

AKINS H S

Akins ECHS

2021/2022

Every Student Every Day!



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Date Reviewed:

DMAC Solutions ®

Page 1 of 39

Date Approved:

12/8/2021

Campus Mission

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

Campus Vision

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

Campus Values

Our Core Values:

High expectations for all

Excellence in teaching and learning

Respect for the individual

Resources to support student needs

Shared ownership, shared commitment

Texas Public Education Mission Statement

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

Austin Independent School District Mission

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

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.

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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. (CSH Implementation) 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
1. Create a Whole Child, Every Child committee that meets monthly to monitor campus goals. (Target Group: All)	CATCH Team	By October 1		Criteria: Monthly meeting agendas and meeting minutes to include the names of all meeting attendees. Within the contents of the meeting minutes are the committee members next steps as it relates to campus goals to be met within this scope of focus.
2. Add Whole Child, Every Child to communication opportunities such as PTA meetings, newsletters, websites, and family nights. (Target Group: All)	CATCH Team, Principal, Website Manager	Ongoing		Criteria: PTA meeting agenda with the CATCH team included to share communications as it relates to the Whole Child, Every Child activities planned for the 21-22 SY. Principal Newsletter segment with information included as it relates to AISD's Whole Child, Every Child focus. Akins ECHS website calendar information with the Whole Child, Every Child activities included as they arise.
3. Add Whole Child, Every Child placeholder to faculty meeting agendas to discuss current/continuous activities. (Target Group: All)	Assistant Principal, CATCH Team, Principal	Ongoing		Criteria: Flipped Academy meeting agendas and minutes denoting the current/continuous activities for Whole Child, Every Child. Campus wide staff meeting agendas/minutes.

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Objective 2. (Health Education) SMART Goal: 100% of all students enrolled in an Akins ECHS Physical Education course will meet a minimum of one Healthy Fitness Zone standard, as measured by the FitnessGram assessment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Administration of the FITNESSGRAM physical fitness assessment through the Physical education department/classes. (Pre and Post Assessment of all eligible students). (Target Group: All)	PE Teacher	Fall/Spring		Criteria: FitnessGram assessment results.
2. Ensure all data for all FitnessGram participants is entered on a timely basis, fitness report cards are printed and sent to Akins ECHS parents. (Target Group: All)	PE Teacher	Fall/Spring		
3. Promote Vaping Awareness and prevention (e.g. Great American Smokeout, Kick Butts Day, etc.). (Target Group: All)	Staff Wellness Champion	throughout the year.		Criteria: Announcements. Marketing materials posted within the campus setting for student awareness. Promotional videos shown during Eagle time.

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Objective 3. (Social, Emotional, Culturally Proficient, and Inclusive Learning Environments) SMART Goal: 100% of our campus teachers will implement SEL practices within their classrooms to foster and promote a Social, Emotional, culturally proficient and Inclusively aware school climate.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All teachers and staff received professional development and training in trauma informed practices. (Target Group: All)	Administrators, Campus Leadership Team	Ongoing		Criteria: Teachers attend in person training which will be signed off on. Teachers will be equipped to handle student issues in the classroom and referral numbers will decrease.
2. Counselors are devoted to addressing students emotional well being 75% or more of the time. (Target Group: All)	Counselor	Ongoing		Criteria: Documented program referrals to CIS, SSS, RJ, and CST. Documentation in ecst
3. Students exhibiting high needs and trauma induced behavior will be sent our opportunity center where they will engage in restorative practices as opposed to ISS. Students will also have access to student support services and CIS as needed. (Target Group: All)	Administrators, Restorative Practice Associate, Social Worker/Social Services Specialist	Ongoing		Criteria: Student suspension numbers will decrease.

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Objective 4. (Family Engagement) SMART Goal: Campus will increase and maintain effective, informative, and relevant communication with families.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Principal will have coffee with the principal each month to help engage parents and communicate what is going on in their students' classrooms, i.e. continue to provide information and explanation of SBG, academic programs etc. (Target Group: All)	Parent Support Specialist, Principal	Sept. 2021-May 2022		Criteria: Meeting notes and family surveys
2. Hold regular monthly Campus Advisory Council meetings. Keep CAC meeting minutes available and accessible upon request. (Target Group: All)	CAC Members	Sept. 2021-May 2022		Criteria: Regular documented meeting notes
3. Hold monthly PTSA meetings aimed at providing communication and building relationships with families and the school. (Target Group: All)	PTA	Sept. 2021-2022		Criteria: Meeting notes, surveys

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Objective 5. (Counseling, Mental Health & Social Services) SMART Goal: Beginning Aug. 2021 students will have access and increased support provided via counselors, LMHP, and Student support services.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Counselors are available to students as a first response to student issues that arise in the classroom. (Target Group: All)	Counselor	Aug. 2021-2022		Criteria: ecst documentation
2. Collaborate with MTSS Specialists, Child Study Team, Social Emotional Learning Specialists, Special Education Behavior Specialists, and LMHP to integrate positive behavior support for campuses, classrooms, and individual students. (Target Group: All,AtRisk)	CST Chair, CST Team	Sept. 2021-2022		Criteria: Ecst documentation
3. Student support services, CIS, Restorative Justice will provide a culturally responsive, inclusive, and trauma informed support for students. (Target Group: All)	Restorative Practice Associate	Aug. 2021-May 2022		Criteria: documented meetings/logs

