

Anderson High School

L.C. Anderson High School - Campus Improvement Plan 2020/2021

In Pursuit of Excellence



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Date Reviewed:

Date Approved:

Campus Mission

In partnership with our parents and our community, Anderson High School strives to provide a comprehensive educational experience that is high quality, challenging, and inspires all students to make a positive contribution to society. Anderson High School will reflect the rigorous curriculum and the community service which are the benchmarks of being an IB World School. All students will be creative thinkers and problem solvers, and they will possess a global perspective of community responsibility. High achievement will be reflected in all academic and extra-curricular endeavors. All students will graduate ready for college, career, and life in a globally competitive economy.

Texas Public Education Mission Statement

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. (TEC Title 2, Ch 4, Sec.4.001)

Austin Independent School District Mission

Austin ISD educates more than 80,000 students and embraces 129 diverse school communities in one of the fastest-growing metroplexes in the country. In partnership with our families and our community, AISD's mission is to provide a comprehensive educational experience that is high-quality, challenging and inspires all students to make a positive contribution to society. We partner with world-class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare our students for college, career and life.

Comprehensive Needs Assessment

Student Achievement

Student Achievement Data Sources

Graduation Rates disaggregated by stud. grp.
MOY disaggregated by grade, subj., & stud. grp.
STAAR disaggregated by subj., grade, & stud. grp.
TELPAS disaggregated by grade & prof. lvl.

Student Achievement Strengths

Anderson HS campus staff collect and analyze multiple sources of student achievement data including, but not limited to, standardized tests, norm/criterion referenced tests, classroom observations, teacher made tests, authentic assessments. Staff at Anderson have consistently been made aware of historically underserved students and communities and make an effort to ensure that those populations are kept at the forefront of their discussion regarding support and need.

Student Achievement Weaknesses

Anderson HS continues to experience performance gaps among African American students (AA), English Language Learners (ELLs), and those students experiencing economic hardships (economically disadvantaged). According to the Texas Academic Performance Report AA students showed a drop in Masters Grade Level achievement for ENG II EOC and ALG I EOC. ELLs also showed drop in Masters Grade Level achievement for the ENG I EOC and ENG II EOC. Students receiving special education supports showed a drop in Masters Grade Level achievement for the ENG I EOC.

Student Achievement Needs

Failure to show an increase in Masters Grade Level achievement from year to year is a goal for the specific populations identified in the weakness section. A comprehensive assessment of student strengths and weaknesses is a need in the areas of both ENG I & II for AA students as well as ELLs.

Student Achievement Summary

Assessing student skills at the start of the school year with an eye to the populations previously identified (AA, ELLs and SPED) as failing to close the gap. Increase the

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

percentage of students who achieve Masters Grade Level for ENG I and ENG II EOC by 5% for the 20/21 school year.

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Data Sources

SEL Implementation Survey results
Staff (TELL) Survey results
Student Survey results

School Culture and Climate Strengths

TELL student survey indicated the following: Students at this school treat teachers with respect - response indicators rose from 70% in 2018 to 79% in 2020. My classmates treat me with respect - respondents have consistently scored Anderson with a 90% or higher over the past 3 years. My classmates show respect to each other - response indicators showed an increase from 73% to 83% between 2018 and 2020 however in 2019, 88% indicated that their classmates showed respect to one another indicating a slight decrease moving into 2020. My classmates behave the way my teachers want them to - response indicators showed an increase from 65% to 75% between 2018 and 2020. I am happy with the way my classmates treat me - response indicators showed a marked increase in 2019 from 87% to 96% but then dropped again in 2020 to 88%. Anderson supports a strong SEL program in which about 80 upperclassmen lead SEL lessons and discussions with their peers during homeroom. This support helps build connections between students and helps Anderson students participate in conversations about responsible decision making, self awareness, self management, relationship skills, and social awareness.

School Culture and Climate Weaknesses

TELL student survey indicated the following area of weakness: Students at my school follow the school rules - responses were consistently low in this area with 53% in 2018, 71% in 2019 and then back down to 59% in 2020. This is an area of need.

School Culture and Climate Needs

Based on the TELL survey data, student perception is that student do not generally follow school rules therefore, an assessment of what rules are not being followed would be prudent to determine strategies to improve this area moving forward. Promoting SEL in the classroom and teaching self management strategies in homeroom will also help improve student behavior.

