

El Paso Independent School District

Austin High School

Improvement Plan

2020-2021



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: August 28, 2020

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?

Data from 3-5 years indicates a decline in enrollment. Fall snapshot for current 19/20 school year was at 1,301 and currently enrollment stands at approximately 1,240.

The past 3 years are as follows: 2018/19 1,330; 2017/18 1,381; 2016/17 1,492.

Decline trend is not exclusive to our campus but districtwide based on school-aged population estimates, open enrollment and competitive high school programs, plus other tuition free opportunities.

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

There are a total number of 9 students coded as migrant at Austin High School. They return each year. Families leave during summer to do migratory work. Last year Austin HS had the second highest ranked GPA of all migrant students in the entire Region 19.

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?

Most of our special education students are Hispanic due to most of our enrollment being Hispanic. Many students who qualify for SPED services have qualified before the high school setting. When a student does not qualify, it is due to factors of not having enough data to support the Special Education need.

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?

Campus attendance rate YTD is currently 91.94%. 2018/19 was at 92.32% and 2017/18 92.80% reflecting a steady decline. Attendance decline is districtwide. An assigned AP oversees attendance, scheduling parent meetings, working closely with alpha/truancy team, and creating attendance contracts monitored regularly. PBIS and Teams referral campus procedures are also in place to support addressing student absenteeism and tardies. Campus procedures continue to include automated calls to parents, mailed letters to parents, and court filings. Attendance is posted regularly for each grade level and incentives such as a longer lunch, a treat, a field trip for perfect attendance have been given to encourage and promote student attendance.

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

This year there have been 627 counted offenses. The rates vary between female and male. 460 of the offenses have been male and 167 were female. Ethnicity does not accurately vary because our majority of students are of the Hispanic population.

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, Headstart, PreK, summer school).

Students enrolled in special programs are as follows:

SS 569 broken down as follows: T1 1,137 SS T2 516 total counts for course enrollments. (source: teams)

GT 79 (source: on point)

AP 298 (source: teacher availability spring)

CTE 881 (source: on point)

Fine arts 724 (source: tableau)

Athletics 580 total counts for course enrollments (source: teacher availability spring)

All types of students enrolled in various programs.

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 Elevation and ESL instructional strategies. All teachers in ELA as well as special education teachers are ESL certified on campus. Students have visuals and word walls in the classrooms. LPAC clerks check in with students to ensure they are in the proper setting and meet with LPAC committee to determine placement and review TELPAS data and success of students coded ELs. The program of Elevation is highly effective because it allows teachers to look at all their coded students ELL needs and accommodations for each of their classes. Notes are put into the system which allows teachers to share data and suggested resources or instructional strategies that are showing success in their class.

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

120 student Meet Math and Reading CCMR Standards

Gender: male-56 ; Female-64

Economics: Non-Economically Disadvantaged-17 ; Economically Disadvantaged- 103

Non-LEP- 97 ; LEP-23

Non-SPED-116; SPED- 4

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

107 students graduated from High School with college credit

STAFF QUALITY, RECRUITMENT AND RETENTION

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

The retention rate is over 95% at Austin High School. Faculty and staff who leave Austin usually leave for promotional opportunities.

New teachers are assigned a mentor teacher from their content department. Teachers attend PLCs on a biweekly basis for content and pedagogical support. Campus ALLs assist teachers with lesson planning and feedback.

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

Teachers share strategies at PLCs and work collaboratively. Teachers also take leadership roles across campus to assist teachers and students. In addition, campus ALLs work with teachers to build pedagogical and technological skills.

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

Teachers share expertise in PLCs and 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.

PARENTS and COMMUNITY

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

Phone calls are made to parents when their student is struggling. Parents is made aware of tutoring times that their student can attend to get extra help in the content they need. As well as made aware of transportation that is available to them if they need it. For military affiliated students, parents are made aware of an online service free to the student. If the student does not improve then the school schedules an intervention meeting with parent, student, teacher and or administrator.

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

Parents are part of campus committees that make decisions for the campus.

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

Many of the students at Austin are economically disadvantaged. Due to the high percentage, students are offered free breakfast and lunch daily as well as dinner Monday - Thursday after school. Austin has had a decrease in enrollment.

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

Parent only activities fluctuate in attendance and can be low at times, but student and parent activities get much better involvement.

5. What adult education courses/services are available?

As of now, we do not offer education courses for our parents, however we do refer them to San Jacinto Adult Learning center or to other campuses offering the course that the parents would like to take.

Demographics Strengths

- 1. The number of graduates that meet college course entrance requirements without remediation is proportional between females and males.**
- 2. 86 % of students that meet college course entrance requirements without remediation are economically disadvantaged.**
- 3. 89% of students that meet college course entrance requirements without remediation are of Hispanic/Latino origin.**

Problem Statements Identifying Demographics Needs

Problem Statement 1: The percentage of graduates who do not meet college course entrance requirements without remediation is 58%. **Root Cause:** The percentage of students that do not meet both Math and English college course entrance exam requirements are due to students not meeting the requirements either through maintaining a 75 or higher in HB5 College preparatory course, students not enrolled in HB5 College preparatory course, or students not meeting the requirements through TSI ,SAT, or ACT exams.

Problem Statement 2: The number of graduates who are identified as Limited English Proficient that meet college course entrance requirements without remediation is 19%. **Root Cause:** Limited English Proficient students do not meet college course entrance requirements without remediation due to

language barriers.

Problem Statement 3: The discrepancy of male students who are most disciplinary issues in comparison to female students across the board in every grade level **Root Cause:** We do not have a strong mentorship, buy in, or rewards program to give incentives to encourage good behavior from students. Mentorship and orientation are needed.

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?

In Algebra I, 91.15% of Economically Disadvantaged students reached the approaches level, 69.28% of students reached the meets level, and 43.79% of students reached the mastery level. 100% of Black/African American students reached the approaches level, 100% of students reached the meets level, and 0% of students reached the mastery level. 93.39% of Hispanic students reached the approaches level, 72.73% of students reached the meets level, and 50.83% of students reached the mastery level. 100% of Native Hawaiian/Pacific Islander students reached the approaches level, 100% reached the meets level, and 100% reached the mastery level. Of students that identify as two or more races, 100% reached the approaches level, 100% reached the meets level, and 71.43% reached the mastery level. 80% of white students reached the approaches level, 80% reached the meets level, and 60% reached the mastery level. 94.81% of female students reached the approaches level, 77.78% of female students reached the meets level, and 54.81% of female students reached the mastery level. 91.8% of male students reached the approaches level, 69.67% of male students reached the meets level, and 48.36% of male students reached the mastery level. 89.36% of LEP students reached the approached level, 58.51% reached the meets level, and 37.23% reached the mastery level. Finally, 78.79% of Special Ed students reached the approaches level, 33.33% reached the meets level, and 12.12% reached the mastery level.

According to the TEA Closing the Gaps Report, all student populations that had a large enough sample size to report met their targeted satisfactory performance. The Austin H.S -math department attributes this to selecting a targeted Algebra I team to teach Algebra I to students. These teachers should be both driven to teach 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 very small sample sizes. It appears that with larger sizes of student populations, there would be little to no variation in those levels.

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 Ed 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 likely 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 very small sample sizes, LEP students and Special Ed 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.

English I, Economic Disadvantage: 41% approaches, 27% meets, 1% masters, Asian: 67% approaches, 33% meets, 0% masters, Black/African American: 56% approaches, 44% meets, 0% masters, Hispanic: 43% approaches, 27% meets, 3% masters, Native Hawaiian/Pacific Islander: 100% approaches, 0% meets, 0% masters, Two or more Races: 90% approaches, 80% meets, 10% masters, White: 68% approaches, 46% meets, 5% masters, Female: 52% approaches, 34% meets, 5% masters, Male: 39% approaches, 24% meets, 1% masters, LEP: 24% approaches, 9% meets, 0% masters, SPED: 15% approaches, 6% meets, 0% masters.

English I-II Academic Performance who did not meet- target 44%-33%=-10, Hispanic: target 37%-31%=-6, Econ Disadvantage: 33%-30%=-3, EL (current & monitored): target 29%-18%=-11, Continuously Enrolled: target 46%-35%=-11, Non- Continuously Enrolled: target 42%-28%=-14

Consistent monitoring of groups was not assigned due to lack of not having an active learning leader for ELA/SS. Intervention classes needed beyond having only reading 1-3 available for only grades 9th-11th, writing Intervention classes are needed in place of only having only Achieve 3000 reading interventions classes only. Having an extended intervention classes for senior students who have complete all prior interventions that are targeted towards English writing EOC instead of having students enrolled English college prep classes would be beneficial and most appropriate instead of having to find and track student down for after school sessions. An adopted writing program and training for all ELA teachers is also a need for supporting of all Tier 1 first teach across the board.

English I-II Academic Performance who met-African American: target 32%-36%=+4, **White:** target 60%-61%=+1. These subgroups are smaller populations and were easily tracked and monitored.

There are significant differences between subgroup performances between White and Asian vs. all others there is a 10% or more of a difference in performance, Female vs. Male there is 13% difference, LEP vs. ED, and SPED there is more than 10 % across these groups.

Student population is greater in LEP with 260 versus 68 students in SPED, Economically Disadvantage students is 282 in comparison to LEP with 260 and SPED at 68, Hispanic population is greater at 460 compared to 22 white, two or more races 10, Native Hawaiian/Pacific Islander 1, Black/African American 9, Asian 3. Greater numbers populations need more consistent monitoring through RTI and PBIS teams. Reading Intervention classes need to be capped at no more than 15 per class and scheduled according to Lexile levels in reading intervention classes. A phonetic and diagnostic program to follow other than Achieve 3000 would be best suitable for EL students who lack in the phonetic awareness tier. Implementing a writing intervention course based on student's 7th grade writing would also be beneficial for those entering 9th grade. As well as for those who have exhausted all reading intervention levels 1-3. Adding a strict EOC intervention course for 11th-12th graders instead of college readiness would also improve and help close learning gaps. Establishing a 30-minute RTI classes for all teachers to teach strictly RTI strategies during the class schedule would also help for remediation. Currently rounding up students by force afterschool has shown little to no positive progress for the past 5 years.

English II, Economic Disadvantage: 61% approaches, 45% meets, 2% masters, **Black/African American:** 50% approaches, 33% meets, 0% masters, **Hispanic:** 59% approaches, 40% meets, 1% masters, **Native Hawaiian/Pacific Islander:** 100% approaches, 100% meets,

1000% masters, Two or more Races: 100% approaches, 100% meets, 0% masters, White: 56% approaches, 44% meets, 11% masters, Female: 65% approaches, 40% meets, 4% masters, Male: 55% approaches, 41% meets, 1% masters, LEP: 27% approaches, 12% meets, 0% masters, SPED: 9% approaches, 3% meets, 0% masters.

English I-II Academic Performance who did not meet- All Students: target 44%-33%=-10, Hispanic: target 37%-31%=-6, Econ Disadv: 33%-30%=-3, EL (current & monitored): target 29%-18%=-11, Continuously Enrolled: target 46%-35%=-11, Non- Continuously Enrolled: target 42%-28%=-14

Consistent monitoring of groups was not assigned due to lack of not having an active learning leader for ELA/SS. Intervention classes needed beyond having only reading 1-3 available for only grades 9th-11th, writing Intervention classes are needed in place of only having only Achieve 3000 reading interventions classes only. Having an extended intervention classes for senior students who have complete all prior interventions that are targeted towards English writing EOC instead of having students enrolled English college prep classes would be beneficial and most appropriate instead of having to find and track student down for after school sessions. An adopted writing program and training for all ELA teachers is also a need for supporting of all Tier 1 first teach across the board.

English I-II Academic Performance who met- TX Schools. Gov African American: target 32%-36%=+4, White: target 60%-61%=+1. These subgroups are smaller populations and were easily tracked and monitored.

There are significant differences between subgroup performances between White and Hispanic vs. Black/African American by 9%, Female vs. Male there is 10% difference, LEP vs. ED is a 34% difference, LEP vs. SPED there is a 18% difference. Greater numbers need more consistent monitoring through RTI and PBIS teams.

US History -All students: Approaches 91%, Meets 64%, and Mastery 29%, African Am: 70%, 50 %, 30%, Hispanic: 91%, 63% 26%, White: 94%, 78%, 67%, Econ Disadvantage: 91%, 58%, 23%, EL(Current): 79%, 37%, 6%, El(Current & Monitored): 80%, 42%, 7%, SPED(Current): 69%, 34%, 7%, Cont. Enrolled: 92%, 65%, 29%, Non-Cont. Enrolled: 89%, 61%, 29%.

The groups who did not meet satisfactory performance was SPED students who had a 24% not meet, LEP: had a 24% not meet, Males: 5%, Females: 10%, White: 11%. Hispanic: 7%, Black Afr. Am.: 17%, Econ Disadvantage: 4% not meet. These reflect s the same statistic in English and Reading state exams. Creating an intervention course during the day for these students would help remediate the learning gaps. It would take at least 4 sections or 3 to help close those learning gaps.

Groups who met satisfactory performance can be attributed to having dual language classes offered in social study courses such as in world history and world geography. After school tutoring and having academic tutors to help support the gaps of those students who are failing also helped to close the gaps.

There is a significant difference between the performances of different student groups such as in SPED and LEP groups. These 2 subgroups are scoring lower than all other subgroups. We need differentiation strategies, co-teach strategies, and ELP strategies to help close those gaps with in their first teach tier 1. LPAC and Sped Coach need to monitor these 2 subgroups more consistently throughout the year. Teacher also need continuing support and professional development in differentiation and ELP strategies.

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?

Academic Performance who did not meet- Reading: All students target: 44% we received a 33%=-11%, Hispanic target 37% we received a 31%=-7%, Economically Disadvantage target: 33% we received a 30%=-3%, EL (current & monitored) target 29% we received a 18%=-11%, Sped target: 19% we received an 11%=-8%.

