Eastside Memorial at the Johnston Campus School

Campus Improvement Plan
2020/2021

Includes Targeted Improvement Plan, Zone Innovation Plan, and Targeted Utilization Plan

EASTSIDE MEMORIAL
EARLY COLLEGE HIGH SCHOOL

AUSTIN Independent School District

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Date Reviewed: Date Approved:

Campus Mission

Through collective efforts of the students, parents, faculty and staff, and the east Austin Community, Eastside Memorial Early College High School will provide students with educational experiences preparing them for the 21st century workplace.

Campus Vision

Students will graduate for college/career success, inspired with a passion for life-long learning.

Campus Values

Positive/instructional campus culture, Relevant/rigorous instruction, Growth mindset for all

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 Strengths

The school staff examine and discuss data on participation in special academic programs and extracurricular activities in relation to demographic factors (e.g., ethnicity, gender, socio-economic status, mobility rate).

An early warning system in the district and school provides timely information about potential dropouts and the effectiveness of interventions for different demographic groups.

The school staff collect, disaggregate, and discuss data on students after graduation to determine percentages in college, work-preparation programs, and the labor force.

Demographics Weaknesses

The school staff consider the racial/ethnic profile of the staff compared to that of students.

The school staff examine and consider demographic data in making decisions related to the needs of students and their families.

Student Achievement

Student Achievement Strengths

The school staff collect and analyze course failure, grade retention, absenteeism, suspension, dropout, and graduation rates by ethnicity, gender, and socio-economic status to determine factors that put students at risk.

The school staff collect and examine disaggregated data to determine disproportionately represented subgroups among low achievers.

The school has an early warning system that provides timely information about students who are academically at risk.

Student Achievement Weaknesses

Comprehensive Needs Assessment

The school/district staff collect and analyze data to determine the participation in and effectiveness of interventions for students with behavioral and academic needs.

The school/district staff collect and analyze disaggregated longitudinal data across programs, content areas, and subgroups to determine student progress.

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Data Sources

CCMR disaggregated by student group
Staff (TELL) Survey results
Student Survey results

School Culture and Climate Strengths

TELL Survey results (3-year comparison)
General Climate increased +5 to 73% with the greatest increases in:
All campus staff are friendly to each other. (2017)74% (2018)68% (2019)80%
The goals of my school are made clear. (2017)70% (2018)65% (2019)75%

School Leadership increased +5 to 77% with the greatest increase in:
The school leadership consistently supports teachers. (2017)48% (2018)69% (2019)71%
School leadership effectively communicates policy. (2017)67% (2018)72% (2019)80%

CCMRS data
Domain 1: Academic Achievement Scaled Score increased from (2018)64% to (2019)85%
Domain 2, Part A: Student Growth Scaled Score increased from (2018)76% to (2019)89%
  Part B: Relative Performance Scaled Score increased from (2018)66% to (2019)83%

Student climate survey: My classmates treat me with respect; show respect for each other; show respect to others who are different 87%
Number of home suspensions dropped by 1/2 from 2018 to 2019.

School Culture and Climate Weaknesses

TELL survey results (3-year comparison)
Community support and engagement increased +4 to 68% and is our lowest area overall.
Parents/guardians are influential decision makers in this school. (2017)25% (2018)38% (2019)34%
Parents/guardians know what is going on in this school. (2017)48% (2018)55% (2019)53%

CCMRS data

Comprehensive Needs Assessment

School Culture and Climate Weaknesses (Continued)

Federal graduation rate targets missed in 2018 - 2019 Hispanic, EL
CCMR Annual grad targets missed in 2017 - 2018 All, Hispanic and ECD
The % of CCMR student rates are increasing for all student population groups, but are still low.

School Culture and Climate Needs

Need to continue to work with community engagement liaison for the vertical team.
Increase members and participation in principal chat, PTA, CAC

Identify students at an earlier age, use drop out prevention strategies.
Create eCST groups for progress monitoring
Provide access to remediation through twilight, Saturday school tutoring.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

% teacher turnover
PPfT results for teachers
Staff (TELL) Survey results

Staff Quality, Recruitment and Retention Strengths

Administrative Team is committed to hiring a diverse teaching staff, growing individual staff members, and including others in the interview process.

