

LASA HS
LASA High School
2021/2022

Seperare Aude - Dare to Think



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Date Reviewed:

DMAC Solutions ®

Date Approved:

Campus Mission

The Liberal Arts and Science Academy cultivates responsible leaders, problem solvers, and thinkers by offering a nationally recognized, rigorous, innovative, evolving curriculum.

The School stands at the forefront of the nationwide effort to produce graduates with exceptional knowledge and skills in English, other languages, mathematics, science, social studies and technology.

An outstanding high school education at the Liberal Arts and Science Academy of Austin (LASA) prepares students for higher education and at the same time encourages them to make a significant contribution to community, state and nation.

Campus Vision and Values

RIGOR

The curriculum for every course - Math, English, Science, Social Studies, and Art- is written to go above and beyond state and district standards.

COMMUNITY

Students take courses with teachers who are experts in their field and attend classes with students who enjoy the challenge provided by those teachers.

INQUIRY

Many of our courses rely heavily on discussion and seminar style delivery of the course information. Other courses rely heavily on the use, interpretation, and delivery of research.

EXCELLENCE

Teachers, students, and parents recognize that these four years are extremely important. Discussions of college selection, admissions, scholarships, letters of recommendation, and financial aid enter into conversations in the classroom beginning the freshman year

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.

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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 |
|---|--|----------------------------------|-----------|---|
| <p>1. Campus will work with student and parent Wellness Committees to identify large campus health and wellness issues. Campus will have at least one health and wellness special program for students and a separate one for parents each nine weeks.</p> | <p>Administrators, Counselor, Cultural Committee, Students, Wellness Committee</p> | <p>Sept. 21 - May 22</p> | | <p>Criteria: Advertisements from events. Pictures, if appropriate, of events. Planning meeting notes.</p> <p>10/28/21 - Some Progress</p> |
| <p>2. Campus will work with cafeteria manager to start a basic composting program based on the AISD guide by December, 2021.</p> <p>Student group will meet with cafeteria manager to understand the process of implementing a composting program. Student group, based on this process, will create informational advertising to the campus at large to begin composting both "green" and "brown" matter.</p> | <p>Cafeteria staff, Principal, Students</p> | <p>September 21- December 21</p> | | <p>Criteria: Bulletin boards or flyers advertiseing and/or explaining composting program. Pictures of composting program in action.</p> <p>10/28/21 - No Progress</p> |
| <p>3. The campus will engage the larger campus and neighborhood community in at least one No Place for Hate activity each semester. LASA Student Equity Council, Student Wellness Committee, LASA Cares and the PFLASA Wellness Committee will meet to discuss the top health and wellness concerns of students and parents. With the advisement of the Wellness Counselors the teams will create at leats one wellness program/activity for students and one for parents each quarter. Student Wellness Committee, LASA Student Equity Council and LASA Cares will work with administration, PTSA, Johnston Terrace Neighborhood Association and the LASA Wellness Counselors to create at least two No Place for Hate activities that include both the campus and neighborhood over the course of the year.</p> | <p>Administrators, Counselor, Cultural Committee, Parents, PTA, Students, Wellness Committee</p> | <p>9/1/21 - 5/30/22</p> | | <p>Criteria: Planning meeting notes, Advertisements from events, pictures, if appropriate.</p> <p>10/28/21 - On Track</p> |

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Objective 2. (Community Engagement) Campus will have at least five events each semester where parents and community members are invited to participate in some aspect of campus life.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|---|---------------------------|-----------|---|
| <p>1. CAC will meet at least eight times over the course of the school year.</p> <p>CAC meeting information will be posted by the CAC co-chairs on the LASA website as well as advertised in two parent newsletters.</p> | CAC Members, Principal, Website Manager | All months 21-22 sch year | | <p>Criteria: Copy of newsletters. Screen shots of website calendar.</p> <p>10/28/21 - On Track</p> |
| <p>2. Campus will work with student and parent Wellness Committees to identify large campus health and wellness issues. Campus will have at least one health and wellness special program for students and a separate one for parents each nine weeks.</p> | Counselor, Parents, PTA, Students, Wellness Committee | Sept 2021-May 2022 | | <p>Criteria: Advertisements from events. Calendar showing date/times of events. Pictures, if appropriate.</p> <p>10/28/21 - Some Progress</p> |
| <p>3. Campus will maintain two parent organizations, PTSA and PFLASA. Each group will have a minimum of two meetings each nine weeks where anyone in the parent community is invited. They will also sponsor at least one non-meeting activity each semester for parents to be involved on campus or at a campus event.</p> | Parents, Principal, PTA | Sept 2021 - May 2022 | | <p>Criteria: Agenda and minutes from meetings.</p> <p>10/28/21 - On Track</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 1. (ESF Essential Action 1.1) By the end of the school year, the administrative and counseling team will ensure that the entire staff are knowledgeable about the SEL and CP&I skills needed to foster strong anti-racist, culturally proficient and action-oriented campus leaders.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|----------------------|-----------|--|
| 1. Campus leadership will ensure that all staff have access to a minimum of three hours of professional development in the area of SEL. | Administrators, Counselor, Cultural Committee | 9/1/21-5/30/22 | | Criteria: List of professional development that was made available to staff. 10/28/21 - On Track |
| 2. Campus administrative leaders will meet weekly to discuss student progress and analyze formative data. At these meetings the following data will be discussed: attendance data, gradbook data, failure rates, walk-through data, formal observation data. | Administrators | Aug. 2021 - May 2022 | | Criteria: Notes from data meetings 10/28/21 - On Track |
| 3. Campus leadership and staff will have access to cultural proficiency professional development opportunities in order to examine personal bias and learn language and actions to interrupt microaggressions towards students, staff, and families. | Administrators, Counselor, Cultural Committee | Aug. 2021 - May 2022 | | Criteria: List of professional development opportunities that addressed these issues. 10/28/21 - On Track |

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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 #. No objectives defined.

