

AUSTIN H S

Austin High School Campus Improvement Plan 2021/2022

"One Team, One Dream!"



AUSTIN HIGH SCHOOL
AUSTIN Independent School District

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DMAC Solutions ®

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Campus Mission

The Austin High School faculty, staff, parents and community must work together to ensure each student the opportunity to develop academic, social, and workplace skills for a productive and positive contribution in a diverse and changing world.

Campus Vision

Austin High's long tradition of excellence aims to recreate the urban school experience and assure that all students gain the skills and experience to be successful after high school. By embracing our small learning community academy programming, diversity of our students and faculty, and Social Emotional Learning, we will educate the whole child and espouse that "everybody is somebody" at Austin High.

Campus Values

- Relationships matter
- Connecting academic content with experiences outside of the classroom fosters curiosity and lifelong learning.
- Deeper learning experiences should be offered to students in all academics to ensure equity.
- Extracurriculars play a significant role in the academic success of students.
- Students who feel a part of something do better in school: Academics, Athletics, CTE, Fine Arts, World Languages, Clubs/Organizations
- Planning for the future is part of the high school experience: college visits, college readiness testing, college applications, internships, and college presentations.
- Teacher collaboration in PLCs, with a focus on aligning and improving curriculum, instruction, and assessments, results in greater student achievement.

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.

AUSTIN H S

Mission

Campus Mission

The Austin High School faculty, staff, parents and community must work together to ensure each student the opportunity to develop academic, social, and workplace skills for a productive and positive contribution in a diverse and changing world.

Vision

Campus Vision

Austin High's long tradition of excellence aims to recreate the urban school experience and assure that all students gain the skills and experience to be successful after high school. By embracing our small learning community academy programming, diversity of our students and faculty, and Social Emotional Learning, we will educate the whole child and espouse that "everybody is somebody" at Austin High.

Nondiscrimination Notice

AUSTIN H S does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

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Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 1. (Food Services) All students will have access to healthy meals at school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Will offer a healthy breakfast and lunch for all students. (Target Group: All) (ESF: 3,3.3)	Cafeteria staff	Ongoing	(O)Other	Criteria: Monitoring cafeteria staff. meetings with the cafeteria manager. 11/01/21 - Significant Progress

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Objective 2. (Community Engagement) The Austin High Community will have many opportunities to be engaged with the school's mission and their student's education.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. In order to both increase engaging the community with our school and increase positive engagement, Austin High will provide several community events.</p> <p>1. Back To School Night - All teachers showcase their curriculum, goals, philosophy of education. Opening welcome by Principal, Academy Director, and PTSA President.</p> <p>2. Maroon and White Night - Intentionally invite families of current 8th graders to showcase the programs and Academy model to prospective new students.</p> <p>3. Parent Meet-Ups - Twice during the summer, parents of newly enrolled students (mostly new 9th graders) are invited to an informal gathering with refreshments and information from the PTSA.</p> <p>4. Academy Parent Mingles - One "All Academy" Parent Mingle in September, the each academy coordinates 2 -3 mingles each year organized by each Academy Parent Advisory Board.</p> <p>5. Counselors provide parents information on enrolling in college by having two "College 101" nights. (Target Group: All)</p>	Academy Director	Throughout the year		<p>Criteria: Data from Parent Surveys submitted through our PTSA Maroon Update</p> <p>11/01/21 - Some Progress</p>

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Objective 3. (CSH Implementation (REQUIRED)) SMART Goal: By the end of SY 21-22, the campus will achieve at least a 70% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey.

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

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Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 4. (Social and Emotional School Climate (REQUIRED)) SMART Goal: Insert SMART Goal here about Social and Emotional School Climate

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

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Goal 2. (ESF Lever 1: Strong, Culturally Proficient Leadership) Effective, culturally-proficient 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) Campus instructional leaders meet weekly to focus on student performance progress through formative data.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>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. Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.</p> <p>1. Administrators and campus instructional leaders will work together to review responsibilities and share with the staff through the Teacher Handbook</p> <p>2. Administrators and counselors will meet weekly to discuss action steps for students who are credit deficient and/or have high RITS scores. (Target Group: H,AA,ECD,ESL,SPED,AtRisk,9th,10th,11th,12th)</p> <p>3. Academy Instructional Coaches meet weekly with each Academy Team to develop lessons, projects, and learning experiences outside the traditional classroom.</p> <p>4. Academy PLCs at 9th and 10th grades discuss weekly any students of concern and plan for intervention. (Target Group: All)</p>	Academic Leadership Team	Yearlong		<p>Criteria: Administration on going yearly Criteria: Administrator Responsibilities and areas of influence published in Teacher Handbook</p> <p>Administration ongoing yearly Criteria: Meeting Notes from Cabinet Meeting; Notes in eCST</p> <p>11/01/21 - Some Progress</p>