TELL survey results (3-year comparison)
Teachers are effective leaders in this school. (2017)66% (2018)85% (2019)89%
Teachers are encouraged to participate in school leadership roles. (2017)64% (2018)85% (2019)79%

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Strengths (Continued)

Teachers are recognized as educational experts. (2017)58% (2018)68% (2019)81%

Staff Quality, Recruitment and Retention Weaknesses

TELL survey results (3-year comparison)
Provide support for new teachers. (2017)57% (2018)42% (2019)52%
Provide support for struggling teachers. (2017)48% (2018)46% (2019)52%

Staff Quality, Recruitment and Retention Needs

Create a committee to develop a system of support for new (0 - 3 years) and experienced teachers new to the campus.
We need a more robust induction program for new hires, especially for late hires after the start of school.
Mentors and targeted professional development

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Educators work collaboratively to examine and align instruction to district curriculum and state standards and to study student data from assessments to decide on appropriate adjustments to lessons.

All educators participate in ongoing professional development that enables the instructional staff to provide high-quality, research-based instruction; design effective assessments; and interpret and use assessment data to guide instruction.

All teachers engage in a strategic instructional planning process and deliver high-quality, rigorous, standards-based instruction to ensure continuous growth and high levels of student achievement.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Weaknesses

All teachers demonstrate high expectations for every student and take personal responsibility for helping each student perform proficiently by designing meaningful, engaging instructional activities to meet the individual needs of all learners.

Data from content-area assessments are organized and arrayed in user-friendly format, then shared in a timely manner with teachers and other stakeholders, including parents.

Family and Community Involvement

Family and Community Involvement Data Sources

District Family Survey results
Staff (TELL) Survey results

Family and Community Involvement Strengths

PTA & Booster Club members have been consistent

Family and Community Involvement Weaknesses

PTA membership
CAC membership & participation
Family / Community participation in school based events (festivals, performances & sports events)

Family and Community Involvement Needs

Comprehensive Needs Assessment

Family and Community Involvement Needs (Continued)

Recruit parents/guardians for PTA officers and members
Recruit parents/guardians for volunteer opportunities on campus

School Context and Organization

School Context and Organization Strengths

Organizational structures support shared leadership and collaboration among instructional teams.

Resources (funding, staff, materials, and time) are allocated with a specific focus on instructional improvement and increasing student achievement.

Schoolwide structures and procedures support effective classroom management across all content areas.

School Context and Organization Weaknesses

All improvement strategies and initiatives are aligned and effectively guided by a comprehensive and coherent improvement plan; they are monitored regularly by a school leadership team.

Time management and scheduling practices are implemented to enhance and/or extend learning time to meet the needs of students on a restricted basis due to number of staff.

Technology

Comprehensive Needs Assessment

Other

SY 20-21 Resources

Federal	State	Local	Other
Title 1, Part A - 211-00-0000-00-000-0-00-0-00 ($262,845)			

Eastside Memorial at the Johnston Campus School

Goal 1. (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. Create a campus based team to provide meaningful mentors for new (0 - 3 years) and experienced teachers (Title I SW Elements: 2.2,2.4,2.5) (Strategic Priorities: 1)	Administrators, District Departments, Lead Scheduler, Teachers	Ongoing		Criteria: Teacher surveys Feedback form Retention

Eastside Memorial at the Johnston Campus School

Goal 1.   (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
No strategies defined.				

Eastside Memorial at the Johnston Campus 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
No strategies defined.				

