.6118 - 211 ESEA Title I (Campus) - 211.11.6148.002.24.100.002 - \$108, TRS for 211.11.6117 - 211 ESEA Title I (Campus) - 211.11.6146.002.24.100.002 - \$700, 0/9th period/ Teacher tutoring - 211 ESEA Title I (Campus) - 211.11.6117.002.24.100.002 - \$8,000, FICA for 211.11.6118 - 211 ESEA Title I (Campus) - 211.11.6141.002.24.100.002 - \$209, TRS Care Surcharge for 185.11.6117 - 185 SCE (Campus) - 185.11.6148.002.30.100.002 - \$150, TRS Care Surcharge for 211.11.6117 - 211 ESEA Title I (Campus) - 211.11.6148.002.24.100.002 - \$60, Other employee benefits for 211.11.6117 - 211 ESEA Title I (Campus) - 211.11.6149.002.24.100.002 - \$128, TRS for 185.11.6117 - 185 SCE (Campus) - 185.11.6146.002.30.100.002 - \$1,750, Prep Period -All Core - 211 ESEA Title I (Campus) - 211.11.6118.002.24.100.002 - \$14,400</p>	Formative			Summative
	Nov	Feb	Apr	June

Goal 2: Great Community Schools:

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 2: Campus will implement strategies to promote safe and drug free school.

A. By May 2022, the campus rating for Schoolwide structures to prioritize SEL will increase from 42% to 52% as measured by the CASEL implementation Survey and Faculty Survey.

B. By May 2022, the campus rating for Family Partnership Strategies will increase from 49% to 56% as measured by the CASEL implementation survey

Evaluation Data Sources: School climate survey
TEAMS Discipline referrals
PBIS Reports

Strategy 1 Details	Reviews			
Strategy 1: Campus will implement a consistent discipline plan to ensure a safe and effective school climate. Strategy's Expected Result/Impact: Reduction of discipline incidents Staff Responsible for Monitoring: Administration, teachers ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Safety training will be provided to all Austin High School staff. Utilization of campus patrol effectively though out the campus to ensure safety of all personnel. Strategy's Expected Result/Impact: Training Signature log Staff Responsible for Monitoring: Administration, Campus Patrol Title I Schoolwide Elements: 2.5, 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: A consistent reward system to be provided to students that represent Austin HS PBIS/SEL Core values. ALL PBIS and SEL resources will be available on Schoology Strategy's Expected Result/Impact: Increase in positive school culture and climate. Reduction in discipline referrals Staff Responsible for Monitoring: Graduation Coach Administration ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Ongoing training's to faculty, staff, and students on PBIS/SEL and implementation of advisory period to ensure SEL lessons are delivered to all students. SEL Lesson will be delivered during 3rd period for 2021-22 school year</p> <p>Strategy's Expected Result/Impact: Promote positive culture and climate at Austin HS. Promote building relationships between faculty, staff and students.</p> <p>Staff Responsible for Monitoring: Graduation Coach Administration</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Ensure visibility of Austin HS expectations and core values through out the school with posters and reading materials to support At-Risk students with SEL components</p> <p>Strategy's Expected Result/Impact: Increase awareness of students expectations.</p> <p>Staff Responsible for Monitoring: Administration Social Worker Graduation Coach</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: PBIS/SEL campus team to attend district level meetings and related conferences.</p> <p>Strategy's Expected Result/Impact: Learning strategies to be implemented on campus</p> <p>Staff Responsible for Monitoring: Administration</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Security and Monitoring equipment and Licensing to promote campus safety</p> <p>Strategy's Expected Result/Impact: Reduce number of incidents on campus and promote positive culture on campus</p> <p>Staff Responsible for Monitoring: Administration Campus Police Officer</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Technology Equipment- Security Cameras - 199 General Fund - 199.52.6395.002.99.100.002 - \$3,000, Furn, Equip,& Software - Campus Radios - 199 General Fund - 199.52.6639.002.99.100.002 - \$1,500</p>	Formative			Summative
	Nov	Feb	Apr	June

