# El Paso Independent School District

# Austin High School

# 2019-2020 Campus Improvement Plan

# Mission Statement

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

# Vision

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

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# Comprehensive Needs Assessment

## Demographics

**Demographics Summary**

**1. Who are we? With whom are we engaged? With what level of success? How do we know?**

We are the Austin High School Panthers. Our campus is part of El Paso Independent School District. Our demographics consists of the following:

Student population of 1,381 Students

375- 9th graders;

349- 10th graders

337- 11th graders

320 12th graders

Our Campus is: 87.8% Hispanic, 4.3% African American; 5.9% White; 0.4% American Indian; 0.2% Asian; 0.6% Pacific Islander; and 0.8% 2 or more races.

There are 84.7% Economically Disadvantage Students; 23.5% English Language Learners; and 10.7% Special Education Students.

**2. Are our stakeholders included in the planning process as authentic, valuable, contributing partners in the development and implementation of the improvement plan?**

Yes, all stakeholders are invited in the planning and implementation of our Campus Improvement Plan (CIP). Faculty and staff participated by answering questions and gathering data for the Campus Needs Assessments. They did this through department meetings and PLC's. The Campus Improvement Team reviews, discusses, approves, and implements the CIP.

**3. Do our special programs align with the needs and desires of our students, parents and community? (e.g. Gifted/Talented, CTE, SCE, Bilingual/ESL, Special Education, Title, Fine Arts, Athletics) Do they align with the philosophy and beliefs of our teachers and administrators?**

Yes- all programs are aligned to student needs and school philosophy.

**4. How would we describe our school? Example details might include: size, grade span, age, location, admission policies (magnet, open enrollment, neighborhood school), etc. STUDENTS**

Austin is a high school serving 1,380 students between grades 9 and 12, located at 3500 Memphis Ave. in central El Paso. We are an open enrollment campus with a New Tech/Law Enforcement magnet program.

Our Campus consists of students from various backgrounds, to include active military, across the border, single family homes, and working parents that are not home. A lot of our students are expected to pick up and take care of their younger siblings attending our surrounding elementary/middle schools.

**5. What are the Race/Ethnicity (7 groups) of the students we serve? List the percentage of each group: African American, Hispanic, White, American Indian, Asian, Pacific Islander, Two-or-More Races and how this differs from previous years.**

2017-2018 2016-2017

African American- 4.3% African Americans-3.0%

Hispanic- 87.8% Hispanic- 89.4%

White- 5.9% White- 4.3%

Am Indian- 0.4% Am Indian- 0.3%

Asian- 0.2% Asian- 1.0%

Pacific Islander- 0.6% Pacific Islander- 0.0%

2+ races- 0.8% 2+races- 2.0%

Demographics remain comparable throughout recent years.

**6. What are the various Student Groups (5 groups) we serve? List the percentage in each group: economically disadvantaged, English learner, migrant, special education, and at-risk.**

2017-2018 2016-2017

Econ Dis- 84.7% Econ Dis- 82.0%

EL- 23.5% EL- 22.0%

Migrant- 0.006% Migrant-

SPED- 10.7% SPED- 9.9%

At Risk- 66.5% At Risk- 65.7%

## 7. 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?

2015-2016 2016-2017 2017-2018

1, 525 Students 1, 492 Students 1,381 Students

There has been a steady decrease in enrollment throughout the past 3-5 years. We are slowly losing students even with open enrollment. Families continue to move to the outer city causing our numbers to continuously decrease. Students are also opting to attend Chapin High School, as it offers the STEAM Program. Currently we have the New Tech Criminal Justice program that has helped maintain our numbers. The program currently has over 150 students enrolled. The 2nd semester remains equitable to 1st semester enrollment.

## 8. What are the student mobility rates? What support systems are in place to assist these students? Where do students go and come from?

The mobility rate is at 20.2%, with students going to various states or countries due to military population and our close-proximity to the Mexican border. The support systems are as follows: Graduation Coach, Social Worker, Counselors, Military Liaison and programs: Charter Schools-El Paso Del Norte, El Paso Academy, CCTA, Job Corp, SAPC.

## 9. How many students withdraw each year without moving to homeschool or to attend other public/charter/private schools?

We have had 111 withdrawals to other schools, homeschool to date.

## 10. What are the dropout rates and completion rates? Which students and student groups are dropping out? What interventions and support systems are in place to reduce these numbers and keep students in school?

The overall drop-out rate for 2016-2017 was 3.3% for our campus. The Hispanic population had a dropout rate of 3.5%. This was increase from the previous school in which it was at 2.4%. The population of 2 or more races for 2016-2017 was 6.7% for our campus. This was also an increase from the previous year of a 5.6 % dropout rate.

Hispanic population is mostly the one dropping out. We have Graduation Coach, Social Worker, Student Outreach Specialist, Counselors, Military Liaison and programs: CCTA, Job Corp to as support systems. We also currently have an attendance

Completion rate- 80.8%

**11. How many graduates go on to community college? Universities? Trade schools? Work?**

52% enrolled in a Texas institution of higher education and 3.9% enlisted in the Armed Forces.

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

37.7% of students completed one year without enrollment in a developmental education course (36.7% Hispanic, 33.3% White, 37.1% Econ dis)

49.1% met TSI Criteria in ELA

24.9% met TSI Criteria in Math

22.5% met TSI Criteria in both

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

15.8 % received college credit through Dual Credit

21.6% received credit from AP Exams

**14. What is the student employment rate while in high school?**

There is no concrete data, but the number of students with outs due to work schedules is 95, making the tangible employment rate about 0.07%.

**15. 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? What does the student-level data reveal about excused absences, unexcused absences and tardiness?**

YDT attendance rate is 92.64%. This rate is down from last year (92.51%), but up from the year prior (93.19%). The drastic decrease may be attributed to the district's innovation emphasis. Attendance is promoted through a variety of platforms: posting weekly attendance for each grade level, principal's incentive of a longer lunch period, Attendance Team meetings, Students' Success Plan, 45-day Attendance contracts, home visits, and phone calls. Campus procedures to track and respond to attendance and tardiness along with above mentioned measures include robo-calls, email, letters sent home, court referrals, check-in/check-out, and coordination with Anti-Truancy Personnel. Data shows that freshmen are the lowest attending grade level; juniors

repeatedly garner the higher attendance rates.

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

We have had 217 discipline incidents, 123 of which were male and 144 White/Hispanic.

**17. 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)**

GT- 91

AP- 280

CTE- 901

Fine Arts- 963

Athletics- 367

Summer school- 428

All types of students are enrolled in an array of special programs.

**18. What percentage of the following student groups are enrolled? • Migrant – Do they return each year? What time of year? • Homeless – What services are available? • Special Education – Analyze by student groups and race/ethnicity. What does the referral data indicate about students who qualified versus those who do not qualify? • English Learners – How effective are the services and supports provided in meeting the cognitive, linguistic and affective needs of ELs? • At-Risk - Does the district/campus only use state indicators or are local indicators also included? Which programs are available for students at-risk of dropping out? How are students targeted to participate and what is the participation rate?**

Migrant students make up .06% of the population. Migrant students return every year and register on time. Homeless students make up .14% of the population. McKinney-Vento students are afforded transportation, tutoring, bus passes, hygiene packs, scholarships, and clothing.

SPED- 16% of the population with all but 16 SPED students being Hispanic. 18 SPED students have received discipline referrals this school year to date (27 disciplinary offenses).

EL's make-up 2.8% of the population. Access to information, assessments, test scores (Telpas, EOC) through Ellevation has been an effective tool.

The at-risk population is 65% of our campus. Students are designated with the at-risk code using state indicators. The campus provides ample opportunity for students to engage and become part of the school culture through the following activities: Stand Up and Be Courageous, Project Males, processing time

at lunch, class meetings, campus clubs and organizations, bullying prevention presentations, PBIS/SEL promotions and celebrations. Due to the high percentage of at-risk students, all activities are open to all. Activities are announced over the PA, posted on websites, fliers are distributed, posters are made, teachers promote activities.

STAFF QUALITY, RECRUITMENT AND RETENTION

### 19. Who are our staff members? Discuss the percentage of state certified, number years' experience, race/ethnicity and how these differ from previous years.

100% of teachers are state certified in their field.

2.8% are 1st year teachers

23.5% have 1-5 years experience

18.9% have 6-10 years experience

34.1% have 11-20 years experience

20.7% have over 20 years experience

72% Hispanic

23% White

2% Asian

2% African American

1% 2+ races

These percentages remain comparable each year.

### 20. Are instructional paraprofessionals highly qualified? What types and levels of training do they have?

Beginning with the 2016-2017 school year, teachers and paraprofessionals only need to meet state requirements for certification. The federal term of "highly qualified teacher status" no longer applies. Paraprofessionals must pass a ParaPro Assessment, hold a high school diploma/GED, and have 48 credit hours from an accredited institution of higher education.

**21. What are the retention rates for employees? What systems are in place to support new teachers? What strategies and structures are in place to build capacity?**

According to the 2017-2018 Texas Academic Performance Report, Austin had:

2.8% Beginning Teachers

23.5% 1 to 5 years of Experience

18.9% 6 to 10 years of Experience

34.1% 11 to 20 years of Experience

20% Over 20 Years Experience

One of the supports that is available to teachers at Austin High School is the Mentorship program. This is a district initiative that teams up a new teacher with a mentor teacher at their campus. The teachers work together and attend district trainings.

New teachers at Austin High School also have access to Department Chairs that will help them and guide them throughout the year. In addition, mentor teachers serve as the curriculum experts able to help new teachers with lesson plans, scaffolding lessons, and time management. New teachers usually also struggle with classroom management, and mentor teachers are able to share their ideas that have proven to be effective with them. The Department Chairs help them with daily tasks such as: setting up the grade book, posting grades, taking attendance, etc.

All core teachers also participate regularly in department and grade level professional learning communities to plan lessons, analyze data to target areas of instruction, select supplemental and secondary sources, and develop common assessments to check for understanding.

There are also professional growth opportunities in the areas of: Active Learning, technology, ESL Certification, and support for acquiring a master's degree in Dual Credit.

**22. What professional development and resources are needed? How are these needs identified?**

Teachers must annually complete training hours for safety practices, blood borne pathogens, copyright law, child abuse/endangerment signs, PBIS protocols, EOC/SAT testing procedures, TELPAS calibration, Eduphoria training, etc. In some cases, certain teachers have been contacted to assist with their ESL certification, GT update, and/or TSI testing. These needs are identified based on the teachers' roles within our school.

At Austin HS, we align professional development with district initiatives; this school year, professional development for our teachers centered around PBIS, RTI, Co-Teach, SEL, ESL academies, and Active Learning. Tested area teachers also attended professional development align to their content areas. During these sessions they looked at data, interventions, and instruction. In addition to aligning PD with district initiatives, we also identified needs through data, PLCs, and teacher surveys.

Areas of Refinement:

As a campus, we need professional development on: 90 minute block schedule (Instruction, Fundamental 5); RTI; Macbooks; Smart TV's; Eduphoria; Writers Workshop)

Resources needed: textbooks; reading material; perishable EOC material for students; computers; mounted projectors, built-in speakers, SMART TV's

For math, one PD and resource needed is calculator TInspire Navigator training (learn how to set up, acquire data, send questions and quizzes to navigator calculators from teacher to student, etc.).

Another PD and resource needed is AP, Dual Credit, and On Ramps teacher summer institute training for courses that will be offered in the future. Another PD and resource needed is NMSI-National Math and Science Institute which would help improve our AP program. It will also help with Domain 3 of College Readiness. These needs are identified through teacher PLC meetings and discussions with our ALL (Active Learning Leader), teachers, and assistant principals.

### 23. What professional development is available? In what format? How often? What follow-up support is available? What structures are in place to ensure that teachers and others implement what they learn?

Professional development is available throughout the year in person and online. Professional development is provided through EPISD and Region 19. Fees for attending these trainings are normally covered by the district or campus, to include substitute fees. Teachers can sign up and/or inquire about the sessions therein and are often supported by school administration. If teachers feel that their training can benefit others, they are in encouraged to share their ideas during PLC.

Another professional development that is available is the UT OnRamps offers a Summer Symposium on the OnRamps program for non-OnRamps teachers to learn the pedagogy and the rigor that OnRamps courses.

On Campus, we were provided with monthly technology training (on MacBooks that most of us don't have) was mandated during the Fall Semester 2018.

Formats for staff development include face to face trainings, hands-on workshops, and webinars. Sessions are posted on the EPISD Professional Development Management System.

Administrators lead PLCs to ensure that the various district and campus level initiatives are being integrated into the lesson planning. To reinforce and ensure that they are being implemented in the classroom, Administrators complete weekly walkthroughs and provide feedback as well as support to teachers. Data is also collected through formal and informal observations completed by administrators, facilitators, and campus instructional coaches.

Utilizing data and feedback from walkthroughs, areas of professional development are identified. District Facilitators and/or our Active Learning Leader provide the necessary PD needed.

There is no follow up support for professional development from EPISD. There are no structures in place to ensure teachers.

## 24. What support is available for teachers whose student performance is below district and/or state standards?

Teachers have the support of district facilitators, our ALL (Active Learning Leader), and administrators. for each department and sometimes an outside temporary hired contractor/educational expert in the field of subject area needed.

The PLC process is the most valuable system for teachers whose students are performing below district and/or state standards. Through PLCs, we are able to identify target areas for each teacher and share best practices and strategies to support our teachers. TTESS is also used as a coaching tool for struggling teachers.

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

Our strengths are shared through PLCs; we discuss our own strategies and agree on which ones to use depending on results and efficacy. During PLCs, teachers share ideas that have proven effective in teaching different concepts and interventions. When departments plan interventions for students, teachers are able to showcase their strengths with the rest of their department as well. Also, during school-wide staff development days, teachers showcase their strengths via workshops for other teachers.

