

# Akins High School

## Campus Improvement Plan

### 2020/2021



**AKINS HIGH SCHOOL**  
AUSTIN Independent School District |

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DMAC Solutions ®

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### **Campus Mission**

The W. Charles Akins High School community educates every student to be self-sufficient, strengthens every student to face challenges of mind and heart, and nurtures every student to become life-long learners in a diverse world.

### **Campus Vision**

All students will progress academically and intellectually, and will graduate prepared for personal success and inspired to contribute to society.

### **Our Core Values:**

High expectations for all  
Excellence in teaching and learning  
Respect for the individual  
Resources to support student needs  
Shared ownership, shared commitment

### **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.

## Campus Programming

### Problem Based Learning:

### College Readiness:

Everyone will eventually have to take the assessments during High School, unless they exempt through another college entrance exam. (SAT or ACT)  
Early College High School students entering the program must have these completed to take ACC courses attached to the ECHS program.  
All Juniors (11th graders) before the end of the school year (Otherwise, Juniors will take Math & English College Prep classes in their senior year. These course DO NOT count as a credit for any colleges except for Community College.  
Any student who will be taking ACC classes and/or Dual Credit courses.  
Any student that takes OnRamps courses and wishes to have TSI scores to act as exemptions during the course.

### Career and Technical Education:

As part of the Austin Independent School District High School Redesign plan, Akins High School is divided into 7 different CTE or College based Academies. To help each student build a personal vision of greatness, Akins has created six Academy-structured Smaller Learning Communities and one Academy dedicated to Early College High School. From 9th-12th grade career-focused learning, Academies strive to offer rigorous, relevant curriculum to promote student success. Each Academy offers a core foundation of courses and real-world learning experiences for every student. Each academy is led by 3 leaders- the assistant principal, the counselor and the academy coordinator. Above are the 6 academic coordinators. At the end of each major, students are able to participate in some type of capstone, internship, and/or practicum program based on their chosen CTE pathway. 97%% of our students graduate with an endorsement in these ares.

Academy of Business, Leadership & Legal Enterprises - ABL2E

Green Tech Academy - GTA

The Arts & Humanities Academy – AHA

Social Services Academy - SSA

New Tech Academy - NTA

Science, Technology, Engineering, & Math - STEM

Early College High School Academy - ECHS

### Fine Arts:

Vision: The Arts and Humanities Academy strives to understand deeply, express creatively and to live fully the examined life.  
Mission: The Arts and Humanities Academy, AHA, gives students a home away from home where they can join peers who share their interests and unique talents. AHA students are given opportunities to investigate careers in art, media literacy, persuasion, theater, dance, orchestra, band, music, film and costume design. Community partnerships provide industry level resources and experiences in all majors and prepare students for college and careers.

### **Bilingual/ESL Programs:**

We provide a program for EL secondary students that focuses on reaching high academic achievement, maintaining bilingualism, increasing academic knowledge, and preparing students with the necessary tools to be successful at the high school level. Comprehensive and challenging instruction drives our ESL program and the academic achievement of our EL's. Therefore, the focus of ESL instruction is to create a rigorous, hands-on, learning environment that reflects best practices, socializing intelligence, accountable talk, cooperative learning, critical thinking, and increases high level analytical tasks.

### **Early Childhood:**

### **Special Education:**

Akins High School offers inclusion classes to meet the needs of our special education students in the general education setting. Inclusion is offered in English I, English II, English III, English IV, World Geography, World History, U.S. History, Government, Economics, Biology, Chemistry, Algebra I, Geometry, and Algebra II . Inclusion provides additional support with classroom assignments, tests, and labs. The ARD committee will meet and discuss to determine if a student is best placed in the inclusion setting.

### **Athletics:**

Akins athletics strives to provide a program that has lasting importance on students' future success. Through education, competition and a personal environment, we stimulate attitudes of passion, sportsmanship, integrity, leadership, resourcefulness, and service to community .

### **Health and Physical Education:**

Akins Physical Education program is to provide all students with the knowledge, skills, and desire to live a healthy and physically active lifestyle. The Coaches at Akins want to provide a safe, successful learning environment where all students feel comfortable participating. In Health students acquire the health information and skills necessary to become healthy adults. They will learn about behaviors in which they should and should not participate and develop skills that will make them health literate adults.