Graduation rate: All students target rate was 90% we received a 81%=-9%, Hispanic: target 90%we received an 80%=-10, Economically Disadvantage: target was 90% we received an 82%=-8%; EL(Current) target 90%- we received a 68%=-22%, SPED (Current): target 90% we received a 64%= -26%.

English Language Proficiency: target was 36% we received a 14%, a -22% gap.

Student Success Status: ELL (current/monitored) target was 37% we received a 32%, SPED target was 23% we received a 22%, Continuously Enrolled target was 48% we received a 44%, Non-Continuously enrolled target was 45 % we received 41%.

School Quality (College, Career, and Military Readiness Performance): target 47% we received a 43%

These groups will be addressed through RTI, PBIS, LPAC. Monitors will include Sped Coach, Graduation Coach, and admin. to help monitor.

Performance Rate: Hispanic target 37%-31%=-6, Economically Disadvantage: 33%-30%=-3, EL(current) 29%-18%=-11, Sped(Current) 19%-11%=-8, Continuously Enrolled 46%-35%= -11, Non-Continuously Enrolled 42%-28%= -14.

These groups will be monitored through 504, ARDS, CIT, LPAC, PBIS, PLCs, and RTI. Monitors will include all administrators, Active Learning Leaders, CCRP teachers, counselors, Graduation Coach, LPAC clerks, Military Liaison, MI teachers, Parent Liaison, and Special Education Coach to help monitor, track, and support.

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?

In math, over the past five years, as expected, starting in grade fifth grade, student achievement has generally 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. As freshmen, 80.55% of the students reached the approaches level, 41.98% reached the meets level, and 7.85% reached the mastery level.

It does appear that this same group of students shows growth in the same way. They showed vast improvement from 8th grade to 9th grade.

Over the past five years, the Algebra I STAAR scores did steadily increase, apart from the large jump in the last year. From 2015 to 2016, Algebra I increased by 10 percentage points. From 2016 to 2017, the scores increased by 4 percentage points. From 2017 to 2018, the scores increased by 2 percentage points. Then, from 2018 to 2019, the scores jumped by 17 percentage points. Biology scores have generally held steady over the past five years. From 2015 to 2016, the scores decreased by 2 percentage points. From 2016 to 2017, the scores decreased by 7 percentage points. From 2017 to 2018, the scores increased by 1 percentage point. The scores gained 1 more percentage point from 2018 to 2019.

English I and II performance trends can be found for example in 5th grade students score higher because many elementary schools test their students in Spanish, so the scores reflect higher both in English and in Spanish in all tested contents. In 2014 5th grade students scored a 73% in reading before transitioning into middle school in 6th grade. Every time there is a transition scores drop by 9%-13% into the next level. In this case a major factor in 6th grade is not just the higher level in Lexile, but the elimination of the test in Spanish. Therefore, 6th graders coming in have language gaps in reading and in writing. Writing in 5th and 6th grade are not as reinforced during the school year due to no accountability tests during this time.

From 6th to 7th grade in Reading varies between the generations. In English II, that generation I showed a decrease of 2% while the English I generation II showed an increase of 4%, however in writing generation I scored a 55% compared to English I who had a 49%, so English II generation I showed a better chance in scoring better in high school EOCs. In grades 7th to 8th both generations showed an increase of 11% for generation II and a 13% for generation I. The transition into high school showed a significant drop for both generations. Generation I have a decrease of 12% and generation II had 12% decreased. This is due to factor that 8th STAAR test did not include a writing portion and in 9th EOC it contains both reading and writing. 8th grade only focuses on reading therefore students lack a years' worth of instruction. From 9th to 10th grade we begin to see scores improving back up by 3% but still lag in the mastery.

English I Generation II							
5 th 2015	6 th 2016	7 th RD 2017	7 TH WRT 2017	8 th 2018	9 th 2019		RATING
61%	48%	52%	49%	60%	48%		Approaches
25%	16%	17%	18%	25%	31%		Meets
11%	6%	6%	2%	8%	4%		Masters
English II Generation I							
5 th 2014	6 th 2015	7 th RD 2016	7 TH WRT 2016	8 th 2017	9 th 2018	10 th 2019	RATING
73%	64%	62%	55%	68%	56%	59%	Approaches
28%	20%	26%	22%	31%	33%	41%	Meets
8%	9%	11%	2%	9%	3%	2%	Masters

In Social Studies, when we compare the USH EOC to the 8th USH STAAR there is a great difference within the 3 years between 8th grade and 11th grade. Students in 8th grade in middle feeder schools are scoring in 65%-76% approaches, 21%-37% meets, and 6%-15% masters. In high school USH EOC beginning in 2019: 89% approaches, 65% meets, 30% masters. SPED was 71% approaches, 37% meets, and 6% masters, LEP: 74% approaches, 37% meets, and 6% masters. The data shows that overall students score higher by the time they reach 11th grade as compared to how they score in 8th grade. The data also shows that between years 2019-2015, Austin has shown

increase of 9% in approaches, and a 29% increase in meets, and a 28% increase in mastery. We also see an increase in SPED of 41% increase in approaches, 29% increase in meets, and 4% increase in masters. LEP students: 14% increase in approaches, 30% increase in meets, and a 6% increase in masters. The common trend in that we need to re-direct instruction towards our LEP group in approaches and masters. We also need more interventions overall in our approaches and mastery. Therefore, increasing the rigor and implementing more differentiated instructions and ELP strategies.

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?

An Excel database with all student information has been created to help track all formal and informal assessments throughout the year. Every reporting period we have PLCs where we discuss the students' academic patterns and trends. We determine from PLC whether those students are filtered into a PBIS or an RTI intervention pathway. For all EOC re-testers, they are automatically placed in a Reading Intervention class RD1-3 if they failed the EOC/STAAR. For ELLs, who scored low of their language acquisition assessments, they are placed in ELD classes. For those students who have already gone through all Reading 1-3. Those students are placed in an after-school tutoring session every Thursday. For students who are unable to attend after school sessions, an academic tutor was assigned to provide additional support during class time throughout the week. LPAC monitors throughout the year and give BOY, MOY, and EOY recommendations to all teachers through ARDs, 504s, PLCs, and ELLEVATIONS to implement appropriate services and instructions to all identified students. Students are also placed in dual language history courses to help support ELLs.

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

Yes, these committees make decisions that are appropriate and in the best interest of the student in all contents.

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?

Math RTI is being implemented in the three tiers. 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. Tier 3 should be used to focus on skills needed to be successful in further mathematics courses in very small groups. 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.

English RTI is implemented by teachers doing a tier 1 first teach across the board during all classes using The Fundamental 5 strategies which include the “I do, you do, we do.” Tier 2 students are supported with extra instruction through after school sessions and/or academic tutors. Tier 3 students are given all Tiers 1-2 with identified students in SPED/ELL/504 receiving additional modifications and or accommodations. For all students in special program not meeting academic achievement, additional services and new meetings are established through the process of using PBIS or RTI.

Social Studies RTI in English and done by teachers doing a tier 1 first teach across the board during all classes using The Fundamental 5 strategies which include the “I do, you do, we do.” Tier 2 students are supported with extra instruction through after school sessions and/or academic tutors. Tier 3 students are given all Tiers 1-2 with identified students in SPED/ELL/504 receiving additional modifications and or accommodations. For all students in special program not meeting academic achievement, additional services and new meetings are established through the process of using PBIS or RTI.

Student Learning Strengths

- 1. All subpopulations of students outperformed targets in Algebra I.**
- 2. Students showed significant growth in both approaches and meets levels from 8th to 9th grade in science.**
- 3. English I has shown an increase in the Meets requirements with a 6% increase through 5th to 9th grade.**
- 4. English II has shown a 3% increase in Approaches and 8% increase in Meets from 5th to 9th grade.**

5. Social Studies has shown increase in approaches, meets, and mastery levels steadily throughout the past five years.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Only 6.08% of all students reached mastery on the 2019 Biology STAAR. **Root Cause:** Differentiated support is not provided to students based on their background knowledge and current skill level.

Problem Statement 2: LEP and Special Education students performed much lower on the 2019 Biology STAAR than all other student populations. **Root Cause:** Differentiated support is not provided to students based on their background knowledge and current skill level.

Problem Statement 3: Only 31% of English I students reached the approaches level on the STAAR test. **Root Cause:** Students lack foundational skills in reading, writing, listening, and speaking, and struggle with language barriers.

Problem Statement 4: The campus attendance rate has steadily decreased from over 94% to 92.5% in 2017-2018. **Root Cause:** There is no district 90% attendance policy in place, and no consistency with PBIS.

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?

Social Studies: Yes, the rigor and relevance of instruction align with the TEKS, ELPS, and CCRS. We know this due to increase in EOC scores, increased Onramps enrollment, and increased enrollment for dual credit courses.

Math: We follow the TEKS Resource System which is aligned to the TEKS as well as the ELPS. We also have College Prep, Onramps, AP, and Dual Credit courses which are aligned with CCRS district goals. Instruction is cognitively demanding based on expectations set forth by TRS by the state as well as expectations from common assessments from the district.

English: The rigor and relevance of instruction is aligned with the TEKS, ELPS and CCRS. Instruction is both demanding and challenging, we see this throughout conversations and PLC planning. Teachers upload monthly instructional calendars where warm-ups, assignments, exit tickets, common assessments, readiness, and supporting standards are aligned for each lesson.

Science: Yes, the rigor of the curriculum is enhanced with assessments that challenge the understanding of students. These assessments are carefully developed during PLC to assess the student's learning and academic growth every three weeks. The development of these assessments is aligned to the District's calendar and follow the TEKS to deliver relevance of content. To ensure all language learners meet grade level understanding, the implementation of ELPS is aligned with instruction.

SPED: The rigor of instruction does align with the TEKS, ELPS, and CCRS. The instruction is cognitively demanding and challenging.

We utilize a co-teach model in the core classrooms. We also utilize some software programs such as Achieve 3000, Khan Academy, and Edgenuity where activities are based on student's Lexile levels or ability. Teachers check progress every 9-weeks and meet with students to review their progress as well as send a copy home. An ARD committee meets for every student on a yearly basis to review their strengths and area of needs.

Foreign Language: As per Foreign Language Department, rigor and relevance of instruction is aligned with TEKS, ELPS, and CCRS. Age, grade level and learning progress of students are taken into consideration in order to help students achieve the language-course level objectives.

JROTC: Yes, the JROTC curriculum is directly aligned with the TEKS, ELPS and CCRS. Instruction is designed to stimulate critical thinking and while working together or in teams, with the focus of team building.

Fine Arts: UIL competitions are regulated through TEKS standards and because we participate in UIL competitions and alike, our instruction is therefore verified cognitively demanding and challenging.

2. Are teachers implementing the district's curriculum with fidelity? How do you know?

Social Studies: Teachers are implementing the district's curriculum with fidelity. We know because of benchmarks lesson plans, and EOC scores.

Math: Teachers are implementing the district's curriculum. We know because of the data that we get from the district provided common assessments and the products that the students produce as part of the curriculum.

English: Teachers in core classes follow the district's curriculum/TEKS with fidelity. All PLCs are led by the ALLs and Assistant Principals assigned to specific core departments. English Department topics regularly discussed are broken down in categories: planning,

execution, review and plan for future.

Planning

Teachers meet regularly in PLC by grade level or course for lesson planning, adherence to district curriculum timelines, disaggregation of data, determination of tutoring plans and Saturday school, preparation for EOC bootcamps based on previous year's lowest TEKS. Teachers share strategies, train on software programs utilized such as Edgenuity and Khan Academy. English 1 & 2 teachers attending Lead 4ward Reading Academy share strategies with colleagues and determine attendance of those off-campus trainings.

Execution

Decisions on curriculum timelines are implemented in classroom teaching. Teachers decide by grade level or course when Common Assessments will be given in concert with district timelines, EOC bootcamps are populated by students selected according to their previous results on Common Assessments or previous year's STAAR exams, after school tutoring schedule is made and teachers sign up for tutoring dates, Saturday school schedule is made and teachers sign up for Saturdays, teachers implemented Edgenuity in classrooms 15 minutes each day, students entered in Khan Academy, Achieve 3000, and Lead Forward, strategies were implemented in classrooms by selected teachers.

Plan for Future Instruction

All further classroom instruction leading up to STAAR English EOC, TLI, and/or SAT is based on data studied in data digs, meetings with secondary English facilitator, Active Learning Leader and assistant principal.

Science: Yes, teachers implement the district's curriculum with fidelity. The curriculum implemented for instruction is based on adopted resources provided by the district and used to follow the TEKS for district common assessments and EOC exams.

SPED: Teachers meet with their respective departments for weekly PLC meetings. Teachers will also meet with their grade-level teams to plan, review data, and improve teaching strategies. These meetings are facilitated by the Active Learning Leader and Assistant Principal over that department. Students take assessments every 3 weeks that are developed by the school's department or by the EPISD department facilitator.

Foreign Language: Foreign Language department teachers are implementing the district's curriculum with fidelity in order to achieve passing scores on National Spanish Examination at the end of the year, as well as the College Board criteria for AP classes.

JROTC: The JROTC curriculum and lesson plans are designed and implemented to run parallel to the district's curriculum. This is visible within the lesson plans and syllabus that are created and turned in for review.

Fine Arts: EPISD, does not provide a set curriculum for the Fine Arts department. However, teachers implement TEKS into their lesson plans.

3. How are the instructional initiatives of the campus or district aligned with this improvement plan?

Social Studies: District and local common assessments are being utilized to ensure alignment with district plans.

Math: Each content area is attempting to follow the district provided content calendar. In Algebra I, we are focusing on students reaching the meets and mastery level to help them reach college readiness. Geometry is currently experiencing instructional difficulties with language barriers. There are tutors in place in the classroom to assist with the language barrier. Algebra II helps students to prepare for the TSI for college readiness. New Tech is all Pre-AP and is using the Springboard program to enhance project and problem-based learning.