After surveying the teachers in the department on how they share their expertise, the teachers mentioned conversation during PLCs, preparation time, and during their classes with students and teachers who come to watch. We could use more time for learning walks, especially within a course; i.e. Algebra I teachers observe other Algebra I teachers.

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

Yes, this happens every Spring in preparation for staffing.

## 27. What is the average class size? Does class size vary between subjects?

The average class size is 33 students; class size does vary between subjects, with core areas slightly lower than electives.

## *PARENTS/GUARDIANS and COMMUNITY*

## 29. What does our community look like? Describe the community and residents, including parents. Details might include: major professions, age and status of community (growing, declining, languages spoken, etc.)

The AHS community is mostly Hispanic with single parents working two jobs. When it is a two-parent family, typically the male is the breadwinner. It is not usual for a student to be in the guardianship of a grandmother or other relatives. Most of our families speak Spanish, some of our students begin their high school years coming from schooling in Mexico. The community itself is an older, declining one.

## 30. Who are the major employers in the community? How do we interact with them? Do parents commute or work locally?

The major employers in the community include fast food restaurant chains along with a variety of locally-owned stores and restaurants. Because these locally-owned establishments have a connection to the school, we are able to reach out and petition participation and donations. For the most part, parents work locally.

**31. What are parents' and the community's expectations for students after graduation? Go to work? Attend college? Join the military? Other?**

The parents' and the community expectations for students after graduation is almost equally split between attending college and working. The percentage of students who move on to higher education has been 52%.

**32. What is the level of involvement in school activities? What is the percentage of public schools vs. charter schools and private schools? How do the other schools impact us?**

Parent and community involvement is promoted monthly; however, the outcome is very low. Chapin High School is 3.2 miles from Austin High School. They have a STEAM program, and we do lose a handful of our students to this campus. The Young Women's Academy (6.0 Miles) has a STEAM program as well, and we have lost students to this campus as well. There is only one nearby charter school (3.6 mi. away) that has a possible impact on our campus population, as students who are off cohort find other options to advance. Austin has seen a decrease in enrollment

**33. What does community crime data reveal? Is the community viewed as a safe place to live and raise children?**

While El Paso does experience crime, the region's rate of violent crime is lower than the national average and the rate of property crime is significantly lower. This indicates that people feel it is a safe place to live and raise children.

**34. Is there a prison or juvenile detention center nearby? Are parents or siblings incarcerated?**

JPD is 6 miles from Austin High School. The County Jail is 5 miles away; we do have parents and siblings that are incarcerated.

**35. What adult education courses/services are available?**

San Jacinto and Project Bravo offer adult education. Currently at our campus there are no adult courses or services.

**36. Are there universities and/or community colleges in our community? How do we interact with them?**

Yes, UTEP and EPCC; we interact with them through upward bound, TACRAO college fair, blue and orange day, and Dual Credit.

**Demographics Strengths**

Implementing Operation College-Bound,

Increasing number of advanced courses: DC, On Ramps, AP

Increasing number of testing measures: TSI, SAT, ACT

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1**: Students indicate they do not have post-secondary intentions. **Root Cause**: As the economically disadvantaged and at-risk population continue to increase, the challenge of inculcating the value of entering post-secondary schooling over entering the work force increases. It is a demanding task.

# Student Academic Achievement

**Student Academic Achievement Summary**

**61. What progress has been made by students? Describe the domain ratings: student achievement, school programs, and closing the gaps.**

In terms of student achievement, and school progress, Austin High School met standards for both. We're shown to have improvement required on closing the gaps. The school did not earn distinction on any categories. Significant progress has been made by students. In the Student Achievement domain, the "met standard rating" was 65% out of 100%. In the School Progress domain, "the met standard" rating was 75% out of 100%. In the Closing the Gaps domain, "the met standard" rating was 50% out of 100%.

Individual student needs are identified using Response to Intervention (RTI), special education indicators, and special behavioral plans. Pre-determined needs are re-evaluated to analyze if there has been academic progress and are adjusted if necessary. Structures in place to support student needs consists of: Dual Language classes, inclusion classes, Saturday school, and college tutors. Student needs are closely monitored throughout the year for academic progress and to have supports adjusted.

[Data used was from, Texas Education Agency 2018 Accountability Ratings Overall Summary: Link]

**62. Did all students, at a minimum, receive the same score as the previous year? Identify students who are designated as "Does Not Meet", Approaches", "Meets", and Masters". If not, why?**

Students earned positive gains on state testing. EOC score percentages on all levels (approaches, meets, and masters) for English I/ II, Algebra I, and US History increased from 2017 to 2018. Biology EOC scores percentages for approaches and meets have increased and remained the same for grade level masters from 2017. [Data used was from, 2017-18 Texas Academic Performance Report: Link]

**63. What is the academic performance for each student group? Describe significant findings STAAR results disaggregated by the seven race/ethnicity and five student groups in reading, math, writing, science, and social studies. Describe how scores differ from previous years. (Tip: Don't list scores without explaining the results. Focus on progress first, then achievement.)**

| Group | Admin | Number Tested | Average Scale Score | Satisfactory % | Advanced % | Unsatisfactory % | Did Not Meet % | Approaches % | Meets % | Masters % |
|---|---|---|---|---|---|---|---|---|---|---|
| AUSTIN H S (071902002) | Spring 2018 | 320 | 4089 | | | | 12 | 88 | 57 | 23 |

| Group | Admin | Number Tested | Average Scale Score | Satisfactory % | Advanced % | Unsatisfactory % | Did Not Meet % | Approaches % | Meets % | Masters % |
|---|---|---|---|---|---|---|---|---|---|---|
| Hispanic/Latino | Spring 2018 | 291 | 4071 | | | | 13 | 87 | 55 | 22 |
| American Indian or Alaskan Native | Spring 2018 | 1 | - | | | | - | - | - | - |
| Asian | Spring 2018 | 1 | - | | | | - | - | - | - |
| Black or African American | Spring 2018 | 9 | 4236 | | | | 0 | 100 | 67 | 33 |
| Native Hawaiian or Other Pacific Islander | Spring 2018 | 3 | - | | | | - | - | - | - |

| | | | | STAAR | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Group | Admin | Number Tested | Average Scale Score | Satisfactory % | Advanced % | Unsatisfactory % | Did Not Meet % | Approaches % | Meets % | Masters % |
| Hispanic/Latino | Spring 2017 | 297 | 3951 | | | | 15 | 85 | 45 | 18 |
| American Indian or Alaskan Native | Spring 2017 | 1 | - | | | | - | - | - | - |
| Asian | Spring 2017 | 1 | - | | | | - | - | - | - |
| Black or African American | Spring 2017 | 15 | 4068 | | | | 20 | 80 | 60 | 27 |
| Native Hawaiian or Other Pacific Islander | Spring 2017 | 3 | - | | | | - | - | - | - |
| White | Spring 2017 | 17 | 4304 | | | | 0 | 100 | 88 | 35 |

Math-We compared STAAR EOC Algebra I 2017 with STAAR EOC Algebra I 2018. As a general trend, the data shows a decrease in performance from 2017 to 2018. Some of the decreases are alarming. For instance, our Hispanic/Latino subgroup drops from 85% to 77% under approaches grade level. Another decrease occurs among all females. From year to year, there is a 10% drop in masters grade level. We have no clear explanation for all the changes in data except to note that our Algebra I teachers need the most support, training, and time to implement curriculum and teaching strategies. The current Algebra I team has requested to have their own PLC next year to improve teacher collaboration and student outcomes.

Science- For English 1, English 2, and Algebra 1, only the Hispanic student population's scores were reflected. Students showed an increase on each level.

English 1: Approaches GL increased 41% (2017) – 50% (2018); Meets GL decreased 51% (2017) – 50% (2018); Masters GL increased 1% (2017) – 2% (2018)

English 2: Approaches increased, 48% (2017) 51% (2018); Meets GL 21% (2017) – 29% (2018); Masters, 1% (2017) – 2% (2018)

Algebra 1: Approaches 72% (2017) – 70% (2018); Meets GL 21% (2017) – 33% (2018); Master 4% - 12%.

For Biology and US History, only the Hispanic and White population were reflected as significant data.

Biology: Approaches Hispanics 76% - 76% no increase, White 88% - 96%; Meets GL Hispanics 32% - 34%; White 59% - 63%; Masters GL Hispanics no increase 4% - 4%; Whites 22% - 29%

US History: Approaching H 85%-85% W 100-93%; Meets Hisp 44%-51% W 89-86%; Masters Hisp 17%-20%, W 32%-50%.

New Tech- For English 1, English 2, and Algebra 1, only the Hispanic student population's scores were reflected. Students showed an increase on each level.

English- STAAR Performance Rates by Tested Grade, Subject, and Performance Levels

End of Course English I – 8% below District level

At Approaches Grade Level or Above 2018 – Hispanic 50% = 9% growth at the campus level

2017 – Hispanic 41% =

End of Course English II – 9% below District level

At Approaches Grade Level or Above 2018 – Hispanic 51% = 3% growth at the campus level

2017 – Hispanic 48%

End of Course Algebra I - 14% below District level

At Approaches Grade Level or Above 2018 – Hispanic 70% = 2% growth at the campus level

2017 – Hispanic 72%

End of Course Biology – Hispanic 5% below District level & White 15% above District level

At Approaches Grade Level or Above 2018 – Hispanic 76% = same White 96% = 8% growth

2017 – Hispanic 76% White 88%

End of Course U.S. History – Hispanic 3% below District level & White 5% above District level

At Approaches Grade Level or Above 2018 – Hispanic 85% = same White 93% = 7% decline

2017 – Hispanic 85% White 100%

*The other five race/ethnicity groups were not represented in this report.

## 64. How does the academic progress compare to others? Describe distinction ratings and campus comparison group quartile rankings.

| Group | Admin | Number Tested | Average Scale Score | Satisfactory % | Advanced % | Unsatisfactory % | Did Not Meet % | Approaches % | Meets % | Masters % |
|---|---|---|---|---|---|---|---|---|---|---|
| EL PASO ISD | Spring 2016 | 4763 | 4073 | 89 | 22 | 11 | | | | |
| EL PASO ISD | Spring 2017 | 4467 | 4112 | | | | 13 | 87 | 58 | 28 |
| EL PASO ISD | Spring 2018 | 4240 | 4230 | | | | 12 | 88 | 66 | 37 |
| AUSTIN H S (071902002) | Spring 2016 | 342 | 3975 | 88 | 15 | 12 | | | | |
| AUSTIN H S (071902002) | Spring 2017 | 337 | 3976 | | | | 15 | 85 | 49 | 19 |
| AUSTIN H S (071902002) | Spring 2018 | 320 | 4089 | | | | 12 | 88 | 57 | 23 |

Math-Comparing the academic progress from this school year to previous years, in the area of Algebra 1 the school has constantly decreased scores. In 2016 84.11% of students approached grade level. In 2017, it decreased by 4 percent points to 80.34%. In Spring 2018, 79.22% of student approached grade level.

For 2017 to 2018 we did demonstrate growth in the distinction ratings of meeting grade level and mastery of grade level. In 2017 34.83% of the student tested in Algebra 1 met grade level standards, and in Spring 2018 44.88% met grade level indicating a 10 percent point increase. 11.38 % of the student performed at a mastery level in 2017, compared to 18.98% in 2018, which indicates a 9% increase.

Science- Austin HS did not earn any distinctions. For ELA/Reading; no distinction was earned, campus in Q1. For Mathematics, campus is in Q1 and no distinction earned. In Science, the campus is in Q1 and no distinction earned. In Social Studies, we're in Q1 and no distinction earned. For academic growth, we ranked 11th with an AG score of 75, and no distinction earned. In Closing the Gaps, we have a scaled score of 50 and we're 33rd on the list and no distinction earned. In Post-Secondary Readiness, we're in Q1 and no distinction earned. [Data used was from, Distinction Designation Summary: Link]

New Tech- Austin HS did not earn any distinctions. For ELA/Reading; no distinction was earned, campus in Q1. For Mathematics, campus is in Q1 and no distinction earned. In Science, the campus is in Q1 and no distinction earned. In Social Studies, we're in Q1 and no distinction earned. For academic growth, we ranked 11th with an AG score of 75, and no distinction earned. In Closing the Gaps, we have a scaled score of 50 and we're 33rd on the list and no distinction earned. In Post-Secondary Readiness, we're in Q1 and no distinction earned.

English- Based on the report we are below the performance percentages at the District and State levels for our Hispanic population in English 1, English 2, Algebra 1, Biology, and U.S. History. We are above the performance percentages at the District and State levels for our White population in Biology and U.S. History.

## 65. What are the performance results on other assessments? Include comparison with other relevant assessments, such as district/campus-based assessments.

| | Austin USH 2018-2019 Spring 3 Wk CA | | | | | | |
|---|---|---|---|---|---|---|---|
| | Total Students | Raw Score | Percent Score | Approaches Grade Level | Meets Grade Level | Masters Grade Level | Date Taken |
| **All Students** | 389 | 15.13 | 60.50% | 83.03% | 49.1% | 21.59% | 01/26/18 |
| American Indian/Alaskan Native | 1 | 8 | 32% | 0% | 0% | 0% | 01/26/18 |
| Asian | 1 | 16 | 64% | 100% | 100% | 0% | 01/26/18 |
| Black/African American | 15 | 15.07 | 60.27% | 73.33% | 46.67% | 20% | 01/26/18 |
| Hispanic | 348 | 14.97 | 59.89% | 82.76% | 47.99% | 20.4% | 01/26/18 |
| Native Hawaiian/Pacific Islander | 4 | 13.75 | 55% | 100% | 25% | 0% | 01/26/18 |
| Two or More Races | 3 | 13.33 | 53.33% | 66.67% | 33.33% | 0% | 01/31/19 |
| White | 17 | 19.35 | 77.41% | 100% | 82.35% | 58.82% | 01/26/18 |
| Female | 189 | 14.99 | 59.98% | 81.48% | 45.5% | 20.63% | 01/26/18 |
| Male | 200 | 15.25 | 61% | 84.5% | 52.5% | 22.5% | 01/26/18 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| LEP | 115 | 13.17 | 52.66% | 72.17% | 28.7% | 8.7% | 01/26/18 |
| Special Ed Indicator | 30 | 12.47 | 49.87% | 60% | 26.67% | 6.67% | 01/26/18 |

Math-The district Mock STAAR Test performed in March demonstrates we are performing below the expectations stated by Algebra 1 group and below the past 3 years. The results in the mock test state that 71.37%of the student are approaching grade level, 28.63% are at meets grade level, and 8.3% have mastered the standards.

