

EASTSIDE MEMORIAL AT THE JOHNSTON CAMPUS

Eastside Early College HS **2021/2022**

Where Legacy Meets the Future



EASTSIDE
EARLY COLLEGE HIGH SCHOOL
AUSTIN Independent School District

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Date Reviewed:

Date Approved:

Campus Mission

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

Campus Vision

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

Campus Values

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

Texas Public Education Mission Statement

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

Austin Independent School District Mission

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

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

Element 1: The Comprehensive Needs Assessment (CNA) is included 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.

EASTSIDE MEMORIAL AT THE JOHNSTON CAMPUS

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) Host different events on campus: Kick off CSH Week Tobacco Awareness Week - 2021 Healthy Heart Week Feb 2022 School Breakfast Week March 2022 Try to put together a team of students and staff for the Capital 10K - April 2022

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a Whole Child, Every Child committee that meets monthly to monitor campus goals. (Title I SW Elements: 2.2,2.6) (Target Group: All) (Strategic Priorities: 4)	Staff Wellness Champion	ongoing 21 - 22		Criteria: Monthly meeting agenda and minutes. 11/03/21 - Significant Progress

EASTSIDE MEMORIAL AT THE JOHNSTON CAMPUS

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Objective 2. (Social, Emotional, Culturally Proficient, and Inclusive Learning Environments) By the end of SY 21-22, teachers and staff will foster a culture of empowerment, continuous improvement, and celebration; collaboratively promote an environment that empowers community and families to share responsibility and ownership of the school and student learning; lead stakeholders to create a safe, welcoming and inclusive school community to support every students' intellectual, social and emotional development with a 75% rating

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create SEL committee including students and staff to meet monthly to promote wellness and address needs for social and emotional growth (Title I SW Elements: 2.6,3.2) (Target Group: All) (Strategic Priorities: 1,4)	Campus Leadership Team, Teachers, Wellness Committee	ongoing June 2022		Criteria: Agendas and minutes Documented activities and outcomes 11/03/21 - Significant Progress

EASTSIDE MEMORIAL AT THE JOHNSTON CAMPUS

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 3. (Family Engagement) Provide training for AISD staff on how to engage and communicate with families.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Establish a Child Study Team that includes a diverse group of campus staff and campus-based service providers, establish group protocols for the Child Study Team, and ensure team members attend foundational training. (Note: The Child Study Team meets regularly (weekly-biweekly) to provide and track interventions for students with academic and social-emotional needs). (Title I SW Elements: 2.2,2.6) (Target Group: All) (Strategic Priorities: 2,3)	CIS Leader, Counselor, CST Team, Parents, Students, Teachers	Sept. 2021		Criteria: Agendas and minutes Rate of student progress Parental participation 11/03/21 - Significant Progress

EASTSIDE MEMORIAL AT THE JOHNSTON CAMPUS

Goal 2. (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 2.2) By end of May 2022, the campus will increase teacher capacity from _____% to _____% using the PPFt walkthrough composite score while looking at observation and feedback cycles.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Weekly classroom walkthroughs using the PPFt walkthrough form with campus and district support- focusing on specific strands week by week. (Title I SW Elements: 2.2,2.4,2.5) (Target Group: All) (Strategic Priorities: 1)	Administrators, Instructional Leadership Team	2021 - 2022		Criteria: Walk-through calibration and data Scheduled walk-throughs completed with feedback 11/03/21 - Significant Progress

EASTSIDE MEMORIAL AT THE JOHNSTON CAMPUS

Goal 3. (Increased Enrollment) Insert SMART enrollment goal here

Objective 1. (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from ____ to ____ by December 15, 2021 (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
No strategies defined.				

EASTSIDE MEMORIAL AT THE JOHNSTON CAMPUS

Goal 4. (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 Developing to Meets Expectations on the _____ section of the Campus Assessment Rubric.

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

EASTSIDE MEMORIAL AT THE JOHNSTON CAMPUS

Goal 5. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attachment #1. Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. (Sign and attach the form.) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 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

EASTSIDE MEMORIAL AT THE JOHNSTON CAMPUS

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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.