Goal 2: Great Community Schools:

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 3: By the end of 2021-22, school year, Austin High School will increase campus attendance from 92% to 95%

Evaluation Data Sources: Attendance reports
Monthly Alpha Reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure processes are in place to increase monitoring of attendance monitoring through teachers, staff (Conferences), and admin to promote importance of attendance. Strategy's Expected Result/Impact: Increase campus attendance Increase student academic achievements. Staff Responsible for Monitoring: Alpha Personnel Administration Attendance Clerks Graduation Coach Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implementation of reward system on campus to ensure students are recognized for good attendance. Strategy's Expected Result/Impact: Increase campus attendance Staff Responsible for Monitoring: Administration Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Grade level meetings through out the school year to ensure expectations, communication and processes are acknowledged and understood by students Strategy's Expected Result/Impact: Increase campus attendance Staff Responsible for Monitoring: Administration Counselors Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Promote the importance of attendance with slogan "Attendance Matters" posted through out campus, announced on PA weekly while giving attendance percentages, using call out system to inform parents on weekly percentages.</p> <p>Strategy's Expected Result/Impact: Increase campus attendance</p> <p>Staff Responsible for Monitoring: Administration CARE Team</p> <p>Title I Schoolwide Elements: 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Conduct RTI meetings every three weeks to discuss Excessive attendance report and collaborating on Action plans and referrals (court and agency).</p> <p>Strategy's Expected Result/Impact: Increase campus attendance</p> <p>Staff Responsible for Monitoring: Admin CARE Team</p> <p>Title I Schoolwide Elements: 2.5, 2.5, 2.6, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	Apr	June

Goal 2: Great Community Schools:

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 4: New Tech- Panther New Tech students will exhibit Trust, Respect, Responsibility and Agency which will contribute to an engaging, professional and supportive learning environment.

Evaluation Data Sources: School climate survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Culture week will be held in the beginning of the school year where students will be instructed to the New Tech model and the TPR pillars. Freshmen will go through an Orientation Camp (Claw Camp). Strategy's Expected Result/Impact: *Foster a positive school climate, culture and student self-awareness. *Increase student attendance rates Staff Responsible for Monitoring: Administration, Teachers, and Students Title I Schoolwide Elements: 2.5, 2.5</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The SDOA-PNT student board will lead activities that enrich learning experience in and out of the classroom. Student voice will be captured regularly via formal/informal surveys and polls Strategy's Expected Result/Impact: *Increase student participation in school and after school activities, thereby promoting school spirit and ownership. Staff Responsible for Monitoring: Administration, Teachers, and Students Title I Schoolwide Elements: 2.5, 2.5</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Hold Family Time at least once every semester and recognize/encourage exemplar behavior and academic performance through student awards. Strategy's Expected Result/Impact: *Increase student participation in school and after school activities, thereby promoting school spirit and ownership. Staff Responsible for Monitoring: Administration, Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Implement and teach the units in Resilience for Youth program through advisory groups (via Public Service courses) in which students participate in the activities related to school climate, important skills and attributes of an effective learner, coping through difficult times, fostering healthy relationships and good manners and discipline. Strategy's Expected Result/Impact: *Decrease in discipline referral rates and increase in student attendance and course passing rates. Staff Responsible for Monitoring: Teachers, Administration Title I Schoolwide Elements: 2.5, 2.5</p>	Formative			Summative
	Nov	Feb	Apr	June

Goal 2: Great Community Schools:

El Paso ISD will ensure that our students and community are served by effective employees in safe and supportive learning environments.

Performance Objective 5: Provide support to paraprofessionals, counselors, administration, campus patrol, custodians, nurse, coaches and JROTC instructors.