New Tech- According to district assessments, Austin HS performed lower in all areas. However, compared to high schools with same demographics, the school score better.

Science- Compared to district we are lower in all areas. High schools that have the same demographics are slightly lower than Austin High School.

English- According to the 9th and 10th grade Common Assessments in English 1 & 2 at Austin High School, the data reflects no growth in student performance up to this point in the school year.

## 67. What trends and patterns are identified when student performance scores on state assessments and PBMAS 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 all groups there was a significant increase in scores

Math-Over a 3 year period, STAAR EOC Algebra I have flat lined at best and decreased at worst. Some subgroups show increases in one category from approaches, meets and mastery, but as a whole there is a decrease in student achievement rating. As students progress from grade level to grade level, these trends tend to hold.

New Tech- ELA scores continue to show a high need for process skills such as comprehension and inference. Reading fluency, vocabulary, phonics among other supplemental intervention must be in place in other classes to strengthen these skills before students take the test. Data shows that students who consistently score low on the reading tests will score the same when they get to high school if no intervention takes place.

Science- We would like to see progress or improvement. We use test scores. Such as state assessments and language acquisition assessments.

English-Past year trends, as a result, have proven that there is a need in closing instructional gaps. Students lack foundational skills in reading, writing, speaking, and listening due to language barriers.

## 68. 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?

English- In order for individual student needs to be identified, the following services are provided by a variety of personnel such as general education teachers, special educators, and specialists. In order for RTI interventions to work well, these components must be set in place: high-quality, scientifically based classroom instruction, ongoing student assessments, tiered instruction, Edgenuity, Achieve 3000, writer's workshops, STAAR EOC End of Course results, writing portfolios, TELPAS scores, and parent involvement. The RTI process begins with high-quality instruction, and screening of all students in the classroom. Struggling learners are provided with interventions at increasing levels of intensity to maintain or reach their grade level.

New Tech-The ARD and 504 committees work tirelessly to create appropriate educational plans and identify needed accommodations, respectfully, for the student. Teams of trained teachers and aides are in all types of placements. Referrals are worked on in a timely manner to ensure that no one is left behind and need for accommodations is answered. The committee meets on or before the scheduled annual reviews to ensure that adjustment and evaluation and monitoring is observed.

The LPAC committee led by an administrator worked with ELL students and the home language survey reviewed. Referrals are worked on in a timely manner. ELLevations software is also now utilized to streamline the feedback/input process between the LPAC and the teachers. TELPAS process is followed, and staff calibration is in place to make sure that proper supports and evaluation is done.

Science- For SPED Students once your child's Admission, Review, and Dismissal (ARD) committee has developed your child's Individualized Education Program (IEP), the next step is to decide on an educational placement. The school district is required to have a range of placements where your child can be taught, including in the general education classroom. In deciding your child's placement, the ARD committee must make sure your child spends as much of their school day with children who do not have disabilities. This includes academic, nonacademic, and after school activities. This part of IDEA is called Least Restrictive Environment or LRE. And, in this case, the word "appropriate" follows the definition of Free Appropriate Public Education (FAPE). The LRE for children with disabilities depend on each child's unique needs. It's important to know that the school district cannot use a "one size fits all" approach to educating children who have disabilities. There are some common placements in which students might get specific services. Teams of trained teachers and aides are in all types of placements.

To identify ELLs students, districts are required administer to students identified on the home language survey: A department-approved oral language proficiency test and the English reading and English language arts sections from a department-approved norm-referenced assessment, or another test approved by the department.

To Identify "Gifted and talented student" means a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience or environment and who: exhibits high-performance capability in an intellectual, creative or artistic area; possesses an unusual capacity for leadership; or excels in a specific academic field.

Research on child development informs us that children learn and develop skills at different rates. Specifically, children enter the learning environment with different skill sets, and an individual child's Response to Intervention (RTI) is unique and dependent on biology, social learning history, and context. Thus, for schools to meet the needs of all students it is important to establish a comprehensive continuum of multi-layered or multi-tiered systems of prevention/intervention services. This continuum should include intervention options of varying intensity that can be linked to the specific learning needs of students who are experiencing difficulties. To ensure that prevention and intervention strategies are provided in a timely manner and to students who need them, schools should establish a clear process for a) determining which students are experiencing difficulties, b) selecting intervention strategies or supports

and matching these supports to students, and c) evaluating whether the intervention strategies are helpful to students.

As part of the education systems we need to help students adopt a positive mental attitude, we should adapt to the needs of a diverse, dynamic, and changing student population by providing flexible services and a greater sense of connection

IEP, Failure list, CCRP

Individual classroom performance

Tutoring, redoing assignments, parent involvement, attendance and graduation coach, and social worker

## 69. How does student performance on state assessments compare with student performance on local benchmark assessments and the students' report cards?

English-Students could be doing very well in the class and fail the local benchmark assessments, there is no data to substantiate this correlation. Data needed!

Students tend to achieve higher scores on state assessments than on local benchmarks.

Math-The EOC Algebra 1 Spring 2017 assessments were used for comparison of state and local student performance. Interpreting the data, we identified there was a noticeable difference in student performance between state assessments and local assessments. In the approaches grade level category, state had an 82% while local had a 71%. In the meets grade level category, state had a 50% while local had a 23%. In the Masters grade level category, state had a 27% while local had a 5%. Using spring 2017 EOC data we can determine that student performance was better in state assessments than local assessments.

New Tech- Data shows that the school as a whole needs to carefully align and define the processes, including lesson design and assessment creation and analysis. Much of our practices this year was not crafted and planned together with teachers. By encouraging teacher participation in the planning and design, it informs their own practices and increase buy in with staff when school-wide intervention begins. Goals have to be carefully crafted together with staff and benchmarks within the year identified and set before the school year starts next year so we can improve our practice.

The school shows relative gain because of the interventions done, next year will be even better now that we have gained experience with school-led intervention plans.

Science- The state assessments, local benchmark assessments and students report cards (grades) need to be a direct correlation on student classroom performance. Teachers trust the results from these assessments because of their direct relation to classroom instructional goals. Plus, results are immediate and easy to analyze at the individual student level. To use classroom assessments to make improvements, however, teachers must change both their view of assessments and their interpretation of results. Specifically, they need to see their assessments as an integral part of the instruction process and as crucial for helping students learn. Despite the importance of assessments in education today, few teachers receive much formal training in assessment design or analysis.

**70. How do achievement rates of special education students compare with non-special education students? What plans are in place to support special education students? Their teachers?**

English- Data from Texas Academic Performance Report 2017-2018 STAAR Performance shows achievement rates of special education students are at about half the percent of non-special education students for all grades and subjects. Plans are in place to support special education students are the supports they receive based on their individual education plan and tutoring. Teachers work with special education students are provided with student accommodations and are supposed to be followed by law. Teachers are given trainings on how to address accommodations and are also given opportunities to attend any trainings that they may feel are useful for them as a teacher and to better assist their students.

New Tech- The SpEd population scores lower than the general population. Inclusion teachers are part of the support as well as the use of classroom strategies, differentiated instruction and use of technological equipment to help bolster learning. Teacher input is required in order to create educational plans that are appropriate for each student.

Science- The achievement rates of special populations were consistently lower than the achievement rate of all students except for the GT population. Austin has many supports in place to support special populations such as inclusion-teachers, variety of classroom strategies, differentiated instruction, and the use of integrated technology. Teachers are trained in differentiated strategies, vocabulary and writing approaches, and are given in classroom co-teachers.

Achievement rates of SPED pop tend to be lower than the non-SPED pop on both Benchmarks and EOC.

Math-In 2018 Special Education students on the Algebra I EOC, had a 43% on the Approaches Level and the General Education students in 2018 had a 79% on the Approaches Level; a difference of 36%.

- Special Education students get 45 minutes a school day with an Inclusion Teacher

- Special Education students are also supported by a Co-teacher

- Planning is mainly done in weekly PLC meetings

- Special Education students are monitored by Case Workers.

- Special Education students have modifications that are reviewed by an ARD

**71. How do achievement rates of Section 504 students and students in other special programs compare with all other students? What plans are in place to support them? Their teachers?**

Math-On the Algebra I EOC, 504 students showed an increase in the Approaches Level to 66% and General Education students have a 79%. This is a gap

of 13%.

LEP students are now getting Dual Language classes to facilitate understanding and retention of class instruction.

Science- The achievement rate of Section 504 student and students in other special programs are close to the general population. Teachers are given copies of student modifications soon after the student is placed in their classrooms and participate in the student's annual review. Teachers are given professional development on classroom techniques to better handle special populations.

New Tech- Students with 504 accommodations score the same as the general population. Teachers receive student accommodations for each child identified under Section 504 in a timely manner. Annual reviews are conducted when they are due or before they are due. Professional development trainings are made available for teachers during the school year, as offered by the district.

English- The achievement rates differ with Section 504 students and those with IEPs. Every student and disability are different. Depending on the severity of the disability and what the student can do will determine whether they exhibit growth and success in the classroom and on statewide testing. There are different factors that determine achievement rates of the students, and both student and teacher can work together to achieve this as well. Proficiency levels are lower for students in special education but should have little impact on a school's overall performance.

Students qualify differently for Section 504 and IEP special education services. Students who receive services under Section 504, must meet the requirements intended for graduation including the state assessments (STAAR). Students receiving services in Special Education are required to have an ARD committee make educational and graduation decisions to determine appropriate classroom placement with accommodations/and or modifications. Section 504 students will participate in state testing with or without allowable accommodations. A student with an IEP has allowable accommodations and or modifications for the classroom and state testing. Each student is unique, and some may be exempt depending on the severity of the disability, psychological evaluation, or doctor evaluation. Both 504 students and IEP students have plans created and put in place to support them and their teachers. This helps them to be more successful in the classroom and for statewide testing as well.

**72. How do achievement rates of students in the six state special allotment programs (gifted/talented, CTE, Bilingual/ESL, SCE, High School Allotment, and Special Education) and the federal Title programs compare with all other students? What plans are in place to support them? Their teachers?**

| Group | Admin | Number Tested | Average Scale Score | STAAR | | | |
| | | | | Did Not Meet | Approaches | Meets | Masters |
| | | | | % | % | % | % |
| AUSTIN H S (071902002) | Spring 2018 | 320 | 4089 | 12 | 88 | 57 | 23 |
| Gifted/Talented | Spring 2018 | 24 | 4424 | 4 | 96 | 92 | 38 |
| Not Gifted/Talented | Spring 2018 | 296 | 4062 | 13 | 87 | 54 | 22 |

Data is inconsistent concerning Gifted/Talented as there are years where there is score. Data for CTE is significantly better than all other students. Data for Special Education continues to decrease. In 2018, no special education students received masters grade level and only 13% were at meets grade level. General education and special education teachers need more time with their special education students. Servicing these students does require more documentation from teachers, but it shouldn't be at the expense of assisting these students.

## 73. What interventions are in place to support students who are not successful? Does the data confirm that the interventions are working?

Co-teach, tutoring, RTI. The data confirms that the interventions are working

After-school tutoring for all core areas (elective teachers also available after school for tutoring), targeted EOC after-school tutoring for re-testers and first-time testers in Eng I, Eng II, Algebra and Biology, hired outside tutors to assist in core and Reading 1,2 and 3 classes with largest numbers of EOC re-testers, Edgenuity software used first ten minutes of core classes for re-testers, SPED inclusion teachers, real-time mock EOC Eng I, Eng II and Algebra testing, three week blackout windows prior to spring EOC tests, writing workshops (Saturdays and built into regular schedule) for Eng I and II students (re-testers and first-time testers alike), symposiums built into the school day to target and practice specific EOC test-taking strategies in English and Algebra, common lesson planning among core subjects and grade-level teachers within each subject, Reading 1, 2 and 3 classes to reinforce English language skills. Data after fall retesting confirms the programs are working as performance levels and test scores did improve.

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

Strengths:

The committees must make data driven decisions. All committee members must be present for the meeting. The data components that are included in ARD's consist of: (Teacher Input; Common assessments; local assessments; benchmarks; state testing, FIE, and so forth) All members in the committee are invited to analyze and discuss the data based on individual student needs. The committee consists of members who work closely with the student.

The committees stated above analyze the outcomes of previous decisions to evaluate the pros and cons to guide current actions and plans related to testing. The diagnostician, administrators, and other members of the committee are at the verge of any updates or changes regarding state regulations, policies, and expectations. They are continuously attending professional development to ensure that decisions are being made based on federal, state, and local policies.

The committee's decision concerning state assessments and interventions are based on the needs of the students. These decisions are to maximize student achievement based on their Individual Education Plan. The committee then develops a plan for implementation from the ARD to the General/Special Education Setting. Data from different sources helps with implementation of different strategies within the classroom. Any concerns content teachers may have been addressed to case manager, if need be the committee will reconvene.

These committee decisions are to have professionals discuss the best accommodation for the student's success based on gathered data from teachers.

Sometimes the student needs more accommodations, however the goal is for the student to be independent and not need accommodations.

The achievement rates differ with Section 504 students and those with IEP's. Every student and disability is different. Depending on the severity of the disability and what the student can do, can determine whether they exhibit growth and success in the classroom. There are different factors that determine achievement rates of the students, and both student and teacher can work together to achieve this as well.