Eastside Memorial at the Johnston Campus School

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

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

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

Eastside Memorial at the Johnston Campus School

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Optimize referral process for students in need of intensive support: during CST/grade level team meetings which include; teacher observations & administration referrals, and through student, parent requests (Title I SW Elements: 2.1,2.2,2.4,2.6) (Target Group: All)	Counselor	June 2021		Criteria: Referrals to Prof. Mental Health Provider, pre/post attendance, pre/post academics, pre/post needs assessment, teacher feedback 10/30/20 - Some Progress

Eastside Memorial at the Johnston Campus School

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

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

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

Eastside Memorial at the Johnston Campus School

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

Objective 5. (Culturally Responsive Restorative Practices (CRRP)) Research indicates that exclusionary discipline practices disproportionately affect students of color and increase the likelihood of later developmental challenges, including academic disengagement, lower academic achievement, and increased involvement in the juvenile justice system. CRRP is intended to counteract these trends by providing schools with resources and a framework to cultivate a positive, affirming school climate for all students and staff.

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

Eastside Memorial at the Johnston Campus 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 5.2) Effective classroom routines and instructional strategies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Insert strategies to support students with special needs here.				
2. Provide ongoing professional development opportunities (Title I SW Elements: 2.2,2.4,2.5,2.6) (Strategic Priorities: 1)	Administrative Team, Department Chairs, Instructional Coaches	Ongoing		Criteria: Sign-in sheets for PD Teacher collaboration of learned strategies Student performance
3. Assign emergent bilingual students to an Advisory with a bilingual teacher who is able to support their language development and academic progress (Title I SW Elements: 2.2,2.5,2.6) (Strategic Priorities: 2)	Advisory Teachers, MET Cluster Specialist	Ongoing		Criteria: Student academic progress
4. Weekly classroom walkthroughs with campus and district support (AVID, 7 Steps, HSTW)	Admin, Instructional Team, Leadership Team	May 2020		Criteria: schedule of walkthroughs, google feedback form 10/29/20 - Discontinued

Eastside Memorial at the Johnston Campus 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 5.3) Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Every core teacher scheduled for common planning period	Admin, Teacher Leaders	May 2020- Weekly		Criteria: Master schedule, PLC agenda & minutes 10/29/20 - Discontinued

Eastside Memorial at the Johnston Campus 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 5.4) RTI for students with learning gaps

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

Eastside Memorial at the Johnston Campus 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.　(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. Facilitated PD with all staff (Title I SW Elements: 1.1,2.2,2.5)	AVID Team	Ongoing		Criteria: PD agenda, presentations, teacher reflection surveys
2. Walkthrough classes to look for evidence	Admin	May 2020		Criteria: walkthrough feedback form 10/29/20 - Discontinued

Eastside Memorial at the Johnston Campus 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 philosphy progressively shifts beliefs and behaviors resulting in an increase of students meeting college readiness requirements.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement College awareness day (Thursdays) (ie. college t-shirts, Where did you go to college sign?, guest speakers) (Title I SW Elements: 1.1,2.1,2.2,2.5,2.6,3.2) (Target Group: 9th,10th) (Strategic Priorities: 3)	AVID Team	Ongoing to end of year		Criteria: T-shirts worn by students & staff, signs posted by teacher with feedback from students, guest speaker reflections 10/30/20 - Some Progress
2. CCMR banners are posted for students who meets all TSI requirements, students who commit to the military, students who meet the CTE requirements, students who meet AP requirements (Title I SW Elements: 1.1,2.1,2.2,2.5,2.6) (Target Group: 11th,12th) (Strategic Priorities: 3)	Admin, AVID Coordinator	Ongoing to end of year		Criteria: Personalized CCMR banner displayed in Main hallway
3. FAFSA in house events: 1) Presentations in Government class at beginning of year 2) Saturday sessions with students 3) Hosting & co-hosting events for parents 4) In class support through AVID class 5) CCMR luncheon participation (Title I SW Elements: 1.1,2.1,2.2,2.3,2.6,3.2) (Target Group: 12th) (Strategic Priorities: 3)	Admin, EC Coordinator	March 1, 2021		Criteria: Apply Texas Counselor Suite, Chamber of Commerce reports and In-district reports, bulletin board thermometer 10/30/20 - Some Progress
4. Promoting and displaying of college artifacts	All Staff	May 2020		Criteria: Displays across campus 10/26/20 - Discontinued