EASTSIDE MEMORIAL AT THE JOHNSTON CAMPUS Site Base

Name	Position
Garcia, Miguel	Campus Manager
Granado, Jodi	Teacher
Alvarado, Yvette	Campus Administrator
Paulo, Carrie	Teacher
Blair, Roderick	Teacher
Gonzales, Audra	Parent Support Specialist

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



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*)
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- ☒ 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)

Eastside Early College
Campus Name

[Signature]
Principal's Signature

9/17/21
Date



TITLE I COMPLIANCE PACKET

2021-2022

Principal Confirmation

Documents uploaded in PlanWorks no later than September 17, 2021

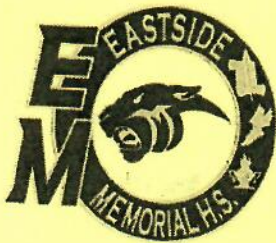
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By signing this form, I am confirming that the following Title I Compliance Requirements have been met, as verified by the attached documentation. (Upload ALL documents in PlanWorks)

Eastside Early College
Campus Name

[Signature]
Principal's Signature

9/17/21
Date



Student Name: _____

ID: _____

Pacto entre la escuela y los padres de familia o custodios

Se ha demostrado que cuando los padres de familia participan en la escuela los estudiantes tienen mejor rendimiento, asistencia, calificaciones y resultados en pruebas. Además, aumenta la tasa de graduación y más estudiantes alcanzan su máximo potencial en el crecimiento intelectual, social, emocional y físico. Este pacto escolar representa nuestro compromiso de trabajar juntos para lograr el éxito estudiantil ejemplar. Favor de firmar este pacto y devolverlo al maestro de su hijo.

Papel y compromiso de la escuela

- Todos en la escuela queremos que nuestros estudiantes tengan éxito académico. Nos comprometemos a:
- ✓ Tener reuniones mensuales con los padres para hablar del progreso y las estrategias que llevan al éxito estudiantil
 - ✓ Animar a los estudiantes a participar en clases extraescolares, de enriquecimiento o de intervención después de clases, si es necesario
 - ✓ Llevar a cabo evaluaciones formativas y sumativas al nivel de la escuela y del distrito y compartir los resultados con los padres periódicamente
 - ✓ Patrocinar eventos de aprendizaje académica para que las familias fortalezcan su relación con la escuela
 - ✓ Comunicarnos de forma constante con los padres por medio de actividades mensuales, calendarios, boletines, etc.
 - ✓ Proporcionar a cada niño todos los días, un currículo riguroso y enseñanza de calidad
 - ✓ Recibir a padres y visitantes en la escuela, pero por razones de seguridad, pedirles que al llegar se registren en la oficina principal

Fecha

Nombre y firma del director

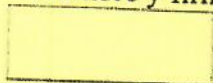
Papel y compromiso de los padres de familia

Como padre de familia, quiero que mi hijo tenga éxito, esté preparado para la escuela y listo para aprender todos los días. Me comprometo a:

- ✓ Asegurar que mi hijo asista a la escuela y llegue a tiempo todos los días para que no se pierda lecciones importantes
- ✓ Preguntarle cada día a mi hijo lo que aprendió en la escuela y asegurarme de que haga la tarea, especialmente la lectura diaria y las prácticas de matemáticas.
- ✓ Inscribir a mi hijo en programas de enriquecimiento o intervención disponibles después de clases
- ✓ Asistir a las Noches de Aprendizaje Académico y otros eventos extraescolares
- ✓ Ir a conferencias con el maestro de mi hijo, o pedir las, para evitar perder tiempo de instrucción, y hablar de su progreso académico
- ✓ Revisar periódicamente las calificaciones de mi hijo, *Parent Connection*, las de calificaciones, informes de progreso, trabajo diario y puntaje en las evaluaciones
- ✓ Asegurar que la oficina de la escuela tenga mi información de contacto actualizada
- ✓ Repasar y hablar con mi hijo sobre el *Student & Parent Handbook (online)* y el *Pacto entre la escuela y los padres de familia o custodios*

Fecha

Nombre y firma del padre de familia



AUSTIN INDEPENDENT SCHOOL DISTRICT

Title I Principal Attestation

Compliance with P.L. 107-110, Section 1119(i)
Qualifications for Teachers and Paraprofessionals

Name of Campus: Eastside Early HS Org # 019

Name of District: Austin ISD

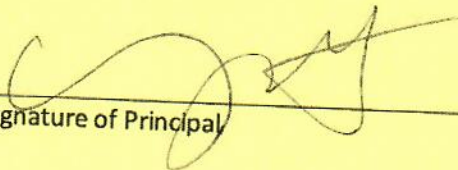
As required by P.L. 107-110, Section 1119(i) of Title I, Part A, I the undersigned campus principal attest to the following for school year 2021-2022.