### **Cultural Proficiency and Inclusiveness:**

Akins ECHS pledges to address and avoid:

**Analyze Power:** We must study and unpack institutional power and the impact it has on the life of the individual in their community

**Develop Leadership:** We must actively develop anti-racist leadership within the school and our community

**Gatekeeping:** We must be aware that as educators we control the value of and the dissemination of information in our classrooms

**Identify and Analyze Manifestations of Racism:** We must identify acts of racism and confront the societal practices that perpetuate them

**Learn from History:** We must be life-long learners, which takes into account that we may need to unlearn information that we received through a Eurocentric lens, in order to create a more equitable future for all

**Maintain Accountability:** We must be active listeners to our community in order to be accountable and engage in the struggle with racism

**Share Culture:** We must share about our own culture and learn about the culture of those around us in order for our community to grow in respect

**Actively Undo Internalized Racial Oppression:** We must combat and root out the internalized beliefs that superior and inferior traits can be designated to one's race

### **AVID**

AVID, Advancement Via Individual Determination, is a college readiness system that is designed to increase school-wide learning and performance. The AVID College Readiness System (ACRS) accelerates student learning, uses research based methods of effective instruction, provides meaningful and motivational professional learning, and acts as a catalyst for systemic reform and change.

AVID's Mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

AVID Student Profile (who qualifies): Although AVID serves all students, it focuses on the least served students in the academic “middle.” Students in “the middle” are B,C, and even D students who have the desire to go to college and the willingness to work hard. Usually, these students are capable of completing rigorous curriculum but are falling short of their potential. Typically, they will be the first in their families to attend college, and many are from low-income or minority families.

### **Dual Language and Outdoor Learning**

Akins is in its second year of its Dual Language Program. Students in the DL Program come from any of the 7 academies at Akins Early College High School. The purpose of this program is to offer non-native & native Spanish speaking students opportunities to learn the course subject in the academic Spanish language. For example, in the DL World Geography course, students would learn vocabulary, continents, countries & cultures all in Spanish. In a DL geometry class, students would learn all the mathematic terms/vocabulary in Spanish.

### **World Languages:**

Akins World Language departments goal is to create and sustain an intellectually challenging and diverse academic environment through excellent teaching, scholarship, and service.

### **Wrap-Around Services:**

The idea of Akins academies is to provide wrap around services for all of students through weekly Response to Intervention meetings with students. The assistant principal, counselor, and academy coordinator work together to look at student need and address that one by one.

# Comprehensive Needs Assessment

## Demographics

### Demographics Data Sources

STAAR disaggregated by subj., grade, & stud. grp.

### Demographics Strengths

We are learning that our strength lies in our diversity here at Akins Early College High School. We have staff and students who come from all walks of life.

Akins Early College High School has a strong sense of tradition and pride. This past August we celebrated 20 years as a school. School spirit abounds, and there is a great sense of pride in our sports and extracurricular endeavors. We take great pride in being EAGLES.

Our students respond well to clearly articulated expectations. We have seen this time and again. Our students have a desire to do the right thing.

Additionally,

- Teachers want to be inclusive in their instruction (providing supports to ELL, 504, SPED, Advanced Academics)
- Recognize the need to address diversity
- Parent Involvement
- Teachers committed to connecting with all demographics
- High expectations to service all students and individual needs

### Demographics Summary

Akins Early College High School opened its doors in 2000. Situated in South East Austin, Akins ECHS serves the communities of Manchaca, San Leanna, Onion Creek, Bluff Springs, Sage Meadow and Sutherland. Our current attendance exceeds 2,700 students.

With a current enrollment exceeding 2,700 students, Akins ECHS has some interesting challenges that lie ahead. A host of disadvantaged students come to us with outside

# Comprehensive Needs Assessment

## Demographics Summary (Continued)

influences that may not parlay into academic interests or focus. Our challenge as we move forward likely will lie in understanding how to identify and engage students these students, increasing academic literacy for stuents who have little print in their environments outside of school, and fostering an environment of igh academic and behavioral expecations coupled with relational practices that engage students with staff, the school and ultimately learning.

We have discovered that many of our freshman have fallen behind with lexile reading levels at 70% below grade level. Students come in new to the school, fail to connect with someone or something, and begin to look for ways to avoid learning because they do not want to deal with the struggle of catching up once they get desperately behind.

