

NORTHEAST EARLY COLLEGE H S

Northeast Early College High School 2022/2023

Home of the Raiders



NORTHEAST
EARLY COLLEGE HIGH SCHOOL
AUSTIN Independent School District

Nathan Neal
7104 Berkman Drive, Austin, Tx 78752
512-414-2523
nathan.neal@austinisd.org

NORTHEAST EARLY COLLEGE H S

Mission

Our MISSION is to empower our students to become responsible citizens in a dynamic global environment through a culture of high expectations creating a healthy academic foundation for continued post secondary success.

Vision

Campus Vision

Our community VISION is to fulfill our highest potential.

We are an EARLY COLLEGE.

Our GOAL is to be COLLEGE READY.

Our FOCUS is to be PREPARED.

Nondiscrimination Notice

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

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

Referral data disaggregated by student group

Demographics Strengths

List your campus strengths here:

There is a new discipline plan in place for class cuts, tardies and leave with out authority. There is a 3 step approach with the teacher speaking to the student, then contacting parents and then writing a referral. This should be done over time and not during one class period.

Demographics Weaknesses

List areas you would like to grow here:

Training for our teachers on relationship building and restorative justice. The majority of our referrals last year dealt with tardies, class cut and leave with out authority, we want to work on our instruction and classroom management skills with our teachers.

Demographics Needs

Training for our teachers and we also plan on utilizing the restorative justice coach and a PBIS committee.

Demographics Summary

Access your Discipline dashboard in Forecast5, under Guided Analysis, you will click on "Discipline Analysis" to see your campus discipline data from the 2021-22 school year.

Comprehensive Needs Assessment

Demographics Summary (Continued)

- 1.) In 2021-22, 41% of the students within the African American/ Black population had one or more discipline events.
- 2.) In 2021-22, 48% of the students receiving Special Education services had one or more discipline events.

Student Discipline Reflection Question:

- 1.) How do you plan to address the overall % of disciplinary actions among your African American/Black student population?
The majority of the referrals are for tardies, class cut and leave without authority. Check the students progress this 9 weeks and meet with student to discuss success.
- 2.) What systems will you have in place to decrease the discipline disparities among your students receiving Special Education services?
The majority of the referrals are for tardies, class cut and leave without authority. Check the students progress this 9 weeks and meet with student to discuss success.

Northeast ECHS Discipline Action Plan

Campus Name: Northeast Early College High School

Principal: Nathan Neal

Executive Director: Angel Wilson

Discipline Data to Review: Top Offenses, Disproportionate Data Report, Staff Referral Data (Frontline), Student List (Forecast 5, and Percentages (Forecast 5)

Top Offenses:

Offense	Action Plan/Interventions to Address
129- Class Cut	There is a new discipline plan in place for class cuts. There is a 3 step approach with the teacher speaking to the student, then contacting parents and then writing a referral. This should be done over time and not during one class period.
103- Tardy	There is a new discipline plan in place for tardies. There is a 3 step approach with the teacher speaking to the student, then contacting parents and then writing a referral. This should be done over time and not during one class period.
71- Leave W/Out Authority	The campus is working on a PBIS, SEL and restorative justice program. Teachers will be given training on building relationships. We will also address on campus any teachers who send their students out of the classroom. There will be a plan to meet with the teacher, student and family to ensure the student no longer leave the class.
37- Insubord	The campus is working on a PBIS, SEL and restorative justice program. Teachers will be given training on building relationships.

Disproportionate Data

Group	% Student Population	% BOY Disproportionate	Campus Target %	10.14.22	1.13.23	3.24.22
Special Education	14	19	33			
African American	13	26	39			

Comprehensive Needs Assessment

Student Achievement

Student Achievement Data Sources

STAAR disaggregated by subj., grade, & stud. grp.

Student Achievement Strengths

List your campus strengths here:

Bio and US EOC scores and our Graduation rate. The campus data review systems, though with new staff they will need to be revisited.

Student Achievement Weaknesses

List areas you would like to grow here:

ELA I, ELA II and ALG I EOC scores in all areas. CCMR tracking and campus knowledge of the CCMR requirements.

Student Achievement Needs

General CCMR tracking training, EOC training and support for our EOC teachers.

