

Lasa High School

LASA High School - Campus Improvement Plan 2020/2021

Sapere Aude



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DMAC Solutions ®

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Campus Mission

The Liberal Arts and Science Academy cultivates responsible leaders, problem solvers, and thinkers by offering a nationally recognized, rigorous, innovative, evolving curriculum. The school stands at the forefront of the national effort to produce graduates with exceptional knowledge and skills in English, other languages, mathematics, science, social science and technology. An outstanding education at the Liberal Arts and Science Academy of Austin (LASA) prepares students for higher education and at the same time encourages them to make a significant contribution to community, state and nation.

Texas Public Education Mission Statement

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

Austin Independent School District Mission

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

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

Applicant and Admissions Demographics

Demographics Strengths

Slight increase over time of underrepresented groups both in the applicant pool and the acceptance pool.

Demographics Weaknesses

Hispanic/LatinX students and African-American students are still underrepresented. Asian students are overrepresented.

Demographics Needs

Assistance from Middle Schools with recruiting and preparing students to begin college level classes in ninth grade.

Demographics Summary

Although our efforts have shown some gains with regards to the numbers of African-American and Hispanic/LatinX students who are applying and being accepted to LASA, we are not seeing the systemic changes that are necessary to increase those numbers more quickly.

Student Achievement

Student Achievement Data Sources

Comprehensive Needs Assessment

Student Achievement Data Sources (Continued)

Focus Groups/Interviews

Student Achievement Strengths

- **High overall passing rates
- ** High attendance rates
- ** Dedication of staff to quality curriculum writing
- **Low number of classroom disruptions

Student Achievement Weaknesses

- ** Disparity in grades for students from Hispanic/Latinx backgrounds
- ** Mixed flexibility for teachers within and between departments for students who are struggling
- ** Culture of cheating instead of admitting the need for assistance or extra time.

Student Achievement Needs

- ** Better way to determine how to help students earlier
- ** Interventions prior to start of school year?
- **Systemic change at middle schools?

Student Achievement Summary

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

Disaggregated analysis of grades and failure rates show that Hispanic/Latinx students consistently have lower grades and fail more classes than other racial/ethnic groups. This is a multi-year pattern. Last year we had personal interviews and focus groups that talked with Hispanic/Latinx students some of whom were being successful, some less successful and some who struggled initially but were no longer struggling. Many responses were individual to the students, but there were some commonalities. Those areas where nearly every student agreed had to do with middle school preparation, acceptance of the need to do homework/study, and discomfort with feeling that asking questions or not immediately understanding something was a sign of not being "smart".

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Data Sources

Focus Groups/Interviews

School Culture and Climate Strengths

** Active student groups

**Willingness of most staff to engage in positive behavioral change

** High attendance rate - even during virtual

** Detailed advisory curriculum

** Weekly check-ins

School Culture and Climate Weaknesses

** Process for repairing community after an incident of alleged bullying or cultural insensitivity.

**Organized structure to receive authentic student input and share with staff.

School Culture and Climate Needs

** PD on repairing community

**Training for staff

Comprehensive Needs Assessment

School Culture and Climate Summary

In order to improve the culture and climate of the campus, we need to train staff to better understand their own biases and how to intervene when they hear something inappropriate in their class or in the halls. We also have to create a process to help repair the damage done to the individuals who are upset or traumatized by hearing or participating in these negative interactions. Currently the only real system in place is disciplinary.

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Goal 1. (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 3.3) Proactive and responsive student support services

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Educate staff on how and when to use eCST. Focus on communication to student and families. Goal is to increase the number of eCST entries by staff for all students with a focus on students who are at risk or struggling academically. (Target Group: All,H,AA,ECD,AtRisk)	Assistant Principal, Teachers	June 2021		Criteria: Compare the number of eCST entries from 18-19, 19-20 and 20-21.

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Goal 1. (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. (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. Teachers will participate in a book study on "Courageous Conversations about Race" (Target Group: H,AA)	Committee, Principal	Fall Semseter 2020	(L)Campus BTO - \$500	Criteria: Power points that demonstrate what was discussed at each meeting.
2. Speak Up training for leadership and staff. (Target Group: H,AA)	Academic Leadership Team, Counselor, Principal, Teachers	June2021		Criteria: Documentation that all of the leadership team and subset of teachers completed training.

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Goal 2. (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

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

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

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Goal 2. (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
1. Work with students to create an anti-vaping campaign	Parent Cadre, Principal, Wellness Committee	June 2021		Criteria: Posters, Video, Message to parents, parent presentation

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Goal 3. (Advanced Academics) Advanced academics are educational programs designed to move students with high ability at a pace appropriate to their rate of learning through studies that go beyond the age-level or grade-level expectations which include depth and complexity, provide academic acceleration, and address the cognitive, social, and emotional needs of the students. Smart without compromise. Potential without limits.

Objective 1. (Advanced Academics) GT-CAMP and representation in GT for historically underserved student groups

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Adjust the application process to reflect a greater variety of student abilities, such as creativity. (Target Group: H,AA,ECD)	Administrative Team, Counselor, Principal	Fall 2020		Criteria: Comparison of 19-20 application with 20-21 application.

SY 20-21 CIP Developers List

Name	Position
Moore, Amy	CAC Co-Chair
Plowman, Melanie	CAC Co-Chair
Crescenzi, Stacia	Principal
Czaplinski, San	Assistant Principal
Salinas, Alicia	Wellness Counselor
Paulson, Andy	Academic Director
Salinas, Alexandra	Assistant Principal
Davidson, Ty	Executive Director