We have discovered a need to identify who we are as a school and then to teach one another how to behave within that identity. We have identified specific behavioral expectations for students and staff that if followed will help us to clearly identify as the school we together have said we want to be.

We have discovered that we are a diverse learning community, and that this is a treasure that some have not yet discovered. As such, we will work going forward to help students and staff alke understand the beauty and advantage that lies in the cultural diversity of our campus.

Additionally, we have begun intentional work to become an antiracist high school actively working to dismantle the structures, policies, institutions, and systems that create barriers and perpetuate race-based inequities for people of color.

We are committed to doing our part with educating ourselves and our students to see and respect the humanity and dignity of all people regardless of who they are.

African-American5.7%  
Hispanic77.7%  
White 11.6%  
American Indian0.1%  
Asian2.3%  
Pacific Islander0.1%  
Two or More Races2.4%

Economically Disadvantaged61.2%  
English Language Learners19.0%  
Special Education12.8%

Enrollment: 2,746

## Student Achievement

# Comprehensive Needs Assessment

## Student Achievement Data Sources

CCMR disaggregated by student group  
MOY disaggregated by grade, subj., & stud. grp.  
Short Cycle Assessments disaggregated by stud. grp  
STAAR disaggregated by subj., grade, & stud. grp.

## Student Achievement Strengths

### STAAR Accomplishments

1. ELA I +11% (Approaches)
2. US History +4% (Approaches)
- 3 Biology +3 (Meets)
4. ELA I +16 (Meets)
5. ELA II +2 (Meets)
6. US History +6 (Meets)

### Whole School Accomplishments

1. Graduation Rate 95%
2. B Rating of 87
3. 2 Distinction Designations for: Closing Performance Gaps and Post Secondary Readiness.
4. Standards Based Grading

### Strengths

- 1.High % of students are enrolled in endorsements; not the multi-disciplinary
- 2.We now have Communities in Schools here on campus to help with Cohort 2023.

## Student Achievement Weaknesses

1. We can no longer utilize PSAT to substitute for STAAR
2. 9th graders lexile levels are 70% below grade level
3. Over capacity
4. Smaller Budget - more with less
5. Decreasing Attendance Rate.
6. Increase in Drug Use Violations



# Comprehensive Needs Assessment

## Student Achievement Needs

Due to the pandemic we do not have STAAR scores for Cohorts 2024 and 2023. Concerns for gathering solid data in order to gauge student achievement.

## Student Achievement Summary

We will continue to utilize all formatives and summatives to assess students in order to write prescriptions for student achievement based on each student's performance. We will tailor lessons and formatives in order to assist students, engage them in learning virtually and F2F, and support them throughout the year. We will utilize all resources such as CIS, RJ, and AVID to achieve academic success for all.

# Comprehensive Needs Assessment

## School Culture and Climate

### School Culture and Climate Data Sources

Staff (TELL) Survey results  
Student Survey results

### School Culture and Climate Summary

As part of the Austin Independent School District High School Redesign plan, Akins Early College High School is divided into 6 different academies. To help each student build a personal vision of greatness, Akins has created six academy-structured smaller learning communities. From 9th-12th grade, career-focused learning academies strive to offer rigorous, relevant curriculum to promote student success.

Through this structure, students are exposed to college and career pathways while receiving individualized instruction. The Akins Early College High School community educates every student to be self-sufficient, strengthens every student to face challenges of mind and heart, and nurtures every student to become lifelong learners in a diverse world.

Each academy offers a core foundation of courses and real-world learning experiences for every student. Each academy is led by 3 leaders- the assistant principal, the counselor and the academy coordinator. At the end of each major, students are able to participate in some type of capstone, internship, and/or practicum program.

The school's namesake, Dr. W. Charles Akins, helped lead the charge for Austin schools to value diversity, set high expectations and offer students and staff the opportunity to achieve their fullest potential.

## Staff Quality, Recruitment and Retention

### Staff Quality, Recruitment and Retention Data Sources

% teacher turnover  
% unfilled sub vacancies  
Staff (TELL) Survey results  
Student Survey results

### Staff Quality, Recruitment and Retention Strengths

# Comprehensive Needs Assessment

Akins Early College High School staff members display a growth mindset and strive to be well versed in current best teaching practices and philosophies. All are compliant with AISD's and our campus specific professional development expectations. Most have hours that exceed the requirements.

Staff members serve as leaders among their peers through a variety of formal and informal professional development.

