

LBJ High School

Campus Improvement Plan

2020/2021

Preparing Today To Conquer Tomorrow



LBJ EARLY COLLEGE
HIGH SCHOOL
AUSTIN Independent School District

Jon Bailey
7309 Lazy Creek Drive, Austin, TX 78724
(512) 414-2543
jon.bailey@austinisd.org

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DMAC Solutions ®

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Campus Mission

At LBJ Early College High School, students are not only preparing for college tomorrow, they are attending college today. LBJ offers students the opportunity to graduate with a diploma in one hand and an associate's degree in the other--for free.

Campus Vision

Campus Values

Leadership. Student & Staff Empowerment. Community Service. College and Career Readiness

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.

Every Student Succeeds Act (ESSA)
Title I, Part A Schoolwide Program (SWP) Implementation Statutory Requirements

Element 1: The Comprehensive Needs Assessment (CNA) is included for all campuses. The 2020-21 CIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP was developed/revised, and the CIP will be evaluated.

Element 2: CIP Requirements are identified as Strategies. Once published, a living draft of this plan can be found on the campus' school page at www.austinisd.org/schools. The list of individuals and their roles who assisted with the development of the CIP is included in this plan.

Element 3: Parent and Family Engagement Requirements, including the Parent/Family Engagement written policy, can be found within the Title I compliance packet, which is available upon request from the campus principal. The signed Principal Confirmation checklist is attached to this plan.

Instructions for Campuses

If you have questions about these requirements, contact your Title 1 Compliance Coordinator. Once the steps are completed, your Title 1 Compliance Coordinator will mark the Title 1 page COMPLETE (green completion check):

Each strategy is aligned with Title 1 SW Elements and TEA Priorities - due by close of business on September 30th

All portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks). For instructions on specific components, refer to the Goal titled: Title 1 Compliance Packet. - due by close of business on October 30th

#1 - The Title I Compliance Packet Principal Confirmation - Signed and uploaded with packet.

#2 - #9 See packet for details

#10 - The CIP Developers list has been filled out using PlanWorks (preferred)

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

% of beginning teachers (TAPR)
Staff (TELL) Survey results

Demographics Strengths

- Strong Hispanic and African American culture on campus
- Our campus has a significant number of Black teachers in comparison to our district and state
- Nearly even balance of veteran and new teachers
- 95% of staff feel being a teacher is part of who they are & feel they are making a difference in students' lives

Demographics Weaknesses

- Our staff to student ratio is not quite aligned
- We offer very limited opportunities in clubs and organizations for our Hispanic population
- 62% of our teachers indicate they have thought seriously about leaving our school

Demographics Needs

- Offer more programming and extra-curricular activities geared towards our Hispanic population
- Consider racial diversity when interviewing and hiring new staff.
- Work diligently and purposefully together to build an atmosphere of trust and mutual respect

Demographics Summary

While having a strong Black influence, we must work harder in strengthening our Brown influence as well. This can simultaneously demonstrate the strengths represented in both cultures so strongly represented on our campus through interest-based programming, staff racial composition more reflective of our student body, and culturally responsive

Comprehensive Needs Assessment

Demographics Summary (Continued)

pedagogy. Finally, we must work together to define and demonstrate trust that matters within our staff more deliberately consistent.

Student Achievement

Student Achievement Data Sources

CCMR disaggregated by student group
STAAR disaggregated by subj., grade, & stud. grp.
TELPAS disaggregated by grade & prof. lvl.

Student Achievement Strengths

- In Algebra, we are closing gaps with the percentage of Hispanic, Economically Disadvantaged, and English Language Learners earning "Meets".
- In Graduation Rates, we are closing gaps with the percentage of African American, Special Education, and Economically Disadvantaged.
- In College, Career, and Military Readiness we are closing gaps in every sub population.
- We earned a distinction in Postsecondary Readiness
- In Biology, we experienced growth from prior year with African American students in meets category.
- In English I, we experienced growth from prior year with Special Education students in approaches, meets, and masters categories.
- In US History, we experienced growth from prior year with All students, English Language Learners, and Special Education in approaches, meets, and masters categories.