Eastside Memorial at the Johnston Campus 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
1. Hold Grade Level PLC meetings to identify and discuss students regarding grades, attendance and intervention plans at the teacher, counselor and administrator levels. Teams will create an action plan to support student. (Title I SW Elements: 2.1,2.2,2.4,2.5,2.6,3.2) (Target Group: All) (Strategic Priorities: 2,3)	Grade Level Team	Ongoing all year		Criteria: Attendance progress Grade progress Behavioral progress 10/30/20 - Some Progress
2. Attendance committee meets with student and parent/guardian to develop future goals. Help student and family understand the importance of a high school diploma and beyond. (Title I SW Elements: 2.2,2.3,2.6,3.1,3.2) (Target Group: All) (Strategic Priorities: 1,2,3)	Attendance Committee	Ongoing all year		Criteria: Attendance progress Number of students taking and passing TSI Community engagement Parental involvement eCST - RBP groups

Eastside Memorial at the Johnston Campus 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
No strategies defined.				

Eastside Memorial at the Johnston Campus 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
1. Teachers use BLEND in classrooms: PageView goals at 4000 (Title I SW Elements: 2.1,2.2,2.4,2.5,2.6) (Target Group: 9th) (Strategic Priorities: 3)	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 (Title I SW Elements: 2.1,2.2,2.3,2.4,2.6,3.2) (Target Group: 9th) (Strategic Priorities: 3)	Teachers, Technology Team	Ongoing		Criteria: % of Parents using BLEND thru Parent BLEND tour

Eastside Memorial at the Johnston Campus School

Goal 5. (Sustainability) Guided by the Environmental Stewardship Advisory Committee, the district is working to balance the needs of the environment; the diverse community we serve; and available financial resources across the three foundational pillars and eight sustainability action areas: Engery, Water, Transportation, Air Quality, Purchasing, Waste, Food, and Nature. austinisd.org/sustainability

Objective 1. (Green Team) Green Team

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

Eastside Memorial at the Johnston Campus School

Goal 5. (Sustainability) Guided by the Environmental Stewardship Advisory Committee, the district is working to balance the needs of the environment; the diverse community we serve; and available financial resources across the three foundational pillars and eight sustainability action areas: Engery, Water, Transportation, Air Quality, Purchasing, Waste, Food, and Nature. austinisd.org/sustainability

Objective 2. (Energy) Energy

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Scheduled campus events: Unplugged Watt watchers Ongoing PD for staff (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5)	Green Committee, KEIB Coordinator	June 2021		Criteria: Pre/post audits, informal staff/student surveys, action plans, social media/newsletter

Eastside Memorial at the Johnston Campus School

Goal 5. (Sustainability) Guided by the Environmental Stewardship Advisory Committee, the district is working to balance the needs of the environment; the diverse community we serve; and available financial resources across the three foundational pillars and eight sustainability action areas: Engery, Water, Transportation, Air Quality, Purchasing, Waste, Food, and Nature. austinisd.org/sustainability

Objective 3. (Food) Food

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

Eastside Memorial at the Johnston Campus School

Goal 5. (Sustainability) Guided by the Environmental Stewardship Advisory Committee, the district is working to balance the needs of the environment; the diverse community we serve; and available financial resources across the three foundational pillars and eight sustainability action areas: Engery, Water, Transportation, Air Quality, Purchasing, Waste, Food, and Nature. austinisd.org/sustainability

Objective 4. (Nature) Nature

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Green Team provide campus wide PD on Staff Developments days and create eco-friendly PLE options for teachers (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5)	Green Committee, KEIB Coordinator	Ongoing		Criteria: BLEND course completion, surveys, evaluations, staff sign-in sheet, time table/line 10/30/20 - Some Progress
2. KEIB Beautification Saturday events (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5)	Green Committee, KEIB Coordinator	June 2021		Criteria: photo from social media (twitter), sign-in sheets, timeline