English: Students use a variety of technology platforms for closing gaps in order to achieve higher scores on first time state assessments. Work is assigned based on performance data (Edgenuity, Khan Academy, College Board SAT, DBQ, Nearpod). Students attend various sessions throughout semester for targeted skills needing improvement for EOC and other assessments: writing EOC tutoring, writing workshops, bootcamps, Saturday school.

Science: Structure PLC by grade level, hiring of qualified tutors, utilization of budget to enhance the instruction.

SPED: Monitoring improvement and connecting campus goals with a developed plan to improve planning, instruction, and comprehensive needs is part of the improvement plan. All instructional initiative is aligned through data talks, PLC's, and individual departments plans of action.

Foreign Language: There is a variety of technology platforms in LOTE classes to ensure students understand the concept. Also, it gives them the opportunity to practice on their time to grow confidence in the target language. Teachers offer tutoring sessions every day as well.

ROTC: Resources are made available using Tutoring, Media Platform, Computers and other tech and hands on sources that promote active learning.

Fine Arts: In the Fine Arts department, we feel that we could better implement instructional initiatives if we are given a joint PLC to strategize as a department and continue professional development.

4. How are differentiation and learning scaffolds addressed? What about the use of technology, questioning strategies, manipulatives and other instructional strategies?

Social Studies: Differentiation and learning scaffolds are being addressed through Edgenuity and Ellevation. We also use interactive notebooks, Schoology, OneNote, Nearpod, warmups, Quizizz, Socrative, coteaching techniques, and dual language courses.

Math: All students do have one to one technology. Students are issued MacBooks and do have the use of calculators in the classroom.

Teachers do use an online graph and guided activity websites as well (ex Desmos, GeoGebra). Geometry uses multiple hands on activities. Springboard does have good questioning techniques imbedded. Data from common assessments is reviewed and spiraled back into instruction for use as scaffolding.

English: Differentiation and learning scaffolds are addressed through a variety of ways: interactive notebooks, visual aids, videos, graphic organizers, re-teaching lessons in a different way, strategic pairing and grouping practices, Ellevation strategies, leveled texts in computer programs (Achieve 3000, Edgenuity, Khan Academy, No Red Ink, Nearpod, Duolingo).

Science: Differentiation and learning scaffolds are addressed by being built into the curriculum. Strategies that target different learning abilities on students are implemented during instruction. Examples include class discussions, interactive notebooks, warm-ups, closures, manipulatives, and online interactive activities. The district issued laptops are utilized to meet distant instruction needs.

SPED: In special education differentiation and learning scaffolds are addressed through accommodations and modifications. Scaffolding is a teaching method that allows a student to carry out an assignment or goal with outside assistance using a support such as a sample outline and sample writing process for students to use as a guide. Each student has different ways of learning whether it be through technology, modifying the curriculum, different programs such as Achieve 3000, Read works, modeling, shortening instructions, and assignments to fit the needs of special education students.

The use of technology is important because it helps students to learn visually and auditorily. Questioning strategies promotes higher order learning and allows them to expand beyond a yes or no question. Manipulatives such as highlighters, visuals, timers, and counters all play a part in assisting students in their daily classes. Bell ringers help students get prepared and focus on one subject given to them at the beginning of class. Journals help students focus on a specific prompt where they can expand their free writing process with their own thoughts.

Special Education, through accommodations and modifications, teaching methods that allows students to carry out assignment or goal outside assistance such as a sample outline and sample writing process for students to use as a guide. Each student has different ways of learning IE: through technology, Achieve 3000, Read Works, modeling, shortening instructions and assignments to fit the need of SPED.

Foreign Language: Differentiation and learning scaffolds are addressed through a variety of methods depending on the course level. For example, there are several platforms that help us engage students in audio and oral practices and writing and reading techniques. Foreign Language Department classes have District wide Flex books (workbooks) where students can enjoy different activities, visual aids, videos, graphic organizers, and re-teaching lessons in a variety of ways. Also, students do some individual and team assignments in order to achieve cultural objects. Teachers still use novels and textbooks. SPED coaches are in continuous communication to assist teachers with accommodations and goals.

JROTC: Differentiation is addressed using reflection, journaling and think pair share strategies. JROTC curriculum is tiered; introduction of the text, lesson plan, review and check on learning.

Fina Arts: Instructional strategies are utilized to address differentiation in the forms of direct one-on-one teaching or the use of peer teaching to address the different learning levels and scaffolding within our classes.

5. How are professional development strategies implemented and monitored?

Social Studies: Professional development is done through PLCs and monitored through common assessments.

Math: Professional development is implemented through PLCs. Content areas meet to plan, and we keep each other accountable. After lessons that were planned together are taught, we reflect together on them.

English: Professional development strategies are implemented in our district curriculum, teacher-generated lesson plans, instructional delivery, and are monitored by District Personnel, Instructional Support Personnel (ALLs), and Campus Administrators.

Science: Professional development strategies are implemented and monitored through learning communities.

SPED: On a campus level, a lot of the professional development focuses on campus culture, team building, and promoting a healthy environment conducive to student learning. The information from professional development is introduced to teachers, and then we incorporate it into our classrooms. Professional development strategies are monitored by being streamlined into individual PLC sessions where teachers can gain more knowledge on the strategies and can be provided with examples and practice. These strategies are also monitored by administrators conducting walk throughs to see what strategies and methods are being implemented in the classroom. From there, administrators can see what is working or what may need to be revisited/ refined.

Foreign Language: Professional developments are continuously implemented with the opportunity to discuss various topics that involve the well-being of students, teachers and staff and the building itself. The campus administration has also been very considerate in allowing us to attend other trainings where we can acquire new strategies for our students.

JROTC: Classes on professional development are given monthly, geared towards resume building, professional dress attire, public speaking and interviewing skills. A visual check on learning and written assignments are used to validate understanding.

Fine Arts: PD strategies are monitored via walkthroughs and documentation on Eduphoria, ultimately monitored through teacher evaluation.

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

Social Studies: Content and language objectives are posted electronically.

Math: We translate content and language objectives orally, have students translate via google translate, and write the objectives on the board with key words underlined.

English: Content and language objectives are communicated with ELL students by: daily articulation by teacher, posted objectives, essential questions tied to objectives, daily journaling/interactive notebooks.

Science: Content and language objectives are communicated to ELL students verbally and written. Content and language objectives are updated and provided for each lesson.

SPED: Content and language objectives are communicated verbally and written.

Foreign Language: Dual ESL/classroom teachers do an extraordinary job in their classes with students to ensure that these student populations have every opportunity to learn content without a problem. Tutors are also an important part, with their help students have more support at every moment.

JROTC: We use an additional Spanish speaking instructor and peer to peer learning to assist ELL students with language and content communication.

Fine Arts: When necessary, language objectives are communicated to ELL students via translation through either teacher or fellow peer fluent in the required language.

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

Social Studies: ELL sheltered instruction strategies are provided and monitored through Ellevation, LPAC, and observations and walkthroughs.

Math: We use interactive notebooks, foldables, and manipulatives. Many courses do have students present in class to practice their speaking skills. Group work is incorporated so that students with different language competencies are working together so that students can practice both their speaking and listening skills.

English: ELL sheltered instruction strategies are provided and monitored by: implementation of a variety of Ellevation strategies, strategic pairing/grouping practices, use of sentence stems, teacher modeled writing, I Do/You Do/We Do modeled instruction, instructional strategies using four modes of communication (speaking/listening, reading/writing), and use of visual instructional aids and graphic organizers. Students are also scheduled in Dual Language courses, ELD courses, and Reading courses. These ELL sheltered instruction strategies are monitored by district personnel, instructional support personnel (ALLs), and campus administrators.

Science: ELL sheltered instruction is provided through dual language classes for students. ELPS are followed by all non-Dual language teachers. ELlevation forms are completed for students to identify their language proficiency.

SPED: ARD meetings are used to update individual progress. ELlevation program is used to monitor and update student strategies used in the classroom. Teachers fill out the beginning of year, middle of year, and end of year form to document student progress and adding or deleting strategies on an individual basis.

Foreign Language: Not only are ESL teachers or dual classes are concerned about the progress of ELL students. The percentage of the ELL population in the school is very high, so at some point in the day these students are ours. We are always ready to help our students and support our colleagues. We align content such as vocabulary or writing techniques to what is being used in their other classes, in order to help students, reinforce the material.

JROTC: ELL instruction strategies are provided by the assistant instructor or class peers in Spanish.

Fine Arts: -ELL students should complete assignments and understand concepts at the same pace of most of the class. Assignments and content understanding are how we measure successful instruction strategies.

SCHOOL CONTEXT AND ORGANIZATION

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

Social Studies: SMART goals and expectations are posted in Strive. Common and district benchmarks provide us with data to review.

Math: Goals, performance objectives, and strategies are communicated through faculty meetings and PLCs as well as email, and then reiterated verbally. ALLs support the function of communicating the goals. Walkthroughs are completed, and SMART goals are made each year for departments to strive for.

English: Department goals, performance objectives, and strategies are communicated during scheduled, weekly PLC time by our administrator, ALL, and department head. Formative reviews of these initiatives and related data are discussed in whole group format and by grade level, typically after content benchmarks. Summative reviews of previous STAAR goals, strategies, and data are conducted in order to create targeted interventions.

Science: Goals, performance objectives, and strategies are communicated through PLC, CIP, CNA, and campus faculty meetings. Expectations for formative and summative reviews are measured using data from common assessments.

SPED: Goals, performance objectives, and strategies are communicated through Sped coach (when we had one), Assistant Principals, Administrators, and ARD meetings.

Foreign Language: Department goals, performance objectives, and strategies are communicated during PLC time by our administrator, suggested by department head or member and/or facilitator. Formative reviews of these initiatives and related data are discussed in whole group format and by course level objectives. Summative reviews of previous unit exams, National Spanish Examination or AP results are taken into consideration as a module.

JROTC: Goals, performance objectives and strategies are communicated directly with the student based on the learning objectives or intent. We also use one on one counseling with students to identify as well. The expectation for each cadet from formative or summative reviews are to be within range for their grade, knowledge and allow (Leadership Education and Training) level based on assignments given.

Fine Arts: Austin High School has a vision statement that is known and understood by faculty and staff, making revisions if needed. Faculty and staff are given a voice to be involved in decisions affecting school's performance.

Austin High School's academic rules and regulations and policies to determine student success are addressed before the start of the school year and monthly faculty meetings are held to help reinforce the goals set forth by the district and campus.

Teachers are given a set of expectations before the start of the school year and are responsible for meeting said goals. One-to-one meetings are held with an administrator to discuss goals and objectives. Nearing the end of the school year, teachers meet with a designated administrator to review and assess if goals and objectives were met.

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?

Social Studies: Data analysis from state tests, interim tests, and benchmarks ensure that only problems within the sphere of influence are addressed. Areas of higher needs such as re-testers are prioritized over lower need areas.

Math: To ensure that our needs are analyzed until root causes are identified and only problems within the sphere of influence are addressed, we will work on the CNA document during our PLC period. During this time, we will invite the Principal, Assistant Principals for Math and New Tech, and our Math ALL to assist us in analyzing our needs and identifying the root causes. During our PLC period, we will have input from all teachers and guidance from administration. There will be plenty of people in the room to redirect any solutions for which we have no control and to remind the people in the meeting that we are looking for root causes that we as teachers can do something about to improve our educational environment. Priority will be given to solutions that improve student success. Next would be solutions that help put teachers in a better position to help students succeed. Lastly, to solutions that would make the school/district look good but not necessarily help the student or the teacher.

English: All stakeholders would meet to discuss root cause analysis, especially academic departments. We would also meet with campus leadership and discuss what needs need to be fulfilled. Data analysis, needs assessments would be implemented, monitored, and improved. We would also continue to meet with campus leaders and provide questionnaires to department heads to identify the root causes and address the need for that department. The needs assessment should include qualitative and quantitative data to evaluate school improvement. These needs should be based on instructional strategies, interventions, support strategies for contents, technology, and walkthrough observations.

Science: The district ensures the needs are analyzed until the departments discuss the root causes and address the problem to develop a solution. Needs are prioritized based on identifying the root of the problem and after developing a smart goal to address it.

Foreign Language: At the beginning of the academic year we meet with campus leadership and discuss what needs need to be fulfilled such as the right placement of student's language level. These needs should be based on instructional strategies, interventions, support

strategies for contents, technology, and walkthrough observations.

JROTC: This will be monitored using student learning objectives (SLO) and prioritize those not meeting minimum standards of expectation.

Fine Arts: The campus or district can start by creating a team to address the problems identified. This team can create a list of problems that exist and figure out which problems are within the team's control. Once the team has arrived at a consensus of existing problems, it can target an improvement plan. Needs can be prioritized by budget allocation.

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?

Social Studies: The campus is focused on improving student academic achievement. There is a sense of urgency and strong commitment. There is less interruption during instruction and better communication of campus requirements as to not overshadow a focus on improvement.

Math: The campus is focused on improving academic achievement by providing TSI camps for English and Math, diverse paths of study as in On Ramps, Dual Credit, College Prep. Classes, and opportunities to recover credit through Edgenuity classes. Analysis of data to inform instruction and reflection of instructional methods occurs in PLC to improve academic instruction. Teachers also improve their understanding of content through various trainings and discussions.

English: The campus is focused on improving student academic achievement with a sense of urgency and strong commitment. Professional development was scheduled prior to the school start date and focused on teachers' craft by implementing research based Lead4Ward Academy of Reading and Writing in the areas of Curriculum to instruction, Literacy routines, Word study, and Shared

reading. The District's English facilitator and campus assistant principal had walkthroughs focused on these research-based best practices in all RLA classes. During PLC, campus assistant principal shared feedback of classroom observations. Teachers in need of more assistance were sent to district provided professional development.

Science: Yes, the campus is focused on improving student academic achievement. Yes, teachers have a strong commitment on improvement and development of student academic achievement. Teachers try their best to focus on student academic achievement, but an improvement needs to be made to ensure the campus demands don't overshadow the commitments to improve. Conference periods and PLC time for teachers is a process in place that helps but is often used for campus demands.

SPED: Yes.