School Culture and Climate Summary

Comprehensive Needs Assessment

Anderson enjoys a relatively solid reputation among the students for all areas covered by the TELL survey except one. This will be addressed moving forward.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

% of beginning teachers (TAPR)
% teacher turnover
% unfilled sub vacancies
Staff (TELL) Survey results
Student Survey results

Staff Quality, Recruitment and Retention Strengths

Anderson teachers are highly qualified. 32% of the teachers have 1-5 years of experience, 22% have 6-10 years of experience, 37% have 11-20 years of experience and 11% have over 20 years of experience. Beginning teachers reflect a scant 12% of the total number of teachers on campus and these teachers are highly qualified and go through an extensive interview process. Compared to the district, Anderson has an average of 9 years of experience vs the districts average of only 6. TELL survey indicates that staff are, on average, happy with their work environment and feel supported.

Staff Quality, Recruitment and Retention Weaknesses

TELL survey data indicates that only 87% of staff respondents feel that all campus staff accomplish their jobs with enthusiasm.

Staff Quality, Recruitment and Retention Needs

Continue to support self-care and support for staff during this time of increased stress and worry. Additionally, active recruitment of highly qualified Hispanic teachers will continue to better reflect the student body composition.

Staff Quality, Recruitment and Retention Summary

Comprehensive Needs Assessment

Anderson is well staffed despite the difficulties with hiring Teaching Assistants as needed. The quality of our teachers is high and is reflected in state testing scores and graduation rates.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Anderson received an accountability rating of "A" for the 2018-19 school year. Anderson achieved distinction designations in the areas of ELA/Reading, Mathematics, Science, Social Studies and Postsecondary Readiness.

Curriculum, Instruction and Assessment Weaknesses

The percentage of students achieving at Masters level on EOC-STAAR exams dropped in 2018-19 in the following demographic areas: AA students achieving mastery in ENG II EOC dropped from 10% in 2018 to 4%. ELL students achieving mastery in ENG II EOC dropped from 5% to 3% between 2018 and 2019. AA students achieving mastery on the ALG I EOC dropped from 6% in 2018 to 3% in 2019.

Curriculum, Instruction and Assessment Needs

Anderson is working incorporating social emotional learning and culturally responsive teaching practices into the curriculum in order to make a more equitable learning environment.

Curriculum, Instruction and Assessment Summary

Certain populations did not perform as expected and we will need to find the reason and support more of those students achieving mastery moving forward.

Family and Community Involvement

Family and Community Involvement Strengths

Comprehensive Needs Assessment

Anderson has an extremely strong PTSA as well as very active CAC members. Both committees/groups have been very supportive of our staff and students over the years. Parents have singlehandedly been responsible for many upgrades, renovations and additions to the Anderson campus.

Family and Community Involvement Weaknesses

Parent and community are not always synonymous. It would be good to have better community representation and involvement at Anderson from those businesses that aren't necessarily run or owned by a parent/family member.

Family and Community Involvement Needs

Anderson needs to reach out to those businesses in our community that are local and not run or owned by a parent of an Anderson student.

Family and Community Involvement Summary

We have strong parent support and good community support.

School Context and Organization

Technology

Technology Strengths

Our Anderson Engineering Program continues to be a strength on our campus. The state of the art facilities and equipment along with our valuable business partnerships help us lead the region in engineering education. Our accomplishments include:

Redesigned Programs of Study to be more reflective industry needs- Manufacturing Technology, Biomedical Sciences, Engineering, Programming & Software Development, and Renewable Energy

Comprehensive Needs Assessment

Technology Strengths (Continued)

Active Robotics Team with 60 members

Anderson Robotics teams competed in 8 tournaments and were well-positioned to advance to Worlds Competition prior to COVID-19.

VEX Robotics won several Region 4 tournaments and had 7 of its 10 teams qualify for State Championship (State competition cancelled due to Covid-19)

FIRST Robotics team won its first district event in its 14-year history, Del Rio District Tournament. Multiple second place awards and various tournaments (State competition cancelled due to Covid-19)

Hosted state-wide FIRST Lego League (FLL) for elementary and home-school students

Hosted two Night of the Robots for (K-5)

Partnered with the Boy Scouts

Planned Girls Who Code event (cancelled due to Covid-19, will reschedule)

Built permanent practice fields within robotics for both FIRST Robotics and VEX Robotics, utilizing all of the manufacturing tools including our welders. These fields were used by several local teams.

Integration of a new state of the art 5'X10' CNC Router into the machine shop instruction.