## Staff Quality, Recruitment and Retention Weaknesses

We have made it a priority to hire teachers that share identities with our students. While we have worked hard to complete this task we will continue to be vigilant in this area.

## Staff Quality, Recruitment and Retention Needs

We have made hiring teachers of color a priority.

## Staff Quality, Recruitment and Retention Summary

The Akins Early College High School staff is comprised of individuals committed to the well being of our students. All All teachers are highly qualified. The teaching staff is diverse and well-blended in terms of teaching experience.

Teachers actively participate in PLC's where they design quality lessons to engage all learners and work diligently to ensure the explicit instruction and integration of SEL (Social and Emotional Learning) skills and concepts into academic instruction.

For the 2020-2021 school year and beyond, Akins Early College High School has pledged to become an anti-racist campus. All staff members have and will continue to be engaged in various campus professional development opportunities to do this most important work in order to provide support for all of our students by taking an honest evaluation of current practices within the entire school setting and within individual teaching practices.

# Curriculum, Instruction and Assessment

## Curriculum, Instruction and Assessment Data Sources

# Comprehensive Needs Assessment

CCMR disaggregated by student group  
Short Cycle Assessments disaggregated by stud. grp  
STAAR disaggregated by subj., grade, & stud. grp.

## Curriculum, Instruction and Assessment Strengths

In Akins Early College High School PLC's, instructional teacher teams compare student work and plan common formative and summative assessments: create rubrics for all power standards and assessments utilizing Santa Cruz/Assessment Audits.

Akins Early College High School has also incorporated standards based grading which focuses on student learning and grades based on demonstrated understanding of specific concepts. Instead of a simple letter grade, students receive grades in multiple different learning targets and can see which concepts they understand well and which they need to improve.

Standards-based grading provides explanations of the concepts and material that students should know at each point in their education. These learning standards, provide a baseline that is consistent across all students in the course. Akins High School Early College High School teachers instruction is guided by these standards and they work to make sure their students learn all of the expected standards they need before leaving the class.

Our campus-wide grading scale is as follows:

- Mastery 100
- Proficient 90
- Approaching 75
- Emergining 60
- One Attempt 55
- No Evidence 50
- Missing 0

## Curriculum, Instruction and Assessment Weaknesses

Ninety eight percent of our students are learning remotely now and forty three percent of these students are not passing one to eight of their classes. While we are doing our best to slow down the curriculum in order to best serve our students the COVID 19 pandemic has caused a serious disruption of student learning.

## Curriculum, Instruction and Assessment Needs

# Comprehensive Needs Assessment

After our Campus Leadership Team meetings we have decided as a campus to build BLEND modules for each course in order to help our students recover credit within this semester. All PLC's and departments will put this together and counselors will direct students to these courses as needed.

Our students who received "I's" for the spring 2020 semester will be placed in the Garza online program to recover those classes.

## Curriculum, Instruction and Assessment Summary

The state standards (Texas Essential Knowledge and Skills/Student Expectations) are the basis for curriculum, instruction, and assessment at Akins Early College High School.

Staff members design instruction using Solution Tree's PLC model. The work of a PLC is to address curriculum, instruction, assessment, and student achievement. Through this work, a PLC answers the following four questions:

- (1) What standard are students to learn?
- (2) How will we know if students have learned the standards?
- (3) What will we do when they haven't learned the standards? and
- (4) What will we do when they have mastered standards?

Answering these four questions enables teachers to have a clear focus on standards and allows each teacher to become an instructional leader.

Through this collaborative lesson design, teachers identify standards and student expectations, promote student engagement, utilize best-teaching practices and Austin ISD curriculum documents to deliver instruction, assess student progress, and utilize assessment data to determine next teaching steps.

Alignment between what is written, taught, and tested should insure accurate data. Frequent monitoring of student progress will show each student's strength and areas of growth and enable them to progress along a continuum of skills. Immediate and precise interventions are provided to move all students forward in their learning, whether that involves intervening when skills have yet to be mastered or providing challenges to promote additional growth.

## Family and Community Involvement

### Family and Community Involvement Data Sources

customer service trends  
District Family Survey results  
Focus Groups/Interviews  
Staff (TELL) Survey results  
Student Survey results

# Comprehensive Needs Assessment

## Family and Community Involvement Summary

Parents are invited to be active participants in their child's education through a variety of opportunities. Our community partnerships are invaluable in supporting the work that we do with students.