Foreign Language: The campus is focused on improving student academic achievement with a sense of urgency and strong commitment. Several professional developments were conducted prior to school start date campus and district wide, providing time and opportunity to share information and teaching techniques with colleagues. Campus administration and the district LOTE facilitator has walkthroughs throughout the year to ensure the student learning progresses and the wellness of faculty and staff.

JROTC: The campus is 100% committed to the development and student success and learning of each student. Daily tutoring, Saturday classes and having additional staff assist in the learning, and ordering more supplies, technology and devices to promote successful learning.

Fine Arts: Fine Arts is intent on improving student achievement. The nature of all areas of fine arts emphasize not only original creation, but craftsmanship, refinement through practice, and excellence in presentation. The spillover effect from the arts into other academic pursuits is well known and has been studied extensively. All teachers in fine arts are committed to this growth in the student body as evidenced in our participation in UIL competition, student contests sponsored by the district, and work to get students into college level fine arts programs. By their very nature, the fine arts demand that we step out of normal academic routines. It is only in fine arts (and

athletics) that students are free from the demands of testing and other academic routines. So, while we teach skills that are applicable to all subjects, we allow students to transcend the “daily demands of the campus.”

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?

Social Studies: Common planning time is available for social studies. Core content PLCs are scheduled at various times throughout the week in respective departments. Instructional planning is focused on vertical and horizontal collaboration, coordinating, lesson planning, interventions and RTI.

Math: We do have PLC time available for mathematics. First, we meet for math information, and then we get together by subject to make sure we are aligned with the TEKS, district, and with each other. After that, we share what is working in our classes: activities, specific lessons, and strategies. The instructional planning expectation is to set goals with the end in mind and to have strong instructional planning. After common assessments, we do data analysis of the assessments.

English: PLC time is available for content areas. Teachers of the same content are given the same class period off to be able to PLC as a department. The PLC begins by going over the agenda and answering any questions, then teachers split up by content levels for instructional planning. The expectations for instructional planning are for teachers to collaborate by designing lessons and uploading a monthly calendar with lessons that include goals, objectives, and standards. There may be times when PLC time is used for trainings or to go over data from assessments.

Science: Yes, teachers have weekly PLC time, once by content and once by department. Teachers collaborate to ensure that content aligns with TEKS, CCRP, and ELPS. Teachers discuss how strategies are implemented during instruction to ensure differentiation is met. Inclusion teacher and tutors are included during planning.

SPED: Special education does not have a common planning time. Sped teachers can participate with their content and/or grade level PLC. SPED meetings would need to be scheduled before or after school to allow for the whole department to participate in the meeting. Planning expectations would include disseminating information, working on compliance issues/ concerns and ensuring the department is working on the same page.

Foreign Language: PLC time is available for content areas. It is beneficial to have the same class period off to be able to PLC as a department. The PLC begins by going over the agenda and answering any questions, then help each other with resources or suggestion for general situations going on with students. The expectations for instructional planning are for teachers to collaborate and nourish lessons that include goals, objectives, and standards. There may be times when PLC time is used to support each other and learn from each other's experiences.

JROTC: Department PLCs are implemented and mandatory for teachers to discuss, instructional content, policies, procedures, leadership expectations and the way ahead for the department and school campus.

Fine Arts: Fine Arts does not have a common planning time or PLC. PLC meetings take place during professional development days and some after school meetings to touch base on performance dates.

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

Social Studies: The schedule does maximize the amount time spent on instruction. It is protected from unnecessary interruptions.

Math: We do have PLC time available for mathematics. First, we meet for math information, and then we get together by subject to make sure we are aligned with the TEKs, district, and with each other. After that, we share what is working in our classes: activities, specific lessons, and strategies. The instructional planning expectation is to set goals with the end in mind and to have strong instructional

planning. After common assessments, we do data analysis of the assessments.

English: Our master schedule works to increase time spent in instruction. We follow A/B block schedule with 90-minute class periods, a 45-minute lunch, and 5-minute transitions. There are intervention courses in all core contents, including double blocked algebra, reading classes, and Edgenuity in all core contents. We also ensure a variety of programs within the master schedule for advanced academics, such as Dual Credit, UT Onramps, AP, and Pre-AP.

Science: The master schedule is designed to maximize time spent in instruction, but it is not protected from unnecessary interruptions.

SPED: Yes, for the most part sped teachers are available for the full instructional times. Instructional time without interruptions is ensured because ARD meetings are not scheduled during instructional times to ensure teachers remain in class during instruction.

Foreign Language: Our master schedule works to increase time spent in instruction. We follow A/B block schedule with 90-minute periods, 45-minute lunch, and 5-minute transitions. We also ensure a variety of programs within the master schedule for advanced academics, such as Dual Credit, CCTE, AP, and Pre-AP classes. As far as interruptions, we absolutely do our best to minimize unnecessary interruptions. We schedule pep rallies and other school events during the last 45-30 minutes of the school day. Class meetings and assemblies are scheduled only as needed and are kept to a maximum of 45 minutes.

JROTC: The master schedule is tailored towards maximizing student teaching and learning with the interruptions being minimal except for state or district mandated training or procedures.

Fine Arts: All classes receive the same amount of instruction time via the master schedule which ensures balanced class times. Teachers can construct lessons within the designated class period in which all students in the course are given the same material and instruction time. Class is not interrupted as there is a mutual understanding that class time is designated for instruction and unnecessary distractions

are not permitted.

TECHNOLOGY

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

Social Studies: District and campus expectations for integrated use of technology is currently full immersion.

Math: We are a one to one campus for technology. Technology enhances active learning. Technology facilitates online learning.

English: EPISD has issued all teachers and students MacBook Air laptops as well as high-speed Internet for the entire campus. In addition, via library distribution, Austin has provided Hot Spots for multiple students without Internet access at home. From these devices, administration, faculty, staff and students can seamlessly access district/campus provided programs/software by which to communicate, to provide data and to implement instruction--the end goal being students' academic success.

EPISD and AHS utilize TEAMS for attendance, discipline, grading and contact documentation (students may access their grades/transcripts), Eduphoria for creating/scoring/sharing EOC-formatted testing data and evaluating teachers via T-TESS and Schoology for teachers to upload/evaluate course materials and video conference with students. Teachers use a variety of district/campus purchased programs/software: Acheive3000 for reading courses, Edgenuity for credit recovery and tutoring, Ellevatons for ELL instruction, Lead4ward for innovative reading/writing lessons, and all Microsoft Office 365 programs for communication and instructional purposes.

AHS is providing each classroom/all teachers a Promethean smart board from which they may create/present innovative lessons that integrate various online materials--YouTube videos, state-adopted online textbook materials, etc.--and allow students to interact directly with the lessons. Teachers and students utilize a variety of Apps to share academic information: Remind, Twitter, Facebook to post assignment/meeting reminders, SAT/ACT for test practice.

Currently, during online instruction, EPISD and AHS are utilizing the district's main website via EPISD@Home as well as robocalls to reach parents. In addition, teachers are video conferencing with students via Schoology (parents are provided their students' course codes in order to supervise/assist with lessons) and/or Microsoft Teams. Administrators are utilizing Zoom and Cisco WebEx conferencing to connect with faculty and staff.

Science: Blended learning technology is in place. The use of different resources is implemented by teachers and campus expectations are implemented whenever the usage supplements the instruction.

SPED: EPISD has issued all teachers and students MacBook Air laptops as well as high-speed Internet for the entire campus. Austin has provided Hot Spots for multiple students without Internet access at home. From these devices, administration, faculty, staff and students are able to seamlessly access district/campus provided programs/software by which to communicate, to provide data and to implement instruction--the end goal being students' academic success. EPISD and AHS utilize TEAMS for attendance, discipline, grading and contact documentation (students may access their grades/transcripts), Eduphoria for creating, scoring, and sharing EOC-formatted testing data and evaluating teachers via T-TESS and Schoology for teachers to upload and evaluate course materials and video conference with students. Teachers use a variety of district and campus purchased programs and software: Acheive3000 for reading courses, Edgenuity for credit recovery and tutoring, ELLevaton for ELL instruction, Lead4ward for innovative reading and writing lessons, all Microsoft Office 365 programs for communication and instructional purposes. AHS is providing in each classroom all teachers Promethean smart boards from which they may create and present innovative lessons that integrate various online materials--YouTube videos, state-adopted online textbook materials, etc. - and allow students to interact directly with the lessons. Teachers and students utilize a variety of apps to share academic information: Remind, Twitter, Facebook to post assignment and meeting reminders, SAT/ACT for test practice. Currently, during online instruction, EPISD and AHS are utilizing the district's main website via EPISD@Home to reach parents. In addition, teachers are video conferencing with students via Schoology and/or Microsoft Teams. Administrators are utilizing Zoom and Cisco WebEx conferencing to connect with faculty and staff.

JROTC: EPISD and all campuses are considered the district of innovation, expectation is to use all available technology and resources to enhance the learning of all students, having them better prepared for 21st century learning.

Fine Arts: The district and/or campus expectations for the integrated use of technology are administered with the district issuing laptops and iPad to each student allowing various applications to be downloaded for educational purposes. Students can use various technological platforms such as Schoology, Nearpod, and many others to enhance their education outside of the classroom. Teachers are given projectors and smart boards to integrate their lesson plans to have students have a better immersion in the technology realm of education.

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

Social Studies: Technology is currently used to support instruction and learning by having courses posted to Schoology. Students are completing modules in Edgenuity. Electronic notebooks are provided in OneNote. Students are provided online textbooks on CK-12. Blackboard is utilized for Dual Credit courses. Canvas and Learning Catalytic is used for Onramps.

Math: Using laptops keeps teachers connected to students. It also puts educational ownership on the students by providing them with the tools that they need to learn. Technology in general provides teachers the opportunity to provide students with immediate feedback for students. Technology also allows for teachers to animate instruction and provide up to date materials. We can use technology as exit tickets and real time formative assessments. Technology enables us to differentiate for our students. Schoology allows us the ability to assign different things to different students depending on where their needs and abilities lie.

English: 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, No Red Ink.com, etc. are used as supplemental support to help facilitate and guide daily instruction either through the use of 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.

Science: Technology is utilized as a supplemental aid to support instruction and learning. This strategy allows differentiated support for students.

SPED: A broad range of technological components such as laptops, interactive white boards, cell phones, video conferences are used to help support instruction and learning. Learning platforms such as Schoology, Edgenuity, Nearpod, Khan Academy, No Red Ink.com, etc. are used as supplemental support to help facilitate and guide daily instruction either through the use of 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.

Foreign Language: Technology is used in various ways to support instruction from being able to 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. Students have a one to one technology support which allows students to follow along with a lesson with implemented questions for understanding through Nearpod. Students can take virtual fieldtrips all around the world and learn from those real-life experiences.

JROTC: Student lessons are placed in Schoology, google classroom and other media-based outlets to support the use of using technology verses hardback books. It also supports virtual learning for the students.

Fine Arts: Technology is used to support instruction and learning by having the teacher use various methods and strategies to give each student all possible avenues for understanding the TEKS involved curriculum. The various technological platforms all have a different user interface allowing students to choose their best learning experience. Teachers also have a plethora of web-based material to choose from enabling lesson plans to be enjoyable and interactive.

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

Social Studies: Our personal plan for students is one to one electronic devices and hotspots for students that do not have home internet. We are personalizing and blending learning by using Edgenuity, EdPuzzle, Schoology, recorded lectures, Nearpod, Socrative, Quizizz, and

OneNote.

Math: Students need to know how to use and adapt to technology efficiently and safely. They need to know how to adapt to different situations given different technological variances. In high school, our classrooms aren't set up so that we can have centers, so technology is the only way that we really can have centers. Common assessment data helps us to form those groups. We use Ellevation to find activities for students. The flex book also can translate the text from English to Spanish.

English: 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 various types of products. Each student can utilize Apple iCloud and Microsoft 365 online services and storage. In addition, they may use Schoology to 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, or Achieve 3000, depending on their classes.

Additional technology services are available upon request.

Science: The personal technology plan for each student is to ensure students have their laptops ready for use in classroom. Teachers provide online resources available for students as a supplemental aid. The usage of Eduphoria facilitates the administration of common assessments as well as data analysis.

SPED: Yes, EPISD has Power Up Program.

Foreign Language: Our personal plan for each student is to use their computers to analyze their learning through verbal recordings of pronunciation, testing, recording lessons for future reference.

JROTC: Each student is issued a MAC Book computer with all components so they can actively engage in technological learning. Blended learning experiences include ZOOM, REMIND 101 and GOOGLE CLASSROOMS for virtual classes, training and assignments.

Fine Arts: Fine arts departments work collectively and independently to ensure student comprehension. Each subject integrates technology into their curriculum and students can collaborate via their given devices, and/or classroom devices. Teachers can personalize lessons for students who need extra assistance or those who would like to delve more into the subject, as well as create generalized blended learning lessons that provide students multiple ways to grasp the material.

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

Social Studies: We want to further integrate advanced technology in courses. We plan on doing that by having professional development on blended learning technology.

Math: The plan for technology is blended learning. Blended learning should be learning content while integrating technology simultaneously.

English: The plan for technology integration at AHS begins with student laptops. Each entering freshman retains a MacBook from middle school or they are issued a new one that follows them for four years. Teachers are encouraged to use Schoology as the Learning Management System (LMS). With the advent of the COVID 19 pandemic, school was conducted online using various tools like Zoom, MS Teams Meeting, and Schoology's conferencing tool.

Science: Yes, the District provides technology tools available for teachers. Teachers have available software programs, such as Schoology

as a learning management system, and CK-12 as an online flex book available to all students. Although technology resources are available for teachers, professional development plans are not in place.

Foreign Language: Technology is already integrated in the classroom through different tools and applications. These tools provide support for students with visual links, clips where students can create voice overs to practice the language. Students can present information through technology rather than presenting in front of others.

JROTC: Uses the curriculum-based exercises, games and cadet online portfolio to integrate technology within the program and each student.

