INTERNATIONAL H S
International High School
2021/2022

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Date Reviewed:

Date Approved:

Campus Mission

The students of the International High School will develop the linguistic, cognitive, cultural, and collaborative skills necessary for success in high school, higher education, and the interdependent world.

Campus Vision

The International High School will provide a safe environment that supports and challenges all newcomer students achieve their academic potential by seamlessly integrating language learning, academics, cultural activities, and social services.

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
1. Invite parents/families to Whole Child, Every Child night and focus on all areas supporting Whole Child by providing activities/information. (Target Group: All)	Counselor, Nurse, Parent Support Specialist, PE Teacher	September 2021 - May 2022	(L)Campus BTO	Criteria: Community/Parent Surveys Schedule of Events Agendas 11/03/21 - Some Progress 09/03/21 - Some Progress

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Objective 2. (Health Education) Smart Goal: By the end of SY 21-22, the campus will have implemented at least 2 school wide activities that promote Vaping/Heart Disease Prevention

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Promote Vaping Awareness and prevention (e.g. Great American Smokeout, Heart Month, etc.) (Target Group: All)	Administrators, PE Teacher, Teachers	October 2021 - May 2022	(L)Campus BTO, (O)Other	Criteria: Coordinated School Health Survey Lesson Plans Emails, announcements, literature 11/03/21 - Some Progress 09/19/21 - Some Progress 09/03/21 - No Progress
2. Promote Vaping Awareness and prevention. (Target Group: All)	Advisory Teachers, PE Teacher, Staff Wellness Champion	October 2021 May 2022	(L)Campus BTO, (O)Other	Criteria: Coordinated School Health Survey Lesson Plans emails, posters, announcements 11/03/21 - Some Progress 11/03/21 - Some Progress 09/19/21 - Some Progress 09/03/21 - No Progress
3. Invite parents to participate in monthly information meeting that will include information on Coordinated Health services and programs. (Target Group: All)	Counselor, Parent Support Specialist	September 2021- May 2022	(L)Campus BTO, (O)Other	Criteria: Agendas, sign in sheets, communication logs 11/03/21 - Some Progress 09/19/21 - Some Progress

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Objective 3. (Social and Emotional School Climate) SMART Goal: By the end of SY 21-22, the campus will have completed the activities and earned the designation of a No Place for Hate campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Engage Community in No Place for Hate Activities . (Target Group: All)	Academic Dean, Administrators, Advisory Teachers, Counselor, Parent Support Specialist, SEL Campus Coordinator, Social Worker/Social Services Specialist	August 2021-May 2022	(L)Campus BTO	Criteria: Artifacts from No Place for Hate activities Agendas Surveys 09/03/21 - Some Progress
2. Promote SEL and CP&I via methods such as newsletters, announcements, bulletin boards, professional development (Target Group: All)	Administrators, Counselor, Parent Support Specialist, SEL Campus Coordinator	August 2021 May 2022	(L)Campus BTO	Criteria: Surveys Artifacts collected 09/03/21 - Significant Progress
3. Promote/provide SEL activities during advisory at least 2 times a week. (Target Group: All)	Counselor, SEL Committee, Social Worker/Social Services Specialist	August 2021 - May 2022	(L)Campus BTO	Criteria: Keep records of SEL lessons. 09/19/21 - On Track

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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. Increase teacher capacity in the areas of student progress monitoring and the use of formative data.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus instructional leaders (PlCs) meet on a weekly basis to focus on student progress and formative data. (Target Group: All)	Administrators, Department Chairs	August 2021-June 2022	(L)Campus BTO, (O)Other	Criteria: PlC agendas, lesson plans, formative assessment data, 11/03/21 - Significant Progress 09/19/21 - Some Progress

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Goal 3. (ESF Lever 4: High Quality, Inclusive Instructional Materials and Assessments) All students engage daily with TEKS-aligned, high-quality instructional materials, and assessments that support learning at appropriate levels of rigor. All students are provided a rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities.

Objective 1. (ESF Essential Action 4.1) Insert SMART Goal here re: By the end of the SY 21-22, campus teachers will have administered and utilized data from 4 assessments aligned to state standards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Assessments aligned to state standards and the appropriate level of rigor are administered at least three to four times per year to determine if students learned what was taught. Time for corrective instruction is built into the scope and sequence. (Target Group: All)	Administrators, Department Chairs, Teachers	September 2021 - May 2022	(L)Campus BTO, (O)Other	Criteria: Assessments Assessment Data Lesson Plan PLC agendas Walk through data 11/03/21 - Significant Progress 09/03/21 - Some Progress

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Goal 4. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 1. (Data-driven instruction (ESF Essential Action 5.3)) Insert SMART Goal here re: Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. PLCs will review student data and discuss strategies to improve student outcomes on a weekly bases. (Target Group: All)	Administrators, Department Chairs, Teachers	August 2021 June 2021	(L)Campus BTO, (O)Other	Criteria: SCAs, action plans, plc agendas 11/03/21 - Significant Progress 09/19/21 - Some Progress

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Objective 2. (Support for Emergent Bilingual students) Insert SMART goal here re: Emergent Bilingual students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All classes will implement fluency reading, writing, listening, and speaking opportunities for scholars. (Target Group: All)	Teachers	August 2021 June 2022	(L)Campus BTO, (O)Other	Criteria: Walk throughs, plc planning, lesson plans 09/19/21 - Significant Progress