66% Increase of first year Computer Science student enrollment

AISD Manufacturing Program

Designed, created and distributed 1000 masks for medical personnel responding to COVID-19 Pandemic

Active HOSA CTSO with 2 students qualifying for State HOSA competition in their individual events (State was cancelled due to Covid-19)

23 students participating in Health Science Practicums with area health care related providers including on-site hospital rotations

24 students participating in Business Practicum at 19 employers including engineering, technology and health partners; Asure Software, Drilling Info, Central Part Imaging and

One Touch Video Chat

Our enrollment based on course recruitment for the coming year is 675 student

In addition, we piloted BLEND for the district several years ago which had us positively positioned to succeed in the virtual learning space.

Technology Weaknesses

We have some wired computer labs needing upgrades.

Some areas of the building wireless is inadequate.

Our chromebooks are aging out going on our fourth year and will need replacement.

Technology Needs

We have new computers for one of our business labs but have had zero success getting it properly wired. The lab is located in an area of the school that was gutted about seven years ago due to mold and asbestos. When we've had the district in to make the necessary install they say that can't because the materials have asbestos. It doesn't

Comprehensive Needs Assessment

Technology Needs (Continued)

make sense.

We need improvement of the wifi in areas. When whole class is using their chromebooks to hit web sites, it's pretty bad.

The manufacturing equipment needs regular maintenance and we need the resources to make it happen.

We need the equipment room to be air conditioned all the time and it has consistently been cut off.

With increased Computer Science course enrollment along with UT OnRamps and ACC courses we are in need for additional space. The building was designed structurally for future needs and we would like to see the second floor come to fruition.

Engineering needs additional 3D printers. It's a great technology and learning tool. We need enough that every student could print at least one item.

Software, it's not all free. We should allocate more money for software and streamline the approval process for engineering software tools and websites. Weeks/months is not acceptable.

Technology Summary

Campus teachers continue working diligently to build exemplary programs and providing outstanding education for our students. Our weaknesses are directly tied to our needs. To provide the best education for our students we need to upgrade computer labs' connectivity and wireless along with chromebook replacement. Also, to meet current and future program demand for Computer Science and continue to build on our success we need to build out the second floor of the building. We need assistance keeping the state of the art equipment up-to-date, maintained and cooled.

Other

Comprehensive Needs Assessment Data Sources

% of beginning teachers (TAPR)
% teacher turnover
CAPR results for administrators
CCMR disaggregated by student group
District Family Survey results
Graduation Rates disaggregated by stud. grp.
<https://txschools.gov/>
PPfT results for teachers
Referral data disaggregated by student group
SEL Implementation Survey results
STAAR disaggregated by subj., grade, & stud. grp.
Staff (TELL) Survey results
Student Survey results

Anderson High School

Goal 1. (Strong School Leadership and Planning (ESF Lever 1)) Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 1. (ESF Essential Action 1.1) Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Instructional Coaches and Department Chairs review data with departments and course a-likes to progress monitor at weekly PLC meetings (Target Group: AA,ECD,ESL,SPED)	Department Chairs, Instructional Coaches, Leadership Team	August 2020 - quarterly		Criteria: PLC Meeting Minutes Documentation 10/06/20 - Some Progress

Anderson High School

Goal 1. (Strong School Leadership and Planning (ESF Lever 1)) Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 2. (ESF Essential Action 1.2) Focused plan development and regular monitoring of implementation and outcomes

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Weekly Admin meetings to review data and track progress towards goals (Target Group: AA,ECD,ESL,SPED)	Administration	August 2020 - quarterly		Criteria: Meeting Minutes; New Initiatives and goals that result from the meetings 10/07/20 - Some Progress (S)

Anderson High School

Goal 1. (Strong School Leadership and Planning (ESF Lever 1)) Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 3. (AVID Domain II: 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 college readiness for AVID Elective student and improved academic performance for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

Anderson High School

- Goal 1.** (Strong School Leadership and Planning (ESF Lever 1)) Effective campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.
- Objective 4.** (AVID Domain III: Schoolwide Leadership) AVID Schoolwide leadership sets the vision and tone that promote college readiness and high expectations for all students in the school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

Anderson High School

Goal 2. (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 1. (ESF Essential Action 3.1) Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop school-wide anti-bullying policies that encourage and reward students for respecting each other and for recognizing the right of each student to be free from bullying. (Target Group: All)	Campus Leadership Team, Counselor, Teachers	YRLG		Criteria: One of the best school-wide strategies to prevent bullying is to create a climate of fairness and trust, where others actively intervene rather than act as bystanders, and provide mutual support through positive peer support systems. Evaluation criteria will include but not be limited to a reduction in the number of events reported (generally through the counseling office) in comparison to last years reported events. 09/28/20 - Some Progress