YES NO

<input checked="" type="checkbox"/>	1. Paraprofessionals with instructional duties and working in a program supported with Title I, Part A funds are assigned to (1) provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assist with classroom management, such as organizing instructional and other materials; (3) provide assistance in a computer laboratory; (4) conduct parental involvement activities; (5) provide support in a library or media center; (6) act as a translator; or (7) provide instructional services to students in accordance with statute.
<input checked="" type="checkbox"/>	2. Paraprofessionals who assume limited duties beyond classroom instruction or duties that do not benefit participating children are the same type of duties as assigned to other paraprofessionals who are not working in a program supported with Title I, Part A funds, and the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.
<input checked="" type="checkbox"/>	3. Paraprofessionals in Title I, Part A programs providing instructional services to students are working under the direct supervision of a teacher where (1) the teacher plans the instructional activities; (2) the teacher evaluates the achievement of the student, and (3) the paraprofessional works in close and frequent physical proximity to the teacher.
<input checked="" type="checkbox"/>	4. A list of Homeless and Foster care Students and Services is maintained and updated quarterly. ALL Title I School campuses are now required to post information on their website regarding local services and program that assist homeless students. (Contact Project HELP for assistance – 512-414-3690.)
<input checked="" type="checkbox"/>	5. You have verified that all newly, split funded or fully funded employees who perform more than one function attended a Time and Effort Training and regularly submit (monthly) Time and Effort Reports to the State & Federal Office.

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	6. Certification memos are completed bi-annually by the principal of employees who worked solely on the objectives as specified by the federal grant. You will receive one in December 2022 and the final one in May 2022.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	7. Copies of this Attestation are available at the campus in one location and State & Federal Accountability District Office and will be made available to the general public upon request. <u>The campus maintains the files for five years.</u>

Printed Name of Campus East side Early College HS

Signature of Principal 

Date _____

Typed/Printed Name of Campus Principal Miguel Garcia III

SAFA Initials & Date

➡ Submit via PlanWorks no later than September 17, 2021

Parent / Guardian Involvement

Both experience and research indicate that a strong partnership between home and school helps lead to success in a child's education. EMECHS/IHS always welcomes parents on campus and encourages parents to have open communication with school personnel, and to develop a strong partnership with their child's teachers, counselors, and administrators. Each time a parent/guardian enters campus for any reason, the parent must come directly to the Main Office and sign the Visitor Log at the receptionist's desk, present a valid ID, and obtain a Visitor's Pass.

Ways to Get Involved

- Encourage your child to put a high priority on education, and work with your child every day to make the most of the educational opportunities the school provides.
- Ensure that your child completes all homework assignments and special projects. Be sure your child comes to school each day prepared, rested, and ready to learn.
- Attend scheduled conferences and request additional conferences as needed.
- We encourage you to schedule a telephone or in-person conference with teachers, counselors, or assistant principals, as needed.
- Join campus organizations such as the Campus Advisory Council (CAC), booster clubs, or PTSA.

Campus Advisory Council (CAC)

The Campus Advisory Council, or CAC, is a group of teachers, parents, staff, community leaders, and the principal who meet on the first Monday of each month to discuss the school's Campus Improvement Plan (CIP) and to make recommendations to the principal that improve the educational opportunities at Eastside.

The CAC is mandated by state law, and it acts as an advisory board to the principal on issues such as the Campus Improvement Plan (CIP), budget, curriculum, staff development, staffing patterns, and school organization. If you are interested in serving on the CAC, please contact the Parent Support Specialist, Josie Villarreal or the Principal's Office. CAC application forms are available in the office. All meetings are open to the public, and brief comments may be presented by guests at the beginning of each meeting.

Booster Clubs

Many of the extracurricular clubs, teams, and organizations at Eastside offer opportunities for parents/guardians to participate with and contribute to the group. Please contact the coach, teacher, or club sponsor for the group for information. For assistance, please call the main office at 512-414-5810.

Parent Teacher Student Association (PTSA)

All parents, teachers, students and staff members in the EMHS community are encouraged to join and participate. The purpose of the PTSA is to promote the welfare of children; to build the relationship between home and school; help with fundraising to provide building improvements, curriculum-based programs, and social events; and to demonstrate to your child the importance of education. PTSA provides membership information at the beginning of each school year, and one may join at any time. For more information, please call the main office at 512-414-5810.