Student Achievement Summary

Access your EOC and TELPAS Reports here: (in the purple Performance Reporting section): https://docs.google.com/presentation/d/1uNcqEWl6GvQ3oIIZCR-OzCgTQsHBYCfEiqwa_zM21Qo/preview?slide=id.p7

Reflection Questions:

What trends do you observe in EOC mastery for your students from historically underserved student groups? Use Campus Bar Charts (Gap Charts)

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

Using your 2021-22 EOC data, what are your TWO lowest performing students groups? Use Campus Bar Charts (Gap Charts)

Both AA and Hispanic students in the ELA I, II and ALG I exams.

For TELPAS, what trends do you observe in progress for your students across grade levels and TELPAS components?

Access your CCMR Reports here: <https://drive.google.com/drive/folders/1-lhKoiaO7ZaDm7qhn6SE1GrzhKYwP017?usp=sharing>

Reflection Questions:

How many of your campus 2023 graduates:

- 1.) Have met at least one of the CCMR Accountability indicators?
- 2.) Have met the TSI Criteria (college readiness standards on either the TSIA2, SAT, or ACT exams)?
- 3.) Are enrolled in Level 4 CTE courses?

Does your campus leadership team have a plan in place for the following:

- Progress monitoring your 2023 graduates student achievement as it relates to CCMR Accountability and Outcomes Bonus Funding?
- Progress monitoring industry Based Certification attainment for your campus 2023 graduates?
- A plan for 2023 graduates to earn an industry based certification if they are not enrolled in a level 4 CTE Course?
- A plan for 2023 graduates to earn an industry based certification if they are not enrolled in a CTE course that is eligible to earn an industry based certification?
- A plan to provide students academic preparation and TSIA2 testing opportunities?

We have a plan to continue to TSIA2 test our students through out the year. We have started our CCMR tracking for the year and will continue to monitor our students progress. The campus will also start to review our Class of 2024 students as well.

If a plan is not in place, please add strategies in the PreK-12+ College, Career, and Life Readiness section.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

Staff (TELL) Survey results

Staff Quality, Recruitment and Retention Strengths

Comprehensive Needs Assessment

List your campus strengths here:

Our campus has many systems that work well and is reviewing all systems to update or maintain them. We have a strong campus community and commitment to our students learning.

Staff Quality, Recruitment and Retention Weaknesses

List areas you would like to grow here:

We scored low in the areas of school leadership, school climate and feedback. The leadership team must review these areas and focus on them this school year.

Staff Quality, Recruitment and Retention Needs

Review the feedback and coaching cycle.

Staff Quality, Recruitment and Retention Summary

Access your Panorama Survey Dashboard here:

<https://secure.panoramaed.com/austinisd/understand/19295098/summary>

Staff Climate Survey

- Cultural Awareness and Action (Adult Focus)
- Austin ISD Custom Content
- Belonging
- School Leadership
- School Climate
- Professional Learning
- Feedback and Coaching
- District Support

Staff Climate Reflection Questions:

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

1.) Which area(s) will you focus on strengthening this school year?

The areas of school leadership and feedback and coaching. We scored less than 50% on several of the areas in the TELL survey. We will focus on training of our Assistant Principals for feedback and coaching and calibrating learning walks.

2.) Why did you select this/these area(s)?

We want to ensure our teachers are set up for supported and set up for success.

Customer Service Reflection Questions:

1.) What strategies and/or best practices will you implement to strengthen the employee experience in order to foster a sense of inclusivity, belonging and sustainability?

We will be working with our new staff to give support to ensure they are supporter and want to continue working at Northeast for the 23-24 school year.

2.) What are your customer service celebrations/strengths?

We have a well trained front office staff who work with all of our parents and community.

3.) What are your areas of growth?

With new front office staff we need to have more customer service training.

4.) What will be your priority for customer service this year?

Training for the front office staff and increase our parent engagement.



Northeast High

Staff Survey
Spring 2022



Report created by
Panorama Education



Summary

Topic Description	Results	Comparison
<p>Austin isd custom content</p>	68%	<p>70% Title 1</p> <p>72% P-TECH</p> <p>69% Early College Program</p> <p>69% High School</p> <p>70% Austin ISD</p>
<p>Belonging</p> <p>How much faculty and staff feel that they are valued members of the school community.</p>	68%	<p>74% Title 1</p> <p>71% P-TECH</p> <p>59% Early College Program</p> <p>62% High School</p> <p>73% Austin ISD</p>
<p>Cultural Awareness and Action (Adult Focus)</p> <p>How well a school supports staff and faculty in learning about, discussing, and confronting issues of race, ethnicity, and culture.</p>	64%	<p>71% Title 1</p> <p>62% P-TECH</p> <p>61% Early College Program</p> <p>65% High School</p> <p>70% Austin ISD</p>
<p>District support</p>	30%	<p>36% Title 1</p> <p>27% P-TECH</p> <p>26% Early College Program</p> <p>26% High School</p> <p>32% Austin ISD</p>



Feedback and Coaching

Perceptions of the amount and quality of feedback faculty and staff receive.