Students qualify differently for Section 504 and IEP special education services. Students who receive services under Section 504, must meet the requirements intended for graduation including the state assessments (STAAR). Students receiving services in Special Education are required to have an ARD committee make educational and graduation decisions to determine appropriate classroom placement with accommodations/and or modifications. Section 504 students will participate in state testing with or without allowable accommodations. A student with an IEP has allowable accommodations and or modifications for the classroom and state testing. Each student is unique, and some may be exempt depending on the severity of the disability, psychological evaluation, or doctor evaluation. Both 504 students and IEP students have plans created and put in place to support them and their teachers. This helps them to be more successful in the classroom and for statewide testing.

Areas of Refinement:

- Professional Development for General Education Teachers on teacher input for ARD's. Teachers do not always provid the input needed to identify the skills students are struggling in. They can identify the study skills the student is lacking to be successful in their classes, but they struggle to identify the academic areas the student is struggling with.

- Professional Development for General Education Teachers-identifying the State assessment(s) and accommodations needed by student based on academic skills, study skills, and accommodations implemented in their classes

- Professional Development for General Education Teacher (continuous) on the difference between accommodations & modifications, and the difference between them.

**75. 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-We look at data from common assessments and identify struggling students. We call parents and identify those students in need of extracurricular tutoring and offer that on Mondays, Wednesdays, and Saturdays. Is it effective? We see improvement in class and we use MOCK data to identify gaps but, again, it is hard to individually differentiate without adequate time (like a pull out day) to analyze data and plan accordingly.

English-> Extensive tutoring has been put in place targeting groups of specific students in preparation for STAAR testing as well as all students

> Tutoring by the English department takes place after school on Tuesdays for students who will take STAAR English 2 and on Thursday for students who will take STAAR English 1. Students are pulled a few minutes before the end of the day and escorted to tutoring locations. Parents of all students targeted

for tutoring are informed and kept involved.

> The English department held a "symposium" as a lead up to the December STAAR retest. Bells were frozen all morning and all students cycled through sessions that addressed specific parts of the STAAR exam. Those not taking the retest still participated in the symposium as practice. Another symposium is scheduled for the spring semester in preparation for April STAAR.

> A mock English 1 and English 2 exam was given to all 9th and 10th graders in the spring semester in preparation for the April exam. Those not testing English 1 or 2 attended Writing Workshops.

> The English department held STAAR tutoring on a number of Saturdays in preparation for the December retest. This same plan is in place for leading up to April testing.

> Edgenuity is used as a tutoring tool for specific students who are assigned targeted lessons based on a breakdown of their English STAAR results.

> Students' 8th grade Reading STAAR scores were reviewed prior to their high school enrollment. Those who did not pass 8th grade Reading were given Reading 1 as an intervention class.


CCRP Interventions every 9 weeks

Failure rates, behavior, discipline incidents

Failure rates, behavior, discipline incidents

At this time there is no evidence that RTI is affecting referrals to SPED


SPED_Strengths

We do not have a school wide RTI program, but every core content department has interventions in place. Schoolwide campus assessments are continuously given to identify students that are struggling, and the areas that need to be re-taught. Currently, PLC's are in place to analyze the data and develop instruction aligned to the data. Teachers are expected to differentiate instruction to target overall content students are struggling with; and students that need to come in to tutoring for additional tutoring. Special Education teachers are expected to attend content area PLC's to collaboratively work with General Education teachers in: differentiated instruction, implementing accommodations; and target tutoring.

According to assessments and performance from the previous year, students are placed in homogenous class where the struggling student are double blocked in Algebra and student that are higher performance are place in single block class that are faster paced.

Tutoring is currently being offered by all teachers. Students that attend are targeted students (based on data) that need additional support in understanding concepts. Edgenuity is also used in classroom and is customized to meet the needs of each student. Edgenuity is available as a blended; virtual tutoring;

and/or reading support. Our AIM classes currently use the reading program, which is aligned to each students' reading level.

The Special Education program currently uses the co-teach model for some of the general education classrooms. The Special Education Teacher and General Education Teacher teach, plan, and collaborate. We also utilize some software programs such as Achieve 3000 where activities are based on student's Lexile levels or reading ability. Teachers are tasked and encouraged with making the teaching objectives to be more relatable to our student backgrounds. This is part of our Social Emotional Learning (SEL) model throughout the campus.

RTI is implemented by offering extra support on various EOC subjects on designated Saturdays. There are positive factors to the current RTI implementation, because students receive extra and more one-on-one support when they attend Saturday tutoring. However, attendance is not mandatory, so not all students are reached with this implementation of RTI. Classroom teachers identify students who will benefit from additional tutoring and support on these designated Saturdays.

Areas of Refinement

- The Tier 1 (First Teach) is not always differentiated or planned to meet the needs of all students. Teachers still need professional development in developing engaging lesson plans that target all learners: visuals, project based, real world examples, modeling, chunking, continuous monitoring.

- The implementation of the fundamental five along with continuous Professional Development in making engaging lesson will help the Tier 1 lesson. This will help limiting the number of referrals to Special Education.

- The lack of a school wide RTI program.

Math-We look at data from common assessments and identify struggling students. We call parents and identify those students in need of extracurricular tutoring and offer that on Mondays, Wednesdays, and Saturdays. Is it effective? We see improvement in class and we use MOCK data to identify gaps but, again, it is hard to individually differentiate without adequate time (like a pull out day) to analyze data and plan accordingly

Science- a. We are implementing RTI by identifying academic risk students with increasing interventions and monitoring student growth. Our teachers are spurred into action to improve learning and adjust in a continuous loop guided by assessment data. Children progress through a series of instructional tiers experiencing increasingly intensive instruction as needed.

b. Based on personal observation as we monitor their assessments, behavior, reading skills, and general adjustments in class they make to succeed.

c. Yes, they have been effective because we are able to address issues each student has and help each student in our classroom.

d. Referrals have gone down; we are able to address concerns we did not know about in each student.


**76. What tools are available to ensure that strategies are designed to improve student performance?**

Edgenuity, ELLevation

SPED-Strengths:

Every teacher has access to Eduphoria, which is the program chosen by the districts that contains a collection of assessments per student, to include: state mandated assessments, district and campus assessments. The data provided by this program could narrow and pinpoint individual students' areas of need. Teachers can utilize the data to create targeted lessons based on individual student needs.

Teachers are available for tutoring until 4:30 every day. Some teachers are available before school and/or during lunch. Students are also given the opportunity to attend tutoring with their choice of teachers teaching the same content when their teacher is not available for tutoring. There are tutors available for the English, Math, and Social Studies departments.

All core content areas have hired tutors and develop programs around tutors to target struggling students. Tutors are assigned to classes once teachers have identified students that need more individualized help. Tutors are also assigned tutoring sessions before and after school.

Departments also utilize tutors for State Assessment preparation. Tutors are assigned to students, based on data, to work with in preparation for retake of State Assessment.

Teachers also work with assigned content area PLC's. The PLC's allow teachers to collaborate and work together on instruction delivery, data analysis, and intervention planning.

The campus is also currently utilizing the following technology tools to help individualize instruction. The programs allow students to work on areas that they are struggling with. These programs include: Achieve 3000 and Edgenuity

Other tools that are available to ensure student performance include: supplemental aids (allowing student to organize thoughts and ideas); graphing calculators (students that are struggling with basic calculations, retainment of information…etc.)

Areas of Refinement:

- Review Disposables for all academic areas targeting testing preparation (Skill based)

- Academic software programs designed for low functioning students (Unique)

- Schoolwide instructional plan for the year with designated dates of interventions

- Continuous Professional Development on: Data analysis, Eduphoria, Schoology, TEKS RS, & Leadward

Math-Algebra 1 students and those who have not passed the STAAR EOC Algebra 1 exam are rounded up for tutoring after school. Algebra 1 teachers have access to TI Nspire calculators with the Navigator system.

English- > Teachers who teach the same classes plan together in PLC

> Testing data is reviewed in PLC

> Students take common assessments/data is reviewed in PLC. Lowest scoring standards are then targeted for reinforcement and further instruction during subsequent weeks.

New-Tech- First, it is aligning the lessons to the timeline for formative and summative assessments (whether district or campus-based). In this way, the data extracted is reflective of teaching practices and intervention strategies.

Secondly, crafting out time and space for teachers to analyze data and refine steps to take back to class (reteaching, tutoring, giving extra resources, etc) must be protected so that a cycle of refinement and careful use of data is observed to inform practice.

Third, tier 3 intervention is critical and must be planned out by the school as a collective to coordinate timing and plan out the design. This year, we have been implementing and planning as we go. Next year, the school can then take the experience this year to refine and standardize the process of campus-led intervention together with important stakeholders to increase buy-in and support with staff.


Science-

-First, screening: testing to identify progress every 6 weeks, 3 weeks reading skills progression.

-Second, the focus of effective RTI implementation must be core instruction.

-Focus and concentrate on core instruction where we spent 32 weeks on instruction. Each teacher uses their understanding of what each student is expected to learn, and each teacher maps a calendar of instruction to match up with their instruction along with the resources

-Third, schools need effective intervention systems that match student need.

-Focus on our tier 1, tier 2 and tier 3 students by understanding their strengths and weaknesses of our students. Many schools struggle to implement effective supplemental interventions. At the surface level, targeting reading fluency, comprehension, vocabulary, phonics, and phonemic awareness for the weakest students sounds great.

Fourth, teachers work together to increase vigor in each classroom and work together to implement intervention supplements by looking at data and the progress of each student.

## 77. How many students fail one or more courses each year? What subjects? How many students are retained?

519 students failed S1 of current school year, with math having the highest failure rate. According to TEAMS Query, 60 students are currently off cohort (retained).

## 78. What do classroom observations reveal about class sections with high course failures?

The classrooms with high course failures are classes with lecture teaching; tests and quizzes weighing at a high percentage; and little student interaction. These teachers also do not teach from bell to bell. Students normally have 15 to 20 minutes of wasted instructional time. Observations have also shown that these teachers normally have a lack differentiated instruction; bell ringers; closures; and teaching best practices (Word wall, modeling, chunking).

The classrooms also show a lack of alignment to TEKS and student data collection to align instruction and interventions.

## 79. How does the campus systemically address reteaching for students who are absent, particularly for students who are at-risk of failing?

School-wide departmental tutoring is available for all students. Teachers are on duty, available for tutoring, until 4:30. There are teachers that utilize technology, such as email and Schoology, to communicate with students on missing assignments. These teachers provide resources and videos that will help the student understand the information. Graduation coach meets with all at-risk students.

The campus administers systematic common and district assessments (3wks, 6wks, 9wks). The data is analyzed and discussed during PLC's to identify TEKS students are struggling with to reteach.

**Student Academic Achievement Strengths**

**Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1**: In English I STAAR EOC Testing Performance, only 24% of students met standard and only 2% mastered. In English II STAAR EOC Testing Performance, only 31% of students met standard and only 2% of students mastered. **Root Cause**: Students lack foundational skills in reading, writing, speaking, listening modalities and struggle with language barriers.

**Problem Statement 2**: In U.S. History EOC STAAR, only 57% of students met standards, 23% mastered grade level, and 88% approached grade level. **Root Cause**: The root cause for USH scores was focusing on increasing the percentage of students that mastered grade level rather than targeting learning and teaching strategies on increasing the percentage of students meeting grade level standards.

**Problem Statement 3**: In Biology, students show 78% approach, 38% meets and 7% Masters level **Root Cause**: Differentiated support is not provided to students according to their knowledge/skills level.

**Problem Statement 4**: New Tech- All content areas are showing improvement needed in Approach, Meets, and Masters level **Root Cause**: Deliberate planning to align TEKS covered and benchmark test dates & backwards design implementation, to allow for a collective data analysis & creation of a solid plan for intervention, as a small learning community needs to take place.

**Problem Statement 5**: Students lack the necessary mathematics skills to be successful in high school. **Root Cause**: Professional Learning Community times are interrupted by mandated district business and lessons are not shared between campuses or localized by technology experts.

# School Processes & Programs

**School Processes & Programs Summary**

**80. What is the process for recruiting and retaining high quality staff? Explain the recruitment, hiring, placement, development, evaluation, and advancement of high quality staff, including highly qualified paraprofessionals. (Note: Some districts or charters might consider this to be a district-level or charter-level responsibility and not a campus responsibility.)**

The primary source for recruiting high quality staff is through postings on the EPISD web site, however the district does participate in local job fairs sponsored by the district and UTEP. The web site posts openings at all levels and relies on candidates submitting letters of interest or resumes.

Once professionals and paraprofessionals are hired, they go through relevant trainings, continuous observations such as walkthroughs, and yearly TTESS evaluations when eligible. They also attend relevant trainings hosted either by the district or outside entities such as Region 19. Through the monitoring and evaluation system, employees are supported through relevant trainings and professional development.

**81. What is planned for professional development? Describe how professional development is planned and the current impact it provides.**

Professional development is planned by the identified areas of needs for our campus (CIP). Our Administrative Staff, along with our Instructional Coaches develops a professional development for the campus based on the needs that have been identified. District Facilitators are brought in to provide Professional Development to content areas. Professional Development for content areas is based on CIP and data.

**82. How are decisions made in our district? Describe how PLCs or other leadership groups participate in decision-making.**

EPISD is a public-school district, which is governed by the Texas Board of Education. At a local level, the district is governed by a school board in collaboration with the Superintendent. Decisions are made at the district level in conjunction with local schools. Campuses are run by the principal and administrative teams. Specific duties for each entity are outlined in the EPISD Board Policy Manual. Specific duties are listed at:

https://pol.tasb.org/Policy/Download/437?filename=BQ(LEGAL).pdf

PLC's are utilized as a platform for department decision making. Decisions in PLC's are data driven. Departments look at data to identify the areas students are continuously struggling in. They analyze what they have done; develop a plan of what they need to do; materials that will be needed; and implement plan.