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Objective 3. Objective-driven lesson plans with formative assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Every week through plcs, teachers will review and present lesson plans to group and will dialog on how to strengthen lesson. (Target Group: All)	Administrators, Department Chairs	August 2021 June 2022	(L)Campus BTO, (O)Other	Criteria: PLC agendas, roadmaps, lesson plans 09/19/21 - Significant Progress

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Goal 5. (Increased Enrollment) Insert SMART enrollment goal here

Objective 1. (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 274 to 300 by May 2022 (refer to 21-22 projections.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor enrollment numbers every 2 weeks (Target Group: All)	Administrators	August 2021 - May 2022	(L)Campus BTO	Criteria: Enrollment Data 11/03/21 - Significant Progress 09/03/21 - Some Progress 09/03/21 - Some Progress
2. Work with all high school campuses and the International Welcome Center to ensure they have the appropriate information about International High School in order for them to provide our newcomer families the option to enroll if the qualify. (Target Group: All)	Administrators, LPAC Coordinator, Parent Support Specialist, Registrar	August 2021 - May 2022	(L)Campus BTO, (O)Other	Criteria: Enrollment Data emails Campus Literature 09/03/21 - Significant Progress
3. Ensure campus is constantly working building a joyful, safe and academically rigorous environment that will ultimately increase the likelihood of students staying on our campus (Target Group: All)	Administrative Assistant, Administrators, Attendance Clerk, Counselor, Registrar, Teachers	August 2021 - June 2022	(L)Campus BTO	Criteria: Campus Climate Surveys 09/19/21 - On Track

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Goal 6. (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 Austin ISD Customer Cares Customer Service section of the Campus Communication Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Systematically provide clear and ongoing communications to staff, families, and community members. (Target Group: All)	Administrators, Office Staff, Parent Support Specialist, Teachers	August 2021 - May 2022	(L)Campus BTO, (O)Other	Criteria: Surveys Collection of emails, newsletter, phone message date 09/03/21 - Significant Progress
2. Ensure campus website is systematically reviewed and actively maintained with accurate information. (Target Group: All)	Assistant Principal	August 2021 May 2022	(L)Campus BTO	Criteria: Monthly review of website CARES Customer Service rubric 11/03/21 - Significant Progress 09/03/21 - Some Progress
3. Promote CARES customer service professional opportunities with all staff. (Target Group: All)	Administrators	August 2021- December 202	(L)Campus BTO	Criteria: CARES rubic and documentation of opportunities provided. 09/19/21 - Significant Progress

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.

INTERNATIONAL H S Site Base

Name	Position
Vega, Leticia	Principal
Posadas, Erick	Assistant Principal
Hague, Christopher	English Department Chair
Gonzales, Raymundo	Physical Education Teacher
Lee, Christina	Science Department Chair
Shimray, Shary	Math Department Chair
Johnson, Andy	Social Worker
Paulo, Carrie	CAC Co-Chair

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 Independent School District **STAAR Progress Toward Goal (PTG) Monitoring Chart**

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

Campus: International 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	<1, <1, <1	2, <1, <1	**Biology -wins**: There was a strong direct correlation between how the student performs on a daily basis with these results. This tells me that the content provided is targeted, however, not accessed in its entirety by the student in the time provided. **Next steps:** To identify the specific TEKS that were troublesome for the majority of the students. During class, there will also be small group rotations spiraling back to this content covered with another assessment. **Wins English 2,** We consider the fact that we had 4 students achieve a Performance Level of "Approaches." At this point in the school year, I think that is something we can feel positively about. Additionally, 20 students	96.9(did not meet) 3.1 (appr)				
ELA 2	5, 2, <1	<1, <1, <1		94.9 (did no ot meet) 5.1 (appr)				
Algebra 1	88, 60, 26	23, <1, <1		42.6(did't t meet), 44.4 (app) 7.4(Meets) 5.6 (Mast)				
Biology	54, 10, <1	8, 1, <1		70.6(didn't)2 5.5(app) 2 (meets) 2 (Mast)				
US History	-	-						
Overall								
TEA Rating	87 - B							
Distinctions	Not Eligible							

			had a raw of more than 30%, so they were just 1-3 correct questions away from reaching "Approaches." **Wins English** 1, I think it is a win to simply have had all these students complete the text. For our 9th graders, it is important that we get students familiar with the online test format that they will see later in the Spring during the STAAR testing window. It is also positive to see that 5 students reached the "Approaches" level, including one of our 10th graders. **Eng 2** The next step is continuing to teach and emphasize high leverage TEKS and reading comprehension skills that will help bump up the scores of students who scored just below the "Approaches" level. **Eng 1,** focus will be to continue supporting students as they build their English proficiency and reading levels. The levels of text on the next SCA may still be above their current reading levels, we can continue to teach students how to navigate the only tests					

			and embedded supports and also teach strategies on how to approach and respond to questions **Algebra**: Strongest area, alignment, plcs **Next Steps**: spiral TEKS not mastered in class % during tutorials.					

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Goal	Progress Toward Goal		Next Steps/Follow Up
	19-20 EOY	20-21 EOY	
Attendance: 97.5% Cumulative ADA			Attendance Committee meets every 2 weeks , Google doc created to assist monitoring, attendance specialist makes phone calls on daily, home visits, parent conference
Enrollment:	354	274	
Staff Retention: 85%	69.2%	93.8%	
Gifted and Talented: ≥ 8% • **African American** • **Hispanic** • **White**	• 0% • 0% • 0%	• 1% • 4% • 0%	Last year was the first time IHS started the process of identifying newcomers as gifted and talented, we will continue the process of identification
Home Suspensions:	27	1	
Functional Building Capacity:			