39%

- 56%** Title 1
- 42%** P-TECH
- 39%** Early College Program
- 42%** High School
- 53%** Austin ISD

Professional Learning

Perceptions of the amount and quality of professional growth and learning opportunities available to faculty and staff.

40%

- 61%** Title 1
- 45%** P-TECH
- 42%** Early College Program
- 47%** High School
- 59%** Austin ISD

School Climate

Perceptions of the overall social and learning climate of the school.

36%

- 65%** Title 1
- 48%** P-TECH
- 44%** Early College Program
- 51%** High School
- 65%** Austin ISD

School Leadership

Perceptions of the school leadership's effectiveness.

46%

- 70%** Title 1
- 56%** P-TECH
- 52%** Early College Program
- 57%** High School
- 70%** Austin ISD

31 responses

Austin isd custom content

Your average

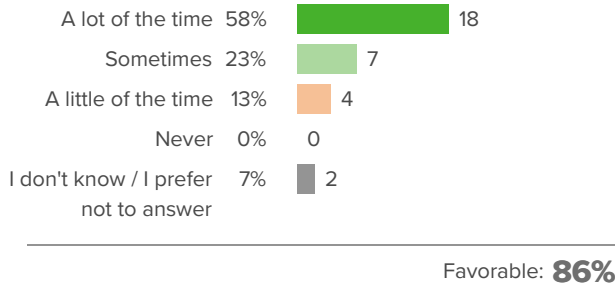
68%

31 responses

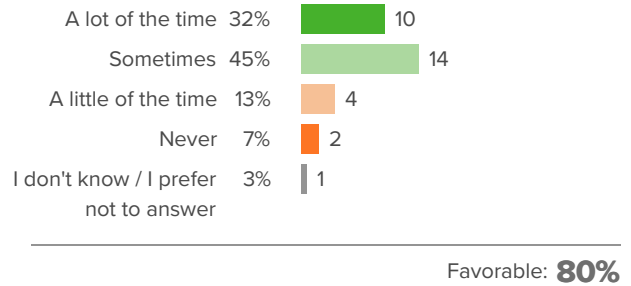
Title 1 Status average:	70%	Title 1
Program Type average:	72%	P-TECH
Program Type average:	69%	Early College Program
School Level average:	69%	High School
District average:	70%	Austin ISD

How did people respond?

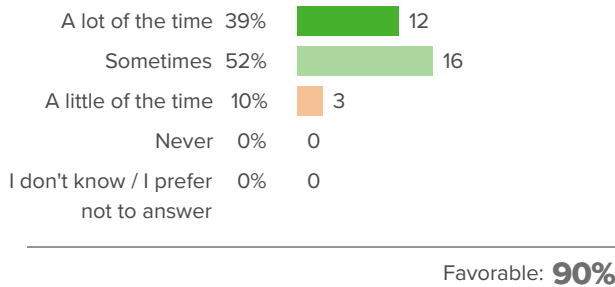
Q.1: Adults at my school are welcoming to ALL students.



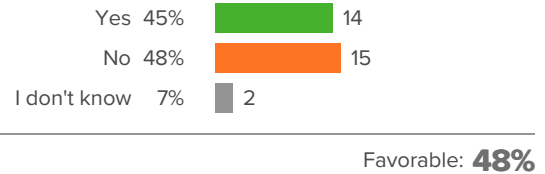
Q.2: All staff at my school work hard to answer my questions and help me find solutions.



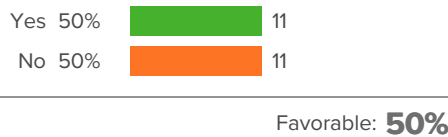
Q.3: I am able to find the information I am looking for on the AISD website.



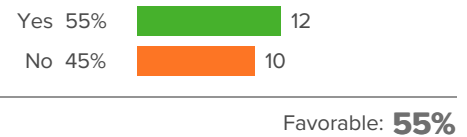
Q.4: Have you used AISD Let's Talk?