Parent Connection

Parents/guardians can access their child's course schedule, course history, and attendance directly from the Internet through the Parent Cloud, an application developed by AISD's Management Information Systems department to allow you secure access to your child's information.

**Eastside Memorial Early College High
School Compact**

Research shows that when parents are involved in schools, students achieve more, attendance is better, grades and test scores are higher and graduation rates increase. Students are also more likely to reach their highest potential for intellectual, social, emotional and physical growth. Family involvement in education is critical for the success of students. To accomplish this, parents, teachers, and students need to work together. We ask that you agree to do this by signing and returning this agreement.

Parent Agreement

As a parent(s), I will help my child meet his/her responsibilities. I will be responsible for:

- ✓ Sending my child to school on time each and everyday
- ✓ Sending my child to school prepared and ready to learn
- ✓ Reading to and with my child
- ✓ Establishing a time for homework and reviewing it regularly
- ✓ Participating, as appropriate, in decisions related to my child's education and the positive use of extracurricular time
- ✓ Supporting the school in its effort to maintain proper discipline
- ✓ Supporting the classroom teacher by volunteering if work schedule permits

Date _____

Parent Signature _____

Student Agreement

As a student, I understand that I need my education in order to become a productive citizen. I will be responsible for:

- ✓ Attending school everyday and being on time
- ✓ Completing and returning homework assignments in a timely manner
- ✓ Following the school rules and being responsible for my behavior
- ✓ Reading everyday

Date _____

Student Signature _____

Teacher Agreement

As a teacher, I want all of my students to succeed academically. I will be responsible for:

- ✓ Providing instruction in a way that will motivate and encourage my students
- ✓ Providing homework assignments for students
- ✓ Providing a positive and safe atmosphere for learning
- ✓ Keeping students and parents informed of student progress on a regular basis
- ✓ Communicating with parents via parent conferences as needed
- ✓ Being available for parents to contact me when not teaching classes

Date _____

Teacher Signature _____



ANNUAL TITLE 1 PARENT MEETING

PLEASE SIGN-IN IN THE CHAT

- No one attended meeting

WHAT IS TITLE 1?

- ✗ To improve education for schoolwide programs in all core subject
- ✗ To provide students a well-rounded education as defined by the school's plan
- ✗ To support advanced learning opportunities for struggling students



ANNUAL TITLE 1 MEETING

Eastside Memorial Early College High School

Miguel Garcia III, Principal



PARENT RIGHT TO KNOW

- ✗ Teaching qualifications of your child's classroom teacher in a school receiving Title 1 funds
- ✗ Whether the teacher has met State qualification and licensing criteria levels and subject areas in which the teacher provides instruction
- ✗ ...teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived
- ✗ ...teaching in the field of discipline of the certification of the teacher; and
- ✗ Whether your child is provided services by paraprofessionals and, if so, their qualifications.

PARENT INVOLVEMENT PLAN

Every Title I school, in collaboration with parents, must develop a school parent involvement plan.

The plan describes how the school will involve the parents in an organized, ongoing, and timely way in the planning, review and improvement of the Title I program at the school.

SCHOOL BUILDING LEADERSHIP TEAM

The primary function of a Building Leadership Team is to promote and facilitate the collaborative decision making process which impacts academic achievement.

- x Campus Advisory Council (CAC)
- x Parent, Teacher & Student Association
- x Email Donald.polanco@austinsisd.org

CAMPUS/PARENT COMPACT

A written agreement that outlines how parents, students, and staff will share the responsibility for improved student academic achievement, as well as describes how the school and parent will build and develop a partnership that will help children achieve the state's high standards.

Austin ISD

Eastside Memorial Early College High School para una mejor escuela

Las investigaciones muestran que cuando los padres participan en la educación de sus hijos, los estudiantes avanzan académicamente más, su asistencia es mejor, los resultados de los exámenes mejoran, la tasa de graduación aumenta y es más probable que alcancen su máximo potencial de crecimiento intelectual, social y físico. La participación familiar en la educación es crítica para el éxito de los estudiantes; para lograrlo, los padres, maestros y estudiantes necesitan colaborar juntos. Les pedimos que firmen y devuelvan este contrato si están de acuerdo con lo anterior.