Evaluation Data Sources: Increase school efficiency

Strategy 1 Details	Reviews			
<p>Strategy 1: Allocating funds for Substitutes for paraprofessional, technology, general supplies, furniture, overtime pay, rental lease and travel for admin, employees, and students</p> <p>Strategy's Expected Result/Impact: Increase school efficiency</p> <p>Staff Responsible for Monitoring: Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: General Supplies - 199 General Fund - 199.23.6399.002.99.100.002 - \$8,000, Travel Student-CCMR - 199 General Fund - 199.36.6412.002.38.100.002 - \$5,000, Technology Equipment-CCMR - 199 General Fund - 199.23.6395.002.38.100.002 - \$3,000, General Supplies- Counselors - 199 General Fund - 199.31.6399.002.99.100.002 - \$2,000, Miscellaneous Operating Costs- CCMR - 199 General Fund - 199.36.6499.002.38.100.002 - \$2,000, Overtime Support personnel- Custodial Overtime - 199 General Fund - 199.51.6121.002.99.000.002 - \$2,500, General Supplies-Coaches and JROTC - 199 General Fund - 199.36.6399.002.99.100.002 - \$15,000, Substitutes Support Personnel - 199 General Fund - 199.11.6122.002.23.000.002 - \$301.60, General Supplies- Nurse - 199 General Fund - 199.33.6399.002.99.100.002 - \$1,000, Travel-Student - 199 General Fund - 199.36.6412.002.99.100.002 - \$6,000, General Supplies-CCMR - 199 General Fund - 199.11.6399.002.38.100.002 - \$8,400, Technology Equipment - 199 General Fund - 199.23.6395.002.99.100.002 - \$3,000, Travel Employee- CCMR - 199 General Fund - 199.36.6411.002.38.100.002 - \$5,000, Travel- Employee - 199 General Fund - 199.36.6411.002.99.100.002 - \$6,000, Rental Operation Lease- Military Ball Venue - 199 General Fund - 199.11.6269.002.11.362.002 - \$2,000, General Supplies- Custodial - 199 General Fund - 199.51.6399.002.99.100.002 - \$1,000, General Supplies- CCMR - 199 General Fund - 199.23.6399.002.38.100.002 - \$3,609</p>	Formative			Summative
	Nov	Feb	Apr	June

Goal 3: Lead with Character and Ethics

El Paso ISD will demonstrate fiscal and ethical responsibility as well as a deep commitment to service and support in all district operations.

Performance Objective 1: Austin HS will ensure that all stakeholders are involved in decision making to ensure that resources allocated is to benefit all students.

Evaluation Data Sources: Budget Analysis

Strategy 1 Details	Reviews			
<p>Strategy 1: Continuous department chair meetings through out the year to ensure that allocated funds are used to increase positive learning for all students. Strategy's Expected Result/Impact: Resources to increase instructional effectiveness. Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.6, 2.6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Allocate funds for effective implementation of educational programs for all students to include supplies, materials, student ID machine, student travel, field trips, students awards, library awards, office, and counseling materials Strategy's Expected Result/Impact: Resources Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Feb	Apr	June

Goal 4: Community Partnerships

El Paso ISD will maintain positive and productive partnerships with parents and state and community organizations to facilitate the success of all students.

Performance Objective 1: Achieve excellence in improving student and parent involvement to gain a strong relationship with the community in order to develop a bond and boost school spirit.

Evaluation Data Sources: Sign In Sheets and title I crate documents

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure the following are completed through out the school year:</p> <ol style="list-style-type: none"> 1. Workshops for parents 2. Student Outreach workshops or guest speakers 3. Community outreach to ensure safety to our school and surrounding areas 4. Parent involvement with school events <p>Strategy's Expected Result/Impact: Increase Parental Engagement Staff Responsible for Monitoring: Parental Liasion Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Presentation to Austin HS parents: PBIS/SEL core values, processes, and initiatives with support from the Parental Engagment Liasion to include purchases of materials, snacks, and general supplies. This will be used for parent meetings and activities</p> <p>Strategy's Expected Result/Impact: Increase of parental involvement in students' behavior by promoting positive behavior on and off campus Staff Responsible for Monitoring: PBIS/SEL Team Administration Parental Engagement Title I Schoolwide Elements: 3.1 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Parental Engagement - 211 ESEA Title I (Campus) - 211.61.6499.002.24.801.002 - \$500</p>	Formative			Summative
	Nov	Feb	Apr	June