**83. Do we include teachers and other staff in decision making? Discuss methods used for seeking meaningful consultation from teachers and others on how best to improve student achievement.**

Yes, it is vital teachers are included in decision making. Our PLC's are utilized as the platform for seeking meaningful input from teachers. Teachers are

required to utilize data to identify areas of need; intervention planning; and resources needed. Teachers from same content areas propose their plan for identified targeted areas. Everyone's input is taken to create a cohesive plan.

## 84. What are the goals for the campus and the district? What are the target areas and how will they be stated as measurable performance objectives? What data sources will be used throughout the year to monitor progress? How often?

Campus goals are aligned with district goals under the Campus Improvement plans. Campus goals are generated, and performance objective goals are then established with various strategies to ensure school increase of performance. Formative reviews are held three times a year (November, February, and April) as departments and personnel rate the progress of the strategies used to reach campus goals. Below are the district goals and campus objective goals that are aligned with them:

1. 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.

- Performance Objectives 1: 12% increase (34%to 46%) in Algebra I EOC meets level for all students with the focus on sub-populations.

- Performance objective 2: 5% increase in English I and English II EOC scores for all students. Increase from 44% to 49% in English I and 50% to 55% in English II with the focus on increasing SPED and LEP approaches percentages. (English I: 18% LEP, 12% SPED English II:18% LEP and 15% SPED)

- Performance objective 3: Increase U.S History Meets and Masters Percentages. Meets percentage from 57% to 62% and Masters Percentage from 23% to 28%.

- Performance Objective 4: 5% increase in Biology EOC for all students (78% to 83%) with the focus of increasing our masters percentage from 7% to 13%

- Performance Objective 5: New Tech- 5% increase on all EOC content areas and support non-core Magnet/New Tech teachers.

- 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.

- Performance Objective 7: Support Elective and foreign Language courses and programs at Austin High School. Support our SPED population through core content subjects, electives and foreign language courses

1. 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

- Performance objective 2: Campus will implement strategies to promote safe and drug free school. Austin HS will implement processes to eliminate bullying/harassment in addition to including Social emotional Learning to aid with PBIS initiative.

- Performance objective 3: Increase of campus attendance to 96% for the upcoming school year.

- 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.

1. 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.

1. 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: Presentation of PBIS/SEL initiatives to Austin parents.

- Performance objective 2: 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.

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

The campus goals are communicated at the beginning of the school year during faculty meetings. They are also communicated during content PLC's

## 86. 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?

All stakeholders are involved in the development of our Campus need assessment. Stakeholders use various data reports, surveys and instructional strategies to complete their assigned portion of the campus needs assessment. Once the Campus needs assessment is completed, departments and personnel create problem statements and root causes to ensure priority concerns are addressed and a goal is established for the next school year.

## 87. 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?

Yes, campus is focused on student achievement and there is a continued strong sense of urgency. Campus administration meets monthly with district core content facilitators to review data from sources like eduphoria and lead4ward, discuss patterns/trends, and compare data across the district. Current data from common assessments, nine weeks tests, final exams, and mock EOC exams is utilized to identify gaps. Data results are discussed at PLCs and instruction is adjusted as necessary.

## 88. Is a school improvement monitoring calendar in place allowing the campus or district to revisit its strategies through a formative assessment process and make mid-course adjustments?

The district provides a pacing calendar for each subject. The calendar outlines a timeline to teach specific TEKS in order to ensure all required topics are covered during the school year. Each department, in conjunction with the district facilitators, administers periodic unit tests and benchmarks. The data provided by these tests then allows individual departments to monitor and adjust instruction as needed.

The data provided by these tests allows school level departments to create calendars which will allow them to address necessary adjustments in instruction or offer remediation options for students. These adjustments may include individual instruction, class instruction or school wide tutoring programs.

## 89. Is there evidence of how the curriculum and instruction increase student achievement? Discuss the well-rounded program of curriculum and instruction and how all students, especially those at-risk, are given opportunities to meet challenging state academic standards. Consider data for increasing the amount and quality of learning time and providing enrichment and acceleration.

The design and development of the curriculum and instruction in a school plays a critical role in students' learning experiences. Students perform better on measures of academic achievement if a good curriculum is set in place. Therefore, it is critical for school leaders and teachers to work cooperatively to customize the curriculum at District and School level. Students at-risk may require temporary interventions to succeed academically and/or behaviorally. Research supports a more proactive, positive approach. The key to effectively support at-risk students is to create opportunities for them to develop a trusting relationship with adults at school. A system of positively focused meetings with students can proactively create a more supportive environment for students. This encourages and fosters positive behaviors and social interactions. Having an organized calendar, planning instruction over the summer and utilizing PLC's can strengthen curriculum sequence and ensure lesson plans produced focuses on targeting At-Risk population to ensure it fits their educational needs.

Student achievement, as measured by school common assessments every three weeks, district-mandated nine weeks tests, and the Spring Benchmark indicate that efforts to improve student outcomes are slowly showing improvement. While the curriculum provided by TEKS Resources helps to foment student learning (the scope and sequence being easy to follow and adhere to) and success, our school's alpha initiative, social worker, and graduation coach additionally provide support to students at risk. Students may also avail themselves of the opportunity to succeed through regular course and STAAR EOC tutoring, intervention classes in reading, and boot camp/symposia within the school day. Opportunities for enrichment and acceleration are provided through individual teachers' utilization of differentiation strategies and lessons within the classroom.

## 90. How do our special programs meet the needs of students? Explain anything significant with enrollment and participation in special education,

**bilingual/ESL, gifted/talented (include AP/IB and advanced graduation plans), career and technical education (CTE) and dyslexia treatment.**

Special Programs are used for students labeled under specific populations. They are intended to act as a support system to help the students meet progress measures as described by the state. We have an array of special programs that meet the needs of all students, including, Co-Teach and Support Facilitation Models, AP, Dual Credit, Dual Language, On-Ramps, CCTE, Edgenuity for credit recovery; Our ESL program offers a great opportunity to our second language learners, but could be set up in a way that all the students have a chance to benefit from the program.

These students, in many cases, transfer to our school from their native country with credits as sophomores, juniors, or even seniors and are placed in freshman level classes with students who, in many cases, have completed 7th and 8th grade or only 8th grade ESL classes in U.S. schools. This puts the older (newcomer) ESL student at a great disadvantage. Perhaps this placement and scheduling is an effort to graduate these older students. These students would greatly benefit being placed in an English Development Class their first year and not mainstreamed through the graduation process, by offering them 10th grade ESL in six weeks during the summer and requiring them to take a regular 11th grade English class or double up on English 3 and English 4 in order to be on track for graduation. Our attendance numbers will improve and our graduation rates will increase if we bring back the ELD classes.

**91. Do we have a plan to implement and improve instruction in STEAM? Include a statement on the status of programming in science, technology, engineering, art and mathematics (STEAM), as appropriate.**

Austin High School plans are to offer students an array of advanced classes in STEAM related fields. Austin is expanding programs such as ONRAMPS, a UT Austin college program for college credit, in science and math. Students at Austin also have access to the CCTE program that has strong programs for engineering, arts, and technology. As a campus we need to start developing instruction based on STEAM. We need to offer professional development for our teachers. We need to develop an implementation phase with an overall goal of what STEAM will look like at our campus. I believe that we need to start with building a STEAM Committee.

**92. How do we provide guidance for students to plan postsecondary education or determine a career path? Describe data findings for how the school is meeting TEA's priority for college, career and military guidance and counseling. Include any postsecondary education, military and career awareness and exploration activities. (TEA Priority)**

Middle school counselors joined high school counselors and host HB5 meetings to inform the community about various pathways. Counselors meet with students and parents to discuss various career pathways to choose an endorsement. College readiness data is collected through TSI scores, SAT scores, AP Scores, and ASVAB scores. The SAT exam is administered during a student's junior and senior year. The TSI exam is initially administered during a student's sophomore year, and senior year if a student has not passed the TSI exam. ASVAB is administered twice a year for students interested in the military. A college and career fair is held twice a year for juniors and seniors.

**93. What is the success rate of the integration of academic and CTE content? Discuss the success for any programs that coordinate and integrate academic and career and technical education content, curriculum-based entrepreneurship education.**

55.8% of CTE students follow a coherent sequence and 882 students were enrolled in a Career & Technical program with 25.6% of these students graduating with an industry-based certification.

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

District initiative have been ongoing to ensure all students have a personal laptop issued to them. Although having personal laptops have increased many liability and accountability concerns, it has increased the interaction of students within the instructional process in the classroom. In addition, it allowed teachers to proactively create lesson plans and provide resources online for students to work on and/or review. Austin High School still needs more professional developments on the integration of technology with instruction specific to content areas.

### 95. What student success do we see in grade levels where there is class-size reduction? Explain Title II class-size reduction, if applicable. (Note: Beginning 2018- 19, the school must show evidence of effectiveness if using Title II.)

Class size reduction teachers were used in Dual Language the past two school years to service our ELL population, which resulted in academic improvement in core subjects and state assessments. Austin High School does not utilize Title II funds.

### 96. What other programs have an impact on student performance? Explain any other significant data findings for programs and services that have a significant link to challenges that could become prioritized problem statements and root causes. Examples may include: coordinated school health services, social services, fine arts, athletics, etc.

A district initiative that has been implemented at Austin High School for the past three years is Positive Behavioral Intervention System (PBIS) and Social Emotional Learning (SEL). Those two initiatives, although ongoing, have made an impact on student performance through improvement in school culture. Staff developments have been ongoing to raise awareness of faculty and staff on the importance of building positive relationships with students and community in a way that would enable students to feel that they have a listening ear to their social and emotional needs. Although those programs are still in their early stages, we are continuing to make strides and changes to ensure that those programs become part of our instructional day to day norms.

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

District initiative have provided electronic devices, to all students, to ensure they have access to online programs such as Schoology, Flex books etc… in order to enable the enhancement and integration of technology as part of differentiated instruction. New tech program had incorporated technology as part of project-based learning in which they have created instructional strategies that depend mainly on technology to enhance learning. Austin High School still needs to provide further assistance and support to all teachers to increase the use of technology in each classroom. Continuous staff developments are needed to achieve this goal.

**98. How do we maximize instructional time? Review data on school conditions for learning, including protecting instructional time. Discuss anything significant. Example details might include: master schedules, planning periods, PLCs, tutorials, beginning/ending times, extended day enrichment, summer school, etc.**

Master scheduling is tailored so that core content teachers are able to meet and plan. Tutoring is offered after school for credit and EOC strengthening. Summer school is available to students for loss of credit. EOC is also tested in the summer and classes are offered to support students. In addition, Austin High School offers online courses for students with failed credits before and after the regular school day.

**99. How do we provide equitable services to all students? Discuss the status of equity of services for all students.**

The school is making many strides to ensure that appropriate services are available as the need arise. Austin HS is in 100% free and reduced lunch. There's a variety of college-level classes offered such as Dual Credit, Advanced Placement and On-Ramps. CCTE courses are also offered and students made aware as they meet with their counselors. The magnet program is implementing the Project-Based Learning model through the New Tech Network and is getting continuing professional development opportunities as the academic year goes. Extra-curricular activities are encouraged, an emerging cluster of clubs and organizations are making a mark on campus, athletics are highlighted especially with the recent bi-district championship won by the football team which all in all has contributed to a rise of school spirit and a sense of ownership and pride.

**100. What effective transition activities do we provide at various grade transitions? Explain data findings on procedures to support students during all transitions: early childhood into elementary, elementary into middle/junior high or junior high into high school, high school to postsecondary.**

Counselors visit middle schools and provide presentations to 8th graders to provide support and resources to them as they transition into high school. Austin High School hosts activities such as "Meet the Panthers", "Middle School Tour" and grade level meetings to ensure all students have a good understanding of expectations and goals. Austin High School offers students continuous information regarding post secondary information to include college and military presentations and informational pamphlets. In addition, Austin High School has a College Readiness teacher to ensure we provide assistance to students in the process of applying to colleges, scholarships and FAFSA.

**101. What is our classroom management plan? Discuss significant findings in classroom management and explain procedures used to reduce overuse of discipline practices that remove students from the classroom.**

Austin High School has established a Positive Behavioral Intervention System (PBIS) for the past two years with the alignment of district initiative. Austin High School has created a behavioral matrix, with the help of the PBIS committee, which teachers will use as a general classroom management plan to include their own plan that can be in place for their individual classes. PBIS provide teacher's Student code of conduct guidelines and breakdown offenses that would differentiate office managed and classroom managed behaviors. Furthermore, a processing form was implemented that will ensure teachers are providing interventions and support to students before a referral in written (Non-mandatory offenses). Since the implementation of PBIS school wide, written referrals have decreased tremendously with the focus of building relationships with students and incorporating SEL in classes.

## 102. What is our plan for school safety? Discuss data for bullying, drug, violence and suicide prevention, as appropriate.

Everyone on campus is responsible to report any suspected issues of concern for a student's welfare to Texas Department of Family and Protective Services at (800) 252-5400. Concerns are also reported to local counselors or administrators. At the local level, administrators must follow the Checklist for Responding to Reports of Bullying or Harassment which is found on the Student and Parent Services link on the EPISD website.

State policy on addressing student welfare is found at:

https://pol.tasb.org/Policy/Download/437?filename=FFB(LEGAL).pdf

## School Processes & Programs Strengths

Technology training sessions offered consistently through PLC's.

Online courses through Ole are available. Implementing teachers coaching teachers .

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1**: Teachers indicate a need for more professional development in regard to technology & technological advances. **Root Cause**: Teachers indicate there is a disconnect between their knowledge & learning of new technology systems and implementation.

# Perceptions

**Perceptions Summary**

**37. Do our students attend school daily? Define the attendance rate and if lower than desired, disaggregate it by the seven race/ethnicity groups.**

Austin High School is showing an attendance rate of 92.23% for 2018-19 school year. According to data, attendance rate has been fairly constant in the past three years

Our attendance rates are low by state and district expectations, but our students do attend daily. The majority of our population is Hispanic (87.8%) with Whites at 5.9% and African American 4.3%, therefore the majority of the attendance issues fall mainly within the Hispanic population.