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- Goal 2.** (ESF Lever 1: Strong, Culturally Proficient Leadership) Effective, culturally-proficient 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) Campus leaders monitor student progress and hold teachers accountable for expected outcomes.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>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.</p> <p>(ESF Essential Action 1.2) Focused plan development and regular monitoring of implementation and outcomes</p> <p>Activity/Strategy Person(s)</p> <p>1. Implement a consistent walk-through form system that will be used by administration and instructional coaches.</p> <p>2. Math department chair and Instructional Coach will work with all algebra 1 teachers, including inclusion and resources SpEd teachers, to monitor progress on readiness TEKS. (Target Group: H,AA,ECD,ESL,SPED,9th)</p> <p>3. Analyze data from BOYs, SCAs, and teacher assessments to identify objectives in need.</p> <p>AVID Team Fall 2021 Criteria: Walk-through form shared in our daily newsletter</p> <p>Instructional Leadership Team ongoing</p> <p>Criteria: Improvement on EOC Algebra 1 Math scores in all sub categories (Target Group: 9th)</p>	Academic Leadership Team	Yearlong		<p>Criteria: Improvement on EOC Algebra 1 Math scores in all sub categories</p> <p>11/01/21 - Some Progress</p>

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- Goal 2.** (ESF Lever 1: Strong, Culturally Proficient Leadership) Effective, culturally-proficient campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.
- Objective 3.** (ESF Essential Action 1.3) AVID strategies and practices will be used to serve historically underserved students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. (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. (Target Group: H,AA,ECD)	Administrators			Criteria: Academic Leadership Team Criteria: % of teacher using school-wide AVID strategies. 11/01/21 - Some Progress

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Goal 3. (ESF Lever 2: Effective, Culturally-Proficient Teachers (STRATEGIC STAFFING)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning and inducting teachers so that all students have access to high-quality educators. Teachers and principals are provided ongoing coaching to foster reflection, analyze disaggregated student data, and continuously improve culturally-responsive, rigorous, and relationship-centered instruction.

Objective 1. (ESF Essential Action 2.1) Campus Leaders will recruit, select, assign, induct, and retain a full staff of highly qualified, culturally proficient educators that match the demographics of the school community and be fully staffed by August 1, 2022 for the 2022-23 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
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. Administration will develop a consistent protocol for hiring, including interview questions that align with our instructional campus goals. Interview teams will consist of an administrator, department chair, and at least one other teacher. (Target Group: All)	Academic Leadership Team	Yearlong		Criteria: Principal ongoing yearly Criteria: Hiring Protocol and Interview Questions 11/01/21 - Some Progress

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Goal 3. (ESF Lever 2: Effective, Culturally-Proficient Teachers (STRATEGIC STAFFING)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning and inducting teachers so that all students have access to high-quality educators. Teachers and principals are provided ongoing coaching to foster reflection, analyze disaggregated student data, and continuously improve culturally-responsive, rigorous, and relationship-centered instruction.

Objective 2. (ESF Essential Action 2.2) Campus Leaders will build teacher capacity through observation and feedback cycles with a minimum of 4 walkthroughs per teacher per semester.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
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. (ESF Essential Action 2.2) Build teacher capacity through observation and feedback cycles. Teachers who are struggling to meet the needs of students will have more frequent observations with feedback and coaching	Principal	1st and 2nd semester		Criteria: Administration, Instructional Coaches ongoing Criteria: Walk-through Forms 11/01/21 - Some Progress

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- Goal 4.** (ESF Lever 3: Positive School Culture) Positive school culture requires a 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) All staff will be trained to provided support services that will integrate our values as expressed through our SEL and CP&I initiatives.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>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.</p> <p>(ESF Essential Action 3.1) Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations</p> <p>1. Include a discussion of our common understandings, mission, and vision related to our Cultural Proficiency and Inclusivity commitment as a focus of a Staff Circle of Care.</p> <p>2. SEL committee will develop Advisory lessons in alignment with our vision of Cultural Proficiency and Inclusivity. (Target Group: All)</p>	Academy Director	Yearlong		<p>Criteria: Criteria: Staff Circle of Care Scripts</p> <p>11/01/21 - Some Progress</p>