Q.5: If you have used AISD Let's Talk, was it helpful?



Q.6: If you have used AISD Let's Talk, was it timely?



Belonging

Your average

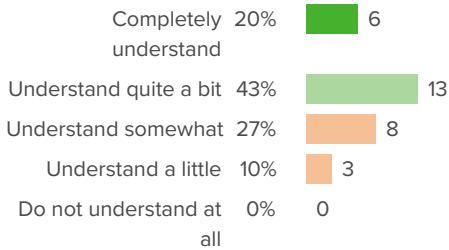
68%

31 responses

Title 1 Status average:	74%	Title 1
Program Type average:	71%	P-TECH
Program Type average:	59%	Early College Program
School Level average:	62%	High School
District average:	73%	Austin ISD

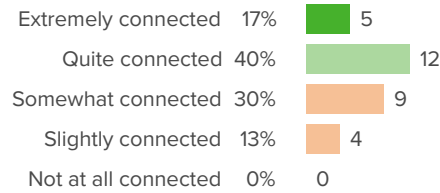
How did people respond?

Q.1: How well do your colleagues at school understand you as a person?



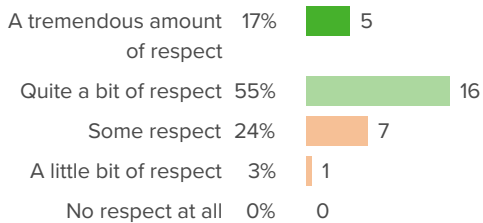
Favorable: **63%**

Q.2: How connected do you feel to other adults at your school?



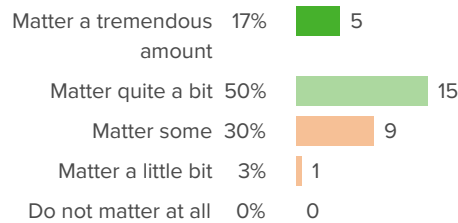
Favorable: **57%**

Q.3: How much respect do colleagues in your school show you?



Favorable: **72%**

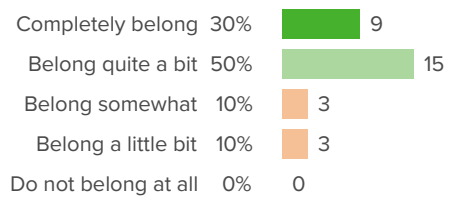
Q.4: How much do you matter to others at your school?



Favorable: **67%**



Q.5: Overall, how much do you feel like you belong at your school?



Favorable: **80%**

Cultural Awareness and Action (Adult Focus) 71%

Your average

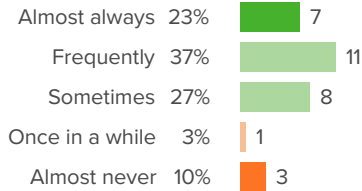
64%

31 responses

Title I status average:	71%	Title 1
Program Type average:	62%	P-TECH
Program Type average:	61%	Early College Program
School Level average:	65%	High School
District average:	70%	Austin ISD

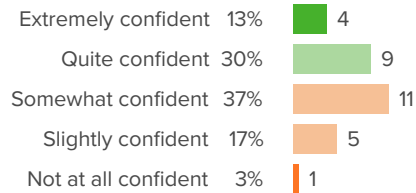
How did people respond?

Q.1: How often do you think about what colleagues of different races, ethnicities, or cultures experience?



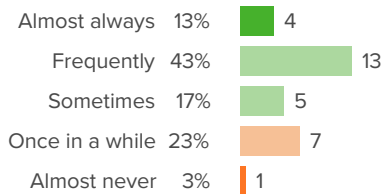
Favorable: **87%**

Q.2: How confident are you that adults at your school can have honest conversations with each other about race?



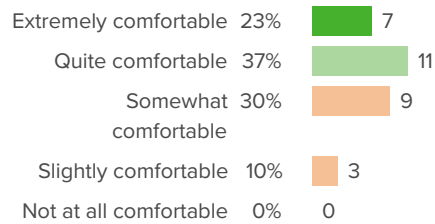
Favorable: **43%**

Q.3: At your school, how often are you encouraged to think more deeply about race-related topics?



Favorable: **73%**

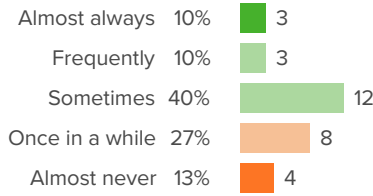
Q.4: How comfortable are you discussing race-related topics with your colleagues?