Eastside Memorial at the Johnston Campus School

Goal 5.   (Sustainability) Guided by the Environmental Stewardship Advisory Committee, the district is working to balance the needs of the environment; the diverse community we serve; and available financial resources across the three foundational pillars and eight sustainability action areas: Engery, Water, Transportation, Air Quality, Purchasing, Waste, Food, and Nature. austinisd.org/sustainability

Objective 5.   (Water) Water

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

Eastside Memorial at the Johnston Campus School

Goal 5. (Sustainability) Guided by the Environmental Stewardship Advisory Committee, the district is working to balance the needs of the environment; the diverse community we serve; and available financial resources across the three foundational pillars and eight sustainability action areas: Engery, Water, Transportation, Air Quality, Purchasing, Waste, Food, and Nature. austinisd.org/sustainability

Objective 6. (Zero Waste) Zero Waste

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Education and awareness programming with students, staff and community (Title I SW Elements: 1.1,2.1,2.2,2.3,2.4,2.5)	Green Committee, KEIB Coordinator	June 2021		Criteria: School wide Pre/post audits, informal staff/student surveys, lesson plans, newsletter/social media 10/30/20 - Some Progress

Eastside Memorial at the Johnston Campus School

Goal 6. (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
No strategies defined.				

Eastside Memorial at the Johnston Campus School

Goal 6. (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.				

Eastside Memorial at the Johnston Campus School

Goal 6.   (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.				

Eastside Memorial at the Johnston Campus School

Goal 6. (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.				

Eastside Memorial at the Johnston Campus School

Goal 6. (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
1. Take photos of campus events and things happenings in classroom to include on website and social media	Admin, College and Career Center Advisor	June 2021		Criteria: # of Social media posts 10/30/20 - Some Progress

Eastside Memorial at the Johnston Campus School

Goal 7. (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. Students in PE classes will: develop posters to be hung around the campus develop daily announcements, that is data driven, on the impact and dangers of drug use	PE Coach	End of October		Criteria: Artifacts: posters & daily announcements 10/30/20 - Discontinued

Eastside Memorial at the Johnston Campus School

Goal 7. (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. Contact training professional to invite them to present during a staff development day	Admin	Jan 2020		Criteria: PD agenda and teacher sign in sheet 10/28/20 - Discontinued
2. Host different events on campus: Kick off CSH Week of Nov 2nd (delayed due to transitioning) Tobacco Awareness Week - Nov. 16 - 20, 2020 Healthy Heart Week Feb 1 -5, 2021 School Breakfast Week March 1 - 5, 2021 Try to put together a team of students and staff for the Capital 10K - April 11, 2021 (Title I SW Elements: 2.2,2.4,2.5,2.6) (Target Group: 9th,10th,11th,12th)	Instructional Leadership Team, PE Teacher, Wellness Committee	Ongoing		Criteria: # of students & staff Participating in activities Twitter/Facebook posts Surveys/evaluations

Eastside Memorial at the Johnston Campus School

Goal 7. (Whole Child, Every Child) Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Engagement

Objective 3. (Health and Wellness) Health and Wellness

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

Eastside Memorial at the Johnston Campus School

Goal 7. (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.				

Eastside Memorial at the Johnston Campus School

Goal 7. (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.				

Eastside Memorial at the Johnston Campus School

Goal 7. (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.				