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- Goal 4.** (ESF Lever 3: Positive School Culture) Positive school culture requires a 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) Campus leaders will use a consistent system for restorative practices in order to provide a just and fair way of disciplining students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>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.</p> <p>(ESF Essential Action 3.2) Explicit behavioral expectations and management systems for students and staff Activity/Strategy Person(s) (Target Group: All)</p>		Yearlong		<p>Criteria: 1. Discipline and attendance will be monitored on an ongoing basis during Admin and Cabinet Monday meetings and action plans will be set up accordingly</p> <p>Criteria: Meeting Notes from Admin and Cabinet Meetings</p> <p>11/01/21 - Some Progress</p>

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Goal 4. (ESF Lever 3: Positive School Culture) Positive school culture requires a 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) Through locally designed Advisory lessons, our SEL and CP&I committees will educate students on a more culturally inclusive learning environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>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.</p> <p>Advisory Team will create lessons that address mental health and wellness skills</p> <p>Leadership Team 2021-2022 Criteria: Advisory Lessons (Target Group: All)</p>	Academic Leadership Team	Yearlong		<p>Criteria: Leadership Team 2021-2022 Criteria: Advisory Lessons</p> <p>11/01/21 - Some Progress</p>

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Goal 5. (ESF Lever 4: High Quality, Inclusive Instructional Materials and Assessments) All students engage daily with TEKS-aligned, high-quality instructional materials, and assessments that support learning at appropriate levels of rigor. All students are provided a rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities.

Objective 1. (ESF Essential Action 4.1) All students will have access to curriculum that addresses the TEKS and additional learning objectives that reflect the values and vision of our campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. (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. (ESF Essential Action 4.1) Curriculum and assessments aligned to TEKS with a year-long scope and sequence.</p> <p>1. Set aside time for teachers to design interdisciplinary PBL experiences for all 9-12 graders (including SpEd and ELL students) in each academy.</p> <p>2. PLC Notes and PBL Projects and Showcased in each academy</p> <p>Academy Director ongoing Criteria: PLC Notes and PBL Projects and Showcased in each academy. (Target Group: All)</p>		Yearlong		<p>Criteria: Ongoing Criteria: PD and Late Start Agendas and Content PLC Notes</p> <p>11/01/21 - Some Progress</p>

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Goal 6. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 1. (Objective-driven daily lesson plans with formative assessments (ESF Essential Action 5.1)) All teachers will have daily lesson plans with assessment practices so data can be used within each PLC for instructional improvement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. (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.</p> <p>(ESF Essential Action 5.1) Objective-driven daily lesson plans with formative assessments</p> <p>1. PLCs will work to analyze lesson plans to ensure appropriate rigor and alignment to state standards.</p> <p>2. Emergent Bilingual students will receive extra scaffolding and supports.</p> <p>3. Professional Development days will focus on instructional improvement based on a survey of needs from teaching staff. (Target Group: All)</p>	PLC Leaders			<p>Criteria: PLC Notes that show intentional planning for ELL support</p> <p>11/01/21 - Some Progress</p>

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Goal 6. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 2. (Effective classroom routines and instructional strategies (ESF Essential Action 5.2)) 9th grade EOC scores will improve as compared to last school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. (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.</p> <p>(ESF Essential Action 5.2) Effective classroom routines and instructional strategies</p> <p>1. Academy teaching teams, including the SpEd liaison, will communicate with and include all students in PBL and virtual experiences.</p> <p>2. Double-blocked math will be implemented for all students who show a math deficit from the 8th grade STAAR test</p> <p>3. Teachers will create accommodations to support language acquisition for English Language Learners and utilize 6-weeks monitoring to determine next steps to support student growth (Target Group: 9th)</p>	Academic Leadership Team, Math Teachers	Yearlong		<p>Criteria: Criteria: Improvement on TEA Math Data</p> <p>9-weeks monitoring in LPAS</p> <p>11/01/21 - Some Progress</p>