Favorable: **60%**

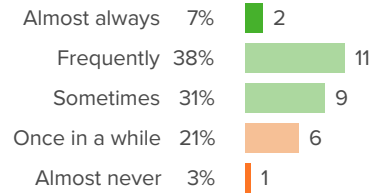


Q.5: How often do adults at your school have important conversations about race, even when they might be uncomfortable?



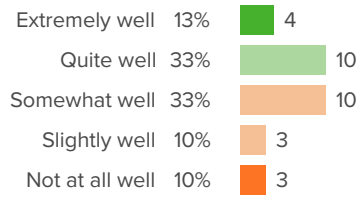
Favorable: **60%**

Q.6: When there are major news events related to race, how often do adults at your school talk about them with each other?



Favorable: **76%**

Q.7: How well does your school help staff speak out against racism?



Favorable: **47%**

District support

Your average

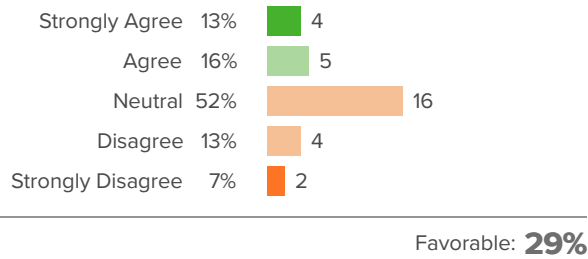
30%

31 responses

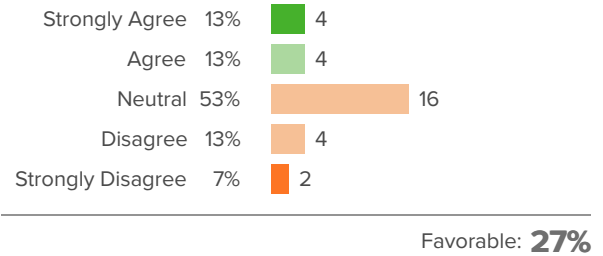
Title 1 Status average:	36%	Title 1
Program Type average:	27%	P-TECH
Program Type average:	26%	Early College Program
School Level average:	26%	High School
District average:	32%	Austin ISD

How did people respond?

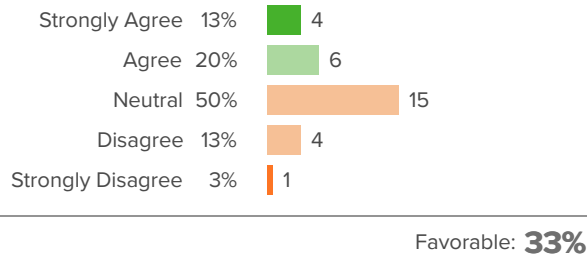
Q.1: District leaders take steps to solve problems.



Q.2: There is an atmosphere of trust and mutual respect within this district.



Q.3: The district has a clearly defined mission and vision for all schools.



Feedback and Coaching

Your average

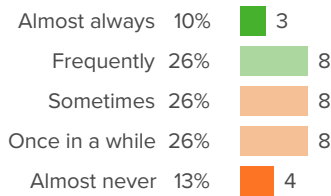
39%

31 responses

Title 1 Status average:	56%	Title 1
Program Type average:	42%	P-TECH
Program Type average:	39%	Early College Program
School Level average:	42%	High School
District average:	53%	Austin ISD

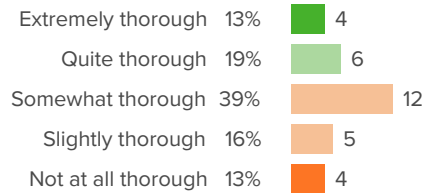
How did people respond?

Q.1: How often do you receive feedback on your work?



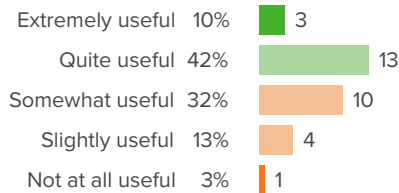
Favorable: **35%**

Q.2: At your school, how thorough is the feedback you receive in covering all aspects of your role?