Acuerdo de los padres y las familias

Como padre, ayudaré a mi hijo a cumplir con sus responsabilidades. Seré responsable de:

- ✓ enviar a mi hijo(a) a la escuela a tiempo todos los días
- ✓ enviar a mi hijo(a) a la escuela preparado y listo para aprender
- ✓ leerle a mi hijo(a) y leer con él/ ella
- ✓ establecer un horario para la tarea y revisarla regularmente
- ✓ participar en forma apropiada en las 7 relaciones positivas con la educación de mi hijo(a) y con el uso 7 positivo de tiempo extracurricular
- ✓ apoyar a la escuela en sus esfuerzos por mantener la disciplina debida
- ✓ apoyar al maestro(a) titular, ofreciendo servicios 7 positivos 7 si lo permite el horario de mi trabajo

Fecha: _____

Firma del padre/madre: _____

Acuerdo del estudiante

Como estudiante, entiendo que necesito mi educación para ser un ciudadano productivo. Seré responsable de:

- ✓ asistir a la escuela todos los días y llegar a tiempo
- ✓ hacer y devolver mi tarea puntualmente
- ✓ seguir las reglas de la escuela y ser responsable de mi comportamiento
- ✓ leer todos los días

Fecha: _____

Firma del estudiante: _____

Contrato del maestro(a)

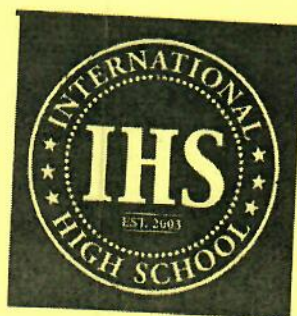
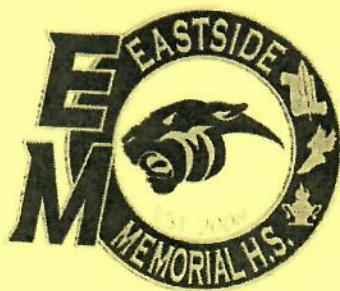
Como maestro(a), quiero que todos mis estudiantes tengan éxito académico. Seré responsable de:

- ✓ 7 instrucción positiva de modo que motive y anime a mis estudiantes
- ✓ asignar tarea a los estudiantes
- ✓ procurarles una atmósfera 7 positiva y segura para el aprendizaje
- ✓ mantener a los estudiantes y a sus padres y familias informados con regularidad del progreso de sus hijos
- ✓ comunicarme con los padres y familia mediante conferencias según sea necesario
- ✓ estar disponible para que los padres hagan contacto conmigo cuando no esté dando clases

Fecha: _____

Firma del maestro(a): _____

Attachment #4



Student Name: _____

ID: _____

Campus and Parent/Guardian Compact

Research shows that when parents are involved in schools, students achieve more, attendance is better, grades and test scores are higher and graduation rates increase and they are more likely to reach their highest potential for intellectual, social, emotional and physical growth. This school compact represents our commitment to work together toward the goal of exemplary student success. Please sign and return this compact to your child's advisory teacher.

School's Role and Commitment

As a campus, we want all of our students to succeed academically. We will:

- * Host monthly parent meetings to discuss progress and strategies towards student achievement
 - * Encourage students to participate in extra-curricular, enrichment, and/or intervention classes after school, if appropriate
- * Conduct ongoing formative and summative assessments at the campus/district level and share results with parents on a regular basis
- * Host academic learning events for families to strengthen partnerships between campus and home
 - * Communicate with parents through monthly activities, calendars for parents, newsletters, etc. on an ongoing basis
- * Provide a rigorous curriculum and quality teaching for every child every day
 - * Welcome parents/visitors on campus, but for the safety and security of campus always sign in at the front office upon arrival

Date _____

Principal's Name/Signature _____

Parents Role and Commitment

As a parent, I want my child to be successful, prepared for school and ready to learn every day. I will:

- * Ensure my child has good attendance and arrives to school on time every day so he/she will not miss important instruction
- * Ask my child to share what he/she is learning in school each day and make sure my child completes homework assignments- especially nightly reading and math practice
- * Enroll my child in available After School Programs that provide enrichment and intervention
- * Attend Academic Learning Nights and other extra-curriculum
 - * Attend and/or request parent conferences to avoid loss of instructional time with my child's teacher to discuss his/her academic progress
- * Review my child's grades, Parent Connection, report cards, progress reports, daily work and assessment scores regularly
- * Maintain current contact information with the schools' office