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Goal 7. (Support for 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. (Students with 504 services) SMART Goal: Compliance with district requirements and deadlines will be met at 100%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The 504 Coordinator will train teachers for compliance during PD Tuesday trainings as needed. Professional Development will be included on each of our district PD days. (Target Group: 504)	504 Coordinator	Fall 2021		Criteria: 504 compliance met at 100% 11/01/21 - Significant Progress

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- Goal 7.** (Support for 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 2.** (Disproportionality in discipline referrals) SMART Goal: The disparity in special education student disciplinary actions (ISS, OSS, Dis. Removal) will decrease from 30.24% to 25% (=pop) by August 2022. - Strategic Plan Goal #8

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Before a traditional disciplinary consequence is administered, administration and case manager will make use of restorative practices as a means to change behavior to that which is expected. (Target Group: H,AA,SPED)	Administrators	Yearlong		Criteria: End of year discipline data. 11/01/21 - Some Progress

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Goal 7. (Support for 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 3. (Admission, Review, and Dismissal (ARD) meetings) SMART Goal: Compliance with Special Education requirements and deadlines will be met at 100%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Professional Development will cover trainings for all teachers in areas of compliance. This will happen during our Professional development days and through our PD Tuesdays staff meetings. (Target Group: H,AA,SPED)	Administrators, Special Education Staff, SpEd Administrator	Yearlong		Criteria: SpEd compliance at 100% 11/01/21 - Some Progress

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Goal 8. (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) SY 21-22 attendance rates for African American students (95%), Hispanic students (95%), and Emergent Bilingual students (95%) will increase by 7 percentage points when compared to SY 20-21.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. In order to improve attendance for the 2021-22 school year, Austin High will -closely monitor individual student attendance -meet with students who have missed three or more days of school -reward students for perfect attendance each month (Target Group: All,H,AA,ECD,LEP) (ESF: 1.2,3.1,3.2,3.4,5.1)	Administrative Assistant, Administrators, Assistant Principal, Attendance Clerk, Counselor, Teachers	yearlong	(L)Campus BTO	Criteria: Attendance data reports 11/01/21 - Some Progress

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Goal 8. (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. (Support for Students with Special Needs) SY: 21-22 Inform and coach 100% of our special needs students and families on post-high school career choices. Offer CTE, school sharing and Clifton opportunities to 100% special needs students annually.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Have post high school discussion as a permanent agenda item on each annual ARD. Case manager will build a positive relationship with each of the students they work with to explore interests. When scheduling for next year, case manager will share CTE, student sharing, and Clifton opportunities. (Target Group: SPED,9th,10th,11th,12th) (Strategic Priorities: 3) (ESF: 3.1)	Assistant Principal, Counselor, Special Education Staff, Students	yearlong		11/01/21 - Some Progress

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Goal 8. (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. (AVID School wide Culture) 100% of classroom teachers will receive instructional AVID WICOR and Cornell note-taking strategy training through campus-level professional development twice per semester for the 2021-22 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. AVID school wide implementation through: -AVID updates at faculty meetings -Campus wide PD on key AVID strategies -Continued recruitment of students and staff to the AVID program (Target Group: All) (Strategic Priorities: 1,2,3) (ESF: 2.1,3.1,4.1,5.1)	Academy Director, AVID Coordinator, AVID Team, AVID Trained Teachers	Year long	(O)AVID	11/01/21 - Some Progress

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Goal 9. (Increased Enrollment) Enrollment will increase.

Objective 1. (Increased Enrollment) Goal Semester 1: Campus enrollment will increase from 2345 to 2400 by December 15, 2021 (refer to 21-22 projection). Goal Semester 2: 85% of current students will be registered for SY 22-23 by June 1, 2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase enrollment in all four academies. 1. Communicate programs and academy distinctions to all AISD middle schools and the identified 7 private schools that have been enrolling in previous years. 2. Invite community to the annual Maroon & White Night showcasing our Academy model and Advanced Programs. 3. Using social media outreach (ex: all academies have a Facebook page highlighting special events and programs) consistent updating of the Austin High website. 4. Participate in on-site visits with our district middle schools and the identified private schools to inform them of our programs and the process for applying to Austin High. (Target Group: 8th)	Academy Director	November - March		Criteria: Compare last year's enrollment to this year's including students from private schools. 11/01/21 - Some Progress

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Goal 10. (Exemplary Customer Service) SMART Goal: By the end of SY 21-22, the campus will move from Developing to Meets Expectations on the _____ section of the Campus Assessment Rubric.