Goal 4: Community Partnerships

El Paso ISD will maintain positive and productive partnerships with parents and state and community organizations to facilitate the success of all students.

Performance Objective 2: Provide resources to students, through counselors and graduation coach to ensure that all students have the supports and means to be successful on campus.

Evaluation Data Sources: Increase in SEL indicator

Strategy 1 Details	Reviews			
Strategy 1: Increase in SEL indicator Strategy's Expected Result/Impact: Increase SEL student support in order to raise student academic expectations. Staff Responsible for Monitoring: Counselors and Graduation Coach Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy Funding Sources: General Supplies - 185 SCE (Campus) - 185.32.6399.002.30.000.002 - \$1,000	Formative			Summative
	Nov	Feb	Apr	June

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Strategic placement of students in the Master Schedule. Students that successfully passed Alg 1 STAAR in 8th grade will be single blocked while students that did not pass will be double blocked. Students that failed Alg1 will be grouped together and single blocked.
1	1	3	Placement of LEP students that have failed 8th grade STAAR and/or received B/I/H on their Telpas rating will be double blocked with dual language support. Placement of LEP students that have passed 8th grade STAAR and received AH on their Telpas rating will be single blocked with sheltered instruction trained teachers.
1	1	4	Dual Language sections for Algebra I to enhance and support LEP students.
1	4	2	Dual Language sections for Biology to enhance and support LEP students.
1	5	1	Utilize collaborative teamwork through Department PLCs for instructional planning to include: data analysis by grade, subject, student group and progress measures. Grade-level, vertical and interdisciplinary team meetings through Panther New Tech Grade Level Facilitators (9th grade NT teachers meet together, 10th grade NT teachers plan together) before school on a weekly basis for data analysis, intervention planning and dialogue, and collaboration for remediation plans.
1	5	2	Tutoring sessions for students are available from the start of the year to support students who do not perform well on assessments.
1	5	3	Development of instructional plan or action plan based on data analysis and dialogue. Individual student data analysis with students setting their own academic goals with their advisor (law enforcement teacher).
1	5	4	Provide supplies, materials and technology to support economically disadvantaged and At- Risk students by using textbooks, printed materials and resources (STAAR supplemental resources and support); & electronic resources including digital subscriptions as a means for 1st teach or tier 2 interventions.
1	6	1	Holding FAFSA nights twice a year and TACRO fair once a year to ensure that students are receiving the support needed to enroll into a 2 or 4 year university and have the opportunity to meet various universities through out the state.
1	6	2	Promoting and maintaining HB 5 endorsements for all students by ensuring students schedules, in CCRP, are aligned to their endorsements

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
4	2	1	Increase in SEL indicator

State Compensatory

Personnel for Austin High School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gloria Heredia	High School Dual Language Social Studies	Social Studies	1.0

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

*Austin High School Campus Improvement Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the Local Educational Agency (LEA). Sec. 1114(b)(6)
CNA was reviewed by the CIT committee as a draft on April 07th, 2021. CNA/CIP was adopted and approved by the CIT on May 5th, 2021*