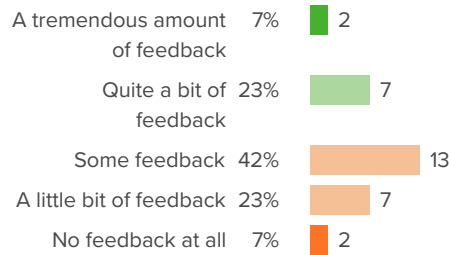
Favorable: **32%**

Q.3: How useful do you find the feedback you receive on your work?



Favorable: **52%**

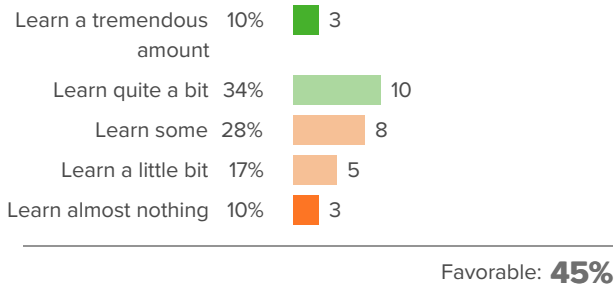
Q.4: How much feedback do you receive on your work?



Favorable: **29%**



Q.5: How much do you learn from the evaluation processes at your school?



Professional Learning

Your average

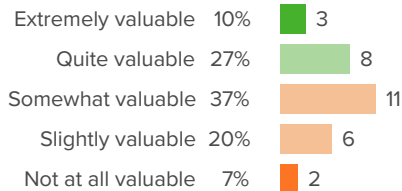
40%

31 responses

Title 1 Status average: **61%** Title 1
 Program Type average: **45%** P-TECH
 Program Type average: **42%** Early College Program
 School Level average: **47%** High School
 District average: **59%** Austin ISD

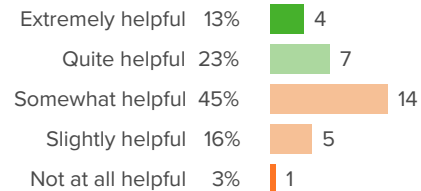
How did people respond?

Q.1: At your school, how valuable are the available professional development opportunities?



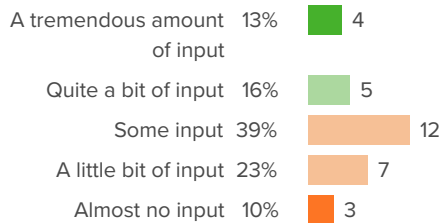
Favorable: **37%**

Q.2: How helpful are your colleagues' ideas for improving your work?



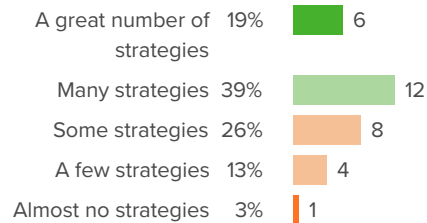
Favorable: **35%**

Q.3: How much input do you have into individualizing your own professional development opportunities?



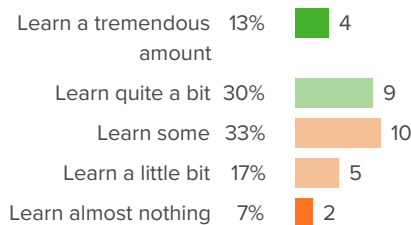
Favorable: **29%**

Q.4: Through working at your school, how many new strategies for your job have you learned?



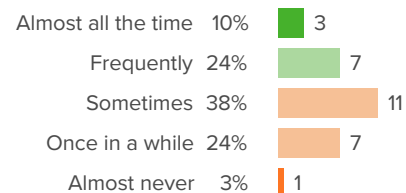
Favorable: **58%**

Q.5: Overall, how much do you learn from the leaders at your school?



Favorable: **43%**

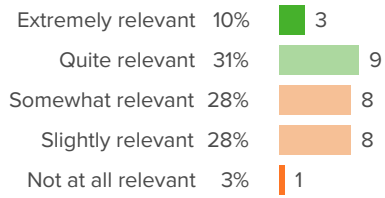
Q.6: How often do your professional development opportunities help you explore new ideas?



Favorable: **34%**

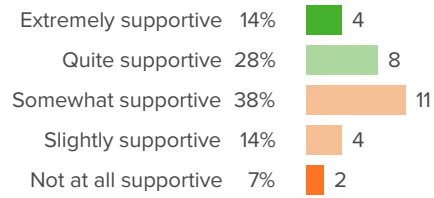


Q.7: How relevant have your professional development opportunities been to your work?