**38.How does student behavior impact instruction? Describe what is significant in the data about behavior, disciplinary patterns, DAEP placements and any differences between the seven race /ethnicity groups and five student groups.**

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Ethnicity groups in relation ship with disicipline offenses are as follows for 2018-19 school year:

1. American Indian or Alaskan Native: 1 offense for disruption in classroom.

2. Black, not of hispanic origin: Total of 4 offenses; Unautharized material, truancy, not comp SCOC, and leave w/o permission.

3. Hispanic: Total of 212 offenses; Main offenses were insubordination, truancy, marijuana and inapproriate physical contact.

4. White, not of hispanic origin: Total of 3 offenses; Insubordination, Inappropriate physical contact and assualt on school staff.

Austin High School had a total of 46 On-Campus DAEP placements (37 are Hispanic) and 9 Off-Campus DAEP placements (6 are hispanic) and 3 expulsion to JJAEP (All 3 are Hispanic). When a student is placed in an alternative setting, all of his/her teachers are notifed regarding the placement to ensure that student is receiving the academic work on a daily teacher. In addition, core teachers rotate though out the day to provide support and one-one assistance to student to enable students to succeed academically in that setting. Student that are placed in In-School suspension does receive their work for the day by their teachers and is monitored by an assigned school staff.

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

The district has implemented an intitiative that would allow students, parents etc... report any bullying and/or harrassment through a program called "Anonymous Alert". Individuals are able to report those incidents without the fear of retaliation. Austin High School has not received any report during 2018-2019 school year via the app, however there has been incidents documented where students speak to amdinistration and conselors directly to inform

them of harrassment and/or bullying. Even though those incidents are much lower than previous year, procedures and a discipline plan are in place to ensure safety of all students is a priority to Austin High School. There has also been presentations conducted through out the year to ensure that all students are aware of what bullying is and how identify and report it immediately.

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

Majority of students sent to DAEP or JJAEP are due to mandatory offenses. These offenses include Marijuana, Alcohol, Public Lewdness, Off Campus Felony, Weapon, assault non-employee, agrrevated assault and fighting. There are instances that students are placed in DAEP on discrtionary offenses such as criminal mischief, excessive unexcused absences or due to accumulation of referrals through out the school year.

## 41. What support do we provide students struggling with behavior? Discuss results of any mentoring, peer mediation, etc. or other ways of reducing conflict.

The supports addressing students that struggle with behavior are the following: providing time out to process, de-escalation station, participating in Stand Up and Be Courageous, Project Males, mediation, check in-check out, processing time. Feedback is mostly verbal with positive reactions.

## 42. Do our students successfully graduate in a timely manner? Describe the dropout rate or graduation rate and differentiate it by the seven race/ethnicity groups and five student groups. (Middle and High Schools)

Student that remain enrolled do graduate in a timely manner. Students are provided with plans and options i.e. tutoring, summer school, IGC's to catch up. Drop out rate is around 3% with a variation among Hispanics (3.5%), Whites (2.7%), and African-Americans (6.2%) –percentages at their highest from the last 2 years.

Noting that over half (65%) of the student population is coded at risk, it is the at risk population that has a higher drop out percentage.

## 43. How do students describe their campus? How does this differ from teachers' descriptions?

In a student climate survey, it is evident that students like their campus and see teachers getting along. Overall, students indicated that there is positive leadership supported with plenty of technological and academic materials. The campus offers engaging after school activities. Students also reported a sense of safety when expressing differing views. Teachers

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

In a student climate survey, ¾ of students replied with a positive note regarding respect, and more than half the students reported feeling safe. A very low percentage (12.6%) of students indicated that they had been bullied. Student feel supported by their teachers "I feel my teachers believe in me." Teacher perception appears to mirror student perception.

## 45.Are effective procedures in place to promote safety? Do students feel safe? How do we know?

Promotion of safety on our campus is an ongoing priority. Our principal champions safety as a number one priority. All students and staff are required to wear ID's as a measure to know who is on campus. Campus security and police officers routinely monitor the hall and the perimeter of the school. Surveillance cameras also serve as protection and are reviewed when needed. Canine patrol frequents the campus as well. When visitors, to include parents, check in, they are required to run their picture ID through the Raptor system. Support for students include the counselors, the Social Worker, the Graduation Coach, and administration. Student feel safe on campus, according to the district's Student Climate Survey.

## *STAFF ENGAGEMENT*

## 46. Do we retain teachers long term? Explain the turnover rate and how this compares with previous years.

There is an upward trend on the data reflecting how parents feel toward school customer service, perception on the teachers and principal as well as their belief on the learning environment provided by the school to their child/ren.

(Data taken from the 2017-2018 School Climate Survey of Austin High School)

## 47. How do we support inexperienced teachers? Discuss any staff mentoring results.

District requires new teachers to attend training. Inexperienced teachers are supported by admin, department heads, and PLC team. First year teachers are paired with dept chair as their mentor. Inexperienced teachers receive continued support from PLC peers. Teachers generally remain at Austin after their first year.

## 48. How do teachers view the climate and culture of the district and campuses? Summarize any climate and culture survey reports.

Faculty, students and teachers have recently taken the climate and culture district survey but results have not yet been released. Information below is the summary of the 2017-18 school year climate and culture survey:

*** Student Responses***

## Student Climate

| School climate Survey Item | 2016-2017 | 2017-2018 |
|---|---|---|
| I like my school | 66.2% | 73.1% |
| I learn to respect others at my school | 69.1% | 77.3% |
| I feel safe at my school | 57.2% | 65.9% |

| School climate Survey Item | 2016-2017 | 2017-2018 |
|---|---|---|
| I feel my teachers believe in me | 67.0% | 72.7% |
| I have been bullied at school | 27.7% | 12.6% |

## Staff Climate

| School climate Survey Item | 2016-2017 | 2017-2018 |
|---|---|---|
| I see that teachers get along with each other | 73.9% | 82.9% |
| I feel the principal at my school is doing a good job | 48.4% | 64.8% |

## Learning Climate

| School climate Survey Item | 2016-2017 | 2017-2018 |
|---|---|---|
| I feel my school is clean | 32.4% | 49.8% |
| I am challenged to learn in school | 69.4% | 75.0% |
| I have enough materials to do my school work | 78.6% | 84.4% |
| I can try out my own ideas in school | 52.1% | 63.0% |
| I feel my tests reflect what I have learned | 54.9% | 63.2% |
| I can participate in after-school activities | 75.6% | 77.2% |
| I feel that my parents are included in school activities | 27.4% | 35.6% |

## Innovation

| School climate Survey Item | 2016-2017 | 2017-2018 |
|---|---|---|
| I use technology in the classroom | 84.2% | 90.2% |
| I know that I have several high school options | 58.6% | 78.4% |
| I think it is important to go to school every day | ------- | 87.5% |
| I will attend college | 84.2% | 85.5% |

*** Parent Responses***

## Parent Climate

| School climate Survey Item | 2016-2017 | 2017-2018 |
|---|---|---|
| I am treated respectfully at my child's school | 73.2% | 85.5% |
| I feel my child is safe at school | 75.7% | 78.3% |
| I feel like teachers believe my child can succeed | 68.3% | 79.7% |
| I feel included in my child's school | 43.9% | 71.0% |
| My child has been bullied at school | 46.4% | 18.8% |

## Staff Climate

| School climate Survey Item | 2016-2017 | 2017-2018 |
|---|---|---|
| I see that teachers get along at my child's school. | 53.7% | 61.2% |
| I feel the principal at my child's school is doing a good job | 58.6% | 65.7% |

## Learning Climate

| School climate Survey Item | 2016-2017 | 2017-2018 |
|---|---|---|
| I think my child's school is clean | 58.6% | 75.4% |
| I feel my child is learning for the future | 65.8% | 78.5% |
| My child is given enough materials to do school work | 65.9% | 81.5% |
| I feel my child is challenged in classes | 63.5% | 70.8% |
| I trust district personnel with my child's education | 48.8% | 73.9% |
| I feel my child receives fair tests | 58.5% | 69.2% |
| I am aware of after –school activities available to my child | 65.9% | 72.3% |

## Innovation

| School climate Survey Item | 2016-2017 | 2017-2018 |
|---|---|---|
| I am aware of different high school options in the district | 63.5% | 68.3% |
| I am confident my child will attend college | 83.0% | 85.7% |
| I think it is important for my child to attend school every day | ----------- | 98.4% |
| I have noticed more technology use at my child's school | 65.8% | 84.1% |

## 49. What are teachers' expectations for parental involvement? How do we know?

Although our campus lacks major parental involvement in their children academics and activities, our teachers tend to attempt to increase their participation and involvement though conferences and phone calls. Teachers expect parents to be involved and aware of their child's progress, grades, attendance and discipline as it is a crucial component of student's success.

Parents are assisted in signing up for Parent Portal. Parents are invited to Parent/Teacher conferences. Monthly parent meetings are provided with varying topics such as: Coffee with the Principal, Health and Nutrition, Importance of Student Attendance, as well as Title 1. There is an effort to hold these meetings during the day as well as in the evening. Parents are called to be a part of the 45 day contract meetings for attendance. Parents are invited to ARD and 504 meetings. Parents are invited to informational and special topic meetings. Parents are notified through mass parent call outs, personal parent phone calls. The school has an open door policy; parents are encouraged to meet, call, and conference with the Social Worker and Graduation Coach.

## 50. Are effective procedures in place to promote safety? Do staff members feel safe? How do we know?

The school has posted safety signs throughout the campus to advice of hazardous materials (maintenance). There are mandatory safety trainings at the beginning of each year, which cover handling hazardous materials, and there are mandated safety trainings conducted each semester. Safety trainings have included topics ranging from slips, trips, and falls to active shooters.

There are no documented surveys on teachers feeling safe. The only metric available are risk management reports. The number of reported accidents for the last three school years are:

Year Number of accident reports

2016-17 15

2017-18 12

The majority of accident reports are from hourly employees injured while preforming their assigned duties. There have not been any accident reports from professional staff members which have required significant missed work time.

## 51. What procedures are in place to involve staff in improvement planning? How are they included in decisions?

Staff members are selected to be part of campus CIT; these meeting are not closed door meetings. Content decision making and planning are critical components of PLCs. Survey input are also utilized for planning. Faculty plays an essential role during the Campus Needs Assessment and the Campus Improvement Team in which planning and implementation of new initiatives and instructional programs are in place. Summer planning for the past two years have been in place to allow teams in core subjects to plan for the next school year and align their instruction, lesson plans, and common assessments.

## PARENT/GUARDIAN and COMMUNITY ENGAGEMENT

## 52. How do parents participate in the education of their child? Explain how participation rates are measured and the current data findings.

Austin hosts Parent Teacher Conferences twice a year, FAFSA nights twice a year, and Individual Graduation Committees as needed throughout the year. Sign in sheets are used for these various events. All parent contact is recorded into CCRP by counselor anytime they speak with them or meet with them.

## 53. What are parents' perceptions of the school's effectiveness? Do they feel welcome? How do we know?

Based on the School Climate Survey, 79% of parents feel that their child is learning for the future, 85.5% of parents felt they were treated respectfully at their child's school, and 71% feel included in their child's school.

## 54. What support do we seek from our community? Discuss, as applicable, how the school consults with employers, business leaders, philanthropic organizations or individuals with expertise in engaging parents and family members in education.

We seek support from a variety of source areas. As a campus, we work alongside several key alumni who may or may not be part of the Alumni Association. We also utilize our PIE service members regularly. Through several student lead organizations, the campus is involved in numerous non-profit organizations which bring resources to students.

We have a parent engagement leader who holds monthly meetings/ learning opportunities for parents although parents attendance is minimal even when adjusting times- Morning, afternoon, and evening meetings have been attempted. A variety of topics are offered such as the Border Patrol, Cyber Safety, and Nutrition classes.

We currently do not consult with business leaders, organizations, or individuals with expertise in engaging parents and family members in education.

## 55. What is the level of support from our community? Describe public support ratings for school.

There are no public support ratings available, only parent climate survey data: 79% of parents feel that their child is learning for the future, 85.5% of parents felt they were treated respectfully at their child's school, and 71% feel included in their child's school, 78% feel their child is safe at school and 80% feel that teachers believe their child can succeed.

Community support is present on campus especially with our military Partner in Education service persons. They are always willing to volunteer and assist in any way they can. They have helped during homecoming, blood drives, Halloween trick or treating in the halls of Austin, Holiday celebrations for the Crisis Center and Salvation Army and anytime they are requested.

Numerous well known El Paso key leaders have made appearances on campus to speak with students during class or during campus wide assemblies.

## 56. How do parents and the community view the climate and culture of the district and campuses? Summarize any climate and culture survey reports.

74% of parents trust district personnel with their child's education and 68% are aware of different high school options in the district. 78% feel their child is safe at school and 80% feel that teachers believe their child can succeed.

## 57. How effective are communications such as the schools' website, mobile app, letters, newspaper articles, etc.? How do we know?

Communications are effective based on school climate survey; 72% of parents are aware of after school activities that are available to their child and 71% feel included in their child's school.

The campus website is updated regularly however the traffic it receives is minimal. The traffic for the website is highest prior to school starting through the first few weeks of school, and closer to the end of the year. Website administration has access to observe website traffic throughout the year.

Parent automated phone calls out are not well received due to the numerous declining or immediate hang ups. What works well is when the call-outs go out with an email as well. There is the option for parents to respond to the email with questions and it can be directed to the person who requested the call out.

On the automated system, when a call out goes out, it does show how many individuals listened to the call, how many answered and hung up when realizing it was a call out, declined the call, and what numbers are no longer working.

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

All parent communications are translated into Spanish.