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

<i>Name</i>	<i>Position</i>	<i>Email</i>	<i>Role</i>
<i>Cynthia Ponce</i>	<i>Principal</i>	<i>ccsevern@episd.org</i>	<i>Administrator</i>
<i>Ahmad Ismail</i>	<i>Assistant Principal</i>	<i>akismail@episd.org</i>	<i>Administrator</i>
<i>ISG Anthony Dinkins</i>	<i>HS ROTC Army/Instructor</i>	<i>atdinkin@episd.org</i>	<i>Classroom Teacher</i>
<i>Eric Moreno</i>	<i>HS Dual Credit Math Combo</i>	<i>remoreno@episd.org</i>	<i>Classroom Teacher</i>
<i>Ana Molina</i>	<i>Business Member</i>	<i>anamolinago@gmail.com</i>	<i>Business Representative</i>

<i>Name</i>	<i>Position</i>	<i>Email</i>	<i>Role</i>
<i>Carmen Medellin</i>	<i>Community Memeber</i>	<i>carmen_medellin@live.com</i>	<i>Community Representative</i>
<i>Diana Sanchez</i>	<i>Parent</i>	<i>diana29jd@att.net</i>	<i>Parent</i>
<i>Hermila Gamez-Alvarado</i>	<i>Assistant Principal</i>	<i>hgamez@episd.org</i>	<i>Administrator</i>
<i>Jesus Reyes</i>	<i>HS Social Studies Combo</i>	<i>jcreyes@episd.org</i>	<i>Classroom Teacher</i>
<i>Jorge Romero</i>	<i>High School AP Science Combo</i>	<i>jromero@episd.org</i>	<i>Classroom Teacher</i>
<i>Jose Mojica</i>	<i>High School Sped Resource</i>	<i>jfmojica@episd.org</i>	<i>Classroom Teacher</i>
<i>Julie Arias</i>	<i>High School English</i>	<i>jxarias1@episd.org</i>	<i>Classroom Teacher</i>
<i>Karla Diaz</i>	<i>Military Family Liaison</i>	<i>kdiaz@episd.org</i>	<i>Military Liason</i>
<i>Katherine Morrill</i>	<i>High School Librarian</i>	<i>klhollen@episd.org</i>	<i>Non-classroom Professional</i>
<i>Mary Ramirez</i>	<i>Parent</i>	<i>maryframirez@sbcglobal.net</i>	<i>Parent</i>
<i>Ray Hernandez</i>	<i>Community Member</i>	<i>rayrayray521@gmail.com</i>	<i>Community Representative</i>
<i>Victor Ramirez</i>	<i>Business Member</i>	<i>victormranirez@msn.com</i>	<i>Business Representative</i>

<i>Name</i>	<i>Position</i>	<i>Email</i>	<i>Role</i>
<i>Steven Clay</i>	<i>Executive Director Strategy Accountability & Assessment</i>	<i>jsclay@episd.org</i>	<i>District-level Professional</i>
<i>Marie Cervera- Olivas</i>	<i>ALL Secondary Literacy/Biliteracy</i>	<i>mycerver@episd.org</i>	<i>Non-classroom Professional</i>
<i>Sarah Dominguez</i>	<i>ALL</i>	<i>smnolen@episd.org</i>	<i>Non-classroom Professional</i>

- *CNA and CIP were developed by receiving input and feedback for all school personnel such as teachers from all departments, Military Liaison, Graduation Coach, counselors, Parental engagement Liaison, Student Activity Manager, LPAC's, and administration.*

2.2: Regular monitoring and revision

CIT Committee revised, evaluated and approved the 2021-2022 school year budget, Campus Needs assessment and Campus Improvement Plan during multiple meeting held on 4/7/2021 and 5/5/2021. CIP plan goals and strategies will be re-evaluated through out the school year and adjustments will be made if necessary.

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

Austin High School has the CNA/CIP posted on the school website and uploaded to Title I crate. A hardcopy is also available at the Front Office for parents, faculty, and community members. CIP is written and adopted in English

2.4: Opportunities for all children to meet State standards

See Title I schoolwide element's Strategies indicated below.

2.5: Increased learning time and well-rounded education

See Title I schoolwide element's Strategies indicated below.