Student Achievement Weaknesses

- In the area of English Language Learners, only 17% made 1 year+ proficiency level growth in Speaking and only 22% made 1 year+ growth in Reading.
- We have seen little prior year growth in English 2 and Biology in our sub populations in approaches, meets, and masters in comparison to similar AISD schools
- We did not close the gaps in any sub population in the area of reading.
- As of October 8, our 9th grade class' has 49% of students not passing classes.
- We have struggled to meet our AISD goal of 95.4% in attendance
- For our Black, White, and Asian students less than 70% are connected in school activities

Comprehensive Needs Assessment

Student Achievement Needs

- More deliberate focus in English 1 and English 2 in meets category for all sub populations
- Literacy for all students
- Improving attendance for all grade levels
- School activities meaningful for students so students are more connected

Student Achievement Summary

In student achievement, we must have a more strategic focus and plan for literacy, early grade intervention and programming that connects every sub population.

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Data Sources

District Family Survey results
Staff (TELL) Survey results
Student Survey results

School Culture and Climate Strengths

- 90% of students said their classmates treat them with respect
- We experienced growth in our parents responding to "I have been treated with respect by staff"
- We experienced growth in parents sharing they feel welcomed in being involved in their child's education
- We are trending up for parents' perception of school climate
- We are increasing in the amount of teachers reporting they use data to determine students in need of intervention

School Culture and Climate Weaknesses

- Less than 70% of our students said they liked to come to school
- Less than 70% of students said their classmates follow the school rules
- We experienced significant decrease in the percentage in teachers' perception of leadership addressing concerns about managing student conduct
- Less than 70% of teachers believe the school has a shared vision
- Less than 70% of teachers believe there is an atmosphere of trust and mutual respect

School Culture and Climate Needs

- Deliberate focus on trust and teamwork throughout the organization
- Continue professional academic meetings with teacher groups
- Consistent discipline plan

School Culture and Climate Summary

Comprehensive Needs Assessment

We can make a deliberate focus on cultivating trust in our organization.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

Staff (TELL) Survey results

Staff Quality, Recruitment and Retention Strengths

Teacher collaboration amongst PLC's--

- 86% believe appropriate amount of time is provided for professional development
- 81% believes that leadership encourages cooperation among faculty and staff toward improving student performance.

Staff Quality, Recruitment and Retention Weaknesses

- 61% of new teachers believe that school leadership makes a sustained effort with new teacher support
- 61% of teachers surveyed believe that leadership involves decisions that directly impact the operations of my school.
- 41% of teachers strongly agree/agree that they feel very little loyalty to LBJ
- 62% of teachers have thought seriously about leaving the school

Staff Quality, Recruitment and Retention Needs

- Retention of teachers that teach core subjects
- Recruitment of teachers who are split between LBJ/LASA
- Increase the number of teachers that have over 5 years of experience
- Support for teachers with 1-5 years of experience
- Empower teachers in leadership roles/committees

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary

We need to maintain our professional learning communities; while strategically working on programming and traditions that increase connection in the organization.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

District Family Survey results
STAAR disaggregated by subj., grade, & stud. grp.
Staff (TELL) Survey results
Student Survey results

Curriculum, Instruction and Assessment Strengths

- We are increasing in the amount of teachers reporting they use data to determine students in need of intervention
- We are increasing in the percentage of teachers sharing their department discusses student assessment data
- 97% of teachers shared they use data to inform their instruction
- We experienced growth in parents sharing they feel welcomed in being involved in their child's education

Curriculum, Instruction and Assessment Weaknesses

- In the area of English Language Learners, only 17% made 1 year+ proficiency level growth in Speaking and only 22% made 1 year+ growth in Reading.
- We have seen little prior year growth in English 2 and Biology in our sub populations in approaches, meets, and masters in comparison to similar AISD schools
- We did not close the gaps in any sub population in the area of reading.