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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 1.2) Principal, assistant principals, instructional coaches and department chairs will implement Leverage leadership with fidelity in all courses and content areas to improve best first teach and improve student outcomes by May 2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Administrators conduct 100 walk-throughs each, per semester, using walk-through form aligned to newly adjusted PPfT domains and leverage leadership (Target Group: All)	Administrators	September 2021-May 2022		Criteria: Walkthroughs will be documented in frontline employee evaluation system and administrators will keep notes of follow-up meetings.
2. Coaching sessions with teachers following walkthroughs. Each teachers will receive 4 coaching sessions per semester following each walkthrough utilizing leverage leadership guide. (Target Group: All)	Administrators	August 2021-May 2022		Criteria: Administrators will document coaching sessions with teachers utilizing leverage leadership.
3. Campus leadership team including, administrators, department chairs, instructional coaches will all read and follow coaching guidelines provided in Leverage Leadership 2.0. (Target Group: All)	Administrators, Department Chairs, Instructional Coaches	August 2021-May 2022		Criteria: Campus leadership team completed trainings and will have regular meetings with documented notes for plc's, department meetings, and admin meetings regarding progress with leverage leadership.

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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. We will hire 7 more teachers for ELA I, ELA II, Algebra I, Biology, ESOL I/ESOL II to decrease class sizes for the 21-22 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Clear selection criteria, protocols, hiring and induction processes are in place and align with the school's vision, mission, values, and goals. (Target Group: All) (Strategic Priorities: 1)	Assistant Principal, Department Chairs, Principal	ongoing as needed		Criteria: AISD Teacher Interview Protocol (Consistent use of interview questions from this protocol). Teacher informal walkthrough data (noting instructional practice trends), Leverage Leadership coaching conversations/teacher feedback. Teacher peer mentor program (meeting agenda/minutes from peer mentoring sessions/peer observation feedback forms/meeting agenda/notes).
2. Teacher placements are strategic based on student need and teacher strengths. (Target Group: All) (Strategic Priorities: 1)	Principal	BOY/EOY or as needed		Criteria: Master schedule Informal walkthrough data Formal Observation data 3 Week/6week progress reports 9 weeks report card grades Student District Based Assessment Data EOC student assessment data
3. Grade-level and content-area teams have strong, supported teacher leaders trained in adult learning facilitation and team dynamics. (Target Group: All) (Strategic Priorities: 1)	Assistant Principal, Department Chairs, Instructional Coaches, Principal	On-going		Criteria: PLC meeting agenda/minutes/notes Leverage Leadership Coaching meeting agenda/minutes/notes

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Goal 4. (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: Akins ECHS strives to be in line with Austin ISD in ensuring that we provide a consistent and equitable system of identifying, serving and properly progress monitoring all eligible students with disabilities as defined under Section 504 of the Rehabilitation Act.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide a dedicated day for 504 (special population review-ARD, LPAC) meetings with classroom coverage for teachers to attend. (Target Group: 504)	504 Coordinator, Administrators, Teachers	Ongoing.		Criteria: 504 Meeting Calendar, 504 meeting minutes uploaded in Frontline, 504 meetings logged/updated in Frontline by the required deadlines for each 504 student.
2. Hold 504 annual and reevaluation meetings simultaneously. (Target Group: 504)	504 Coordinator, Administrators, Teachers	Ongoing		Criteria: 504 meeting data showing the completion of annual meetings and reevaluations as required for all students receiving 504 services.
3. Post information about 504 services and contact information in a visible area for parents. (Target Group: All,504)	504 Coordinator, CST Chair, Office Staff, Website Manager	Ongoing		Criteria: 504 informational section specifically noted within the 21-22 Akins ECHS student/parent handbook. 504 information included as a student services section within the Akins ECHS website to include an overview of 504, 504 coordinator contact and Child Study team process explained.

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Objective 2. (Behavior Intervention Plan Management) SMART Goal: Akins ECHS will systematically monitor/review/adjust as needed 100% of the students who have a BIP in place as an area of behavior support within the special education services they receive.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Develop a system to ensure that a Behavior Intervention Plan/IEP training occurs with all providers, both general and special education, for each student with an IEP that includes a BIP. (Target Group: All)	Special Education Staff, SpEd Administrator, SpEd Department Chair	BOY, and on-going.		Criteria: IEP/BIP training sign-in sheet; IEP/BIP on-going professional development sessions during teacher conference periods; proper implementation/utilization of IEP/BIP by teachers of record; decrease in student behavior infractions and increase and student academic achievement for those students with IEPs/BIPs. Case manager review.
2. Develop a system for monitoring consistent implementation of BIP fidelity, to include evidence of the provision of IEP accommodations, and/or IEP behavioral strategies. (Target Group: SPED)	Special Education Staff, SpEd Administrator, SpEd Department Chair, Teachers	Ongoing		Criteria: 3 week Sped Case managers review of students within caseloads with IEP accommodations; 9 week (3 week incremental checks) grade reports of SPED students receiving accommodations, DEEDS reports.
3. Conduct Problem Solving ARD meetings before suspensions/removals result in the need for a Manifestation Determination (MD) ARD meeting. (Target Group: SPED)	Administrators, Special Education Staff, SpEd Department Chair, Teachers	As needed; ongoing		Criteria: Problem Solving Ard meeting agendas/minutes.

