Campus Mission
Our mission is to provide a non-traditional high school educational experience that supports both academic and personal growth through personalized instruction to meet the academic and emotional needs of our students through community-building and fostering strong relationships.

Campus Vision
Our vision is to graduate every student college, career, and life ready equipped with the social emotional skills required to thrive in school and life.

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

School Culture and Climate

School Culture and Climate Data Sources

- customer service trends
- District Family Survey results
- PPT results for teachers
- SEL Implementation Survey results
- Staff (TELL) Survey results
- Student Survey results

School Culture and Climate Strengths

* Offer flexible schedules for student with need
* Bilingual (Spanish/English) faculty and staff and able to communicate with students/families in either language and
* All communications with faculty/staff and students/families are respectful
* Faculty/staff have positive rapport with students and families
* Students and families are always acknowledged and greeted
* Faculty/Staff communicate regularly with students and parents via phone, text, and email
* Classroom arrangements are flexible to provide a safe and individual learning preferences
* PD and new information is shared with others
* Big value for GPA is caring for each other
* Meetings with each other are used to resolve issues/concerns

School Culture and Climate Weaknesses

* Adequate celebrations
* Have high expectations for all students
* Discuss instructional strategies and curriculum
* Shared mission/vision/goals
* Follow up after PD
* Appropriate PD to meet the needs of our students
Comprehensive Needs Assessment

School Culture and Climate Needs

* Communication with District Curriculum and HS Office for PD and guidance
* Calendarize and partake in celebrations
* PD protocol
* Discuss and internalize our mission/vision/goals

School Culture and Climate Summary

With the addition of staff and a roles/responsibilities chart, we will be able to engage, discuss, implement, and followup with PD. Furthermore, appropriating time in the schedule will also contribute to us in addressing these needs and weaknesses.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

Graduation Rates disaggregated by stud. grp.
MOY disaggregated by grade, subj., & stud. grp.
PPT results for teachers
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.

Curriculum, Instruction and Assessment Strengths

* Utilize online curriculum 'Edgenuity' which has Pre-Tests, quizzes, tests, and cumulative exams. It has several student options such as: teacher online videos, translatable to other languages, e-notes, text to speech, highlighter...
* Core classes are broken down by six weeks, semester, and year long courses
* Per company it is aligned to the Texas TEKS
Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths (Continued)

* Teachers monitor student progress in their respective courses and provide 1-1 support
* Students are assigned to classes by their core subject area
* EOC courses are teacher led
* Participate in student sharing

Curriculum, Instruction and Assessment Weaknesses

* Edgenuity is limited in electives
* Get pushback from District Health/PE Office for using Edgenuity for those courses
* Not enough critical thinking
* No PLC time for teachers to collaborate
* Students don't request teacher assistance and/or deny assistance
* No data analysis for Edgenuity courses
* Tutorial classes are not well attended
* Less teacher talk and more student talk
* No relationships between students are built
* Data analysis support

Curriculum, Instruction and Assessment Needs

* To make sure that Edgenuity is aligned to the state standards and assessments
* Time and assistance in general PLC functioning and meeting
* PD regarding EOC, strategies, and engagement
* Look for alternate ways for students to earn elective credits
* EOC and Edgenuity Data analysis
* Utilize formal and informal assessments to monitor student progress
* Share assessment data with students
* Conduct more WalkThroughs to observe and provide feedback to teachers
Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary
Will work with District Curriculum and High School Office for support in these needs. Also, will look at restructuring GPA schedule to afford teachers the time to plan and meet.

Family and Community Involvement

Family and Community Involvement Data Sources
- customer service trends
- District Family Survey results
- PPTT results for teachers
- SEL Implementation Survey results
- Staff (TELL) Survey results
- Student Survey results

Family and Community Involvement Strengths
- *All faculty/staff are Limited to Fluent Spanish speakers which helps us to better communicate/serve with our biggest student group: Hispanic (88% - 95%) and English Learners (18% - 25%).
- *Communication with parents is sent out in English and Spanish
- *Progress Reports / Report Cards are sent out every 3 weeks and more often if parents request
- *Faculty/Staff communicate daily with students through phone, email, and text; regularly with parents
- *Communication modes that we utilize are phone calls, text, emails Blend, Edgenuity, Remiind101, Zoom, Twitter, and Facebook
- *We have 1 staff member allocated to strengthening our Family and Community Involvement
- *Have a functioning PTSA
- *We have community partnerships with Goodwill, City of Austin, Austin Public Health
- *We have semester Award Celebration and Luncheons
- *Make both positive and concerned phone calls