Anderson High School

Goal 2. (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 2. (ESF Essential Action 3.2) Explicit behavioral expectations and management systems for students and staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

Anderson High School

Goal 2. (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 3. (ESF Essential Action 3.3) Proactive and responsive student support services

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

Anderson High School

Goal 2. (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 4. (ESF Essential Action 3.4) Involving families and community

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

Anderson High School

- Goal 2.** (Positive School Culture (ESF Lever 3)) Positive school culture requires compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.
- Objective 5.** (Culturally Responsive Restorative Practices (CRRP)) Research indicates that exclusionary discipline practices disproportionately affect students of color and increase the likelihood of later developmental challenges, including academic disengagement, lower academic achievement, and increased involvement in the juvenile justice system. CRRP is intended to counteract these trends by providing schools with resources and a framework to cultivate a positive, affirming school climate for all students and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

Anderson High School

Goal 3. (High Quality Curriculum (ESF Lever 4)) All students have access to a TEKS-aligned, guaranteed and viable curriculum, assessments, and resources to engage in learning at appropriate levels of rigor.

Objective 1. (ESF Essential Action 4.1) Curriculum and assessments aligned to TEKS with a year-long scope and sequence

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Instructional Coaches and Department Chairs review data with departments and course a likes to progress monitor at weekly PLC meetings	Instructional Coaches, Leadership Team	November 2019- quarterly		Criteria: - PLC Meeting Minutes - Documentation

Anderson High School

Goal 4. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 1. (ESF Essential Action 5.1) Objective-driven daily lesson plans with formative assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

Anderson High School

Goal 4. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 2. (ESF Essential Action 5.2) Effective classroom routines and instructional strategies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Understand the REAL problem. Part of succeeding with struggling students is learning how to hear what students are not saying. Sometimes it looks like there's one problem you're solving but it's really a different problem altogether. Build relationships with the students and determine their true needs and not just the one they are simply presenting to others because it's easy. (Target Group: AA,ECD,ESL,SPED)	Academic Leadership Team, Advisory Teachers, SEL Campus Coordinator, SEL Committee	August 2020 YRLG		Criteria: Student engagement scores will increase and student survey data will reflect higher levels of feeling understood and heard.
2. Professional development in the areas of inclusion support and resource support for our special populations. New strategies are always coming out and research driven strategies can help teachers work more effectively with students receiving special education supports. (Target Group: SPED) (Strategic Priorities: 3)	Special Education Staff, SpEd Administrator, SpEd Department Chair	August 2020 YRLG		
3. School staff will work cooperatively with ELL staff through both collaboration and resources to maintain best practice in order to build capacity for educating English Language Learners (ELLs). Through job-embedded and additional professional development opportunities, school personnel will receive training and coaching in cultural competency strategies and approaches aligned with best practice for English Language Learners. (Target Group: ESL,LEP) (Strategic Priorities: 2)	LPAC Coordinator, Multilingual Office, Teachers	August 2020 YRLG		

Anderson High School

Goal 4. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 3. (ESF Essential Action 5.3) Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Weekly Admin meetings to review data and track progress towards goals	Administration	Nov. 22, 2019 - quarterly		Criteria: Meeting Minutes; New Initiatives and goals that result from the meetings

Anderson High School

- Goal 4.** (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.
- Objective 4.** (ESF Essential Action 5.4) RTI for students with learning gaps

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

Anderson High School

Goal 4. (Effective Instruction (ESF Lever 5)) All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.

Objective 5. (AVID Domain I: Schoolwide Instruction) AVID Schoolwide instruction occurs when the entire instructional staff utilizes AISD strategies, other best instructional practices, and 21st century tools to ensure college readiness for AVID Elective students and improved academic performance for all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will be provided with AVID trainings and strategies throughout the year to implement into the classroom. Focusing on WICOR (Writing, Inquiry, Collaboration, Origination, and Reading) the AVID elective teachers and AVID site team members will be the primary point of dissemination for these strategies. (Target Group: All) (Strategic Priorities: 3)	Administrative Team, AVID Coordinator, AVID Team, AVID Trained Teachers	August 2020 YRLG		Criteria: Success is determined by year long certification by analysis of AVID district officials, and is largely based on the campus certification instrument (CCI) which contains evidence from AVID strategies implemented in the classroom.