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Objective 3. (Admission, Review, and Dismissal (ARD) meetings) SMART Goal: Akins ECHS Sped staff with schedule annual ARDS and Re-Evaluation ARDs prior to the due date to ensure 100% compliance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure multiple attempts to arrange a meeting with parents at a mutually agreed on time and place are documented in the SEEDS communication log. (Target Group: SPED)	Special Education Staff, SpEd Department Chair	Ongoing		Criteria: Ard meeting calendar noting confirmed schedule Ards. Ard parent communication documentation log noting the type of communication mode used to schedule the student Ards.
2. Review monthly campus roster provided by the special education department to monitor ARD and evaluation timelines. (Target Group: SPED)	LSSP, Special Education Staff, SpEd Administrator, SpEd Department Chair	Ongoing		Criteria: Ard completion dates
3. Ensure parents are provided written ARD meeting notices at least 5 school days prior to the ARD unless parents agree to a shorter time frame. (Target Group: SPED)	Special Education Staff, SpEd Department Chair	Ongoing		Criteria: SPED ARD Notice parent notice documentation report/spreadsheet. Accelify ARD completion report noting compliance.
4. Perform monthly systems check to determine if case managers are adhering to compliance timelines. (Target Group: SPED)	SpEd Administrator, SpEd Department Chair	Ongoing		Criteria: ARD compliance reports (Accelify). ARDS year at a glance report noting timelines and meeting with/reviewing case manager completion status.

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Goal 5. (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) SMART Goal: SY 21-22 Akins ECHS attendance rate will be 95% or higher at the conclusion of the academic school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Review eCST ADA Dashboard to find students with attendance rates below 69% and develop intervention plans based on data and monitor weekly. (Target Group: All)	Academic Leadership Team, Administrators	Ongoing		Criteria: Student daily attendance reports (ECST). Attendance Response Report (ECST)
2. Ensure Child Study Teams are meeting regularly to monitor students and brainstorm potential interventions. (Target Group: All)	CST Chair, CST Team	Ongoing		Criteria: CST meeting agenda/minutes. CST referral data (ECST).
3. Provide intervention opportunities for students who need additional instructional support to include during the school day, after school, Saturday school, Homework Haven and online learning/credit earning opportunities (Twilight, Edgenuity, DELTA). (Target Group: All)	Academic Leadership Team, Administrators, Teachers	Ongoing		Criteria: Attendance rosters/sign-in sheets. Progress tracking/credit earned/grade sheet from DELTA, Twilight, Edgenuity.

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- Goal 5.** (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)) Akins ECHS will demonstrate an increase in CTE program study completion by 5% and an increase in earned Industry Based Certification by 2%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide opportunities for students to earn certifications and/or credentials in selected CTE courses which are aligned to the current TEA Industry Based Certification Approved list. (Target Group: All) (Strategic Priorities: 3)	Academic Leadership Team, Teachers	Ongoing		Criteria: CTE Certifications earned student list.
2. Establish TSI support and interventions, as well as a calendar of testing opportunities for all grades. (Target Group: All)	Teachers	Ongoing		Criteria: TSI calendar of events, testing sign-in sheets. TSI embedded interventions/testing strategies (goal/objective) posted in TSI content specific teacher classrooms.
3. Provide opportunities for all students, including special populations, to attend college and career symposiums/fairs/expositions. (Target Group: All)	College and Career Center Advisor	Ongoing		Criteria: College/Career calendar of events. College/Career presentation calendar. College/Career nights (i.e. open house, FASFA parent overview). College/Career tours, guest speakers in the industry and/or college academic advisor presentations.

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Objective 3. (GEAR-UP) The Akins ECHS Gear up program will consistently work with 100% of students within their assigned cohorts to open their minds through experiential learning opportunities like college tours, job shadowing/site visits or educational field trips/virtual presentations throughout the 2021-2022 academic school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure 100% of GU Austin students utilize Naviance to create a planning portfolio with at least 3 postsecondary options including admissions requirements and their individual college readiness indicators from the SAT, ACT, and/or TSI. (Target Group: All)	Gear Up Facilitator	Ongoing		Criteria: Individual Student Naviance Portfolios.
2. Ensure the GEAR UP facilitator has opportunities to present to students during the school day. (Target Group: All)	Gear Up Facilitator, Teachers	Ongoing as needed.		Criteria: GearUp Program Campus Presentation Calendar. GearUp classroom visit data/counts.
3. Collaborate with campus organizations that need to host families in order to create a single event each semester that allows families to meet with multiple organizations in one night (i.e. AVID, Counseling, GEAR UP, Attendance, CIS, Student Support Services, etc.) (Target Group: All)	CIS Leader, Counselor, Gear Up Facilitator, Social Worker/Social Services Specialist	Fall Open House/Spring		Criteria: Semester program event calendar, attendee sign-in sheets, program/event agendas.