Family and Community Involvement Weaknesses
Comprehensive Needs Assessment

*Low parental involvement
*No room for growth
*We are not open on Saturdays and evenings for our working parents
*Our school is not year round
*Create more parental engagements
*No childcare during meetings
*Sending our information with adequate time

Family and Community Involvement Needs

*Need a space (room) to create a parent resource center.
*Need continued funding for our Parent and Community Involvement staff member
*Need support from the District to help us market GPA
*Need to make GPA year round
*Ongoing PD for faculty/staff on making school inviting and welcoming for parents to encourage Parental Invovlement

Family and Community Involvement Summary

With us being awarded the SAF grant we had big plans to increase our Parental and Community Involvement; however, the pandemic has thrown a wrench into it but we are still looking to move forward. We are planning to do Restorative Justice with parents along with Coffee with the Principal. In addition, we are planning to do a parent orientation for new student's parents.

On hold right now is pairing our students with mentors and tutors. Our community partner who we work with to help our students earn a CNA certification lost funding for this year.
**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 3.1) Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations

<table>
<thead>
<tr>
<th>Activity/Strategy</th>
<th>Person(s) Responsible</th>
<th>Timeline</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Active PTSA with ongoing recruitment and maintaining participation of parents, students, and faculty/staff.</td>
<td>Project Specialist</td>
<td>May 2021 Monthly</td>
<td>Criteria: PTSA Calendar dates, School Messenger, Remind101, and social media invitations, meeting minutes, and sign in sheet</td>
<td></td>
</tr>
<tr>
<td>2. Development and finalization of shared school vision and mission (Strategic Priorities: 4)</td>
<td>Director</td>
<td>Dec 2020</td>
<td>Criteria: Meeting dates and participants involved in discussion and development. Copy of it from Student/Parent Handbook and website.</td>
<td></td>
</tr>
<tr>
<td>3. Distribute surveys and encourage all stakeholder to fill out for school feedback (Strategic Priorities: 4)</td>
<td>Director</td>
<td>May 2021</td>
<td>Criteria: School messenger and social media messages; DRE for number of surveys filled out and responses</td>
<td></td>
</tr>
</tbody>
</table>
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.  (ESF Essential Action 3.2) Explicit behavioral expectations and management systems for students and staff

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<tbody>
<tr>
<td>1. Calendar meetings and topics. Advertise and promote meetings via electronic, written, and personalized invites. (Strategic Priorities: 4)</td>
<td>Director</td>
<td>May 2021</td>
<td></td>
<td>Criteria: Calendar, agenda, and sign in sheets</td>
</tr>
</tbody>
</table>
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 3.  (ESF Essential Action 3.3) Proactive and responsive student support services

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<tr>
<td>1. Conduct 1-1 meeting with new students prior to starting classes to determine needs and refer new and current students in need to Social Service Specialist and Family Resource. (Strategic Priorities: 4)</td>
<td>Counselor</td>
<td>May 2021</td>
<td>Criteria: Meeting dates with question/responses to needs, and ecst notes/referrals</td>
<td></td>
</tr>
</tbody>
</table>
**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 4.** (ESF Essential Action 3.4) Involving families and community

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<tr>
<td>1. School will use all available communication means to communicate with parents: Phone calls, texts, emails, social media (facebook, twitter), Remind101, Blend, home visits, and school messenger (Strategic Priorities: 4)</td>
<td>Director, Project Specialist, Teachers</td>
<td>May 2021</td>
<td></td>
<td>Criteria: School messenger and ecst reports, Social media snips</td>
</tr>
</tbody>
</table>
Goal 2. (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. (Attendance and Dropout Prevention) Attendance and Dropout Prevention

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<tbody>
<tr>
<td>1. Offer Flex Attendance for students with extenuating circumstances to be able to attend school and avoid truancy and possible dropout. (Strategic Priorities: 4)</td>
<td>Director</td>
<td>June 2021</td>
<td></td>
<td>Criteria: List of students on Flex attendance</td>
</tr>
<tr>
<td>2. Reward students who have 70% or better attendance every 6 weeks. (Strategic Priorities: 4)</td>
<td>Director</td>
<td>May 2021</td>
<td></td>
<td>Criteria: Calendar of rewards and list of students with attendance %’s</td>
</tr>
</tbody>
</table>
**Goal 2.** (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.** (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.