Curriculum, Instruction and Assessment Needs

- More deliberate focus in English 1 and English 2 in meets category for all sub populations
- Literacy for all students
- Continue professional learning communities focus and conversations surrounding student data

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary

In curriculum, instruction, and assessment we must refine our professional learning communities conversations over student data current and over time. We also must have a more strategic focus and plan for literacy.

Family and Community Involvement

Family and Community Involvement Data Sources

District Family Survey results

Family and Community Involvement Strengths

- We experienced growth in our parents responding to "I have been treated with respect by staff"
- We experienced growth in parents sharing they feel welcomed in being involved in their child's education
- We are trending up for parents' perception of school climate

Family and Community Involvement Weaknesses

- We decreased in the amount of parents completing the family survey
- As students progress from 9th to 12th, the percentage of parents completing family surveys decreases
- 48% of teachers strongly agree parents are influential decision makers in the school
- 51% of teachers strongly agree parents support teachers contributing to their success with students

Family and Community Involvement Needs

- Close the gap between perception of teacher and parent responsibilities in contributing to students' academic success. Less; yet more meaningful events to accomplish this

Comprehensive Needs Assessment

Family and Community Involvement Summary

There is a disconnect between what parents and teachers believe support entails for student success.

School Context and Organization

School Context and Organization Data Sources

STAAR disaggregated by subj., grade, & stud. grp.
Staff (TELL) Survey results

School Context and Organization Strengths

- Average years of teaching experience is 7 years
- Nearly even percentage of male and female teachers

School Context and Organization Weaknesses

- 59% of teachers shared teachers have an appropriate level of influence on decisions
- 62% of teachers shared the campus takes steps to solve problems

School Context and Organization Needs

We need specific methods for teacher leadership where staff voice has opportunities to be heard and weigh in on decisions.

School Context and Organization Summary

Teachers need specific opportunities to lead that allow them to demonstrate their strengths; while maximizing their time.

Comprehensive Needs Assessment

Technology

Technology Data Sources

Focus Groups/Interviews
Staff (TELL) Survey results

Technology Strengths

- All students were provided a 1:1 chromebook by the district
- Students have access to software such as Makavia, BLEND, IXL
- 81% strongly agree/agree that teachers have sufficient training and support to fully utilize the available instructional technology.
- 73% strongly agree/agree that teachers have sufficient access to instructional technology, including computers, printers, software, and Internet access.

Technology Weaknesses

- There is only one technician who has access to offer tech support
- Turn around time for tech support for students
- Systems in place for check and return of technology

Technology Needs

- Develop system for check in and return of chromebook of graduating seniors or students who have withdrawn from the school.
- Train Interns within the Computer Science/Engineering Pathways to help as Tech Support (in-house internship)
- Develop Instructional videos to access the various instructional tools.

Technology Summary

Comprehensive Needs Assessment

Our technology resources are vast; the infrastructure to remedy problems and check out/turn-in is not yet strongly in place.

SY 20-21 Resources

Federal	State	Local	Other
Title 1, Part A - 211-00-0000-00-000-0-00-0-00 (\$298,980)			