Objective #. No objectives defined.

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

1st 9 weeks report - due October 22

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 1st 9 weeks Actual Results from SCA 1.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 1st 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

2nd 9 weeks report - due January 7

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 2nd 9 weeks Actual Results from SCA 2.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 2nd 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

3rd 9 weeks report - due March 25

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 3rd 9 weeks Actual Results from SCA 3.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal

(PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 3rd 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

4th 9 weeks report - due June 3

Step 1.) Review data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) document.

Step 2.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.).

Step 3.) For each section of your plan, did you meet your desired annual SMARTIE goals? Why or why not?

Step 4.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 4th 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

AUSTIN H S Site Base

Name	Position
Maddox, Steven	Academy Director
Mast, Tanya	Assistant Principal
Longoria, Adriana	Assistant Principal

SY 21-22 Campus and Targeted Improvement Plan Development Timeline

Important Monitoring & Due Dates

August 9 and 10: CIP/TIP Overview and Workshop - Required for all Principals

Aug 9-Sept 3: CIP/TIP Development

Aug 24-26: Group TIP Development Workshop

Aug 31-Sept 1: TEA Training

Aug 17-Sept 17: Public Meeting/ CAC feedback

Sept 3: CIPs/TIPs first drafts due in BLEND

Sept 7-10: DCSI/EDs review of first drafts

Sept 13-17: Revise plan based on DCSI/EDs feedback

Sept 13-24: (SEP) Recommended monitoring visit window

Sept 17: CIP/TIP final drafts due in BLEND

Sept 20-24: DCSI/EDs review of final drafts

Sept 27: CIP/TIPs to Supe

Sept 27-30: TIL Lesson Alignment

Oct 4-6: TIL Observation and Feedback

Oct 4-8: (OCT) Recommended monitoring visit window

Oct 18-Nov 20: ESF Diagnostic Survey Window

Oct 18-22: SCA 1 data analysis and Cycle 1 reports

Oct 22: 1st 9 Weeks CIP/TIP Report Submitted to BLEND

Oct 25-29: DCSI/EDs review of Cycle 1 submissions

Oct 25-27: TIL DDI

Nov 8-12: (NOV) Recommended monitoring visit window

Nov 16-19: TIL Formative Assessment

Nov 30: TIL Cohort: Lesson Alignment

Dec 6-10: (DEC) Recommended monitoring visit window

Dec 18: Schedule ESF Diagnostic for Spring

Jan 4-7: SCA 2 data analysis and Cycle 2 reports

Jan 7: 2nd 9 Weeks CIP/TIP Report Submitted to BLEND

Jan 10-14: DCSI/EDs review of Cycle 2 submissions

Jan 12: TIL DDI

Jan 18: TIL Observation and Feedback

Jan 24-28: (JAN) Recommended monitoring visit window

Feb 1-April 29: ESF pre-work (including analysis of ESF diagnostic surveys), ESF pre-visit, ESF full-day visit, and ESF

Feb 7-11: (FEB) Recommended monitoring visit window

Feb 22: TIL Lesson Alignment and Formative Assessment

Feb 28- March 4: (MAR) Recommended monitoring visit window

March 21-25: SCA 3 data analysis and Cycle 3 reports

March 22: TIL Observation and Feedback

March 25: 3rd 9 Weeks CIP/TIP Report Submitted to BLEND

March 28-April 1: DCSI/EDs review of Cycle 3 submissions

March 30: TIL DDI

April 25-29: (APR) Recommended monitoring visit window

May 31-June 3: MAP Growth data analysis and EOY reports

June 3: EOY reports submitted to BLEND

June 6-9: DCSI/EDs review of EOY submissions

Austin ISD Data Tracker - SY 21-22

INSTRUCTIONS:

Fill in all yellow cells at the start of the year. After each SCA, the data that you key into the Campus-Level Data worksheet in this file will automatically populate in columns J, M, and P.

2019 or 2021 Results (column F):

2021 STAAR Reports can be found here: <https://drive.google.com/drive/folders/1bjf1I7AIIlUThSiVMVvMUSVH4m33E6sV>

Use 2019 results if participation rate in 2021 was lower than 80%.

2019 STAAR Reports can be found here: <https://drive.google.com/drive/folders/10Y54E7JbZ8t8TtJCOWRRGvINUBC2nbHN?usp=sharing>

Emergent Bilingual Performance can be found on the Domain 3 Report in the ELP Section.