2.6: Address needs of all students, particularly at-risk

See Title I schoolwide element's Strategies indicated below.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The following individuals assisted in the development of the Parent and Family Engagement Policy:

- Sandra Duarte- Parent Engagement Liasion*
- Ahmad Ismail- Assistant Principal*
- Cyndi Ponce-Principal*

Parent and Family Engagement Policy was also presented to parent via online zoom meeting for input, feedback and modifications.

Parent and Family Engagement policy was distributed during parent meetings, school various social media sources. Policy is also located on campus website and physically cope can be found at the front office. The policy is written in English and Spanish.

3.2: Offer flexible number of parent involvement meetings

All parent sessions are held in the morning (10 AM) and late afternoon (5 PM) to maximize parent involvement. All meetings held and resources can also be found on the school website and Title I crate.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Carlos Chavez	HS Science Combo w/Major Sports Fall & S	Science	.67
Jazmin Cornejo	High School Spanish	Foreign Language	1.0
Jorge Romero	High School Science	Science	1.0
Laura Avalos	High School Dual Language Social Studies	Social Studies	1.0
Norberto Gerardo	High School EL English Teacher	English	1.0
Ray Cerecerez	High School EL English Teacher	English	1.0

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	3	Testing Materials- AP Exam Fees	199.11.6339.002.38.100.002	\$4,000.00
1	6	8	Miscellaneous Operating Costs- Awards and student acknowledgment	199.11.6499.002.11.100.002	\$15,000.00
1	7	1	Furniture & Equipment	199.11.6396.002.11.100.002	\$8,008.00
1	7	1	Software-CCMR	199.11.6397.002.38.100.002	\$2,000.00
1	7	1	Technology Equipment- CCMR	199.11.6395.002.38.100.002	\$3,000.00
1	7	1	Furniture & Equipment- CCMR	199.11.6396.002.38.100.002	\$5,000.00
1	7	1	Reading Materials- College Reading Materials	199.11.6329.002.38.100.002	\$2,000.00
1	7	1	Textbooks- AP/DC	199.11.6321.002.38.100.002	\$3,000.00
1	7	1	Musical Instruments	199.11.6398.002.11.100.002	\$2,000.00
1	7	1	General Supplies	199.11.6399.002.11.100.002	\$9,000.00
1	7	1	Technology- Fine Arts/PE	199.11.6395.002.11.100.002	\$1,500.00
1	7	3	College Tutors	199.11.6126.002.38.100.002	\$10,000.00
1	7	4	Substitute Teachers/profs	199.11.6112.002.11.362.002	\$3,000.00
1	7	4	Substitute Teachers/profs	199.11.6112.002.38.362.002	\$2,000.00
1	7	4	Miscellaneous Operating Costs- CCMR Presenters	199.13.6499.002.38.100.002	\$2,000.00
1	7	5	Other Payroll payments	199.11.6117.002.11.000.002	\$3,000.00
2	1	2	Other Payroll Payment- AP/DC Extra Period	199.11.6117.002.38.100.002	\$13,600.00
2	2	7	Technology Equipment- Security Cameras	199.52.6395.002.99.100.002	\$3,000.00
2	2	7	Furn, Equip,& Software - Campus Radios	199.52.6639.002.99.100.002	\$1,500.00
2	5	1	General Supplies	199.23.6399.002.99.100.002	\$8,000.00
2	5	1	Travel Student-CCMR	199.36.6412.002.38.100.002	\$5,000.00
2	5	1	Technology Equipment-CCMR	199.23.6395.002.38.100.002	\$3,000.00
2	5	1	General Supplies- Counselors	199.31.6399.002.99.100.002	\$2,000.00
2	5	1	Miscellaneous Operating Costs- CCMR	199.36.6499.002.38.100.002	\$2,000.00
2	5	1	Overtime Support personnel- Custodial Overtime	199.51.6121.002.99.000.002	\$2,500.00
2	5	1	General Supplies-Coaches and JROTC	199.36.6399.002.99.100.002	\$15,000.00
2	5	1	Substitutes Support Personnel	199.11.6122.002.23.000.002	\$301.60