Fine Arts: In general, teachers and students are encouraged to collaborate with the use of technology and a multitude of resources are provided to teachers to promote this. It is particularly helpful if a student is absent, or if there is a school closure, etc. to ensure that students are still receiving quality instruction and consistent learning is not compromised. Administration and department peers can also monitor and track student progress as analytics can be shared and reviewed.

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

Social Studies: District filters are in place to prevent students from viewing inappropriate materials. Curriculum writers meet yearly to review existing materials for updates.

Math: Teachers have been carefully going through lessons on Edgenuity with students to ensure accuracy. Teachers also watch YouTube videos prior to showing students to verify accuracy. Teachers use the CK-12 Flex books which are developed by teachers in the district and then updated yearly.

English: All current instructional materials have been approved and reviewed by district/administration personnel that follow all TEKS requirements for students, and that also meet the requirements for differentiation and appropriate Lexile levels.

Science: Teachers evaluate the appropriateness and accuracy of instructional materials available online. The District provides many resources that can be utilized and modified by teachers.

SPED: We analyze each instructional material to determine if it reaches the academic level of each individual student. We also find the appropriate material that suits the student's needs.

Foreign Language: Most of the materials being used are approved by the district's Foreign Language facilitator.

JROTC: Cadet assignments are placed online in the district Schoology where JROTC folders contain all pertinent information for the assignment. Upon notification of assignments, an evaluation is completed by the instructor or for quizzes they are automatically graded using a web-based grading system.

Fine Arts: Instructional materials are evaluated from their generation to their online placement. Online materials are generated in PLCs and adhere to the TEKS as well as district, school and Fine Arts standards. PLCs are supervised by APs, who have input during and after creation of said lessons. The principal and APs also have access to the specific classes in the online platform (in this case, Schoology). Finally, due to the fact that our fine arts are frequently engaged in UIL and other extracurricular activities and competitions, the appropriateness, content and accuracy of instruction is in full view of the public and other organizations involved in viewing and judging the results generated by students via these lessons.

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

Social Studies: Electronic devices are available for all students and all staff. Promethean boards are available in classrooms. We do have inadequate bandwidth at school at home. Some students have no internet at home. Some of the electronic devices are outdated. Teachers are unable to update their computers without IT administrative approval. Our IT tech is not available on campus. High schools need full time tech support personnel on campus, not just two hours a day.

Math: MacBook's are distributed to every student. Calculators are available to all students and iPads are available for teachers in the math department to check out to hand out to students in class who did not bring their laptops or are otherwise in need of one for the period. Updates, while a necessity, can reduce students' ability to use their laptops. Additionally, not all the laptops have the latest MacOS, which prevents teachers from widely being able to use powerful tools like Apple Classroom.

English: Laptops are the main source of technology for students as well as staff. During this global pandemic, students are being issued laptops, chargers, and even hotspots throughout the district. However, the district faces multiple barriers in implementing themselves to their full capability. Laptops continue to either break down or need updates and the return time varies. Certain areas in town seem to be dead zones for internet signal, regardless of the server. Other households are being inundated with multiple users of the internet at the same time, aside from the students, and that is slowing down their signal.

Science: Technology available for students include laptops, flex books, and district approved apps. Some technology tools, such as laptops and promethean boards are currently being implemented for all staff. Some barriers that reduce the use of technology include training on how to utilize the tools available, and technology issues such as updates to student and teacher laptops, wait time on fixing laptop issues take a long period of time, and bandwidth provided on campus.

SPED: Technology is available to teachers and students. The problem is the fact that parents aren't knowledgeable about navigating sites such as Microsoft Teams, Schoology and Zoom.

Foreign Language: The technology available to us is what the district has provided like computers and Hotspots. Computers are available for all students; however, hotspots are not. Not all students have WIFI available to them. Students may have lost their device.

JROTC: MAC Books are available for all students and teachers. Individual internet hotspots are available as needed for students in need. The speed and bandwidth of the school internet reduces the use of technology and students losing the devices.

Fine Arts: Technology is available to everyone (teachers, admin., and students) have laptops. Additionally, all previously listed people have access to online platforms like Schoology, Office 365, Microsoft Teams, etc. Everyone has access to the school/district Wi-Fi. Students who do not have Wi-Fi at home are provided with hotspots. All teachers also are provided with an array of tools - classroom projectors, large touch screen Smartboards and whiteboards, ELMOs, and printers. Some teachers are budget permitting and can acquire more specialized tools and programs tailored to their needs - for example, Band has a new, computer-controlled PA system that can be shared with choir, guitar and orchestra if necessary. Advanced Art has a DSLR camera, a few lenses and a scanner. Theater has lighting and sound systems.

Currently the main barriers inhibiting the use of technology are threefold. First, there is an older generation of student HP laptops that are so limited as to be nearly useless - they have no storage capacity to speak of and are basically online word processors. The second barrier has to do with the introduction of many MacBook Airs into a system and populace previously trained on Windows machines. This causes incompatibility issues and generates countless hours of costs in retraining and reformatting of lessons and materials. The third issue has to do with understandable but prohibitive district limitations on downloading apps for students and teachers alike. Often, teachers are forced to find free alternatives to expensive licensed software like Adobe. There are several free apps that are decent approximations of Photoshop. The problem is that neither teachers nor students can get these apps. It is understandable that this is blocked across the board for students as many would quickly fill their hard drives with games. But there should be a way for a teacher to request that their classes be given permission to download some free apps that facilitate their teaching.

School Processes & Programs Strengths

Social Studies

- 1. Amazingly dedicate teachers, administrators, faculty, and staff.**
- 2. Adequate technology available.**

- 3. Hotspots for students without internet at home.**
- 4. Flexibility to current circumstances.**
- 5. Majority of students are working hard to graduate and complete the curriculum.**

Math

- 1. Algebra I reached 93% approaches on 2019 STAAR.**
- 2. 44 students in one of the two dual language programs in the city.**
- 3. 85 College Algebra Onramps students.**
- 4. 24 Pre-Cal Onramps students.**
- 5. 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.**

English

- 1. Department PLCs/Grade Level Planning**
- 2. Academic Learning Leader**
- 3. Tutors**
- 4. Professional Development**
- 5. Schoology, Achieve 3000, No Red Ink, Nearpod, Khan Academy, Ellevation, Edgenuity**

Science

- 1. Available technology resources, such as; laptops, smartboards, Schoology, Microsoft Teams.**
- 2. Scope and sequence utilized by teachers provided by the District.**
- 3. Professional learning communities.**
- 4. Instruction planning, collaboration with tutors and inclusion teacher.**
- 5. Teachers collaborated to implement instruction activities for EOC.**

SPED

- 1. ARD meetings and facilitation to SPED parents.**
- 2. Inclusion Support.**
- 3. Teachers are well prepared for ARD meetings.**

Foreign Language

- 1. Administrative support for outside PLC.**
- 2. Increase of technology such as Promethean board**
- 3. Accessible leaning tools such as Schoology, CK12, others.**
- 4. Opportunity to have the same PLC time as a department.**
- 5. Positive school environment.**

Fine Arts

1. **Creating curriculum for real world applications such as competitions, performance, and exhibitions.**
2. **Engaging student interest and involvement in the arts.**
3. **Motivational tool for student attendance.**

JROTC

1. **JROTC Curriculum**
2. **Technology**
3. **Leadership Support**
4. **ELL student engagement**

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Availability of technology support person on high school campuses to address student and teacher technology needs. **Root Cause:** Our IT person is only scheduled for two hours a day.

Problem Statement 2: Student and Teacher technology hardware and software needs are not being met. **Root Cause:** Teachers don't have their own imaged laptops, necessary and needed content is blocked by filters.

Problem Statement 3: Bandwidth to accommodate all users and Promethean boards. **Root Cause:** Not enough bandwidth to accommodate all devices.

Problem Statement 4: Addressing the trainings before school start. Having EPISD Connect at the end of the school year. **Root Cause:** Funding for school year ends and no funding at end of year for training. Long term planning for implementing program.

Problem Statement 5: Not all our students have met grade level expectations for EOC STAAR Algebra 1. **Root Cause:** Our diverse population of students come to school with different levels of preparedness.

Problem Statement 6: The need for better communication and vertical alignment between the High School and the feeder pattern middle schools. **Root Cause:** Armendariz Middle School, which is the main feeder school, is going to close is being moved. The principal at said school oversees two campuses, how much time or attention is being given to the students at Armendariz?

Problem Statement 7: In English 1 STAAR EOC Testing Performance only 29% of students met the standard and only 3% mastered. In English 2 STAAR EOC Testing Performance only 36% of students met the standard and only 2% mastered. **Root Cause:** Students lack 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 accustomed to utilizing the four modes of communication.

Problem Statement 8: Teachers need more technology differentiated instruction by experience level to incorporate District provided resources with instruction as supplemental aid for students. **Root Cause:** Multiple platforms and resources pushed by the district without coordinated training and utilization of sources.

Problem Statement 9: Teachers do not have structured concepts of differentiation instruction for specific level and content. **Root Cause:** Differentiated support is not provided to students according to their knowledge/skills level.

Problem Statement 10: Paraprofessionals aren't being trained more to help support classroom environment. **Root Cause:** Funds for paraprofessional training not available. District does not fund absences for paraprofessionals.

Problem Statement 11: SPED - Alignment of entire department is not consistent **Root Cause:** There is no common planning time in SPED schedule.

Problem Statement 12: LOTE students need a Spanish placement test at the beginning of the school year before being assigned at their feeder pattern school. **Root Cause:** The school has an open enrollment policy where students come from various districts and countries which makes it hard to know what the students' knowledge of the target language is.

Problem Statement 13: 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 14: Fine Arts- Lack of funding **Root Cause:** Limited funding for electives and unclear budget limits

Problem Statement 15: JROTC- The opening enrollment numbers of the JROTC program during the beginning of the school year must be at 100(min), this year we fell short of the requirement. **Root Cause:** Students don't have proper knowledge, guidance and understanding of the program.

Problem Statement 16: JROTC- The Property and Accountability of JROTC issued uniforms, items and mission essential equipment for inventory and accountability. **Root Cause:** Students leave the JROTC program for various reasons throughout the school year and fail to return issued equipment, uniform and mission essential items for proper accountability.

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, Parent/Teacher conferences are held once each semester to allow parents to engage with student's teachers in what happening in the classroom. There are monthly parent meetings that cover a variety of topics, such as coffee with the principal, nutrition classes, the importance of attendance, SEL.

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?

Parents are involved with booster clubs here on campus, as well as sit on campus committees.

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

Military families appreciate the effectiveness of the school and do feel welcomed. They have expressed this to our staff. Parents are happy with the effectiveness of the school, and feel welcomed to walk into the campus, we do have parents that walk in daily to check attendance, or to talk to an administrator. Parents are thankful for the assistance that is been given to them.

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

Yes.

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 receive frequent notifications of what is happening on campus or district wither it be by phone, email, or text where they can always voice their opinions. Military parents also can communicate with the military liaison via the remind app if they have any concerns.

Perceptions Strengths

1. Parents can always contact the school with concerns.
2. We have a strong relationship with our Partners in Education.
3. Support from administration.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent attendance is low for Parent meetings **Root Cause:** Both parents work a job or work multiple jobs and the grandparents are raising their grandchildren

Problem Statement 2: Parents are not receiving phone calls for meetings **Root Cause:** Their student has registered themselves plus younger sibling and has their contact number as main number. Message never gets to parent.

Priority Problem Statements

Goals

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 2020-21, Austin H.S. Algebra I scores will show an increase for first time testers from 73% to 79% in the Meets level and 44% to 56% in the Master level with the focus on LEP population scores for all testers to increase from 56% to 61% in the Meets level and 32% to 37% in the Masters Level.

Targeted or ESF High Priority

Evaluation Data Sources: EOC data and common assessments

Summative Evaluation: None

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 SF and inclusion teachers.	
Strategy's Expected Result/Impact: Increase in EOC Scores especially in SPED, LEP, ELL subgroups.	Formative
Staff Responsible for Monitoring: Department chair, teachers, administration, ALL	Nov
Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

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.

Strategy's Expected Result/Impact: Increase EOC Scores of re-testers and first timers.	Formative
Staff Responsible for Monitoring: Department chair, Administration	Nov
Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
Comprehensive Support Strategy	June

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.

Strategy's Expected Result/Impact: Increase in LEP EOC Scores	Formative
Staff Responsible for Monitoring: Department Chair, Administration	Nov
Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
Comprehensive Support Strategy	June

Strategy 4: Dual Language sections for Algebra I to enhance and support LEP students.

Strategy's Expected Result/Impact: Increase LEP Scores in EOC	Formative Nov Feb Apr Summative June
Staff Responsible for Monitoring: Administration	
Title I Schoolwide Elements: 2.4, 2.4, 2.6, 2.6	
TEA Priorities: None	
ESF Levers: None	
Comprehensive Support Strategy	
Problem Statements: None	
Funding Sources: None	

Strategy 5: Fund Math Teacher for Edgunity class through Prep Period for Fall and Spring Semesters. Teacher approved \$1500 per semester.

Strategy's Expected Result/Impact: Assist At-Risk Students meet graduation cohorts	Formative Nov Feb Apr Summative June
Staff Responsible for Monitoring: None	
Title I Schoolwide Elements: 2.4, 2.5	
TEA Priorities: Improve low-performing schools	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2: By the end of 2020-21, Austin HS English Department will show an increase in English I from 45% to 56% in Approach Level, 29% to 43% Meets level, and 3% to 9% Masters Level; English II will show an increase from 54% to 60% Approach level, 37% to 44% Meets Level and 2% to 6% Masters Level. There will be an increase in English I for SPED group from 13% to 20% in Approaches; 6% to 12% in Meets; and 0% to 5% in Masters. For English II, the SPED group will see an increase from 8% to 15% in Approaches; 4 to 9% in Meets; and 0% to 5% in Masters.