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<tr>
<td>1. Offer at least 1 certification class for upper classmen (Strategic Priorities: 3)</td>
<td>Project Specialist</td>
<td>June 2021</td>
<td>Criteria: Program offered, schedule, list of students enrolled in course</td>
<td></td>
</tr>
</tbody>
</table>
**Goal 2.**  (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.**  (College Readiness) Complete senior activities to prepare students to attend college

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<tbody>
<tr>
<td>1. Seniors will have a checklist of activities to complete before graduation to prepare for post-secondary education. (Strategic Priorities: 3)</td>
<td>Counselor</td>
<td>May 2021</td>
<td></td>
<td>Criteria: Timeline of events and list of seniors with activities completed</td>
</tr>
<tr>
<td>2. All seniors will attempt the TSI and do tutorials if need to retake. (Strategic Priorities: 3)</td>
<td>Counselor</td>
<td>May 2021</td>
<td></td>
<td>Criteria: List of seniors and TSI scores along with a list who did tutorials.</td>
</tr>
<tr>
<td>3. Seniors will attend college visits and fairs. (Strategic Priorities: 3)</td>
<td>Counselor</td>
<td>May 2021</td>
<td></td>
<td>Criteria: Calendar of events and list of students who attended</td>
</tr>
</tbody>
</table>
GRADUATION PREPARATORY ACADEMY

Goal 3. (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.

<table>
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<tr>
<td>1. Faculty and Staff will participate in a Book Club on SEL (how to engage and work with students) so that we can collaborate/learn from each other and acquire the skills to better serve our students. (Strategic Priorities: 4)</td>
<td>Social Worker/Social Services Specialist</td>
<td>May 2021</td>
<td></td>
<td>Criteria: Title of Books discussed, schedule of meetings, and names of participants present</td>
</tr>
</tbody>
</table>
Goal 3. (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.

<table>
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<tr>
<td>1. Faculty and Staff will participate in SEL activities at least twice a month throughout the school year. The purpose will be for us to be active learners to help us be mindful and utilize these strategies with our students. (Strategic Priorities: 4)</td>
<td>Social Worker/Social Services Specialist</td>
<td>May 2021</td>
<td></td>
<td>Criteria: Calendar of topics with details and list of participants</td>
</tr>
<tr>
<td>2. Offer parents and guardians SEL activities through Restorative Practices through Suite360 so we can work together in supporting our students. (Strategic Priorities: 4)</td>
<td>Director</td>
<td>May 2021</td>
<td></td>
<td>Criteria: Dates, Topics, and list of participants</td>
</tr>
</tbody>
</table>
**Objective 3.** (SEL Critical Practice 3) Create safe, supportive, and equitable learning environments that promote all students’ social and emotional development.

<table>
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<tbody>
<tr>
<td>1. Have SEL Fridays with all students led by our Social Worker and utilize Suite360 for lessons. Teachers/staff participate and lead Break Rooms (Strategic Priorities: 4)</td>
<td>Social Worker/Social Services Specialist</td>
<td>May 2021</td>
<td></td>
<td>Criteria: Calendar of topics and list of participants</td>
</tr>
</tbody>
</table>
# SY 20-21 CIP Developers List

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reyna, Eliseo</td>
<td>Campus Administrator</td>
</tr>
<tr>
<td>Garza, Alejandra</td>
<td>Project Specialist (Counselor)</td>
</tr>
<tr>
<td>Morris, Steve</td>
<td>Project Specialist (Family and Community Contact)</td>
</tr>
<tr>
<td>Malone, Tamela</td>
<td>Social Service Specialist</td>
</tr>
</tbody>
</table>