



NORTHEAST

EARLY COLLEGE HIGH SCHOOL

AUSTIN Independent School District

2019-20 Campus Improvement Plan

Once published, a living draft of this plan can be found on the campus' school page at www.austinisd.org/schools.

Campus Programming

Northeast Austin Communities for Educational Readiness (NACER): The NACER family of schools is comprised of 8 elementary schools and 2 middle schools that feed into Northeast Early College High School. By working closely together toward shared academic and community goals, we ensure that our students are primed for success when they walk through any of our doors. www.nacer.org

Problem Based Learning: The campus is implementing Problem Based Learning through the creation of standards based-learning units grounded in real-world, authentic problems or challenges that are connected to the lived experiences of the students and their community.

College Readiness: Early College High School, AVID (Advancement Via Individual Determination), GEAR-UP, Advanced Placement 10, Chembridge, CTE Articulated Courses, High School ACC courses, OnRamps

Career and Technical Education: PTECH: Career Launch Cybersecurity – Information Technology, Audio/Video and Communications, Business Management Administration, CTE Science, Junior Reserve Officers' Training Corps (JROTC), Government & Public Administration, Certified Nurse Assistant (CNA), CCMA, EMT, Pharm Tech, Clinical Rotations, Public Safety, Corrections & Security Corrections, Project Lead the Way (PLTW) Engineering, Auto Body Collision & Repair, Distribution and Logistics - Automotive

Fine Arts: Band, Choir, Color guard, Dance, Guitar, Jazz Band, Music Theory, Piano, Technical Theater, Theater Arts, Theater Production

Athletics: Baseball, cross country, football, individual tennis, team tennis, women's basketball, men's basketball, women's soccer, men's soccer, softball, track, volleyball, wrestling

Special Education: Adapted PE, Life Skills, Resource, Social Behavioral Skills (SBS)

Wrap-Around Services: Community school, Communities In Schools (CIS)

AVID Schoolwide Instruction: AVID Schoolwide instruction occurs when the entire instructional staff utilizes AVID strategies, other best instructional practices, and 21st century tools to ensure AVID Elementary students are supported on the path to college readiness and all students are supported toward improved academic performance.

Goal: By the end of the 2019-2020 school year, 90% of all classroom teachers will be trained in the AVID "Strategy of the Six Weeks" in Small Learning Communities (SLC) with the expectation that at least 50% will implement these specific strategies each month following a cycle of professional development followed by an implementation debrief.

Identify these AVID strategies for each six weeks.

Identify Small Learning Community (SLC) meetings to present professional development on strategy and meeting for teacher-led debrief on implementation.

Identify, create, or purchase incentives for Teachers to participate/motivate implementation

AVID Schoolwide Systems: AVID is Schoolwide when systems are in place that support governance, curriculum and instruction, data collection and analysis, professional learning, and student and parent outreach to ensure improved academic performance for all AVID Elementary students on their pathway to college readiness.

Goal: By the end of the 2019-2020 school year 50% or greater of Northeast AVID tutors will be Reagan Alumni and/or current college students as a result of implementing a long-term plan to recruit and retain tutors, enabling the campus to maintain a 7:1 student-tutor ratio.
Establish communication systems for recent AVID graduates.
Communicate necessary logistical information to potential Tutors
Monitor tutor commitments/ recruiting to ensure 7:1 student to tutor ratio
Tutor indicate desire to continue same role for school year 20-21
Goal: By the end of the 2019-2020 school year, a data tracking system will be implemented in order to assess student progress of seniors applications and acceptance to two and four-year colleges with the ultimate goal of 70% or more Seniors applying to college and 50% or more seniors being accepted to a two or four-year college.
Identify opportunity (campus PSAT testing date) for all Seniors to apply to college.
Collaborate to create a common data tracking system in service of our goal.
AVID Schoolwide Leadership: AVID Schoolwide leadership sets the vision and tone that promote college readiness and high expectations for all students in the school.
Goal: By the end of the 2019-2020 school year, at least 30% of the SLT is on the AVID Site Team which includes the principal, interdisciplinary teachers, a counselor, and AVID Elective teachers.
Identify ILT members to serve on AVID Site Team.
Send reminders to Site Members, including ILT members in advance of meetings
Send Outlook calendar invites and create Google calendar events for Site Team Meetings
Create system to “make-up” any missed meetings with ILT members, including virtual meeting opportunities.
AVID Schoolwide Culture: AVID Schoolwide culture is evident when the AVID philosophy progressively shifts beliefs and behaviors resulting in an increase of students continuing on their pathway to college readiness.
Goal: By the end of the 2019-2020 school year 70% or greater of AVID Elective courses, AVID Site-Team instructed courses, and core academic courses will engage in college talk.
College Talk Fridays during Homeroom on Fridays. Teachers will engage students in a variety of mini-lessons to increase “College Talk” on our campus.
Delegate College Talk Homeroom lessons to NECHS AVID Site Team Members to increase perspective and staff buy-in.
Lever 3: Positive School Culture
Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations
Regular campus climate surveys assess and measure progress on student and staff experiences.
Create a google survey with questions developed from the TELL survey. Use this survey to check in with teachers at least once a 6 weeks.
Essential Action 3.2: Explicit behavioral expectations and management systems for students and staff
Data systems exist to track all discipline referrals, attendance, and interventions and the data is regularly reviewed to identify trends and adapt accordingly.
Review all Referrals, attendance, and current interventions during weekly leadership meeting.
Levers 4&5: High-Quality Curriculum and Effective Instruction
Essential Action 5.2: Effective classroom routines and instructional strategies
Three to five instructional strategies (e.g. monitoring aggressively, student-to-student discourse, strategic prompts), classroom procedures, and routines are introduced, modeled, and practiced with consistency and fidelity in all classrooms.
Focused Note Taking, Learning Through Writing, COSTAS levels of questioning will be shared in though out the year during SLC's and PD Days. Teachers will be encouraged to implement and share results during late starts and other PD times.
Campus instructional leaders conduct regular walk-throughs and observations to ensure consistent implementation of expectations. (ESF_PL5_EA2d_INV)
Leadership and AVID site team coordinator will walk the campus at least 2 times during the year to review implementation.
Advanced Academics
Teachers, counselors, and administrators complete the appropriate level and number of hours of GT training to meet or exceed compliance with district and state requirements.

Review the current list of teachers, counselors and administrators who need to complete the GT update and other GT training's.

PreK – 12+ College, Career, and Life Readiness

Ensure campus registrar, case manager, counselor, and administrator are knowledgeable of graduation codes and implications.

Registrar, SPED Department Chair and SPED Administrator will be trained in new coding system. They will train case managers and coding will be reviewing in ARD's.

Communication and Community Engagement

Facilitate two community dinners with families, students, campus staff and community members to invite feedback and collaborative planning for improved student academics, family and community engagement, and culture and climate.

PTA, FRC and other campus members meet to plan and implement two community dinners. One in the fall and one in the spring.

Supporting Special Populations

Hold 504 annual and reevaluation meetings simultaneously.

504 coordinators offer both meetings at the same time.

Review monthly campus roster provided by the special education department to monitor ARD and evaluation timelines.

Special Education Department chair will review rosters monthly and will schedule all ARD's needed for students.

Schedule a campus visit with the campus' district 504 Specialist.

504 coordinator and Principal will schedule a meeting with the 504 team and a district 504 specialist.