Targeted or ESF High Priority


Evaluation Data Sources: EOC data and common assessments

Summative Evaluation: None

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 SF and inclusion teachers.	
Strategy's Expected Result/Impact: Increase in EOC Scores especially in SPED, LEP, ELL subgroups.	Formative
Staff Responsible for Monitoring: Department chair, teachers, administration, ALL	Nov
Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
	June
Strategy 2: Purchase of No Red Ink License program to be utilized in Reading 1,2,3 classes as an intervention for students that did not pass STAAR in 8th grade, did not pass English I EOC, or English II EOC. Program assist students with curriculum that focuses on grammar, writing, and vocabulary.	
Strategy's Expected Result/Impact: Increase of English I and English II EOC scores.	Formative
Staff Responsible for Monitoring: Administration	Nov
Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
	June

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

Performance Objective 3: By June 2020-21, Austin HS Social Studies department will show an increase in US History scores from 65% to 69% for meets grade level and 30% to 39% in Masters level with the focus on increasing the SPED population scores from 4% to 10% in Masters level

Targeted or ESF High Priority

Evaluation Data Sources: EOC data and common assessments

Summative Evaluation: None





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 SF and inclusion teachers.		
Strategy's Expected Result/Impact: Increase in USH EOC scores, SPED, LEP, ELL subgroups, and College Readiness for Seniors		Formative
Staff Responsible for Monitoring: Department chair, teachers, administration, ALL		Nov
Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	Apr
ESF Levers: None	None	Summative
		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 4: By the end of 2020-21, Austin HS Biology department will show an increase in first time testers from 83% to 88% in approach level, 48% to 58% in Meets level, and 8% to 19% in Master's level on the Biology EOC with the focus on increasing our SPED population scores for first timers from 50% to 57% in Approaches; 11% to 17% in Meets; and 0% to 5% in Masters.

Targeted or ESF High Priority

Evaluation Data Sources: EOC data and common assessments

Summative Evaluation: None

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 SF and inclusion teachers.		
Strategy's Expected Result/Impact: Increase in EOC Scores especially in SPED, LEP, ELL subgroups.		Formative
Staff Responsible for Monitoring: Department chair, teachers, administration, ALL		Nov
Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	Apr
ESF Levers: None	None	Summative
		June
Strategy 2: Dual Language sections for Biology to enhance and support LEP students.		
Strategy's Expected Result/Impact: Increase LEP Scores in EOC		Formative
Staff Responsible for Monitoring: Administration		Nov
Title I Schoolwide Elements: 2.4, 2.4, 2.6, 2.6	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	Apr
ESF Levers: None	None	Summative
Comprehensive Support Strategy		June
 No Progress  Accomplished  Continue/Modify  Discontinue		

Performance Objective 5: a. Algebra I:

By the end of 2020-21, New Tech Algebra I will show an increase in scores of all testers from 40% to 53% Meets level, and 65% to 79% Masters Level.

b. Biology:

By the end of 2020-21, New Tech Biology will show an increase in Master level for all testers from 12% to 20%.

c. English I:

By the end of 2020-21, New Tech English I will show an increase in scores of all testers from 68% to 73% Approach Level, 52% to 57% Meets Level, and 7% to 12% Masters Level.

d. English II:

By the end of 2020-21, New Tech English II will show an increase in scores for all testers from 82% to 87% Approach Level, 54% to 60% Meets Level, and 1% to 10% Masters Level

e. U.S History:

By the end of 2020-21, New Tech U.S History will show 1st Cohort- 90% Approach Level, 60% Meets Level, and 30% Masters Level.

Targeted or ESF High Priority

Evaluation Data Sources: EOC data and common assessments

Summative Evaluation: None

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 and intervention planning and dialogue.

<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's individual instructional needs</p> <p>Staff Responsible for Monitoring: Administration, Teachers</p> <hr/> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Comprehensive Support Strategy</p>	Formative
	Nov
	Feb
	Apr
	Summative
	June

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>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> <hr/> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.6, 2.6</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Comprehensive Support Strategy</p>	Formative
	Nov
	Feb
	Apr
	Summative
	June

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>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</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Comprehensive Support Strategy</p>	Formative
	Nov
	Feb
	Apr
	Summative
	June
<p>Problem Statements: None</p> <p>Funding Sources: None</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>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</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Comprehensive Support Strategy</p>	Formative
	Nov
	Feb
	Apr
	Summative
	June
<p>Problem Statements: None</p> <p>Funding Sources: None</p>	

Strategy 5: Provide resources for teachers to travel for staff developments, visitation of model schools. In addition, support students to travel for out of town conferences (JEA/NSPA Spring National High School Journalism Convention) , Student Leadership Camp in San Angelo, TX), field day and culture celebration, as well as academic field trips to various local agencies.

<p>Strategy's Expected Result/Impact: *Reiteration of program focus & highlight,</p> <p>*Strengthen public service courses by encouraging active participation of real-world scenarios (court systems, law enforcement training and development, forensic science lab/ criminal science investigations, national security concepts, etc.)</p> <p>*Support to PBIS and Foster collaborative and respectful behavior</p> <p>*Increase student attendance so learning opportunities can occur</p> <p>*Teachers will be able to provide additional support to students</p> <p>* Teachers will elevate their skills by identifying high-quality tasks and purposeful questions that promote reasoning and problem solving.</p> <hr/> <p>Staff Responsible for Monitoring: Administration</p> <hr/> <p>Title I Schoolwide Elements: 2.5, 2.5</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p>	Formative
	Nov
	Feb
	Apr
	Summative
	June
<p>Title I Schoolwide Elements: 2.5, 2.5</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p>	<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>

Strategy 6: Lead4ward professional development (Academy of Reading and Writing) opportunity for English Teachers and Active Learner Leader

<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> <hr/> <p>Staff Responsible for Monitoring: Administration</p> <hr/> <p>Title I Schoolwide Elements: 2.4, 2.4</p> <hr/> <p>TEA Priorities: Build a foundation of reading and math</p> <hr/> <p>ESF Levers: None</p>	Formative
	Nov
	Feb
	Apr
	Summative
	June
<p>Title I Schoolwide Elements: 2.4, 2.4</p> <hr/> <p>TEA Priorities: Build a foundation of reading and math</p> <hr/> <p>ESF Levers: None</p>	<p>Problem Statements: None</p> <hr/> <p>Funding Sources: Lead4Ward Professional Development 211 ESEA Title I (Campus) 211.13.6299.002.24.801</p>



No Progress



Accomplished



Continue/Modify



Discontinue

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

Summative Evaluation: None

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.	
Strategy's Expected Result/Impact: Increase enrollment into 2 or 4 year universities.	Formative
Staff Responsible for Monitoring: Counselors	Nov
Title I Schoolwide Elements: 2.4, 2.4	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
Comprehensive Support Strategy	June
Strategy 2: Promoting and maintaining HB 5 endorsements for all students by ensuring students schedules, in CCRP, are aligned to their endorsements	
Strategy's Expected Result/Impact: All students have a completed CCRP plan with HB 5 endorsement	Formative
Staff Responsible for Monitoring: Counselors, G&I AP	Nov
Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
Comprehensive Support Strategy	June

Strategy 3: Supplement of AP exams and provide assistance during Mock testing and Boot Camps to support economically disadvantaged students.

Strategy's Expected Result/Impact: Increase in exam participation and scores.	Formative
Staff Responsible for Monitoring: Principal, counselors	Nov
Title I Schoolwide Elements: 2.4, 2.4	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: Testing Materials 211 ESEA Title I (Campus) 211.11.6339.002.24.801.002 \$3,000	

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	Formative
Staff Responsible for Monitoring: Counselors, Principal	Nov
Title I Schoolwide Elements: 2.4, 2.4	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

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.	Formative
Staff Responsible for Monitoring: G&I AP and counselors	Nov
Title I Schoolwide Elements: 2.4, 2.4	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	

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.	Formative
Staff Responsible for Monitoring: G&I AP, principal, and counselors	
Title I Schoolwide Elements: 2.4, 2.4	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Nov
Funding Sources: None	Feb
	Apr
	Summative
	June

Strategy 7: 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

Strategy's Expected Result/Impact: Increase use of library by students	Formative
Staff Responsible for Monitoring: Principal Librarian	
Title I Schoolwide Elements: 2.4, 2.4	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	Nov
Funding Sources: Furniture and equipment 211 ESEA Title I (Campus) 211.12.6396.002.24.801.002 \$2,000 Reading Materials 211 ESEA Title I (Campus) 211.12.6329.002.24.801.002 \$3,000 General Supplies 211 ESEA Title I (Campus) 211.12.6399.002.24.801.002 \$500 Technology 211 ESEA Title I (Campus) 211.12.6395.002.24.801.002 \$679	Feb
	Apr
	Summative
	June

Strategy 8: 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	Formative
Staff Responsible for Monitoring: Principal	Nov
Title I Schoolwide Elements: 2.6, 2.6	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: Reading Materials 211 ESEA Title I (Campus) 211.31.6329.002.24.801.002 \$1,000	

Strategy 9: Provide transportation, graduations awards and PBIS Awards to students

Strategy's Expected Result/Impact: Improve Culture increase school climate	Formative
Staff Responsible for Monitoring: Principal	Nov
Title I Schoolwide Elements: None	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: Miscellaneous Operating Costs 199 General Fund 199.11.6499.002.11.100.002 \$12,000	



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 7: Provide and support all content areas and electives 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.

Summative Evaluation: None

Strategy 1: Provide General Supplies, technology, reading materials and Furniture/Equipment to support and enhance college readiness for economically disadvantaged and At- Risk students.

Strategy's Expected Result/Impact: Improvement of instruction delivery and differentiated instruction		Formative
Staff Responsible for Monitoring: Administration, Teacher, and Department Chairs		Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: None	Feb
TEA Priorities: Improve low-performing schools	Funding Sources:	Apr
ESF Levers: Lever 5: Effective Instruction	Musical Instruments 199 General Fund 199.11.6398.002.11.100.002 \$2,000	Summative
	General Supplies 185 SCE (Campus) 185.11.6399.002.30.000.002 \$8,364.86	
	General Supplies 199 General Fund 199.11.6399.002.11.100.002 \$7,000	
	Reading Materials 211 ESEA Title I (Campus) 211.11.6329.002.24.801.002 \$5,000	
	General Supplies (2020 Carryover) 211 ESEA Title I (Campus) 211.11.6399.002.24.019.002 \$7,000	
	Furniture and Equipment 199 General Fund 199.11.6396.002.11.100.002 \$3,000	
	Furniture and Equipment 211 ESEA Title I (Campus) 211.11.6396.002.24.801.002 \$3,000	
	Technology 199 General Fund 199.11.6395.002.11.100.002 \$1,000	
	Technology 211 ESEA Title I (Campus) 211.11.6395.002.24.801.002 \$3,000	
	General Supplies 211 ESEA Title I (Campus) 211.11.6399.002.24.801.002 \$19,608	
	General Supplies (Carry over) 185 SCE (Campus) 185.11.6399.002.30.019.002 \$10,828	
	Furniture (2020 Carryover) 211 ESEA Title I (Campus) 211.11.6396.002.24.019.002 \$15,261	
		June

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

Strategy's Expected Result/Impact: Increase in EOC Scores and reducing number of re-testers	Formative
Staff Responsible for Monitoring: Administration and Teachers	Nov
Title I Schoolwide Elements: 2.4, 2.6	Feb
TEA Priorities: Improve low-performing schools	Apr
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Summative
Problem Statements: None	June
Funding Sources: Teacher tutoring 211 ESEA Title I (Campus) 211.11.6117.002.24.100.002 \$6,000	

Strategy 3: Provide tutors during Fall and Spring semester to assist teachers with At-Risk, ELL, and SPED Populations in stated tested content areas.

Strategy's Expected Result/Impact: Increase in EOC Scores of targeted populations	Formative
Staff Responsible for Monitoring: Administration	Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Feb
TEA Priorities: Improve low-performing schools	Apr
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	Summative
Problem Statements: None	June
Funding Sources: Social Security/Medicare 185 SCE (Campus) 185.11.6141.002.30.100.002 \$725 Fringes 211 ESEA Title I (Campus) 211.11.6141.002.24.100.002 \$892 College Tutors 185 SCE (Campus) 185.11.6126.002.30.100.002 \$50,000 College Tutors 211 ESEA Title I (Campus) 211.11.6126.002.24.100.002 \$10,000	

Strategy 4: Provide teachers with substitutes to support professional development and academic growth of all students. Professional development includes in-town or out of town conferences.


Strategy's Expected Result/Impact: Increase differentiated instruction to meet needs of all students		Formative
Staff Responsible for Monitoring: Administration and Department Chairs		Nov
Title I Schoolwide Elements: 2.5, 2.6	Problem Statements: None	Feb
TEA Priorities: Improve low-performing schools	Funding Sources:	Apr
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Teachers PD 199 General Fund 199.13.6499.002.11.100.002 \$13,000	Summative
	Teachers Substitute/ ISS Sub 199 General Fund 199.11.6112.002.11.362.002 \$5,753.60	June
	Teachers PD 211 ESEA Title I (Campus) 211.13.6499.002.24.801.002 \$1,500	

Strategy 5: Pay stipend for Dance and JROTC teachers for Kick Dance Team and Rifle team

Strategy's Expected Result/Impact: Increase student involvement in extra curricular activities		Formative
Staff Responsible for Monitoring: Teachers and Principal		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Feb
TEA Priorities: Improve low-performing schools	Funding Sources:	Apr
ESF Levers: None	Rifle Team Stipend 199 General Fund 199.11.6117.002.11.000.002 \$500	Summative
	Kick Dance team Stipend 199 General Fund 199.11.6117.002.11.000.002 \$2,500	June

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Performance Objective 8: Provide stated tested content areas with funds for Summer Planning and purchase Web-based Subscription and software for Math and Science Dept.