LBJ 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
<p>1. The development of a Departmental PLC. These PLCs will meet weekly to discuss the 4 PLC questions addressing instructional objective, intervention, acceleration, assessment. These PLCs also discuss and make plans regarding student achievement on common and summative assessments. The student needs as indicated by student performance will also inform staff development (Ex. purchase/professional development regarding NearPod). (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)</p>	<p>Academy Director, Assistant Principal, Department Chairs, Instructional Coaches, Principal</p>	<p>Year-long, weekly review</p>		<p>Criteria: 1. Department Chair Instructional Focus Weekly Feedback (addresses instructional focus, intervention, acceleration, + assessment) 2. Weekly PLC meetings with notes addressing instructional focus, intervention, acceleration, assessment and how high frequency SEs will be spiraled into daily lessons.</p> <p>10/29/20 - On Track</p>
<p>2. Leadership Team with weekly objectives to address progress in meeting campus goals regarding attendance and student grades. This requires us to: 1) Set our goal for attendance and student grades 2) Monitor Weekly attendance. Our attendance committee led by Administrator Melendez does this daily. Students not in attendance receive calls from staff. Further, teachers must call and eCST input for students absent during target periods. 3) Monitor student running averages weekly. APs and Academy Director facilitate one particular grade level. Weekly, each reports on the passing rates and support teachers with high failure numbers. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 4)</p>	<p>Academy Director, Assistant Principal, Attendance Committee, Counselor, Department Chairs</p>	<p>Year-long, weekly review</p>		<p>Criteria: Each meeting contains notes about data review & response. The data to be reviewed is weekly student attendance & students' running averages aggregated by content area (updated weekly)</p> <p>03/18/21 - On Track 10/29/20 - Some Progress</p>

LBJ 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
No strategies defined.				

LBJ 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
<p>1. AVID instructional strategies particularly-focused note-taking are evident in all classes. College readiness is promoted for all students through: recruitment, college-ready and certification celebrations, and TSI preparation and implementation. Examples: 1) Strategic TSI Planning--committee has been formed meeting regularly. TSI committee focuses on target groups of students to prepare and succeed on TSI. 2) Health Science & CTE--have regular meetings with admin to discuss current amount of certificates gained. Certificates are displayed in halls 3) Every area has demonstrated focused note-taking (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,3)</p>	<p>Administrators, AVID Team, EC Coordinator, Gear Up Facilitator, Instructional Coaches</p>	<p>Weekly</p>		<p>Criteria: 1. Admin weekly walk-through data reflects AVID instructional implementation reviewed at Admin weekly meetings 2. Amount of students taking and passing TSI to be reviewed by Early College Coordinator and presented weekly during admin meetings 3. TSI Calendar created, implemented, and monitored by Academic Director Gratten & Early College Coordinator King monthly 4. Certification updates given weekly by: CTE Coordinator Forte and P-Tech Coordinator Jackson 5. Certifications and TSI celebrations (ideas: newsletter; six weeks honors ceremonies)</p> <p>03/18/21 - Significant Progress 10/29/20 - Some Progress</p>

LBJ 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.				

LBJ 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
<p>1. Refine mission, vision, and values through authentic and collaborative conversations and celebrations. These are reflected in how we frame conversation points and celebrations around our mission/vision/values in all meetings.</p> <p>1) Principal staff newsletter positively acknowledges staff and provides a weekly focus</p> <p>2) Launched our Semester 1 Honors Ceremony (Title I SW Elements: 2.2,2.3) (Target Group: All)</p>	<p>Academic Leadership Team, Academy Director, Principal</p>	<p>Yearlong</p>	<p>(F)Title 1, Part A, (O)AVID, (O)GEAR-UP</p>	<p>Criteria: Meeting Agendas should reflect conversations and celebrations aligned with mission/vision/values</p> <p>03/18/21 - Significant Progress 10/30/20 - Some Progress</p>

LBJ 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
<p>1. Collaboratively created a campus wide behavior plan during Staff Back to School Professional Learning Week</p> <p>2. Implement campus wide behavior plan consistently</p> <p>3. Within grade level meetings allow for time to discuss high frequency behaviors that are inhibiting teaching and learning and create a response plan aligned with the campus wide discipline plan</p> <p>4. Celebrate student success (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1,4)</p>	<p>Administrators, Grade Level Team, Project Specialist, Teachers, Team Leaders</p>	<p>Yearlong</p>		<p>Criteria: We will conduct 2 campus wide student celebrations. (January complete)</p> <p>Discipline data (DEEDs) Campus wide Student Celebrations (House meetings have served as a forum to celebrate students)</p> <p>10/29/20 - Some Progress</p>
<p>2. Method where staff can celebrate each other</p> <p>Method where staff can share concerns or questions</p> <p>Restorative practices for staff (a process where staff can safely and respectfully share frustrations with the goal of reaching team-based goal)</p> <p>Monthly staff celebrations</p> <p>*We have conducted several staff appreciation events (staff hoodies, hot cocoa bar, small treats, staff kudos)</p> <p>* We have utilized more SEL based strategies during PD including: optimistic closures/opening celebrations, and self care (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All) (Strategic Priorities: 1)</p>	<p>Academy Director, Assistant Principal, Department Chairs, Principal, Project Specialist</p>	<p>Year long</p>		<p>Criteria: Climate survey data will increase 10 percentage points in the area of staff trust in the building (TELL survey)</p> <p>10/29/20 - On Track</p>