Relationships with mentors help students improve behavior and academics. Groups from outside entities work collaboratively with classroom teachers and other Akins Early College High School staff to support class and community activities.

Our campus parent support specialist is an invaluable resource and works diligently to organize and conduct parent coffee with the principal, parent training sessions based on the topic of need/interest, helps parents navigate our campus system and AISD, she provides resources and referrals for academic, social service and other support just to name a few. She also identifies, develops and engages parents within our school community and connects them with leadership role opportunities at the school and within the AISD such as: Parent and Family as Co-teachers, Parent and Family as Co-trainers, Parents and Family as Resources and Family as Decision Makers.

## School Context and Organization

### School Context and Organization Data Sources

% teacher turnover  
% unfilled sub vacancies  
CCMR disaggregated by student group  
Coordinated School Health ratings  
customer service trends  
District Family Survey results  
Fitnessgram results - BOY to EOY growth  
Focus Groups/Interviews  
Graduation Rates disaggregated by stud. grp.  
GT-CAMP ratings  
MOY disaggregated by grade, subj., & stud. grp.  
PPFT results for teachers  
SEL Implementation Survey results  
Short Cycle Assessments disaggregated by stud. grp  
STAAR disaggregated by subj., grade, & stud. grp.  
Staff (TELL) Survey results  
Student Survey results  
TELPAS disaggregated by grade & prof. lvl.

### School Context and Organization Strengths

# Comprehensive Needs Assessment

We are focused on our 'why'. As well as:

- \*Standards-Based-Grading
- \*Protocols for Improvement
- \*Tighter In-House Accountability Systems
- \*Master Teacher Academy

## School Context and Organization Needs

We currently have low teacher morale. Mental Health of our teachers and students is also a concern.

We continue to serve more students with less resources. We are over capacity by 401 students. We are experiencing resignations during this year as a result of teachers not wanting to return to teaching during a pandemic. This struggle is primarily in math.

We will continue to utilize Student Support Services, Restorative Justice, and Community in Schools to provide wrap around services.

We will continue to close the achievement gap utilizing AVID by preparing all students for college readiness and success in a global society. Although AVID serves all students, it focuses on the least served students in the academic “middle.” Students in “the middle” are B,C, and even D students who have the desire to go to college and the willingness to work hard. Usually, these students are capable of completing rigorous curriculum but are falling short of their potential. Typically, they will be the first in their families to attend college, and many are from low-income or minority families.

## School Context and Organization Summary

Akins High School is divided into 7 different Academies. To help each student build a personal vision of greatness, Akins has created six Academy-structured Smaller Learning Communities. From 9th-12th grade career-focused learning, Academies strive to offer rigorous, relevant curriculum to promote student success. Each Academy offers a core foundation of courses and real-world learning experiences for every student. Each academy is led by 3 leaders- the assistant principal, the counselor and the academy coordinator. At the end of each major, students are able to participate in some type of capstone, internship, and/or practicum program.

7 Academies:

Academy of Business, Leadership & Legal Enterprises - ABL2E

Green Tech Academy - GTA

The Arts & Humanities Academy – AHA

Social Services Academy - SSA

New Tech Academy - NTA

Science, Technology, Engineering, & Math - STEM

# Comprehensive Needs Assessment

## School Context and Organization Summary (Continued)

Early College High School Academy - ECHS

## Technology

### Technology Data Sources

% teacher turnover  
% unfilled sub vacancies  
MOY disaggregated by grade, subj., & stud. grp.  
Referral data disaggregated by student group  
Short Cycle Assessments disaggregated by stud. grp  
STAAR disaggregated by subj., grade, & stud. grp.  
Staff (TELL) Survey results  
Student Survey results  
TELPAS disaggregated by grade & prof. lvl.

### Technology Strengths

Every Akins High School student will be assigned their own computer. Austin ISD's EVERYONE to One initiative extends that opportunity and allows students to take a computer home. The current state of the art for these computers is a laptop that converts to a tablet with a touchscreen.

### Technology Needs

We struggle with repairing laptops during the pandemic and having them returned to us in a timely manner.

### Technology Summary

Every student at Akins ECHS has access to technology. Our teachers utilize many apps, playlists, and BLEND to continue utilizing BLENDED learning.