Student group performance for the Strategic Plan Scorecard Elements can be found on the Domain 3 Report in the Student Success section.

2019 Domain 3 Reports can be found here: <https://drive.google.com/drive/folders/1FB0cZKWIAE4RD5XPZsmSECgYu091gY0T>

2022 Summative Goals (column R):

Ensure all summative goals in Column R are greater than or equal to the 2019 or 2021 Results in column F.

Ensure all summative goals equate to a scaled score of 70 or higher in Domain 1.

Formative Goals for SCA 1, SCA 2, and SCA 3 (columns I, L, and O):

For each SCA, aim for the same level of student mastery that you're aiming for on 2022 STAAR.

Campus Name: Austin HS																
	Grade Level	Student Group	Subject Tested	Performance Level	2019 or 2021 Results	1st 9 weeks			2nd 9 weeks			3rd 9 weeks			2022 STAAR/EOC	
						Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Summative Goal
TEA Data Tracker Elements	All	All	English I	App.	84%	SCA 1	85%	30%	SCA 2			SCA 3			STAAR	
	All	All	English I	Meets	75%	SCA 1	80%	22%	SCA 2			SCA 3			STAAR	
	All	All	English I	Masters	24%	SCA 1	25%	31%	SCA 2			SCA 3			STAAR	
	All	All	English II	App.	84%	SCA 1	85%	26%	SCA 2			SCA 3			STAAR	
	All	All	English II	Meets	73%	SCA 1	80%	25%	SCA 2			SCA 3			STAAR	
	All	All	English II	Masters	22%	SCA 1	25%	38%	SCA 2			SCA 3			STAAR	
	All	All	Algebra I	App.	80%	SCA 1	85%	35%	SCA 2			SCA 3			STAAR	
	All	All	Algebra I	Meets	46%	SCA 1	75%	4%	SCA 2			SCA 3			STAAR	
	All	All	Algebra I	Masters	21%	SCA 1	25%	4%	SCA 2			SCA 3			STAAR	
	All	All	Biology	App.	92%	SCA 1	95%	41%	SCA 2			SCA 3			STAAR	
	All	All	Biology	Meets	73%	SCA 1	80%	11%	SCA 2			SCA 3			STAAR	
	All	All	Biology	Masters	36%	SCA 1	40%	15%	SCA 2			SCA 3			STAAR	
	All	All	US History	App.	96%	SCA 1	98%	22%	SCA 2			SCA 3			STAAR	
	All	All	US History	Meets	83%	SCA 1	90%	24%	SCA 2			SCA 3			STAAR	
	All	All	US History	Masters	62%	SCA 1	70%	39%	SCA 2			SCA 3			STAAR	
	All	Emer. Bilingual	Reading	Meets	33%	SCA 1	40%	16%	SCA 2		0%	SCA 3		0%	TLPAS	36%
Strategic Plan Scorecard Elements	All	African American	All	Meets	55%	SCA 1	60%	25%	SCA 2		0%	SCA 3		0%	STAAR	36%
	All	Hispanic	All	Meets	56%	SCA 1	60%	26%	SCA 2		0%	SCA 3		0%	STAAR	41%
	All	Emer. Bilingual	All	Meets	33%	SCA 1	40%	11%	SCA 2		0%	SCA 3		0%	STAAR	37%
	All	Special Education	All	Meets	28%	SCA 1	30%	14%	SCA 2		0%	SCA 3		0%	STAAR	29%

Based on the 2022 Summative Goals selected, the campus is aiming for a Domain 1 EOC Performance scaled score and rating of:			The Raw, Scaled, and Grades shown to the left will automatically populate on the A-F Estimator Worksheet, Student Achievement Domain (column I).			
Raw	Scaled	Grade				
#DIV/0!	#DIV/0					

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

Element 1: The Comprehensive Needs Assessment (CNA) is included as an attachment for all campuses. The 2021-22 CIP/TIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP/TIP was developed/revised, and the CIP/TIP will be evaluated.

Element 2: CIP/TIP 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

Ensure each strategy is aligned with Title 1 SW Elements and TEA Priorities.

Ensure all portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks):

#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)

Once you have completed these steps, mark this page COMPLETE (green completion check).

If you have questions about these requirements, please contact your Title 1 Compliance Coordinator.