LBJ 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 3.4) Involving families and community

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Implementing Jaguars Parent-Community Support Series where our community connects with and learns from each other about best practices with students, methods of meaningful communication and more. *We have not done any more Support Series events. However, we have done care package delivery and are planning a community walk.</p> <p>During our CAC, Principal Coffee and PTSA, and other events meetings, we give opportunities for feedback and advice. *We have met with CAC members to address concerns they had</p> <p>Gain community partnerships with local businesses and organizations *We had our top seniors meet with Congressmen Doggett's representative (Title I SW Elements: 2.1,2.3,3.1) (Target Group: All) (Strategic Priorities: 1)</p>	<p>Academy Director, Gear Up Facilitator, Parent Support Specialist, Project Specialist, PTA</p>	<p>Yearlong</p>	<p>(F)Title 1, Part A, (O)GEAR-UP</p>	<p>Criteria: We will increase parent-community attendance at events by 25%</p> <p>Parental attendance for campus events Parent survey data Hours of community service/involvement or tutorials from outside organizations or businesses</p> <p>03/18/21 - Significant Progress 10/29/20 - Some Progress</p>

LBJ High School

Goal 3. (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
<p>1. 1. Teachers complete weekly lesson plans prior to the week of implementation and house in one area for the entire content team. Lesson must have's: objective, intervention, acceleration, and assessment.</p> <p>2. Admin for the particular content area reviews lesson plans completeness weekly</p> <p>3. Teachers created a common formative assessment calendar for their content areas</p> <p>4. This calendar is shared with all department chairs. The common formative assessment data analysis is reviewed the following week of implementation within the PLC (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 4)</p>	<p>Academy Director, Assistant Principal, Department Chairs, Instructional Coaches</p>	<p>Weekly</p>		<p>Criteria: We will have 100% of our core area teachers with accessible lesson plans shared in Google folders.</p> <p>We will have 50% of our assessments reviewed with our Data Analysis Protocol Tool and saved in a shared Google Folder.</p> <p>We will have evidence of the following:</p> <ol style="list-style-type: none"> 1. Common Formative Assessment Calendar 2. PLC Agendas & Notes 3. Department Chair Instructional Weekly Feedback 4. Common Formative Assessment Data Analysis due Fridays after assessment given (monitored by Content Area Administrators) <p>03/18/21 - On Track 03/18/21 - Significant Progress 10/29/20 - Some Progress</p>