EASTSIDE

EARLY COLLEGE HIGH SCHOOL

AUSTIN Independent School District

September 17, 2021

As a parent of a student at Eastside Early College High School, you have the right to know the professional qualifications of the classroom teachers and teacher assistants who instruct your child. Federal law allows you to ask for certain information about your child's classroom teachers and requires us to give you this information in a timely manner if you ask for it. Specifically, you have the right to ask for the following information about each of your child's classroom teaching staff:

- Whether the State of Texas has licensed or qualified the teacher for the grades and subjects he or she teaches.
- Whether State of Texas has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
- The teacher's college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees.
- Whether any teachers' aides or similar paraprofessionals provide services to your child, and if they do, their qualifications.

If you would like to receive any of this information, please call Miguel Garcia III at 512-414-5810.

September 17, 2021

Como padre de un estudiante de la escuela Eastside Early College High School usted tiene derecho de saber acerca de las credenciales profesionales de los maestros y asistentes de maestros que instruyen a su hijo(a). La ley federal le permite solicitar cierta información acerca de los maestros de su hijo(a), y requiere que nosotros le proporcionemos dicha información en un tiempo razonable, si usted la solicita. Específicamente, usted tiene derecho de solicitar la siguiente información acerca del personal docente en el salón de clases de su hijo(a):

- Si el estado de Texas ha otorgado una licencia o calificado a un maestro(a) para los grados y materias que imparte
- Si el estado de Texas ha decidido que el maestro(a) puede enseñar en un salón de clases sin haber obtenido una licencia o haber sido calificado según las regulaciones estatales debido a circunstancias especiales
- La especialidad universitaria del maestro(a); si el maestro(a) tiene estudios superiores, de ser así, la materia de los títulos
- Si asistentes de maestro(a) o paraprofesionales similares proporcionan servicios a su hijo(a), y de ser así, conocer sus credenciales profesionales

Si desea recibir alguna de esta información, por favor llame al director(a) Miguel Garcia III al 512-414-5810.

Campus Advisory Council



August Agenda

School Name: Eastside /International High School

Date/Time: 8/26/2021, 8am to 9am

Location: Zoom

Meeting ID: 914 3571 2160

Passcode: 050014

Agenda Items	Action Items	Presiding Co-Chair	Presenter/ Resource Person
Welcome, Call to Order			
Training video – Membership: <u>English</u> and <u>Spanish</u> Training summary: <u>English</u> and <u>Spanish</u>			
What would you like to see at EECHS/IHS this year?			
CAC Expectations and Requirements			
Citizens Communications			
Approval of Minutes			
New Campus Updates			



Goal: 90% Approaches | 60% Meets | 30% Masters across each grade level and content area.

Campus: Eastside Memorial High School								
Grade/ Content	18-19 STAAR Results	20-21 STAAR Results	Win(s) and Next Steps	Progress Toward Goal			21-22 STAAR Results	Win(s) and Next Steps
				Oct. 2021 SCA	Dec. 2021 SCA	Mar. 2022 SCA		
ELA 1	58, 42, 2	41, 21, 2	Wins- Good Baseline Data, Math Approaches level is higher than other tests even though our class sizes were large. Next Steps-Spiral in the TEKS that students did poorly in	31,6,4				
ELA 2	45, 26, 1	49, 26, 3		31,7,2				
Algebra 1	88, 78, 38	50, 15, 5		36, 4, 9				
Biology	79, 40, 6	76, 41, 9		25,6,9				
US History	86, 60, 18	67, 33, 16		9,2,0				
Overall								
TEA Rating	85 - B							
Distinctions	CAG							

Goal	Progress Toward Goal		Next Steps/Follow Up
	19-20 EOY	20-21 EOY	
Attendance: 97.5% Cumulative ADA			Attendance workshops, attendance committee's will continue to meet every other week, parent conferences
Enrollment:	349	461	635- Enrollment is up already. Continue to strengthen relationships with VT
Staff Retention: 85%	84.2%	94.1%	Continue to support staff via walkthroughs, celebrations, and professional development
Gifted and Talented: ≥ 8% <ul style="list-style-type: none"> African American Hispanic White 	<ul style="list-style-type: none"> 1% 8% 0% 	<ul style="list-style-type: none"> 1% 8% 0% 	
Home Suspensions:	58	10	Have more parent conferences, refer to ECST committee, lean CIS more.
Functional Building Capacity:			