Favorable: **41%**

Q.8: Overall, how supportive has the school been of your professional growth?



Favorable: **41%**

School Climate

Your average

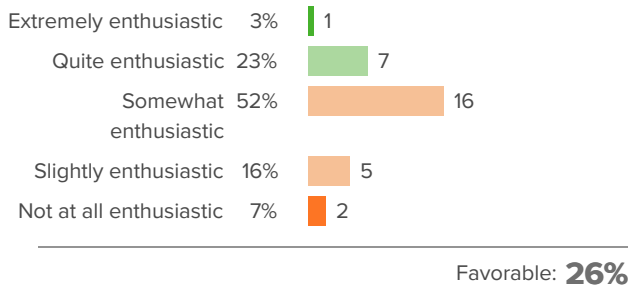
36%

31 responses

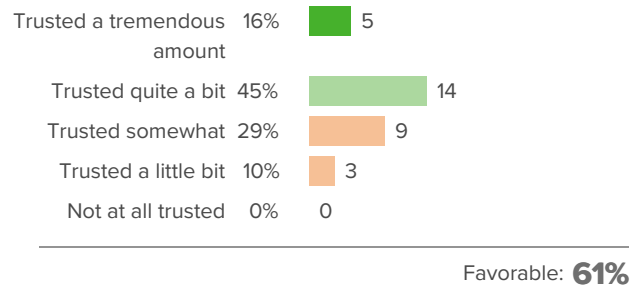
Title 1 Status average:	65%	Title 1
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Program Type average:	44%	Early College Program
School Level average:	51%	High School
District average:	65%	Austin ISD

How did people respond?

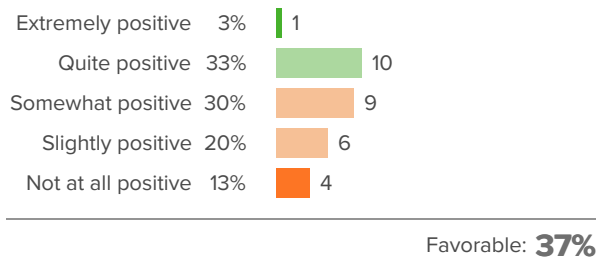
Q.1: On most days, how enthusiastic are the students about being at school?



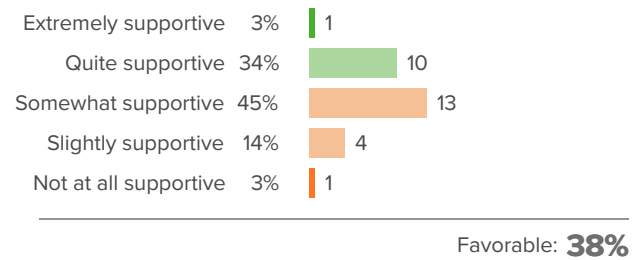
Q.2: To what extent are staff trusted to work in the way they think is best?



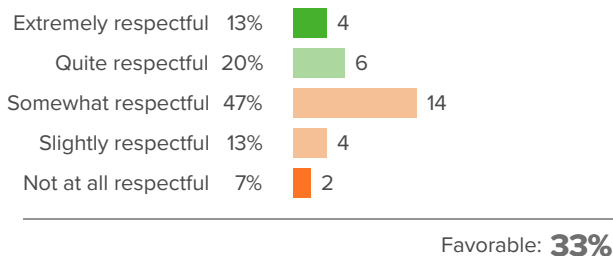
Q.3: How positive are the attitudes of your colleagues?



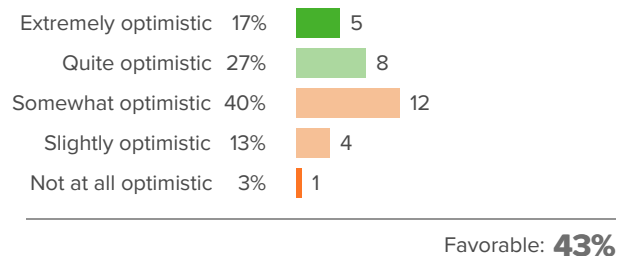
Q.4: How supportive are students in their interactions with each other?



Q.5: How respectful are the relationships between staff and students?

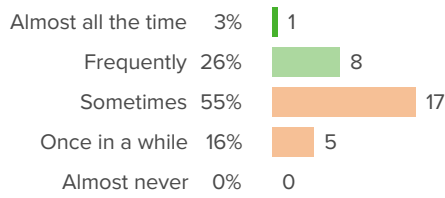


Q.6: How optimistic are you that your school will improve in the future?