Eastside Memorial at the Johnston Campus School

Goal 8. (Supporting Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hold initial, annual and re-evaluation 504 meetings Participate as a member of a Manifestation Determination meeting if needed (Title I SW Elements: 2.2) (Target Group: 504)	504 Coordinator, Counselor	Ongoing		Criteria: Meet annual compliance timelines 10/30/20 - Pending 10/30/20 - No Progress
2. Hold all annual ARD meetings within compliance timeline Send notices with at least 5 days notice (Title I SW Elements: 2.2,2.4) (Target Group: SPED)	Administrators, Special Education Staff	Ongoing		Criteria: Meeting notices filed on time Annual ARD meetings held on time (dates)

Eastside Memorial at the Johnston Campus 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. Create an SEL committee with at least 20% of current staff	SEL Committee	Oct 2020		Criteria: Response to invitations to join SEL committee 10/29/20 - Significant Progress

Eastside Memorial at the Johnston Campus 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
1. Partner with CIS to enrich existing wellness activities that promote self-healing and reflection (Title I SW Elements: 2.1,2.2,2.5) (Strategic Priorities: 1)	CIS Leader, SEL Committee	June 2021		Criteria: Participation in the monthly wellness activities Self-reporting to CIS Survey/reflections

Eastside Memorial at the Johnston Campus 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.				

Eastside Memorial at the Johnston Campus 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.				

Eastside Memorial at the Johnston Campus School

Goal 10. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

Objective 1. (Principal Confirmation - Documents Due Oct. 30, 2020) All documentation should be uploaded at the Plan level using Attachments.**Do not attach any documents with student or staff records as they will be published online with the CIP/TIP.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attachment #1. Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. (Sign and attach the form.) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 10/30/20		Criteria: Principal Attestation Form 11/12/20 - Completed
2. 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 stationery.) (Title I SW Elements: 3.1) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Parent/Family Involvement Policy on your campus stationery 11/12/20 - On Track
3. 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.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Parent/Family School Compact 11/12/20 - Completed
4. 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 and 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.) (Title I SW Elements: 2.1,3.2) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Agenda, sign in sheets, meeting notice, and meeting minutes 11/12/20 - Completed
5. Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be	Principal	Due 10/30/20		Criteria: Sample communications in languages other than English 11/12/20 - Completed

Eastside Memorial at the Johnston Campus School

Goal 10.   (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

Objective 1.   (Principal Confirmation - Documents Due Oct. 30, 2020) All documentation should be uploaded at the Plan level using Attachments.**Do not attach any documents with student or staff records as they will be published online with the CIP/TIP.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
attached.) (Title I SW Elements: 2.3) (Target Group: ECD)				
6. Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Documentation of notice on school letterhead is attached.) (Title I SW Elements: 2.3) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 10/30/20		Criteria: Documentation of notice on school letterhead 11/12/20 - Completed
7. 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.) Timeline: Due 10/30/20 (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Agendas, sign in sheets, minutes or records of meetings 11/12/20 - Some Progress
8. 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. (Target Group: ECD)	Principal	Due 10/30/20		Criteria: Verify attendance of training and submission of Time & Effort Reports 11/12/20 - Some Progress
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 10/30/20		Criteria: Homeless documentation sheet 11/12/20 - Significant Progress
10. Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. Go to Plan Level of CIP and click on "CIP Developers List". List the name & position of the developers of the 2020-2021 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used & uploaded with packet.) (Target Group: ECD)	Principal	Due 10/30/20		Criteria: CIP Developers List 11/12/20 - Completed

SY 20-21 CIP Developers List

Name	Position
Alvarado, Yvette	Campus Administrator
Blair, Roderick	Teacher
Brooks, Harry	Project Specialist
Lopez, Jessica	Assistant Principal 9th, 11th
Jeon, Joshua	Assistant Principal 10th, 12th
Diaz, Yesica	Early College HS Coordinator
Chang-Yen, Elizabeth	Counselor
Cherry, Jessica	Teacher
Barton, Rhonda	Teacher
Episcopo, Brian	Teacher
Guerrero, Rebeca	Teacher
Garcia III, Miguel	Principal
Jeames, Sanford	Teacher
Paulo, Carrie	Teacher
Healey, Jeff	Counselor
Alcorta, Sandra	Counselor
Polanco, Donald	Parent Support Specialist

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. *(Alternatively CIP Developers List in PlanWorks may be used.)*

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.

Eastside Memorial
_____
Campus Name

_____
Principal's Signature

10/30/2020
_____
Date