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- Objective 4.** (Support for Students with Special Needs) 100% of the Akins ECHS students (cohort 2022) who receive SPED services will make measurable progress and meet all required standards to participate in the 2022 Akins ECHS commencement exercises.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure that special education students are included in the development of their graduation plan. (Target Group: All,SPED)	Counselor, Special Education Staff	Ongoing		
2. Schedule a Review ARD for students at-risk of not graduating on time to discuss intervention opportunities for students who need additional instructional support. (Target Group: SPED)	Administrators, General Ed and Sped Teachers, Special Education Staff	Ongoing		Criteria: At-risk report. Meeting agenda. Meeting minutes to include next steps.
3. Hold monthly meetings with campus special education staff and campus leadership to problem solve for special education students who are not on track to graduate. (Target Group: All)	Administrators, Special Education Staff, SpEd Department Chair	Monthly		Criteria: Meeting agendas. Meeting Minutes with next/action steps. At-Risk/Off Track Google Doc with documented communication efforts/summaries, interventions, progress monitoring dates.

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- Objective 5.** (AVID) Akins ECHS teachers will have the opportunity to engage in monthly professional development experiences in which they experience AVID best instructional tools designed to improve equitable access to content knowledge and skills for all learners.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The AVID Site Team meets at least quarterly to collaborate and advocate on issues of planning, logistics, and awareness of access to rigorous curriculum and advanced courses at each grade level. (Target Group: All)	AVID Coordinator, AVID Team	Quarterly		Criteria: AVID Site Team Meeting Agendas/Notes/Sign-In Sheets.
2. The school values a culture of rigor that supports the AVID Site Team's use of WICOR strategies, including scaffolding and rigorous instructional practices in AVID Elective and AVID-Site-Team- instructed courses. (Target Group: All)	AVID Coordinator, AVID Team, Teachers	Ongoing		Criteria: WICOR strategies posters posted within all Akins ECHS classes and integrated across content areas. Walkthrough data noting WICOR strategies across content area classrooms.
3. The school promotes a college-going culture by displaying college pennants, banners, posters, or other décor in classrooms of AVID Elective and AVID Site Team members and in one or two public spaces on campus. (Target Group: All)	AVID Coordinator, AVID Team	Ongoing		Criteria: College/University Pennant displays visible within classrooms, halls and/or offices of Akins ECHS. College Career Counseling Center college/university pennant displays visible.
4. Community/College awareness activities promote a culture of college readiness that ensures AVID Elective and AVID-Site-Team-instructed students participate in enrichment activities, internships, community service, or service learning to explore careers. (Target Group: All)	AVID Coordinator, AVID Team, Teachers	Ongoing		Criteria: College Career Center presentation sign-in sheets/agendas. Academy specific internship program (student participant lists/attendance). Community Service opportunities (student participant lists/attendance, photos).
5. The principal and CLT ensure school	AVID Coordinator, CLT,	Ongoing		Criteria: AVID student enrollment

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- Objective 5.** (AVID) Akins ECHS teachers will have the opportunity to engage in monthly professional development experiences in which they experience AVID best instructional tools designed to improve equitable access to content knowledge and skills for all learners.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
policies and published materials reinforce AVID's philosophy of open and equal access to rigorous courses for AVID Elective students. (Target Group: All)	Principal, Website Manager			lists. AVID program information included within the Akins ECHS website (AVID webpage).
6. Funding for the AVID Elective is included in school and/or district budgets. (Target Group: All)	Principal	Ongoing		Criteria: Campus Budget - AVID program line item/allocation.

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Goal 6. (Increased Enrollment) Insert SMART enrollment goal here

Objective 1. (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 88% to 91% by December 15, 2021 reflecting a 3% increase (refer to 21-22 projection). SMART 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. Monitor enrollment numbers by week and by student group. (Target Group: All)	Administrators, Attendance Committee, Principal, Registrar	Ongoing; daily; weekly		Criteria: Campus average daily attendance rates. ECST Attendance Response Reports reflecting an increase in student attendance instead of a decline due to student non-attendance (i.e. unexcused absences).
2. Create a tracking system that monitors when students withdraw, why they withdrew, and which school they're going to attend. (Target Group: All)	Administrators, Principal, Registrar	Ongoing; Weekly.		Criteria: Weekly Student withdrawal report.
3. Set monthly targets in the spring to hit registration goals and create multiple registration opportunities during that time. (Target Group: All)	Administrators, Principal, Registrar	Spring 21; monthly		Criteria: Monthly meeting agenda/minutes; Registration plan (goals, benchmarks), creation of registration opportunities (registration calendar).

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Goal 7. (Exemplary Customer Service) Insert description of CARES here