LBJ High School

Goal 3. (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
<p>1. Insert strategies to support historically underserved student groups here. African American Math Meets Target</p> <p>1. Plan strong tier 1 instruction as indicated by lesson plans and answering the 4 PLC questions for each core area</p> <p>2. Within the lesson plan, plan for intervention and acceleration in order to meet students where they are (Title I SW Elements: 2.5,2.6) (Target Group: AA) (Strategic Priorities: 2,4)</p>	<p>Academy Director, Assistant Principal, Department Chairs, Instructional Coaches, Math Teachers</p>	<p>Yearlong</p>		<p>Criteria: Math Meets Closing the Gaps will grow 1 percentage point</p> <p>03/18/21 - Significant Progress 10/30/20 - Some Progress</p>
<p>2. Insert strategies to support students with special needs here. Special Education English 1 Percentage Approaches</p> <p>1. Plan strong tier 1 instruction as indicated by lesson plans and answering the 4 PLC questions for each core area</p> <p>2. Within the lesson plan, plan for intervention and acceleration in order to meet students where they are (Title I SW Elements: 1.1,2.5,2.6) (Target Group: SPED) (Strategic Priorities: 2,4)</p>	<p>Academy Director, Assistant Principal, Department Chairs, Gear Up Facilitator, Instructional Coaches, Special Education Staff, SpEd Department Chair</p>	<p>Yearlong</p>		<p>Criteria: We will achieve 15%-20% of our 9th grade SPED population reaching approaches on English 1</p> <p>10/30/20 - Some Progress</p>
<p>3. Insert strategies to support English Learners here.</p> <p>1. Place ESOL 1 and ESOL 2 classes in the master schedule</p> <p>2. Bilingual Coach conducts trainings and coaching for core area PLCs (*Mr. Nowell did Emergent Bilingual Training w/Ms. Gonzalez for the entire staff)</p> <p>3. Review of data aggregated by LEP (major common assessments are in DMAC) (Title I SW Elements: 1.1,2.2,2.5) (Target Group: ESL,LEP) (Strategic Priorities: 2,4)</p>	<p>Academy Director, Bilingual Specialist/Instructional Coach, Instructional Coaches</p>	<p>Yearlong</p>		<p>Criteria: TELPAS Progress Target *For English 1 MOY, we went from 9 to 21 students hitting "Meets".</p> <p>03/18/21 - Significant Progress 10/30/20 - Some Progress</p>
<p>4. Campus Wide SEL Strategies Plan</p>	<p>Teacher Assistants, Teachers</p>	<p>Yearlong</p>		<p>Criteria: Student climate survey</p>

LBJ High School

Goal 3. (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
<p>~ use of advisory to have every student have at least 1 trust adult on campus</p> <p>~ counselors conduct sessions with every student (*counselors have completed 1 on 1 sessions)</p> <p>~ advsiory classes focus on leadership and skills aligned with LBJ Graduate Profile ("By the time students leave here, every Jaguar should be...") using SEL 360 and individually created lessons (*SEL 360 lesson focus go out regularly on BLEND so teachers know which skills to focus on)</p> <p>~ teacher utilize SEL strategies within their classes (*Teachers using SEL-based welcoming rituals in class as evidenced by walk-throughs) (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.1,5.2)</p>				<p>data (end of year; small surveys throughout the year)</p> <p>03/18/21 - Significant Progress 10/29/20 - Some Progress</p>

LBJ High School

Goal 3. (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. Each core department area created a common assessment calendar 2. For each common assessment teachers complete a data analysis identifying TEKS students mastered and TEKS in need of re-teach or other intervention 3. Within the data analysis form, teachers determine next steps based on student need and TEK frequency on STAAR EOC (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Academy Director, Assistant Principal, Department Chairs, Instructional Coaches, PLCs	Weekly		Criteria: We will have 50% of our Common Formative Assessment Data Analysis Protocol complete. Common Formative Assessment reflections and intervention support 03/18/21 - On Track 10/30/20 - Some Progress

LBJ High School

Goal 3. (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
1. 1. Identify learning gaps through our Common Formative Assessment Analysis Tool. Ensure high quality Tier 1 instruction 2. Spiral high frequency AND low-performing SEs back into instruction. Weekly, each core team decides how this will happen 3. Create small MindRise Tutorial Groups (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4)	Academy Director, Assistant Principal, Instructional Coaches, Math Teachers	Yearlong		Criteria: 100% of lesson plans will contain at least one high frequency SE spiralad into the lesson. 03/18/21 - On Track 10/30/20 - Some Progress