Evaluation Data Sources: Benchmark Assessment

Summative Evaluation: None

Strategy 1: Summer planning for stated tested content Areas. Purchase of Web-Based subscription (Gizmo) for Science Dept and a software (Kuta) for the Math Department	
Strategy's Expected Result/Impact: Increase student engagement and online interactive activities	Formative Nov Feb Apr Summative June
Staff Responsible for Monitoring: Department Chairs	
Title I Schoolwide Elements: 2.4, 2.5, 2.6	
TEA Priorities: Improve low-performing schools	
ESF Levers: Lever 5: Effective Instruction	
Problem Statements: None	
Funding Sources: None	
 No Progress  Accomplished  Continue/Modify  Discontinue	

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

Summative Evaluation: None

Strategy 1: Utilize Title I funds to hire teachers to improve instruction for all students, reduce class teacher-student ratio, and provide instruction and interventions for identified sub-groups	
Strategy's Expected Result/Impact: Lower class loads Increase course offerings	Formative Nov Feb Apr Summative June
Staff Responsible for Monitoring: Principal	
Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6	
TEA Priorities: Recruit, support, retain teachers and principals	
ESF Levers: None	
Problem Statements: None	
Funding Sources: Salaries 211 ESEA Title I (Campus) 211.11.6119.002.24.801.002	
Strategy 2: Fund 1 Social Worker to work with economically disadvantaged and At-Risk students. Provide support to social worker through purchase of supplies (instructional materials) and attend social worker conference	
Strategy's Expected Result/Impact: Provide resources for economically disadvantaged students	Formative Nov Feb Apr Summative June
Staff Responsible for Monitoring: Principal	
Title I Schoolwide Elements: 2.6, 2.6	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: Supplies-Social Worker 185 SCE (Campus) 185.32.6399.002.30.000.002 Supplies-Social Worker 211 ESEA Title I (Campus) 211.32.6399.002.24.801.002	

Strategy 3: Fund 1 College transition teacher to assist students in their transition processes for college

Strategy's Expected Result/Impact: Increase of post-secondary readiness and awareness		Formative Nov Feb Apr Summative June
Staff Responsible for Monitoring: Principal		
Title I Schoolwide Elements: 2.6, 2.6	Problem Statements: None	
TEA Priorities: None	Funding Sources: None	
ESF Levers: None		
 No Progress  Accomplished  Continue/Modify  Discontinue		

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

A. May 2021, 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 2021, 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

Summative Evaluation: None

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		Formative
Staff Responsible for Monitoring: Administration, teachers		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	Apr
ESF Levers: None	None	Summative
		June
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		Formative
Staff Responsible for Monitoring: Administration, Campus Patrol		Nov
Title I Schoolwide Elements: 2.5, 2.5	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	Apr
ESF Levers: None	None	Summative
		June

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	Formative
Staff Responsible for Monitoring: Social Worker Graduation Coach Administration	Nov
Title I Schoolwide Elements: None	Feb
Problem Statements: None	Apr
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	

Strategy 4: Ongoing training's to faculty, staff, and students on PBIS/SEL

Strategy's Expected Result/Impact: Promote positive culture and climate at Austin HS. Promote building relationships between faculty, staff and students.	Formative
Staff Responsible for Monitoring: Social Worker Graduation Coach Administration	Nov
Title I Schoolwide Elements: None	Feb
Problem Statements: None	Apr
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	

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

Strategy's Expected Result/Impact: Increase awareness of students expectations.	Formative
Staff Responsible for Monitoring: Administration Social Worker Graduation Coach	Nov
Title I Schoolwide Elements: None	Feb
Problem Statements: None	Apr
TEA Priorities: None	Summative
Funding Sources: Reading Materials 211 ESEA Title I (Campus) 211.32.6329.002.24.801.002	June
ESF Levers: None	

Strategy 6: PBIS/SEL campus team to attend district level meetings and related conferences.

Strategy's Expected Result/Impact: Learning strategies to be implemented on campus	Formative Nov Feb Apr Summative June
Staff Responsible for Monitoring: Administration	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: None	

Strategy 7: 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

Strategy's Expected Result/Impact: Increase of parental involvement in students' behavior by promoting positive behavior on and off campus	Formative Nov Feb Apr Summative June
Staff Responsible for Monitoring: PBIS/SEL Team Administration	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Problem Statements: None	
Funding Sources: Parental Engagement 211 ESEA Title I (Campus) 211.61.6499.002.24.801.002	

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3: By the end of 2020-21 school year, Austin High School will increase campus attendance from 92% to 95%

Evaluation Data Sources: Attendance reports
Monthly Alpha Reports

Summative Evaluation: None

Strategy 1: Ensure processes are in place to increase monitoring of attendance monitoring through teachers, staff (Conferences), and admin to promote importance of attendance.	
<p>Strategy's Expected Result/Impact: Increase campus attendance Increase student academic achievements.</p> <hr/> <p>Staff Responsible for Monitoring: Alpha Personnel Administration Social Worker Attendance Clerks</p> <hr/> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p>	<p>Formative</p>
	<p>Nov</p>
	<p>Feb</p>
	<p>Apr</p>
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	<p>Summative</p>
	<p>June</p>
Strategy 2: Implementation of reward system on campus to ensure students are recognized for good attendance.	
<p>Strategy's Expected Result/Impact: Increase campus attendance</p> <hr/> <p>Staff Responsible for Monitoring: Administration</p> <hr/> <p>Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p>	<p>Formative</p>
	<p>Nov</p>
	<p>Feb</p>
	<p>Apr</p>
<p>Problem Statements: None</p> <hr/> <p>Funding Sources: None</p>	<p>Summative</p>
	<p>June</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	Formative
Staff Responsible for Monitoring: Administration Counselors Social Worker	Nov
Title I Schoolwide Elements: 2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Feb
Problem Statements: None	Apr
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	


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.


Strategy's Expected Result/Impact: Increase campus attendance	Formative
Staff Responsible for Monitoring: Administration Attendance committee	Nov
Title I Schoolwide Elements: 2.5, 2.5, 2.6, 2.6	Feb
Problem Statements: None	Apr
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	

Strategy 5: Conduct RTI meetings every three weels to discuss Excessive attendance report and collaborating on Action plans and referrals (court and agency).

Strategy's Expected Result/Impact: Increase campus attendance	Formative
Staff Responsible for Monitoring: None	Nov
Title I Schoolwide Elements: 2.5, 2.5, 2.6, 2.6	Feb
Problem Statements: None	Apr
TEA Priorities: None	Summative
Funding Sources: None	June
ESF Levers: None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

Summative Evaluation: None

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.	Formative
*Increase student attendance rates	Nov
Staff Responsible for Monitoring: Administration, Teachers, and Students	Feb
Title I Schoolwide Elements: 2.5, 2.5	Apr
TEA Priorities: None	Summative
ESF Levers: None	June
Problem Statements: None	
Funding Sources: None	
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.	Formative
Staff Responsible for Monitoring: Administration, Teachers, and Students	Nov
Title I Schoolwide Elements: 2.5, 2.5	Feb
TEA Priorities: None	Apr
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: None	


Strategy 3: Hold,Family Time, at least once every semester and recognize/encourage exemplar behavior and academic performance through student awards.


<p>Strategy's Expected Result/Impact: *Increase student participation in school and after school activities, thereby promoting school spirit and ownership.</p> <p>Staff Responsible for Monitoring: Administration, Teachers</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Nov
	Feb
	Apr
	Summative
	June

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.

<p>Strategy's Expected Result/Impact: *Decrease in discipline referral rates and increase in student attendance and course passing rates.</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>Title I Schoolwide Elements: 2.5, 2.5</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: None</p>	Formative
	Nov
	Feb
	Apr
	Summative
	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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


Evaluation Data Sources: Increase school efficiency


Summative Evaluation: None

Strategy 1: Allocating funds for Substitutes for paraprofessional, technology, general supplies, furniture, overtime pay, rental lease and travel for admin, employees, and students

<p>Strategy's Expected Result/Impact: Increase school efficiency</p>	<p>Formative</p>
<p>Staff Responsible for Monitoring: Principal</p>	<p>Nov</p>
<p>Title I Schoolwide Elements: None</p>	<p>Feb</p>
<p>TEA Priorities: None</p>	<p>Apr</p>
<p>ESF Levers: None</p> <p>Problem Statements: None</p> <p>Funding Sources: General Supplies- Custodians 199 General Fund 199.51.6399.002.99.100.002 \$500 General Supplies- Counselors 199 General Fund 199.31.6399.002.99.100.002 \$2,000 General Supplies-Coaches and JROTC 199 General Fund 199.36.6399.002.99.100.002 \$8,000 Travel-Students 199 General Fund 199.36.6412.002.99.100.002 \$5,000 Substitutes Paraprofessionals 199 General Fund 199.11.6122.002.23.362.002 \$500 Overtime Support Personnel- Custodians 199 General Fund 199.51.6121.002.99.000.002 \$3,000 Travel- Employee 199 General Fund 199.36.6411.002.99.100.002 \$6,000 Travel-Admin PD 199 General Fund 199.23.6411.002.99.100.002 \$6,000 Furniture and Equipment-Admin 199 General Fund 199.23.6396.002.99.100.002 \$5,000 Technology 199 General Fund 199.23.6395.002.99.100.002 \$5,000 General Supplies-Admin 199 General Fund 199.23.6399.002.99.100.002 \$4,000 Rental Operation Leases- Copier 199 General Fund 199.11.6269.002.11.362.002 \$2,000 General Supplies-Nurse 199 General Fund 199.33.6399.002.99.100.002 \$1,000 Overtime Support Personnel- Campus Patrol 199 General Fund 199.52.6121.002.99.000.002 \$1,000</p>	<p>Summative</p> <p>June</p>

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

Summative Evaluation: None

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.		Formative
Staff Responsible for Monitoring: Principal		Nov
Title I Schoolwide Elements: 2.6, 2.6	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	Apr
ESF Levers: None	None	Summative
		June
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		Formative
Staff Responsible for Monitoring: Principal		Nov
Title I Schoolwide Elements: None	Problem Statements: None	Feb
TEA Priorities: None	Funding Sources:	Apr
ESF Levers: None	None	Summative
		June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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: New tech- Parents and community members will be offered a wide range of activities that will engage them in the SDOA-PNT community of learners.


Evaluation Data Sources: Sign in Logs

Summative Evaluation: None

Strategy 1: Provide numerous opportunities for parents and community members to learn about SDOA-PNT like the Open House, Homecoming, FAFSA Night, Career Night, Claw Camp, Coffee with the Principal/AP, Project presentations, among others.		
Strategy's Expected Result/Impact: Increase in parental participation in meetings, get togethers/celebrations/awards ceremony, as well as parental presence and participation in looking at student work via project presentations, among others.		Formative
Staff Responsible for Monitoring: Administration		Nov
Title I Schoolwide Elements: 2.5, 2.5, 3.1, 3.1		Feb
Problem Statements: None		Apr
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: None		
Strategy 2: Include middle schools and elementary schools in campus and community events like the Lighting of the Luminaries, volunteer work and opportunities, etc.		
Strategy's Expected Result/Impact: *Increase ES and MS participation in after school activities		Formative
Staff Responsible for Monitoring: Administration		Nov
Title I Schoolwide Elements: 2.5, 2.5, 3.1, 3.1, 3.2, 3.2		Feb
Problem Statements: None		Apr
TEA Priorities: None		Summative
Funding Sources: None		June
ESF Levers: None		

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Performance Objective 2: Establish parent involvement and partnership with campus through meetings through out the year.

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













Summative Evaluation: None

Strategy 1: Ensure that parent are involved and offered and provided input regarding school process, students education, and resources	
Strategy's Expected Result/Impact: Increase Parental Engagement	Formative
Staff Responsible for Monitoring: Parental Liasion	Nov
Title I Schoolwide Elements: 2.6	Feb
TEA Priorities: Improve low-performing schools	Apr
ESF Levers: None	Summative
Problem Statements: None	June
Funding Sources: Miscellaneous Operating Costs 211 ESEA Title I (Campus) 211.61.6499.002.24.801.002 \$500	
 No Progress  Accomplished  Continue/Modify  Discontinue	

Performance Objective 3: Provide resources to students, through Social worker, to ensure that all students have the supports and means to be successful on campus.

Evaluation Data Sources: Increase in SEL indicator

Summative Evaluation: None

Strategy 1: Social worker will work with At-Risk population to ensure all their needs are met on campus to provide supplies and resources when needed							
Strategy's Expected Result/Impact: Increase student success and SEL	<table border="1"> <tr><td>Formative</td></tr> <tr><td>Nov</td></tr> <tr><td>Feb</td></tr> <tr><td>Apr</td></tr> <tr><td>Summative</td></tr> <tr><td>June</td></tr> </table>	Formative	Nov	Feb	Apr	Summative	June
Formative							
Nov							
Feb							
Apr							
Summative							
June							
Staff Responsible for Monitoring: Social Worker							
Title I Schoolwide Elements: 2.6							
TEA Priorities: None							
ESF Levers: None							
Problem Statements: None	Funding Sources: General Supplies 185 SCE (Campus) 185.32.6399.002.30.000.002 \$1,000						
<table border="0"> <tr> <td> No Progress</td> <td> Accomplished</td> <td> Continue/Modify</td> <td> Discontinue</td> </tr> </table>		 No Progress	 Accomplished	 Continue/Modify	 Discontinue		
 No Progress	 Accomplished	 Continue/Modify	 Discontinue				

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 and intervention planning and dialogue.
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

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
Linda Salas	Supplemental Social Worker HS	Social Worker	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 30th, 2020. CNA/CIP was adopted and approved by the CIT on _____

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. Sec. 1114(b)(1-5)

Per TEA: The campus must provide a list of the individuals and their roles who assisted with the development (if a new campus) or the review of the CIP. The list must identify the individuals by name and roles.

Note: Parents must be included in the development/review of the CIP.

ACTION REQUIRED: Provide the information described above in this section or use this section to reference where the information is located (i.e., Plan4Learning: attached plan addendums, plan notes, etc.). Reminder: The campus list must include the parents who were involved in the development of the schoolwide program.