Objective 1. (Exemplary Customer Service) SMART Goal: By the end of SY 21-22, the Akins ECHS campus will have an overall weighted score of 80% or above in the area of Customer Service with the CARES Evaluation Survey utilized as the evaluation tool.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Systemically provide clear and ongoing communication to staff, families and community members. (Target Group: All)	Administrators, Office Staff, Principal, Teachers	Ongoing, 9 week checks		Criteria: Customer Service Survey
2. Prioritize CARES Customer Service Standards and best practices to ensure exceptional customer service and equitable experiences that cultivate a culture of respect. (Target Group: All)	Administrators, Office Staff, Principal, Teachers	Ongoing; 9 week checks		Criteria: Customer Service Survey
3. Ensure the campus website is systematically reviewed and actively maintained with accurate information. (Target Group: All)	Administrators, Principal, Teachers	Ongoing; 9 week checks.		Criteria: Parent involvement. Website visit data.
4. Ensure that phone/voicemail/email practices are systematically reviewed and actively maintained. (Target Group: All)	Administrators, Office Staff, Principal, Teachers	Ongoing; daily.		Criteria: Customer Service Survey; Feedback received from returned phone calls and/or emails returned.
5. Ensure the language line for preferred languages is systematically prioritized and actively implemented. (Target Group: All)	Administrators, Office Staff, Principal, Teachers	Ongoing as needed.		Criteria: Customer Service Survey; Increased outbound communication utilizing the Language Line to reach parents with whom English is not their primary language.
6. Ensure the grounds, safety protocols, signage are consistently monitored and effectively maintained. (Target Group: All)	Administrators, Maintenance, Office Staff, Principal, Teachers	Ongoing.		

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Goal 8. (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: 1,3)	Principal	Due 9/17		Criteria: Principal Attestation Form
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 9/17		Criteria: Parent/Family Involvement Policy on your campus stationery
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 9/17		Criteria: Parent/Family School Compact
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 9/17		Criteria: agenda, sign in sheets, meeting notice, and meeting minutes
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 9/17		Criteria: Sample communications in languages other than English

AKINS H S

Goal 8. (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 9/17		Criteria: Documentation of notice on school letterhead
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.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: agendas, sign in sheets, minutes or records of meetings
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.				
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 9/17		Criteria: Homeless documentation sheet
10. Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. Go to Plan Level of CIP and click on "CIP/TIP Developers List". List the name & position of the developers of the 2021-2022 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used & uploaded with packet.) (Target Group: All)	Principal	Due 9/17		Criteria: CIP/TIP Developers List

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.

AKINS H S Site Base

Name	Position
DeLeon-Wissel, Carman	Campus Manager
Thames, Susan	Campus Manager
Richards, Truly	Parent/ CAC-CoChair
Gerlof, Maureen	Parent/ CAC-CoChair
Van Horn, Melinda	Counselor/CAC Co-Chair
Salazar, Tina	Principal
Garcia, Manuel	Associate 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

Campus Name: Akins HS

	Grade Level	Student Group	Subject Tested	Performance Level	2019 or 2021 Results	1st 9 weeks			2nd 9 weeks			3rd 9 weeks			2022	
						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.	58%	SCA 1	80%	-	SCA 2	80%	-	SCA 3	80%	-	STAAR	80%
	All	All	English I	Meets	37%	SCA 1	60%	-	SCA 2	60%	-	SCA 3	60%	-	STAAR	60%
	All	All	English I	Masters	7%	SCA 1	20%	-	SCA 2	20%	-	SCA 3	20%	-	STAAR	20%
	All	All	English II	App.	69%	SCA 1	80%	-	SCA 2	80%	-	SCA 3	80%	-	STAAR	80%
	All	All	English II	Meets	53%	SCA 1	60%	-	SCA 2	60%	-	SCA 3	60%	-	STAAR	60%
	All	All	English II	Masters	4%	SCA 1	20%	-	SCA 2	20%	-	SCA 3	20%	-	STAAR	20%
	All	All	Algebra I	App.	49%	SCA 1	80%	-	SCA 2	80%	-	SCA 3	80%	-	STAAR	80%
	All	All	Algebra I	Meets	11%	SCA 1	60%	-	SCA 2	60%	-	SCA 3	60%	-	STAAR	60%
	All	All	Algebra I	Masters	1%	SCA 1	20%	-	SCA 2	20%	-	SCA 3	20%	-	STAAR	20%
	All	All	Biology	App.	65%	SCA 1	80%	-	SCA 2	80%	-	SCA 3	80%	-	STAAR	80%
	All	All	Biology	Meets	33%	SCA 1	60%	-	SCA 2	60%	-	SCA 3	60%	-	STAAR	60%
	All	All	Biology	Masters	9%	SCA 1	20%	-	SCA 2	20%	-	SCA 3	20%	-	STAAR	20%
	All	All	US His.	App.	82%	SCA 1	80%	-	SCA 2	80%	-	SCA 3	80%	-	STAAR	80%
	All	All	US His.	Meets	55%	SCA 1	60%	-	SCA 2	60%	-	SCA 3	60%	-	STAAR	60%
	All	All	US His.	Masters	32%	SCA 1	20%	-	SCA 2	20%	-	SCA 3	20%	-	STAAR	20%
	All	Emer. Bilingual	Reading	Meets	26%	SCA 1	36%	-	SCA 2	36%	-	SCA 3	36%	-	TELPA	36%
Strategic Plan Scorecard Elements	All	African American	All	Meets	33%	SCA 1	35%	-	SCA 2	35%	-	SCA 3	35%	-	STAAR	35%
	All	Hispanic	All	Meets	36%	SCA 1	40%	-	SCA 2	40%	-	SCA 3	40%	-	STAAR	40%
	All	Emer. Bilingual	All	Meets	24%	SCA 1	25%	-	SCA 2	25%	-	SCA 3	25%	-	STAAR	25%
	All	Special Education	All	Meets	20%	SCA 1	25%	-	SCA 2	25%	-	SCA 3	25%	-	STAAR	25%

Based on the 2022 Summative Goals selected, the campus is aiming for a Domain 1 scaled score and rating of: ****EOC COMPONENT ONLY****

Raw	Scaled	Grade
53	80	B

The Raw, Scaled, and Grades shown to the left will automatically populate on the A-F Estimator Worksheet, Student Achievement Domain (column I).