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	5	1	General Supplies- Nurse	199.33.6399.002.99.100.002	\$1,000.00
2	5	1	Travel-Student	199.36.6412.002.99.100.002	\$6,000.00
2	5	1	General Supplies-CCMR	199.11.6399.002.38.100.002	\$8,400.00
2	5	1	Technology Equipment	199.23.6395.002.99.100.002	\$3,000.00
2	5	1	Travel Employee- CCMR	199.36.6411.002.38.100.002	\$5,000.00
2	5	1	Travel- Employee	199.36.6411.002.99.100.002	\$6,000.00
2	5	1	Rental Operation Lease- Military Ball Venue	199.11.6269.002.11.362.002	\$2,000.00
2	5	1	General Supplies- Custodial	199.51.6399.002.99.100.002	\$1,000.00
2	5	1	General Supplies- CCMR	199.23.6399.002.38.100.002	\$3,609.00
Sub-Total					\$166,418.60
Budgeted Fund Source Amount					\$166,418.60
+/- Difference					\$0.00
185 SCE (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	1	General Supplies	185.12.6399.002.30.000.002	\$12,500.00
1	7	1	Technology	185.11.6395.002.30.000.002	\$14,341.49
1	7	3	College Tutors	185.11.6126.002.30.100.002	\$29,571.00
1	7	3	FICA for 185.11.6126	185.11.6141.002.30.100.002	\$429.00
2	1	2	Other employee Benefits for 185.11.6117	185.11.6149.002.30.100.002	\$320.00
2	1	2	0/9th period (Core) and zero period for alternative	185.11.6117.002.30.100.002	\$20,000.00
2	1	2	FICA for 185.11.6117	185.11.6141.002.30.100.002	\$290.00
2	1	2	TRS Care Surcharge for 185.11.6117	185.11.6148.002.30.100.002	\$150.00
2	1	2	TRS for 185.11.6117	185.11.6146.002.30.100.002	\$1,750.00
4	2	1	General Supplies	185.32.6399.002.30.000.002	\$1,000.00
Sub-Total					\$80,351.49
Budgeted Fund Source Amount					\$80,351.49
+/- Difference					\$0.00

211 ESEA Title I (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	3	Mock and Bootcamps	211.11.6339.002.24.801.002	\$3,000.00
1	7	1	General Supplies	211.11.6399.002.24.801.002	\$14,306.00
1	7	4	In Town PD	211.13.6499.002.24.801.002	\$1,500.00
2	1	2	FICA for 211.11.6117	211.11.6141.002.24.100.002	\$116.00
2	1	2	Other employee benefits for 211.11.6118	211.11.6149.002.24.100.002	\$231.00
2	1	2	TRS for 211.11.6118	211.11.6146.002.24.100.002	\$1,260.00
2	1	2	TRS Care Surcharge for 211.11.6118	211.11.6148.002.24.100.002	\$108.00
2	1	2	TRS for 211.11.6117	211.11.6146.002.24.100.002	\$700.00
2	1	2	0/9th period/ Teacher tutoring	211.11.6117.002.24.100.002	\$8,000.00
2	1	2	FICA for 211.11.6118	211.11.6141.002.24.100.002	\$209.00
2	1	2	TRS Care Surcharge for 211.11.6117	211.11.6148.002.24.100.002	\$60.00
2	1	2	Other employee benefits for 211.11.6117	211.11.6149.002.24.100.002	\$128.00
2	1	2	Prep Period -All Core	211.11.6118.002.24.100.002	\$14,400.00
4	1	2	Parental Engagement	211.61.6499.002.24.801.002	\$500.00
Sub-Total					\$44,518.00
Budgeted Fund Source Amount					\$44,518.00
+/- Difference					\$0.00
Grand Total					\$291,288.09

Addendums