LBJ High School

Goal 3. (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
<p>1. The campus focuses on the following particular AVID strategies for this school year:</p> <ul style="list-style-type: none"> 1) focused note-taking 2) goal-setting 3) collaborative study groups <p>The AVID site team presents trainings to whole staff and core area PLCs to coach implementation of AVID strategies into the instruction.</p> <p>Admin walk-throughs and teacher follow up have an AVID strategies component. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 3,4)</p>	<p>Assistant Principal, AVID Coordinator, AVID Team</p>	<p>Weekly, Year Long</p>	<p>(O)AVID</p>	<p>Criteria: ~ weekly walk-throughs indicate the level at which teachers are implementing AVID instructional strategies</p> <p>03/18/21 - Significant Progress 10/30/20 - Some Progress 10/29/20 - Pending</p>

LBJ High School

Goal 4. (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

Objective 1. (AVID Domain IV: Schoolwide Culture) AVID Schoolwide culture is evident when the AVID philosophy progressively shifts beliefs and behaviors resulting in an increase of students meeting college readiness requirements.

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

LBJ High School

Goal 4. (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

Objective 2. (Attendance and Dropout Prevention) Attendance and Dropout Prevention

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

LBJ High School

Goal 4. (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

Objective 3. (Career and Technical Education (CTE)) Career and Technical Education provides students with the academic knowledge and technical skills needed for secondary and post-secondary opportunities, skilled employment and active citizenship. Programs of study represent a recommended sequence of courses based on a student's interests, goals and aptitudes. Combined with a four-year plan of course work, students can utilize the programs of study in creating the framework for success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers use BLEND in classrooms: PageView goals at 4000	Teachers, Technology Team	Ongoing		Criteria: % of teachers using BLEND: HS 80% of goal measured thru Blend PageView Spreadsheet
2. Use BLEND Campus Community Course to share announcements, events, and deadlines with parents	Teachers, Technology Team	Ongoing		Criteria: % of Parents using BLEND thru Parent BLEND tour

LBJ High School

Goal 4. (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

Objective 4. (GEAR-UP) GEAR UP stands for Gaining Early Awareness and Readiness for Undergraduate Programs. The GEAR UP grant is focused on improving student outcomes and readiness for academic success at all levels. The GEAR UP team commits to provide support and/or enhance student support services such as tutoring, mentoring, and counseling/advising. We pledge to reach out to families and community partners to help ensure all students have a strong support system.

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

LBJ High School

Goal 5. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

Objective #. No objectives defined.

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

SY 20-21 CIP Developers List

Name	Position
Gratten, Brandy	Academy Director
Sells, Ychacka	Assistant Principal
Law, Trenton	Assistant Principal
Smith, Alexandria	ELA Department Lead
Bailey, Jon	Campus Principal
Dellas, Nick	Science Department Lead
Lathan, Lamar	Math Department Lead
Ricketson, Brenda	Social Studies Department Lead



TITLE I COMPLIANCE PACKET

2020-2021

Principal Confirmation

Documents due- October 30, 2020

- Attachment #1. Principal Attestation Form: *Qualifications for Teachers and Paraprofessionals.* (Sign and attach the form.)
- Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. (Attach copy of Parent/Family Involvement Policy on your campus stationary.)
- Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. (Attach copy of Parent/Family School Compact.)
- Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements, initiatives, and informing them of their right to be involved. (Documentation MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. must be attached. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE.)
- Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be attached.)
- Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Documentation of notice on school letterhead is attached.)
- Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the *Value and Contributions of Parents* for staff. (Documentation: agendas, sign in sheets, minutes or records of meetings must be attached.)
- Attachment #8. *Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month.*
- Attachment #9. *Homeless Documentation (Complete and submit sheet attached.)*
- Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached

By signing this form, I am confirming that the following Title I Compliance Requirements have been met, as verified by the attached documentation Upload ALL documents to your folder in the Google Drive.

LBJ Early College High School
Campus Name

Jon Bailey
Principal's Signature

Date

FY20-21 Title I Compliance Packet

Final Audit Report

2020-10-31

Created:	2020-10-30
By:	Brandy Gratten (brandy.gratten@austinisd.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAA9_WZG_tXIC-yzDIF3FLOoh4FS_IJ0wYC

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