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Akins ECHS

Instructions for the Comprehensive Needs Assessment (CNA):

1. Locate the data source for each section and fill in the data. All CNA sections are required.
2. Answer reflection questions associated with each section.
3. Follow steps 3 and 4 at the end of the CNA.

Open Qualtrics using your portal tile, and click on the “Coordinated School Health Reporting, 2021” dashboard. Add your implementation subscale scores to the table below.

	Overall Average	*CSH Implementation	*Health Education	*Physical Education/Physical Activity	*Food Services	Employee Wellness	SEL	Physical Environment	*Family Engagement	Community Engagement	Counseling/Mental Health/Social Services	Health Services
SY 20-21	71.7	43	80	81	91	61	92	58	61	57	83	81
SY 21-22 Goal	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%

*A score of <70% is considered Unacceptable. An Unacceptable score in any of the state required components (Coordinated School Health Implementation, Health Education, Physical Education/Physical Activity, Food Services, or Family Engagement) will result in the overall score also being Unacceptable.

Coordinated School Health reflection question: Some of your campus implementation scores will go up by returning to both in-person instruction and “business as usual.” In which CSH areas do you feel something needs to change at the campus in order for the implementation score to reach 70%? (Note: These are the areas to focus on in your CIP/TIP this year. At a minimum, each campus must address CSH Implementation, SEL, and Family or Community Engagement.) At Akins we are utilizing Eagle Time, formally fit to conduct student/teacher conferences, Tutor viz Zoom, conduct check in circles, and have SEL lessons.

Commented [1]: @michele.rusnak@austinisd.org @cinda.christian@austinisd.org Here's what we're picturing for the CIP/TIP Needs Assessment. Will this work for your section? If there is a link that takes them directly to the Qualtrics dashboard, please link it. Due COB Thursday 8/5.
Assigned to Michele Rusnak

Commented [2R1]: @michele.rusnak@austinisd.org
1. Do you want them to also list their "overall score" or "overall category"?
2. I would recommend putting an asterisk next to each of the 4 "required" sub areas (i.e., those for which they will be "unacceptable" overall if they do not score >=70% in all).

Commented [3R1]: Also - no direct linking available in Qualtrics. We could say something like: "Open Qualtrics using your portal tile, click on the "Coordinated School Health Reporting, 2021" dashboard.

Commented [4R1]: @cinda.christian@austinisd.org I made both changes. Thanks for your feedback!

Commented [5R1]: @gina.cordero@austinisd.org I think Michele is out of the office until Monday - so we should probably get her confirmation before finalizing, if possible :-)

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Akins ECHS

Longitudinal Discipline Data Report

Number of Disciplinary Actions by Student Group																					
		African American					Hispanic					White					Female				
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAE P	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAE P	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAE P	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAE P
2017-2018	2883	201	0	23	20	7	2226	5	149	216	58	318		29	31	12	1426		55	52	21
2018-2019	2938	207	1	25	17	4	2258	13	159	102	58	387	6	27	22	12	1399	3	58	55	20
**2019-2020	2902	180	1	20	10	3	2235	22	111	116	31	345	3	17	11	7	1397	5	50	39	16
		Male					Economically Disadvantaged					Special Education									
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAE P	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAE P	Total Students	Expulsions	Home Suspension	In-School Suspension	Removal to DAE P					
2017-2018	2883	1457	5	147	220	58	1819	5	145	201	63	352	1	53	41	8					
2018-2019	2938	1539	18	157	87	56	1871	16	158	113	52	402	3	68	42	19					
**2019-2020	2902	1505	21	102	104	27	1883	17	111	103	31	387	5	35	29	10					

*Remote instruction March 13-May 28, 2020, due to COVID 19

Discipline Data Reflection Questions: What trends do you observe in discipline dispositions for your students from [historically underserved student groups](#)? Akins is trending down in disciplinary data I wonder if the pandemic contributed to that due to students staying home in March of 2020 with two and a half months of school to go. African American students, ECD, and Special Education students are still disciplined at a disproportionate rate.

What are the top 3 reasons students get referrals?

1. Insubordination
2. Rude to Adult/Rude to Student

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Akins ECHS

SY 20-21 TELPAS Progress

Composite Progress for 2020 Cohort						Listening Progress	Speaking Progress	Reading Progress	Writing Progress
Grade	2020		2021		2020 to 2021 Change	2021			
	# Matched Stdts	% Progressed 1+ Prof Lvl	# Matched Stdts	% Progressed 1+ Prof Lvl		% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl
9						25	20	25	36
10						12	17	12	17
11						14	21	14	43
12						6	33	6	0
All									

TELPAS Reflection Question: What trends do you observe in progress for your students across grade levels and TELPAS components?
Students are progressing in Speaking but continue to struggle in reading, listening, and writing.