**59. Do parents and community members participate in the site-based planning committee? How are they selected? Do they feel their participation is necessary and important? How do we know?**

Yes, there are parent representatives in the Campus Improvement Team however their attendance has not been constant throughout the year. As a campus, we are struggling to ensure parents and community members stay involved in site-based planning committee to include adding new members to our CIT team.

**60. What are the greatest barriers to parent/guardian participation? Identify any barriers that prevent participation by parents/guardians.**

There are high social-economic needs within the community units and because of this, parent participation in the school building is very low. Parents are working multiple jobs to support their family, the need for child care, etc hyperextends the need for strategic planning of meetings so we can make accommodations so parents can participate and be involved.

**Perceptions Strengths**

Parent/Teacher Conference attendance increases yearly.

Implementing parental opportunities at varying times to include after school hours.

Printing monthly calendar and placing in the front office for parents to take.

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1**: Both teachers and parents indicate a sense of disconnect regarding parental involvement and opportunities. **Root Cause**: Parents indicate work hours and activity hours conflict.

# Priority Problem Statements

**Problem Statement 1**: In English I STAAR EOC Testing Performance, only 24% of students met standard and only 2% mastered. In English II STAAR EOC Testing Performance, only 31% of students met standard and only 2% of students mastered.

**Root Cause 1**: Students lack foundational skills in reading, writing, speaking, listening modalities and struggle with language barriers.

**Problem Statement 1 Areas**: Student Academic Achievement

**Problem Statement 2**: In U.S. History EOC STAAR, only 57% of students met standards, 23% mastered grade level, and 88% approached grade level.

**Root Cause 2**: The root cause for USH scores was focusing on increasing the percentage of students that mastered grade level rather than targeting learning and teaching strategies on increasing the percentage of students meeting grade level standards.

**Problem Statement 2 Areas**: Student Academic Achievement

**Problem Statement 3**: In Biology, students show 78% approach, 38% meets and 7% Masters level

**Root Cause 3**: Differentiated support is not provided to students according to their knowledge/skills level.

**Problem Statement 3 Areas**: Student Academic Achievement

**Problem Statement 4**: New Tech- All content areas are showing improvement needed in Approach, Meets, and Masters level

**Root Cause 4**: Deliberate planning to align TEKS covered and benchmark test dates & backwards design implementation, to allow for a collective data analysis & creation of a solid plan for intervention, as a small learning community needs to take place.

**Problem Statement 4 Areas**: Student Academic Achievement

**Problem Statement 5**: Students lack the necessary mathematics skills to be successful in high school.

**Root Cause 5**: Professional Learning Community times are interrupted by mandated district business and lessons are not shared between campuses or localized by technology experts.

**Problem Statement 5 Areas**: Student Academic Achievement

# Comprehensive Needs Assessment Data Documentation

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

# 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 2019-2020, 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.

**Evaluation Data Source(s) 1:** EOC data and common assessments

**Summative Evaluation 1:**

**Targeted or ESF High Priority**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| **Comprehensive Support Strategy** 1) Provide supplies, materials, books and technology software (Inspire) to support and enhance college readiness for economically disadvantaged and At- Risk students. | 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 | Administration, teachers, Department Chair | Improved academic achievement in students common assessment, grades, state assessments and CCMR | | | | |
| **Funding Sources**: 185 SCE (Campus) - 11000.00, 186 High School Allotment - 7000.00, 211 ESEA Title I (Campus) - 3059.17 | | | | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| 2) Provide tutoring opportunities for all Algebra I re-testers and first-time testers before school, after school, and Saturday School | 2.4, 2.4, 2.6, 2.6 | Administration, teachers | Increase in EOC Scores and reducing number of re-testers | | | | |
| **Funding Sources**: 211 ESEA Title I (Campus) - 5000.00 | | | | | | | |
| **Comprehensive Support Strategy** 3) Provide tutors during Fall and Spring semester to assist teachers with At-Risk, ELL, Alg EOC, Alg EOC Re-testers, and SPED students. | 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 | Administration | Increase in EOC Scores | | | | |
| **Funding Sources**: 185 SCE (Campus) - 8584.50 | | | | | | | |
| 4) 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. | 2.4, 2.4, 2.5, 2.5, 2.6, 2.6 | Department chair, teachers, administration, ALL | Increase in EOC Scores especially in SPED, LEP, ELL subgroups. | | | | |
| **Comprehensive Support Strategy** 5) 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. | 2.4, 2.5, 2.6 | Department chair, Administration | Increase EOC Scores of re-testers and first timers. | | | | |
| **Comprehensive Support Strategy** 6) 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. | 2.4, 2.5, 2.6 | Department Chair, Administration | Increase in LEP EOC Scores | | | | |
| 7) Provide teachers with substitutes to support professional development and academic growth of all students. Professional development in-town or out of town conferences such as NCTM and NMSI | 2.5, 2.6 | Principal, Department Chair | Increase differentiated instruction to meet needs of all students | | | | |
| **Funding Sources**: 185 SCE (Campus) - 1750.00 | | | | | | | |
| **Comprehensive Support Strategy** 8) Dual Language sections for Algebra I to enhance and support LEP students. | 2.4, 2.6 | Administration | Increase LEP Scores in EOC | | | | |
| 9) Fund Math teachers for Curriculum planning during Summer. | 2.4, 2.6 | Principal | Increase EOC Scores and assist At-Risk Students. | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| | 100% = Accomplished | → = Continue/Modify | 0% = No Progress | ✗ = Discontinue | | | |

**Goal 1:** Active Learning

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

Directly Supports:
Board Goals 1-3

**Performance Objective 2:** By the end of 2019-2020, 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.

**Evaluation Data Source(s) 2:** EOC data and common assessments

**Summative Evaluation 2:**

**Targeted or ESF High Priority**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| 1) Provide supplies, reading materials and technology to support economically disadvantaged and At- Risk students | 2.4, 2.5, 2.6 | Administration, teachers, Department Chair | Improved academic achievement in students common assessment, grades, and state assessments. | | | | |
| **Funding Sources**: 185 SCE (Campus) - 3500.00, 211 ESEA Title I (Campus) - 8725.87 | | | | | | | |
| 2) Provide after school and Saturday School tutoring opportunities for re-testers and first time testers as well as Boot Camps before EOC testing. | 2.4, 2.6 | Administration, teachers | Increase in EOC Scores and reducing number of re-testers | | | | |
| **Funding Sources**: 211 ESEA Title I (Campus) - 5000.00 | | | | | | | |
| **Comprehensive Support Strategy** 3) Provide English Dept with College student tutor during Fall and Spring semester to assist teachers with At-Risk, ELL and SPED students. | 2.4, 2.5, 2.6 | Administration | Increase in EOC Scores | | | | |
| **Funding Sources**: 185 SCE (Campus) - 8584.50 | | | | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| 4) 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. | 2.4, 2.5, 2.6 | Department chair, teachers, administration, ALL | Increase in EOC Scores especially in SPED, LEP, ELL subgroups. | | | | |
| 5) Provide teachers with substitutes to support professional development and academic growth of all students.Professional development in-town or out of town conferences. | 2.5, 2.6 | Principal, Department Chair | Increase differentiated instruction to meet needs of all students | | | | |
| **Funding Sources**: 185 SCE (Campus) - 1750.00 | | | | | | | |
| 6) 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. | 2.4, 2.5, 2.6 | Administration | Increase of English I and English II EOC scores. | | | | |
| 7) Fund English Teacher for Edgunity class through Prep Period for Fall and Spring Semesters.Teacher approved $1500 per semester. | 2.4 | Principal | Assist At-Risk Students meet graduation cohorts | | | | |
| 8) Fund English teachers for Curriculum planning during Summer. | 2.4, 2.6 | Principal | Increase EOC Scores and assist At-Risk Students. | | | | |

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

**Goal 1:** Active Learning

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Directly Supports:
Board Goals 1-3

**Performance Objective 3:** By June 2019 - 2020, 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

    **Evaluation Data Source(s) 3:** EOC data and common assessments

    **Summative Evaluation 3:**

    **Targeted or ESF High Priority**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| 1) Provide supplies, textbooks, reading materials, and review materials for EOC and College readiness, books, online subscriptions, and technology to support and enhance college readiness for economically disadvantaged and At-Risk students. | 2.4, 2.5, 2.6 | Administration, teachers, Department Chair | Improved academic achievement in student's common assessments, grades, CCMR | | | | |
| **Funding Sources**: 185 SCE (Campus) - 3500.00, 186 High School Allotment - 7000.00, 211 ESEA Title I (Campus) - 8725.83 | | | | | | | |
| 2) Providing tutoring opportunities for all USH re-testers and first-time testers before school, after school, and Saturday School | 2.4, 2.6 | Administration, teachers | Increase in EOC Scores and reducing number of re-testers | | | | |
| **Funding Sources**: 211 ESEA Title I (Campus) - 5000.00 | | | | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| **Comprehensive Support Strategy**<br>3) Comprehensive Support Strategy-Provide social studies students with base curriculum (Geography & History Alive), cross-curricular supplemental readings, plagiarism detection software, and consumables for World Geography and World History that supports USH TEKS and College Readiness Standards. Provide tutors during Fall and Spring semester to assist teachers with At-Risk, ELL, USH EOC, USH EOC Re-testers, and SPED students. | 2.4, 2.5, 2.6 | Administration | Increase in EOC Scores | | | | |
| | **Funding Sources**: 185 SCE (Campus) - 8584.50 | | | | | | |
| 4) 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. | 2.4, 2.5, 2.6 | Department chair, teachers, administration, ALL | Increase in USH EOC scores, SPED, LEP, ELL subgroups, and College Readiness for Seniors | | | | |
| 5) Provide teachers with substitutes to support professional development and academic growth of all students. Professional development in-town or out of town conferences. | 2.5, 2.6 | Principal, Department Chair | Increase differentiated instruction to meet needs of all students | | | | |
| | **Funding Sources**: 185 SCE (Campus) - 1750.00 | | | | | | |
| 6) Fund Social Studies teachers for Curriculum planning during Summer. | 2.4, 2.6 | Principal | Increase USH EOC scores and assist At-Risk students | | | | |
| 7) Fund Social StudiesTeacher for Edgunity class through Prep Period for Spring Semesters.Teacher approved $1500 per semester. | 2.4 | Principal | Assist At-Risk Students meet graduation cohorts | | | | |

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

**Goal 1:** Active Learning

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Directly Supports:
Board Goals 1-3

**Performance Objective 4:** By the end of 2019-2020, 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.

**Evaluation Data Source(s) 4:** EOC data and common assessments

**Summative Evaluation 4:**

**Targeted or ESF High Priority**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| 1) Provide supplies, materials, reading materials, and technology to support economically disadvantaged and At- Risk students | 2.4, 2.5, 2.6 | Administration, teachers, Department Chair | Improved academic achievement in students common assessment, grades, and state assessments. | | | | |
| **Funding Sources**: 185 SCE (Campus) - 3500.00, 186 High School Allotment - 1000.00, 211 ESEA Title I (Campus) - 3059.17 | | | | | | | |
| 2) Provide after school and Saturday School tutoring opportunities for re-testers and first time testers. | 2.4, 2.6 | Administration, teachers | Increase in EOC Scores and reducing number of re-testers | | | | |
| **Funding Sources**: 211 ESEA Title I (Campus) - 5000.00 | | | | | | | |
| **Comprehensive Support Strategy** 3) Provide Science Dept with College student tutor during Fall and Spring semester to assist teachers with At-Risk, ELL and SPED students. | 2.4, 2.5, 2.6 | Administration | Increase in EOC Scores | | | | |
| **Funding Sources**: 185 SCE (Campus) - 8584.50 | | | | | | | |
| 4) 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. | 2.4, 2.5, 2.6 | Department chair, teachers, administration, ALL | Increase in EOC Scores especially in SPED, LEP, ELL subgroups. | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| 5) Provide teachers with substitutes to support professional development and academic growth of all students. Professional development in-town or out of town conferences. | 2.5, 2.6 | Principal, Department Chair | Increase differentiated instruction to meet needs of all students | | | | |
| **Funding Sources**: 185 SCE (Campus) - 1750.00 | | | | | | | |
| **Comprehensive Support Strategy**<br>6) Dual Language sections for Biology to enhance and support LEP students. | 2.4, 2.6 | Administration | Increase LEP Scores in EOC | | | | |
| 7) Fund Sciemce Teacher for Edgunity class through Prep Period for Fall and Spring Semesters.Teacher approved $1500 per semester. | 2.4 | Principal | Assist At-Risk Students meet graduation cohorts | | | | |
| 8) Fund Science teachers for Curriculum planning during Summer. | 2.4 | Principal | Increase EOC Scores and assist At-Risk Students. | | | | |

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Directly Supports:
Board Goals 1-3

**Performance Objective 5:** a. Algebra I:

By the end of 2019-20, 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 2019-20, New Tech Biology will show an increase in Master level for all testers from 12% to 20%.

c. English I:

By the end of 2019-20, 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 2019-2020, 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 2019-20, New Tech U.S History will show 1st Cohort- 90% Approach Level, 60% Meets Level, and 30% Masters Level.