Anderson High School

Goal 5. (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

Objective 1. (Whole Child, Every Child) Whole Child, Every Child

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

Anderson High School

Goal 5. (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

Objective 2. (Coordinated School Health) Coordinated School Health

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

Anderson High School

Goal 5. (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

Objective 3. (Health and Wellness) Health and Wellness

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

Anderson High School

Goal 5. (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

Objective 4. (Nutrition) Nutrition

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

Anderson High School

Goal 5. (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

Objective 5. (SEL Seed Model Plan) SEL Seed Model Plan

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. SEL stakeholders will promote connection and a sense of belonging at Anderson by encouraging open communication between students and faculty, especially regarding community needs during distance learning and COVID-19. We will host two student-staff panels in the fall with the intention of continuing as necessary in the spring. Staff and students will be invited to ask questions, listen, and reflect on their own practices during these sessions. These panels will serve to address academic engagement as well as social and emotional challenges faced by our students. . Our major goals on campus this year revolve around building relationships and fostering a sense of inclusivity; genuine dialogue and empowering student voice is a key step in this goal. Brainstorming solutions through dialogue between students and staff is the most effective way to ensure that we are promoting the most accessible environment for all.	SEL Campus Coordinator, SEL Committee	Yearlong		Criteria: Surveys will be sent out to both students and staff after to gauge which needs have been met and which still remain.

Anderson High School

Goal 5. (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

Objective 6. (Creative Learning Initiative) Creative Learning Initiative

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

Anderson High School

Goal 6. (Supporting Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.

Objective 1. (Supporting Special Populations) Ensure compliance with all 504 and Special Education requirements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure that all IEPs and IAPs are kept current and that all events occur in a timely manner and as needed according to the federal timelines.	504 Coordinator, Special Education Staff, SpEd Administrator, SpEd Department Chair	AUGUST 2020 YRLG		Criteria: All students are placed and supported appropriately with accurate accommodations according to their IAPs and IEPs 10/28/20 - Some Progress

Anderson High School

Goal 7. (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

Objective 1. (SEL Critical Practice 1) Take time to cultivate and deepen relationships, build partnerships, and plan for SEL.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Staff will participate in SEL activities that help build community in the virtual classroom. The SEL team will meet weekly to develop strategies to support SEL goals. (Target Group: All)	SEL Campus Coordinator, SEL Committee, Teachers	Yearlong		Criteria: Teacher observations, action plans/goals set by teachers related to SEL 10/28/20 - Some Progress

Anderson High School

Goal 7. (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

Objective 2. (SEL Critical Practice 2) Design opportunities where adults can connect, heal, and build their capacity to support students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teacher PD, offering Vida clinic support groups as an intervention.	SEL Campus Coordinator	Yearlong		Criteria: TELL survey, staff reports 10/28/20 - Some Progress

Anderson High School

Goal 7. (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

Objective 3. (SEL Critical Practice 3) Create safe, supportive, and equitable learning environments that promote all students' social and emotional development.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement reopening virtual SEL activities throughout the first semester to help students adjust to remote learning. Have frequent check ins during class to help students raise self awareness and self manage their stress.		Yearlong		

Anderson High School

Goal 7. (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

Objective 4. (SEL Critical Practice 4) Use data as an opportunity to share power, deepen relationships, and continuously improve support for students, families, and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. SEL team will administer surveys to gain feedback on the SEL trainings, involvement, and skills.	SEL Campus Coordinator, SEL Committee	At every SEL PD		Criteria: Survey data and student feedback. Feedback from counseling department.

Anderson High School

Goal 7. (Social and Emotional Learning (SEL)) Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

Objective 5. (Yearlong SEL goal) SEL stakeholders will promote connection and a sense of belonging at Anderson through inclusive student voice, teacher self-care, and community outreach in order to provide equity to all.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Using our grant money, the SEL team will amplify student voice by having them present in panels to staff throughout the year during teacher PD. As part of our community outreach, our parent liaison will organize an online training for parents centered around social media.	SEL Campus Coordinator, SEL Committee	Fall 2020		Criteria: Survey data

SY 20-21 CIP Developers List

Name	Position
Nichols, Drew	Associate Principal
Spencer, Robin	Administration
Williams, Rolanda	Administration/ELL Representative
Weinstein, Honey	CTE Department Chair
Ehrlich, Kimberly	SPED Department Chair
Salas, Dorothy	Dropout Prevention Specialist
Bratten, Dillon	AVID Instructional Coach
Spencer, Jill	IB Instructional Coach
Humberson, Alexa	SEL Coordinator
Collins, Wilretta	504 Coordinator/CTC
Allen, Emily	Reading Support Specialist