Name	Position	Email	Role
Lizette Gutierrez	High School New Tech Science	lgutier2@episd.org	Classroom Teacher

Name	Position	Email	Role
Cynthia Ponce	Principal	ccsevern@episd.org	Administrator
Ahmad Ismail	Assistant Principal	akismail@episd.org	Administrator
ISG Anthony Dinkins	HS ROTC Army/Instructor	atdinkin@episd.org	Classroom Teacher
Eric Moreno	HS Dual Credit Math Combo	remoreno@episd.org	Classroom Teacher
Ana Molina	Business Member	anamolinago@gmail.com	Business Representative
Carmen Medellin	Community Memeber	carmen_medellin@live.com	Community Representative
Diana Sanchez	Parent	diana29jd@att.net	Parent
Hermila Gamez-Alvarado	Assistant Principal	hgamez@episd.org	Administrator
Jesus Reyes	HS Social Studies Combo	jcreyes@episd.org	Classroom Teacher
Jorge Romero	High School AP Science Combo	jromero@episd.org	Classroom Teacher
Jose Mojica	High School Sped Resource	jfmojica@episd.org	Classroom Teacher
Julie Arias	High School English	jxarias1@episd.org	Classroom Teacher
Karla Diaz	Military Family Liaison	kdiaz@episd.org	Military Liason
Katherine Morrill	High School Librarian	klhollen@episd.org	Non-classroom Professional
Mary Ramirez	Parent	maryframirez@sbcglobal.net	Parent
Ray Hernandez	Community Member	rayrayray521@gmail.com	Community Representative
Victor Ramirez	Business Member	victormranirez@msn.com	Business Representative
Steven Clay	Executive Director Strategy Accountability & Assessment	jsclay@episd.org	District-level Professional
Marie Cervera-Olivas	ALL Secondary Literacy/Biliteracy	mycerver@episd.org	Non-classroom Professional
Sarah Dominguez	ALL	smnolen@episd.org	Non-classroom Professional

2.2: Regular monitoring and revision

The CIP remains in effect for the duration of the school’s participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students* are provided opportunities to meet the challenging State academic standards. Sec. 1114(b)(3)

* including students in subgroups defined as economically disadvantaged, from major racial and ethnic groups, students with disabilities, and English learners (ESSA Section 1111(c)(2))

* as well as “at-risk” students [TEC 42.152 (d) (Compensatory Education Allotment) The agency shall evaluate the effectiveness of accelerated instruction and support programs provided under TEC 29.081 (Compensatory, Intensive, and Accelerated Instruction) for students at risk of dropping out of school.]

Per TEA: The campus must provide the date(s) that the CIP was revised and/or evaluated for the school year.

ACTION REQUIRED: Provide the information described above in this section or use this section to reference where the information is located (i.e., Plan4Learning: attached plan addendums, plan notes, etc.)

CIT Committee met on April 30th, 2020 and review the CNA draft and approved 2020-21 Budget and personnel.

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

The CIP is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. Sec. 1114(b)(4)

Per TEA: The campus must indicate where it makes the CIP available. Examples: on campus, in Student Handbook, at Parent Meetings or other locations (please specify “other”).

Per TEA: The campus must indicate languages in which the CIP was distributed. Examples: English, Spanish, Vietnamese or other language (please specify “other”).

ACTION REQUIRED: Provide the information described above

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

Schoolwide Reform Strategies: Sec. 1114(b)(7)(A)(i-iii) Schoolwide Reform Strategies that the school will be implementing to address school needs, including a description of how such strategies:

i. will provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards

Per TEA: The campus must indicate the CIP page number(s) and indicate or highlight where opportunities for all children are addressed.

ACTION REQUIRED: To meet this requirement, when writing strategies in Plan4Learning under Goals, the campus can indicate where opportunities for all children are addressed by checking the appropriate element box in Plan4Learning in lieu of indicating CIP page number(s) and highlighting the information described by TEA.

2.5: Increased learning time and well-rounded education

2.5 ii. will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to

provide a well-rounded education

Per TEA: The campus must indicate the CIP page number(s) and indicate or highlight where methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education are addressed.

ACTION REQUIRED: To meet this requirement, when writing strategies in Plan4Learning under Goals, the campus can indicate where methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education are addressed by checking the appropriate element box in Plan4Learning in lieu of indicating CIP page number(s) and highlighting the information described by TEA.

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

2.6 iii. will address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards

Per TEA: The campus must indicate the CIP page number(s) and indicate or highlight where the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards are addressed.

ACTION REQUIRED: To meet this requirement, when writing strategies in Plan4Learning under Goals, the campus can indicate where the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards are addressed by checking the appropriate element box in Plan4Learning in lieu of indicating CIP page number(s) and highlighting the information described by TEA.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Sec. 1116(a)(2) and Sec. 1116(2)(c)(2) Campuses shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements. Parents Training Elementary School Generated by Plan4Learning.com 6 of 9 Campus #123-456-789 July 16, 2018 3:59 pm

shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

Per TEA: The campus must provide a list of the individuals and their roles who assisted with the development of the Parent and Family Engagement Policy.

Per TEA: The campus must indicate how the Parent and Family Engagement Policy was distributed. Examples: on campus, in Student Handbook, at Parent Meetings or other locations (please specify “other”).

Per TEA: The campus must indicate languages in which the Parent and Family Engagement Policy was distributed. Examples: English, Spanish, Vietnamese or other language (please specify “other”).

ACTION REQUIRED: Provide the information described above in this section or use this section to reference where the information is located (i.e., Plan4Learning: attached plan addendums, plan notes, etc.).

ACTION REQUIRED: In addition, when writing strategies in Plan4Learning under Goals, the campus must indicate which strategies address element 3.1 in Plan4Learning by checking the appropriate element box in Plan4Learning.

3.1 Parent and Family Engagement: Sec. 1116(e) Building Capacity for Involvement – To ensure effective involvement of parents and to support a partnership among the school involved, parents and the community to improve student academic achievement, each school and local education agency shall

Provide assistance to parents to understand the State’s academic standards, the State and local assessment standards and how to work with educators to improve their child’s achievement Provide materials and training to help parents work with their child, such as literacy and technology training Educate teachers, principals, and other staff, with the assistance of parents, in the value and utility of the contribution of parents and how to communicate with and work with parents and equal partners In so far as feasible, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs Provide information to families in a uniform format, and to the extent practicable, in a language parents can understand Provide reasonable support for family engagement activities

ACTION REQUIRED: The campus must indicate how it addressed the six bullets listed above in this section or use this section to reference where the information is located (i.e., Plan4Learning: attached plan addendums, plan notes, etc.).

ACTION REQUIRED: In addition, when writing strategies in Plan4Learning under Goals, the campus must indicate which strategies address element 3.1 in Plan4Learning by checking the appropriate element box in Plan4Learning

3.2: Offer flexible number of parent involvement meetings

3.2 Campus shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided by Title I, Part A, transportation, child care, or home visits, as such services relate to parental involvement. (Note: Services must be in accordance with District policy.)

Per TEA: The campus must indicate days and times that the Parent and Family Engagement meetings were held and locations. Examples: Sundays, Mondays, Wednesdays, Thursdays, Fridays, Saturdays, AM during the school day, PM during the school day, PM after school, PM in the evening, specify if other times.

Examples: on campus, other district site, community center, or other locations (please specify “other”).

ACTION REQUIRED: Provide the information described above in this section or use this section to reference where the information is located (i.e., Plan4Learning: attached plan addendums, plan notes, etc.).

ACTION REQUIRED: In addition, when writing strategies in Plan4Learning under Goals, the campus must indicate which strategies address element 3.2 in Plan4Learning by checking the appropriate element box in Plan4Learning.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Aldo Balcazar	High School EL English Teacher	English	1.0
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
Ray Cerecerez	High School EL English Teacher	English	1.0
Thomas Fitzpatrick II	High School Science	Science	1.0

Campus Site-Based School Committee

Committee Role	Name	Position
Classroom Teacher	Lizette Gutierrez	High School New Tech Science
Administrator	Cynthia Ponce	Principal
Administrator	Ahmad Ismail	Assistant Principal
Classroom Teacher	ISG Anthony Dinkins	HS ROTC Army/Instructor
Classroom Teacher	Eric Moreno	HS Dual Credit Math Combo
Business Representative	Ana Molina	Business Member
Community Representative	Carmen Medellin	Community Memeber
Parent	Diana Sanchez	Parent
Administrator	Hermila Gamez-Alvarado	Assistant Principal
Classroom Teacher	Jesus Reyes	HS Social Studies Combo
Classroom Teacher	Jorge Romero	High School AP Science Combo
Classroom Teacher	Jose Mojica	High School Sped Resource
Classroom Teacher	Julie Arias	High School English
Military Liason	Karla Diaz	Military Family Liaison
Non-classroom Professional	Katherine Morrill	High School Librarian
Parent	Mary Ramirez	Parent
Community Representative	Ray Hernandez	Community Member
Business Representative	Victor Ramirez	Business Member
District-level Professional	Steven Clay	Executive Director Strategy Accountability & Assessment
Non-classroom Professional	Marie Cervera-Olivas	ALL Secondary Literacy/Biliteracy
Non-classroom Professional	Sarah Dominguez	ALL

Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	9	Miscellaneous Operating Costs	199.11.6499.002.11.100.002	\$12,000.00
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	\$7,000.00
1	7	1	Furniture and Equipment	199.11.6396.002.11.100.002	\$3,000.00
1	7	1	Technology	199.11.6395.002.11.100.002	\$1,000.00
1	7	4	Teachers PD	199.13.6499.002.11.100.002	\$13,000.00
1	7	4	Teachers Substitute/ ISS Sub	199.11.6112.002.11.362.002	\$5,753.60
1	7	5	Rifle Team Stipend	199.11.6117.002.11.000.002	\$500.00
1	7	5	Kick Dance team Stipend	199.11.6117.002.11.000.002	\$2,500.00
2	5	1	General Supplies- Custodians	199.51.6399.002.99.100.002	\$500.00
2	5	1	General Supplies- Counselors	199.31.6399.002.99.100.002	\$2,000.00
2	5	1	General Supplies-Coaches and JROTC	199.36.6399.002.99.100.002	\$8,000.00
2	5	1	Travel-Students	199.36.6412.002.99.100.002	\$5,000.00
2	5	1	Substitutes Paraprofessionals	199.11.6122.002.23.362.002	\$500.00
2	5	1	Overtime Support Personnel- Custodians	199.51.6121.002.99.000.002	\$3,000.00
2	5	1	Travel- Employee	199.36.6411.002.99.100.002	\$6,000.00
2	5	1	Travel-Admin PD	199.23.6411.002.99.100.002	\$6,000.00
2	5	1	Furniture and Equipment-Admin	199.23.6396.002.99.100.002	\$5,000.00
2	5	1	Technology	199.23.6395.002.99.100.002	\$5,000.00
2	5	1	General Supplies-Admin	199.23.6399.002.99.100.002	\$4,000.00
2	5	1	Rental Operation Leases- Copier	199.11.6269.002.11.362.002	\$2,000.00
2	5	1	General Supplies-Nurse	199.33.6399.002.99.100.002	\$1,000.00
2	5	1	Overtime Support Personnel- Campus Patrol	199.52.6121.002.99.000.002	\$1,000.00

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$95,753.60
Budgeted Fund Source Amount					\$95,753.60
+/- Difference					\$0.00
185 SCE (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	1	General Supplies	185.11.6399.002.30.000.002	\$8,364.86
1	7	1	General Supplies (Carry over)	185.11.6399.002.30.019.002	\$10,828.00
1	7	3	Social Security/Medicare	185.11.6141.002.30.100.002	\$725.00
1	7	3	College Tutors	185.11.6126.002.30.100.002	\$50,000.00
2	1	2	Supplies-Social Worker	185.32.6399.002.30.000.002	\$0.00
4	3	1	General Supplies	185.32.6399.002.30.000.002	\$1,000.00
Sub-Total					\$70,917.86
Budgeted Fund Source Amount					\$70,917.86
+/- Difference					\$0.00
211 ESEA Title I (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	6	Lead4Ward Professional Development	211.13.6299.002.24.801	\$0.00
1	6	3	Testing Materials	211.11.6339.002.24.801.002	\$3,000.00
1	6	7	Furniture and equipment	211.12.6396.002.24.801.002	\$2,000.00
1	6	7	Reading Materials	211.12.6329.002.24.801.002	\$3,000.00
1	6	7	General Supplies	211.12.6399.002.24.801.002	\$500.00
1	6	7	Technology	211.12.6395.002.24.801.002	\$679.00
1	6	8	Reading Materials	211.31.6329.002.24.801.002	\$1,000.00
1	7	1	Reading Materials	211.11.6329.002.24.801.002	\$5,000.00
1	7	1	General Supplies (2020 Carryover)	211.11.6399.002.24.019.002	\$7,000.00

211 ESEA Title I (Campus)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	1	Furniture and Equipment	211.11.6396.002.24.801.002	\$3,000.00
1	7	1	Technology	211.11.6395.002.24.801.002	\$3,000.00
1	7	1	General Supplies	211.11.6399.002.24.801.002	\$19,608.00
1	7	1	Furniture (2020 Carryover)	211.11.6396.002.24.019.002	\$15,261.00
1	7	2	Teacher tutoring	211.11.6117.002.24.100.002	\$6,000.00
1	7	3	Fringes	211.11.6141.002.24.100.002	\$892.00
1	7	3	College Tutors	211.11.6126.002.24.100.002	\$10,000.00
1	7	4	Teachers PD	211.13.6499.002.24.801.002	\$1,500.00
2	1	1	Salaries	211.11.6119.002.24.801.002	\$0.00
2	1	2	Supplies-Social Worker	211.32.6399.002.24.801.002	\$0.00
2	2	5	Reading Materials	211.32.6329.002.24.801.002	\$0.00
2	2	7	Parental Engagement	211.61.6499.002.24.801.002	\$0.00
4	2	1	Miscellaneous Operating Costs	211.61.6499.002.24.801.002	\$500.00
Sub-Total					\$81,940.00
Budgeted Fund Source Amount					\$81,940.00
+/- Difference					\$0.00
Grand Total					\$248,611.46

Addendums