**Evaluation Data Source(s) 5:** EOC data and common assessments

**Summative Evaluation 5:**

**Targeted or ESF High Priority**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| **Comprehensive Support 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. | 2.4, 2.5, 2.5, 2.6, 2.6 | Administration, Teachers | *Aligning of PBL/PrBL with TEKS RS & YAG *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. *Teachers will be able to create targeted lessons for remediation sessions. *Data driven instruction to address studentâs individual instructional needs | | | | |
| **Comprehensive Support Strategy** 2) Tutoring sessions for students are available from the start of the year to support students who do not perform well on assessments. | 2.4, 2.4, 2.6, 2.6 | Administration, Teachers | *Growth shown through scores in Benchmark and Common Assessment retakes *Teachers will be able to provide targeted intervention strategies *Teachers will be able to apply effective teaching strategies during their remediation sessions. | | | | |
| **Comprehensive Support 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). | 2.4, 2.4, 2.6, 2.6 | Administration, Teachers | *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. *decrease in need for behavior interventions- discipline referrals, lunch detentions, ISS, etc. *Strategically anticipating student outcomes including making mid-course corrections/adjustments that will allow students to make accelerated progress. | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| **Comprehensive Support Strategy**<br>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. | 2.4, 2.4, 2.5, 2.6, 2.6 | Administration | *Encourage participation in tier 2 interventions ÃÂ¢ÃÂÃÂ face-to-face tutoring (before/after school, on weekends, etc) and therefore, improvements shown through assessment scores and academic grades.<br><br>*Teachers will be able to provide lesson through technological means | | | | |
| **Funding Sources**: 186 High School Allotment - 29400.00 | | | | | | | |
| 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. | 2.5 | Administration | *Reiteration of program focus & highlight,<br><br>*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.)<br><br>*Support to PBIS and Foster collaborative and respectful behavior<br><br>*Increase student attendance so learning opportunities can occur<br><br>*Teachers will be able to provide additional support to students<br><br>* Teachers will elevate their skills by identifying high-quality tasks and purposeful questions that promote reasoning and problem solving. | | | | |
| **Funding Sources**: 186 High School Allotment - 8600.00 | | | | | | | |
| 6) Rental Operation Leases (Xerox Copier) | | Administration | Resources | | | | |
| 7) Fund core content teachers for Curriculum planning during Summer. | 2.4, 2.5, 2.6 | Administration | Ensure proper lesson planning with the use of data to maximize instructional effectiveness and increase EOC scores | | | | |
| **Funding Sources**: 186 High School Allotment - 6016.00 | | | | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| **TEA Priorities**<br>Build a foundation of reading and math<br><br>8) Lead4ward professional development (Academy of Reading and Writing) opportunity for English Teachers and Active Learner Leader | 2.4 | Administration | Provide teachers innovative ways to provide reading and writing instruction to increase students comprehension and increase English EOC Scores | | | | |
| **Funding Sources**: 211 ESEA Title I (Campus) - 3100.00 | | | | | | | |

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Directly Supports:
Board Goals 1-3

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

**Evaluation Data Source(s) 6:** TAPR Reports, CCRP

**Summative Evaluation 6:**

**Targeted or ESF High Priority**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| **Comprehensive Support Strategy** <br> 1) Campus Funded College readiness teacher to promote enrollment into 2 or 4 year universities. | 2.4 | Principal | Increase enrollment into 2 or 4 year universities. | | | | |
| **Comprehensive Support Strategy** <br> 2) 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. | 2.4 | Counselors | Increase enrollment into 2 or 4 year universities. | | | | |
| **Comprehensive Support Strategy** <br> 3) Promoting and maintaining HB 5 endorsements for all students by ensuring students schedules, in CCRP, are aligned to their endorsements | 2.4, 2.5 | Counselors, G&I AP | All students have a completed CCRP plan with HB 5 endorsement | | | | |
| 4) Supplement of AP exams and provide assistance during Mock testing to support economically disadvantaged students. | 2.4 | Principal, counselors | Increase in exam participation and scores. | | | | |
| **Funding Sources**: 186 High School Allotment - 10000.00, 211 ESEA Title I (Campus) - 4600.00 | | | | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| 5) Supporting 100% participation in TSI by offering boot camps through out the year to support seniors, as needed, and sophomores. | 2.4 | Counselors, Principal | 100% participation in TSI exam | | | | |
| 6) Promoting and supporting AP, DC, On Ramps and college prep classes to increase college readiness through master schedule. | 2.4 | G&I AP and counselors | Increase enrollment in advanced and college prep classes. | | | | |
| 7) Ongoing counselor audits through out the year for all students to ensure accurate plans are in place and CCMR component is being met | 2.4 | G&I AP, principal, and counselors | Accurate degree plans for all students. | | | | |
| 8) Purchase library general supplies to include a motorized projection screen, technology and 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 | 2.4 | Principal Librarian | Increase use of library by students | | | | |
| | **Funding Sources**: 211 ESEA Title I (Campus) - 11500.83 | | | | | | |
| 9) Support Guidance services personnel through Attending Texas Counselor Association conference | | Principal | Ensure counselors are up to date with state information. | | | | |
| 10) Motivational college contracted services and speaker and team building presenters for teachers during staff developments | | Administration | Increase teachers and students morale and motivation. | | | | |
| | **Funding Sources**: 185 SCE (Campus) - 1900.00, 186 High School Allotment - 5000.00 | | | | | | |
| 11) Purchase of reading materials for classrooms to support college readiness and study guides. | 2.5 | Administration | Increase college readiness | | | | |
| 12) Purchase of reading materials for teachers to support curriculum and staff developments. | 2.5 | Administration | Increase college readiness | | | | |
| 100% = Accomplished | | → = Continue/Modify | | 0% = No Progress | | ✕ = Discontinue | |

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Directly Supports:
Board Goals 1-3

**Performance Objective 7:** Support Elective and foreign Language courses and programs at Austin High School. Support our SPED population through core content subjects, electives and foreign language courses

    **Evaluation Data Source(s) 7:**

    **Summative Evaluation 7:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | **Formative** | | | **Summative** |
| | | | | **Nov** | **Feb** | **Apr** | **June** |
| 1) Provide supplies, materials, textbooks, and technology to support economically disadvantaged and At- Risk students | 2.4, 2.5, 2.6 | Administration, teachers and department chair | Improvement of academics and program | | | | |
| **Funding Sources**: 186 High School Allotment - 7000.00 | | | | | | | |
| 2) Provide smart TV's to enhance RTI tier program at Austin High School through core and non core subjects. Smart TV's will also enhance broadcast and journalism programs. | 2.5, 2.6 | Administration and teachers | Improvement of academics and programs | | | | |
| 100% = Accomplished | → = Continue/Modify | 0% = No Progress | ✗ = 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 Source(s) 1:** Employment Records

**Summative Evaluation 1:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| **TEA Priorities** Recruit, support, retain teachers and principals 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 | 2.4, 2.5, 2.6 | Principal | Lower class loads Increase course offerings | | | | |
| | **Funding Sources**: 211 ESEA Title I (Campus) - 405285.82 | | | | | | |
| 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 | 2.6 | Principal | Provide resources for economically disadvantaged students | | | | |
| | **Funding Sources**: 185 SCE (Campus) - 0.00, 211 ESEA Title I (Campus) - 0.00 | | | | | | |
| 3) Fund 1 College transition teacher to assist students in their transition processes for college | 2.6 | Principal | Increase of post-secondary readiness and awareness | | | | |
| 100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = 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 2:** Campus will implement strategies to promote safe and drug free school.
A. May 2020, 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 2020, the campus rating for Family Partnership Strategies will increase from 49% to 56% as measured by the CASEL implementation survey

**Evaluation Data Source(s) 2:** School climate survey
TEAMS Discipline referrals
PBIS Reports

**Summative Evaluation 2:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| 1) Campus will implement a consistent discipline plan to ensure a safe and effective school climate. | | Administration, teachers | Reduction of discipline incidents | | | | |
| 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. | 2.5 | Administration, Campus Patrol | Training Signature log | | | | |
| 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 | | Social Worker Graduation Coach Administration | Increase in positive school culture and climate. Reduction in discipline referrals | | | | |
| 4) Ongoing training's to faculty, staff, and students on PBIS/SEL | | Social Worker Graduation Coach Administration | Promote positive culture and climate at Austin HS. Promote building relationships between faculty, staff and students. | | | | |
| 5) Ensure visibility of Austin HS expectations and core values through out the school with posters and other advertising | | Administration Social Worker Graduation Coach | Increase awareness of students expectations. | | | | |

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| 6) PBIS/SEL campus team to attend district level meetings and related conferences. | | Administration | Learning strategies to be implemented on campus | | | | |
| 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. | | PBIS/SEL Team Administration | Increase of parental involvement in students' behavior by promoting positive behavior on and off campus | 0% | 0% | 0% | |

| 100% | | | | |
|---|---|---|---|---|
| = Accomplished | = Continue/Modify | 0% = No Progress | ✗ = 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 3:** By the end of 2019-2020 school year, Austin High School will increase campus attendance from 92% to 95%

**Evaluation Data Source(s) 3:** Attendance reports
Monthly Alpha Reports

**Summative Evaluation 3:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| 1) Ensure processes are in place to increase monitoring of attendance monitoring through teachers, staff (Conferences), and admin to promote importance of attendance. | 2.4, 2.5, 2.6 | Alpha Personnel Administration Social Worker Attendance Clerks | Increase campus attendance Increase student academic achievements. | | | | |
| 2) Implementation of reward system on campus to ensure students are recognized for good attendance. | 2.4, 2.5, 2.6 | Administration | Increase campus attendance | | | | |
| 3) Grade level meetings through out the school year to ensure expectations, communication and processes are acknowledged and understood by students | 2.4, 2.5, 2.6 | Administration Counselors Social Worker | Increase campus attendance | | | | |
| 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. | 2.5, 2.6 | Administration Attendance committee | Increase campus attendance | 0% | 0% | 0% | |
| 5) Conduct RTI meetings every three weels to discuss Excessive attendance report and collaborating on Action plans and referrals (court and agency). | 2.5, 2.6 | | Increase campus attendance | 0% | 0% | 0% | |

| 100% = Accomplished | → = Continue/Modify | 0% = No Progress | ✗ = 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 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 Source(s) 4:** School climate survey

   **Summative Evaluation 4:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| 1) Culture week will be held in the beginning of the school year where students will be intstructed to the New Tech model and the TPR pillars. Freshmen will go through an Orientation Camp (Claw Camp). | 2.5 | Administration, Teachers, and Students | *Foster a positive school climate, culture and student self-awareness.<br><br>*Increase student attendance rates | | | | |
| 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 | 2.5 | Administration, Teachers, and Students | *Increase student participation in school and after school activities, thereby promoting school spirit and ownership. | | | | |
| 3) Hold,Family Time, at least once every semester and recognize/encourage exemplar behavior and academic performance through student awards. | | Administration, Teachers | *Increase student participation in school and after school activities, thereby promoting school spirit and ownership. | | | | |
| **Funding Sources**: 186 High School Allotment - 0.00 | | | | | | | |
| 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. | 2.5 | Teachers, Administration | *Decrease in discipline referral rates and increase in student attendance and course passing rates. | | | | |

| | | | |
|---|---|---|---|
| 100% = Accomplished | → = Continue/Modify | 0% = No Progress | ✕ = 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 Source(s) 1:** Budget Analysis

**Summative Evaluation 1:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| 1) Continuous department chair meetings through out the year to ensure that allocated funds are used to increase positive learning for all students. | 2.6 | Principal | Resources to increase instructional effectiveness. | | | | |
| 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 | | Principal | Resources | | | | |
| | **Funding Sources**: 186 High School Allotment - 0.00 | | | | | | |
| 100% = Accomplished | | → = Continue/Modify | | 0% = No Progress | | ✗ = 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 Source(s) 1:** Sign in Logs

**Summative Evaluation 1:**

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|---|---|---|---|---|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| 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. | 2.5, 3.1 | Administration | 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. | | | | |
| 2) Include middle schools and elementary schools in campus and community events like the Lighting of the Luminaries, volunteer work and opportunities, etc. | 2.5, 3.1, 3.2 | Administration | *Increase ES and MS participation in after school activities | | | | |
| 100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue | | | | | | | |

# Comprehensive Support Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|-------------|
| 1 | 1 | 1 | Provide supplies, materials, books and technology software (Inspire) to support and enhance college readiness for economically disadvantaged and At- Risk students. |
| 1 | 1 | 3 | Provide tutors during Fall and Spring semester to assist teachers with At-Risk, ELL, Alg EOC, Alg EOC Re-testers, and SPED students. |
| 1 | 1 | 5 | 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 | 6 | 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 | 8 | Dual Language sections for Algebra I to enhance and support LEP students. |
| 1 | 2 | 3 | Provide English Dept with College student tutor during Fall and Spring semester to assist teachers with At-Risk, ELL and SPED students. |
| 1 | 3 | 3 | Comprehensive Support Strategy-Provide social studies students with base curriculum (Geography & History Alive), cross-curricular supplemental readings, plagiarism detection software, and consumables for World Geography and World History that supports USH TEKS and College Readiness Standards. Provide tutors during Fall and Spring semester to assist teachers with At-Risk, ELL, USH EOC, USH EOC Re-testers, and SPED students. |
| 1 | 4 | 3 | Provide Science Dept with College student tutor during Fall and Spring semester to assist teachers with At-Risk, ELL and SPED students. |
| 1 | 4 | 6 | 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. |

| Goal | Objective | Strategy | Description |
|---|---|---|---|
| 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 | Campus Funded College readiness teacher to promote enrollment into 2 or 4 year universities. |
| 1 | 6 | 2 | 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 | 3 | 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:

| Name | Position | Program | FTE |
|------|----------|---------|-----|
| Lauren Daugherty | Campus College Readiness Teacher | CCRT | 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 May 16th,2018. CNA/CIP was adopted and approved by the CIT on August 22nd, 2018.

# 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.

# 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.).

# 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

# 2.4: Opportunities for all children to meet State standards

Schoolwide Reform Strategies: Sec. 1114(b)(7)(A)(i-iii) Schoolwide Reform Strategiesthat 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. willuse 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

| Name | Position | Program | FTE |
|---|---|---|---|
| Aldo Balcazar | High School English | English Dept | 1.0 |
| Elizabeth Voldahl-Gonzalez | High School Social Studies | Social Studies Dept | 1.0 |
| Jazmin Cornejo | High School Spanish | Foreign Language | 1.0 |
| Lyn Peticolas | High School English | English Dept | 1.0 |
| Norberto Gerardo | High School English | English Dept | 1.0 |
| Ray Cerecerez | High School English | English Dept | 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 | 1SG 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 |