SY 20-21 EOC Results

2021 STAAR		All Students					African American					Hispanic					White					Econ Disadvantaged				
	Test Grade	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters
Algebra I	A1	314	47	49	11	1	11	29	36	9	-1	261	48	47	9	1	34	46	65	24	3	196	45	46	9	1
English I	E1	480	54	58	37	7	22	43	32	-27	18	386	55	56	33	6	56	56	79	59	14	275	50	55	29	3
English II	E2	505	66	69	53	4	27	71	63	52	4	393	66	65	49	3	61	66	87	9	3	280	63	63	2	3
Biology	BI	478	51	65	33	9	18	35	61	11	6	393	53	62	27	6	50	48	88	72	20	280	49	63	24	5
U.S. History	US	480	54	58	37	7	22	43	32	18	5	386	55	56	33	6	56	56	79	59	14	275	50	55	29	3
		Econ Disadvantaged					Emergent Bilingual					Special Ed Services					Dyslexia Services									

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Akins ECHS

2021 STAAR	Test Grade	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters
Algebra I	A1																				
English I	E1																				
English II	E2																				
Biology	BI																				
U.S. History	US																				

EOC reflection question: What trends do you observe in mastery for your students from [historically underserved student groups](#)?

African American, Hispanic, and Economically Disadvantaged students continue to lag in achieving mastery status in Algebra I and Biology.

Advanced Academics

Data Points Reviewed	Data Source	2018-19	2019-20	2020-21
% African American (SIBAA) students enrolled in Gifted/Talented (GT) programs ²	Forecast 5	*	*	*
% Hispanic students enrolled in Gifted/Talented (GT) programs	Forecast 5	*	*	*
# African American students that enrolled in an AP Course (HS only)	DRE Data	31	28	20
# African American students that enrolled in an IB Course (HS only)		0	0	0
# African American students that enrolled in a Dual Credit (DC) Course (HS only)		23	19	21
# Hispanic students that enrolled in an AP Course (HS only)		319	322	239
# Hispanic students that enrolled in an IB Course (HS only)		0	0	0
# Hispanic students that enrolled in a Dual Credit (DC) Course (HS only)		350	311	248

Advanced Academics reflection questions:

How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping and secondary- advanced course enrollment)?

All GT students are scheduled into AP or OnRamps classes every year.

How are you communicating with all families about GT and/or advanced learning opportunities?

We discuss GT and advanced learning opportunities at all Advanced Academic meetings and OnRamps meetings.

How do you support a culture that provides advanced learning opportunities to all students?

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Akins ECHS

All students all allowed to be in AP and OnRamps. Gatekeeping is not allowed. We intentionally discuss students of color being in AP, OnRamps, and DC.

***No Access to this data**

² Includes African American students who are within the “Two or more races” category.

GT Campus Accountability Monitoring Plan

	STUDENT ASSESSMENT				SERVICE DESIGN				CURRICULUM & INSTRUCTION				PROFESSIONAL LEARNING				FAMILY & COMMUNITY			
	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
CAMPUS	E	E	E		E	E	O		E	E	E		E	C	E		E	E	E	
KEY: E=Exemplary; R= Recognized; C= Compliance; O= Out of Compliance If any of the 5 areas are Compliance or Out of Compliance, the campus is required to add at least 3 strategies to the Advanced Academics section (Under Effective, Culturally Relevant and Sustaining Instruction).																				

Supporting Special Populations

Data Points Reviewed	Data Source	2018-19	2019-20	2020-21
% of campus enrollment identified as 504	504 Dept.	*	*	*
% 504 Annual and Re-Evaluation meetings held on time	504 Dept.	*	*	*
% of African American SpEd students	SEEDS	*	*	*
% of Initial, Transfer, and Annual ARDs held on time	CRTE	*	*	*
% parent participation for ARD meetings	CRTE	*	*	*
% of students in grades 3-9 served in special education who test on STAAR Alternate 2 in all subjects applicable to the student's grade level	CRTE	*	*	*
Special Populations reflection question: All re-evaluation 504 meetings will be held on time. All annual ARDS will be held on time.				
*No Access to this Data				

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Akins ECHS

Domain 3 Campus Reports

Graduation Rate 10%	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two +	ECD	EL*	SpEd	Former SpEd	Content Enr	Not Content Enr	Total Met	Total Eligible	% of Eligible Met
Federal Graduation Rate (High Schools and K-12)																	
# in Cohort	619	38	490	60	0	19	2	10	353	120	70	n/a	n/a	n/a			
2020 Fed Grad Rate	94	86.8	93.7	98.3	-	-	-	-	94.3	92.5	85.7	n/a	n/a	n/a			
2019 Fed Grad Rate	96.4	95.9	96.6	98.3	-	-	-	-	96.4	95.9	86.4	n/a	n/a	n/a			
Class of 2015 Baseline	89	85	87	93	86	95	89	92	86	72	78	n/a	n/a	n/a			
4 year Long Term Target	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%	n/a	n/a	n/a			
4 year Interim Target	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	n/a	n/a	n/a			
4 Year Growth Target	96.2%	95.7%	96.3%	94.1%	-	-	-	-	87.2%	95.7%	87.2%	n/a	n/a	n/a			
Met Target												n/a	n/a	n/a			
Total																	

*EL Current and Former

School Quality 30%	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two +	ECD	EL*	SpEd	Former SpEd	Content Enr	Not Content Enr	Total Met	Total Eligible	% of Eligible Met
College, Career, and Military Readiness Performance (High Schools and K-12)																	
# of Graduates	618	39	484	62	0	20	2	11	358	133	75	5	518	100			
CCMR	77%	72%	75%	89%	-	85%	-	100%	74%	63%	81%	-	79%	66%			
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	27%	30%	43%	50%	31%			
Met Target																	
Total																	

College, Career, and Life Readiness reflection question: What trends do you observe in CCMR and graduation rates for your students from [historically underserved student groups](#)? Our students who are historically underserved are still not meeting CCMR goals in relation to students who are not historically underserved. We will continue to intentionally target students who are underserved to ensure they are TSI ready.