# Akins 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. Admin meets weekly and conducts walkthroughs in pairs, then debriefs with admin team, DC, and ILT. Admin roles and responsibilities were agreed upon prior to new SY.	Principal	May 2019 - weekly		Criteria: Admin meeting notes in Blend.
2. Hire an effective AP for Social Services. (Target Group: All) (Strategic Priorities: 1,2,3,4)	Committee	June 2021		

# Akins 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. Admin meet weekly regarding student attendance. Triads, Grad Coach, PSS contact student, and/or parent to discuss concerns.	Admin, Counselor, EC Coordinator, Instructional Coaches, Parent Support Specialist	weekly to 5-2020		Criteria: Admin meeting notes, Triad meeting notes in Blend

# Akins 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.				

# Akins 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.				

# Akins High School

**Goal 2.** (Effective, Well-Supported Teachers (ESF Lever 2)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning, and building the capacity of teachers so that all students have access to high-quality educators.

**Objective 1.** (ESF Essential Action 2.1) Recruit, select, assign, induct, and retain a full staff of highly qualified educators.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Admin has intentional, strategic conversations regarding teacher assignments prior to school year beginning.	Administration	May 2019 - all year long		Criteria: Master Schedule

# Akins High School

**Goal 2.** (Effective, Well-Supported Teachers (ESF Lever 2)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning, and building the capacity of teachers so that all students have access to high-quality educators.

**Objective 2.** (ESF Essential Action 2.2) Build teacher capacity through observation and feedback cycles.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Admin conducts 75 walk-throughs each per semester using walk-through form aligned to PPFT domains.	Administration	August 2019 - Weekly		Criteria: Google doc walk through form

# Akins High School

**Goal 3.** (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. Principal sends survey to students and staff once per semester. Admin reviews data as a team.	Principal	ongoing		Criteria: Data from surveys

# Akins High School

**Goal 3.** (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
1. Restorative Practices personnel conduct restorative circles when requested by Admin, students, staff.	Counselor	monthly		Criteria: Restorative Practice report



# Akins High School

**Goal 3.** (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
1. School Social Worker provides ongoing individual and group counseling sessions. Social worker follows up on all referrals.	Counselor	monthly		Criteria: Counseling log

# Akins High School

**Goal 3.** (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.				

# Akins High School

**Goal 3.** (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
1. Akins Restorative Justice Program and partnership with Life Anew-We support our students here at Akins High School as well as in the community to lead and participate in circles in order to repair harm.				

# Akins High School

**Goal 4.** (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. PLCs meet weekly to conduct assessment audits to determine alignment to state standards and to adjust scope/sequence to make sure teachers are aligned by content area.	Admin, Teachers	August 2019-weekly		Criteria: - PLC Notes in Blend

# Akins High School

**Goal 5.** (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.				

# Akins High School

**Goal 5.** (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. Administrators conduct 75 walk-throughs each, per semester using consistent walk-through form aligned with PPFT domains. Veteran teachers will receive a minimum of 3 walk-throughs per semester and novice teachers will receive a minimum of 5 walk-throughs per semester.	Administration	August 2019 - weekly		Criteria: Walk-through spreadsheet

# Akins High School

**Goal 5.** (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. PLCs meet weekly to implement Santa Cruz protocol for rigor and assessment audits to determine alignment to state standards.	Administration, Teachers	Aug. 2019 - ongoing		Criteria: PLC notes in Blend

# Akins High School

**Goal 5.** (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. Project Success initiative identifies incoming 9th graders with significant learning gaps and provides intentional interventions in ELA and Math.	Admin, Instructional Specialists/Coaches	Aug. 2019 - ongoing		Criteria: Project Success Roster



# Akins High School

**Goal 5.** (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. Dedicated AVID teachers will train all teachers on campus in the use of AVID tools throughout the school year.	Admin, Teacher Leaders, Teachers	all year ongoing		Criteria: attendance rosters
2. Teachers in core classes will implement Cornell notes with students after being trained by campus AVID teachers.	Admin, Teacher Leaders, Teachers	all year - ongoing		Criteria: Admin Walk-through observations.