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

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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. (Culturally Responsive Restorative Practices) 100% of the time staff will respond proactively and responsively in order to support student academic, social and emotional success.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|---|-----------------------|-----------|--|
| 1. 100% of the time a Child Study Team meets to discuss a student, they will do so from a frame of reference that structures the conversation around the strengths of the student and focuses on what the adults in the school will do to support the student's success. | Academic Leadership Team, Administrators, Counselor, Crisis Response Team, LMHP, Nurse, Special Education Staff | Sept. 2021 - May 2022 | | Criteria: Agenda and notes from Child Study team meetings. 10/28/21 - On Track |
| 2. The school will create a campus-wide program to proactively teach mental health and wellness skills to students. The program will have a minimum of one activity for each grade level each quarter. | Advisory Teachers, Counselor, Principal, Students | Aug 2021 - May 2022 | | Criteria: Minutes from planning meetings. Powerpoints or other documents used during these presentations. 10/28/21 - On Track |
| 3. The LASA Student Equity Council that formed in late spring 2021 will meet at least three times each semester to discuss the issues of greatest concern to students and develop potential solutions to suggest to the appropriate staff (administration, counseling, particular department). | Cultural Committee, Principal | Sept 2021 - May 2022 | | Criteria: Meeting minutes 10/28/21 - On Track |
| 4. The LASA Student Equity Council will work with administration and counseling staff to create programming that helps students understand and be a full participant in the desired culture of the campus. At least one event, designed by the LASA SEC, will be held each semester. | Administrators, Advisory Teachers, Cultural Committee | Aug 2021 - May 2022 | | Criteria: Advertisements or other artifacts from events. 10/28/21 - On Track |

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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 #. No objectives defined.

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

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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 #. No objectives defined.

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

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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 #. No objectives defined.

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

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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 #. No objectives defined.

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

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Goal 9. (Increased Enrollment) Insert SMART enrollment goal here

Objective 1. (Increased Enrollment) 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. Principal and registrar will work together to communicate registration information in multiple languages to currently enrolled families. Communication will begin in early spring semester. Follow-up direct reach out will take place to families who have not registered by April 15th. | Principal, Registrar | 2/2022 - 6/2022 | | Criteria: Registration data 10/28/21 - On Track |

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Goal 10. (Exemplary Customer Service) Insert description of CARES here

Objective 1. (Exemplary Customer Service) SMART Goal: By the end of SY 21-22, the campus will move from Support Needed to Meets Expectations on the Facilities and Operations section of the Campus Assessment Rubric.

| Activity/Strategy | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|--|---------------------------|-----------|---|
| 1. By May 2022, 50% of campus courtyards will be adopted by a student club, parent group or class. These courtyards will be attractively designed and maintained by both the group who adopted them and district maintenance personnel. | Academic Leadership Team, Beautification Committee, Campus Club Sponsors, Maintenance, PTA, Students | September 2021 - May 2022 | | Criteria: Each courtyard will be adopted by a student group/parent organization or class. The courtyard leader will have their landscaping design approved by a member of the administrative team. A work order for the grass to be cut will be put in within one school day of determining the need. Courtyard leader will establish a courtyard trash pick-up schedule that is dependent on when and how the courtyard will be used. 50% of all campus courtyards will be adopted by May 2022. 10/28/21 - On Track |
| 2. After Emergency Management completes their initial campus evaluation, campus leadership, campus will implement the top two priorities dictated by AISD Emergency Management Department. These priorities will be complete by December 2021, | Academic Leadership Team | September 2021-December 2 | | Criteria: Evidence of Emergency Management walk-through with priorities and recommendations. Physical evidence of implementation of top two recommendations. Follow-up walk-through by Emergency Management validating implementation met their standards. 10/28/21 - Significant Progress |
| 3. By May, 2022, when construction is complete, campus will create and post signage for clear process of drop off, pick-up, bus riders and parking as well as entry points with buzzers. Signage will be in both English and Spanish. | Administrators, Facilities Manager | Sep 2021 - May 2022 | | Criteria: Signage in English and Spanish will be easily visible to students, staff and visitors. 10/28/21 - Significant Progress |

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Goal 11. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

Objective #. No objectives defined.

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

LASA HS Site Base

| Name | Position |
|--------------------|--------------------|
| Crescenzi, Stacia | Campus Manager |
| Gritte, Julia | Teacher |
| Pinkston, Caroline | Teacher |
| Seagren, Carl | Teacher |
| Castro, Scott | Teacher |
| Horvitz, Rachel | Teacher |
| DiGioia, Katie | Teacher |
| Russo, Jayne | PTSA President |
| Salinas, Alicia | Wellness Committee |
| Alvarado, Olga | Wellness Committee |

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