*EL Current and Former

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Akins ECHS

Longitudinal Enrollment, Utilizations, and Transfers Report

		17-18	18-19	19-20	20-21
Enrollment & Utilization	Enrollment	2763	2794	2746	2687
	Students in enrollment area	3167	3173	3092	2950
Transfers	Transfers to other AISD schools	491	461	428	316
TELL Survey	General School Climate	90%	88%	91%	91%
	Managing Student Conduct	88%	87%	88%	93%
	Principal Leadership	96%	93%	89%	95%

Reflection Questions: Why do you think families are transferring to other AISD schools?

Families ask to transfer because of the bad press Akins has received in past years. Akins is no longer that school, however the rumors are still out there.

What trends do you see in your enrollment since SY17-18? To what do you attribute the increases or decreases?

Many of our students transfer to Austin and Bowie. While Akins is still over capacity of 2400 students. Akins programming and the advertising of our former students has made Akins a better choice over the years. Families have begun to give Akins a chance. Which is why more and more families chose to not transfer out.

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Akins ECHS

Self-assess your current level of customer service using the [AISD CARES Customer Service Rubric](#). Place an X to indicate the campus's current level.

	<i>1-Support Needed</i>	<i>2-Developing</i>	<i>3- Meets Expectations</i>	<i>4-Exceeds Expectations</i>
Campus Communication Goals & Practices				
Campus Communication Strategies			X	
Campus Website			X	
Phone/Voicemail/Email Practices			X	
Language Line for Preferred Language			X	
Campus Culture of Respect Goals				
Campus culture of respect practices and goals			X	
Customer service prioritization			x	
Facility & Operations				
Grounds				
Safety Protocols			X	
Signage				
Reflection Questions: Which area/s will you focus on strengthening this school year? Why did you select this/these area/s? We know our students have been gone for 18 months are we need to get back into the practice of not opening doors for anyone, staying on campus, and “see something, say something”.				

3. All campuses will be required to address certain framework components (see below). Based on the results of the Comprehensive Needs Assessment, identify the additional framework components the campus will address in the CIP/TIP as focus areas of improvement.

REQUIRED Framework Components:

Coordinated School Health

- CSH Implementation
- Social and Emotional School Climate

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Akins ECHS

- **Either Family Engagement or Community Engagement**

Essential Schools Framework: Two ESF Levers for TIPs and One ESF Lever for CIPs

Increased Enrollment

Exemplary Customer Service

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Akins ECHS

ADDITIONAL Framework Components:

Coordinated School Health

- Health Education
- Physical Education and Physical Activity
- Food Services
- Employee Wellness
- Physical Environment/Sustainability
- Counseling, Mental Health, & Social Services
- Health Services

Positive School Culture

- Disproportionate Discipline Practices

Effective, Culturally Relevant and Sustaining Instruction

- BLENDED Learning
- Support for Emergent Bilingual Students
- Support for Students with Special Needs (Academics)
- Early Childhood
- Advanced Academics
- Creative Learning

Support for Special Populations

- Students with 504 Services
- Disproportionate Discipline Practices
- ARDs
- STAAR Alt2

PreK-12+ College, Career, and Life Readiness

- Attendance and Dropout Prevention
- CTE
- GEAR-Up
- Support for Students with Special Needs (Graduation)
- AVID

4. Ensure that all components the campus is not working on are deleted out of the plan template in PlanWorks. The Framework, Objectives, and Strategies page should only show framework components the campus is actually working on.



TITLE I COMPLIANCE PACKET

2021-2022

Principal Confirmation

Documents uploaded in PlanWorks no later than September 17, 2021

- ☒ 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 documentation 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 documentation of Parent/Family School Compact)
- ☒ Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held within the first 6th weeks of school 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. (Attach documentation: **MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. 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. (Attach documentation and submit at least 2 sample communications of languages other than English)
- ☒ Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Attach documentation for notice on school letterhead)
- ☒ Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the *Value and Contributions of Parents* for staff. (Attach documentation: agendas, sign in sheets, minutes or records of meetings)
- ☒ 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. (Maintain copies of all signed and submitted Time and Effort Reports to be available upon request)*
- ☒ Attachment #9. *Homeless Documentation (Maintain list of Homeless Student Services provided and evidence of provisions)*
- ☒ Attachment #10. CIP Developer Page (Attach Documentation: Signature page of CIP developers is completed)

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 in PlanWorks)

Akins ECHS

Campus Name

[Signature]

Principal's Signature

9/14/21

Date