# Akins High School

- Goal 6.** (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
1. CST team meets every 2 weeks to discuss students referred for needed interventions and services.	CST Chair	ongoing		Criteria: Meeting notes in ECST
2. Teachers use BLEND in classrooms: PageView goals at 4000	Technology Team	ongoing		Criteria: % of teachers using BLEND: High Schools at 80% of goals measured thru BLEND PageView spreadsheet
3. Use BLEND Campus Community Course to share announcements, events, and deadlines with parents	Technology Team	ongoing		Criteria: % of parents using BLEND thru Parent BLEND tour
4. Sped case managers will review senior case load students to conduct graduation audit and schedule review ARD if student is off track for graduation.	Admin, Special Education Staff	ongoing		Criteria: % of Sped students graduating on time
5. Staff is encouraged to wear college shirts on Thursday each week to promote college going culture as well as having conversations with students about post secondary education.	Admin, Teachers	ongoing		Criteria: Number of teachers in college wear

# Akins High School

**Goal 6.** (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.				

# Akins High School

**Goal 6.** (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
No strategies defined.				

# Akins High School

**Goal 6.** (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.				

# Akins High School

**Goal 7.** (Vibrant, Welcoming, 21st Century Learning Environments) Modernization Projects, School Changes, Targeted Utilization Plans, and AISD CARES

**Objective 1.** (Customer Service) AISD CARES

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. We conduct professional development three times a year for all office staff. We also have a front office staff handbook to help guide everyone on the same page of providing excellent customer service. (Target Group: All)				
2. Professional development for Front office Staff based on providing excellent customer service.				

# Akins High School

**Goal 7.** (Vibrant, Welcoming, 21st Century Learning Environments) Modernization Projects, School Changes, Targeted Utilization Plans, and AISD CARES

**Objective 2.** (School Changes) School Changes Summary

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

# Akins High School

**Goal 7.** (Vibrant, Welcoming, 21st Century Learning Environments) Modernization Projects, School Changes, Targeted Utilization Plans, and AISD CARES

**Objective 3.** (Modernization Projects (2017 Bond)) Modernization Projects (2017 Bond)

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



# Akins High School

**Goal 7.** (Vibrant, Welcoming, 21st Century Learning Environments) Modernization Projects, School Changes, Targeted Utilization Plans, and AISD CARES

**Objective 4.** (Targeted Utilization Plans) Targeted Utilization Plans

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

# Akins High School

**Goal 7.** (Vibrant, Welcoming, 21st Century Learning Environments) Modernization Projects, School Changes, Targeted Utilization Plans, and AISD CARES

**Objective 5.** (Marketing Plans) Marketing Plans

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

# Akins High School

**Goal 8.** (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
1. Restorative Justice Program -helps students repair home with classmates, teachers, staff, family, and community members.				
2. Rethinking FIT time to utilize mental health awareness and availability of Restorative Justice team, CIS, Social worker, Counselors, and administrators.	Administrative Team, Campus Leadership Team	July 2021		

# Akins High School

**Goal 8.** (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.				

# Akins High School

**Goal 8.** (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
1. Wellness activities are offered for staff throughout the year and communicated through email by wellness lead.	Coaches	ongoing		Criteria: Emails sent to campus staff
2. Admin will conduct presentation to each academy on campus regarding vaping laws.	Admin	Aug-Sep 2019		Criteria: Student attendance at presentations

# Akins High School

**Goal 8.** (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.				

# Akins High School

**Goal 8.** (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
No strategies defined.				

# Akins High School

**Goal 8.** (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.				



# Akins High School

**Goal 9.** (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. 9th grade students are enrolled in Student Leadership class which is based on social and emotional lessons. Students are taught lessons from the AISD SEL curriculum.				

# Akins High School

**Goal 9.** (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
No strategies defined.				

# Akins High School

**Goal 9.** (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
No strategies defined.				

# Akins High School

**Goal 9.** (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
No strategies defined.				

## SY 20-21 CIP Developers List

Name	Position
Thames, Dr. Susan	Assistant Principal
Salazar, Tina	Principal
Van Horn, Melinda	Counselor/CAC Co-Chair
Sheppard, Shalane	Teacher
Gerloff, Maureen	Parent/ CAC-CoChair
Aguilar, Christopher	Department Chair-Math
Lopez, Hether	Department Chair-ELA
Jenschke, Christina	Department Chair-Science
Garcia-Mata, Christina	AVID/SEL LEAD
Bell, Ivey	Restorative Justice Lead
Sarinana, Ruben	Teacher/ PTSA President
Berkowitz, Stuart	Teacher