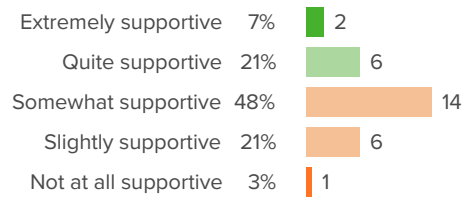


Q.7: How often do you see students helping each other without being prompted?



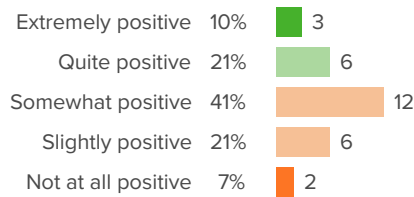
Favorable: **29%**

Q.8: When new initiatives are presented at your school, how supportive are your colleagues?



Favorable: **28%**

Q.9: Overall, how positive is the working environment at your school?



Favorable: **31%**

School Leadership

Your average

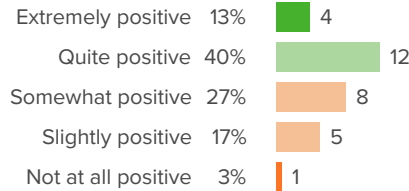
46%

31 responses

Title 1 Status average:	70%	Title 1
Program Type average:	56%	P-TECH
Program Type average:	52%	Early College Program
School Level average:	57%	High School
District average:	70%	Austin ISD

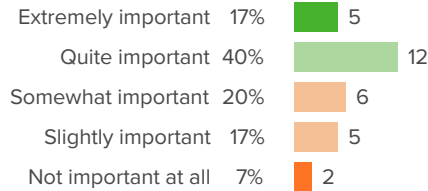
How did people respond?

Q.1: How positive is the tone that school leaders set for the culture of the school?



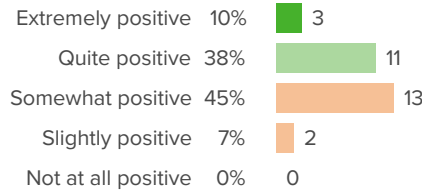
Favorable: **53%**

Q.2: For your school leaders, how important is staff satisfaction?



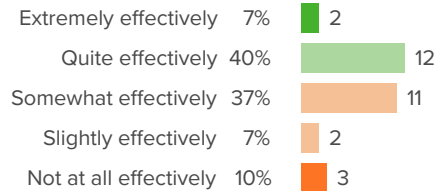
Favorable: **57%**

Q.3: Overall, how positive is the influence of the school leaders on the quality of your work?



Favorable: **48%**

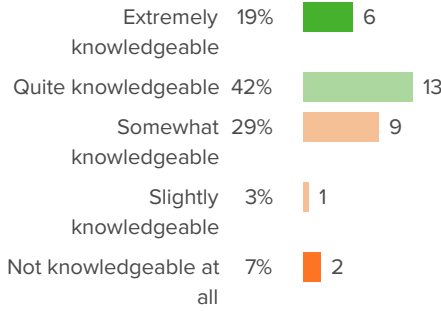
Q.4: How effectively do school leaders communicate important information to staff?



Favorable: **47%**

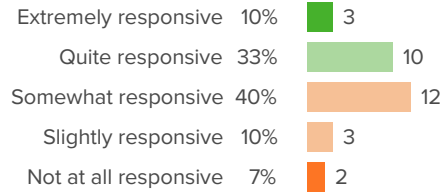


Q.5: How knowledgeable are your school leaders about what is going on in the school?



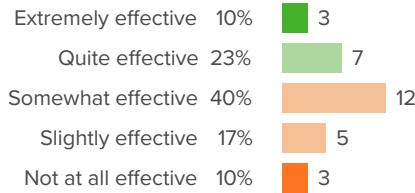
Favorable: **61%**

Q.6: How responsive are school leaders to your feedback?



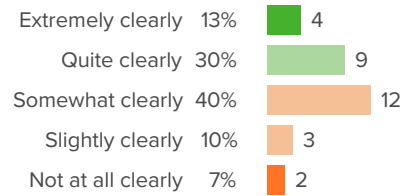
Favorable: **43%**

Q.7: How effective are the school leaders at developing rules for students that facilitate their learning?



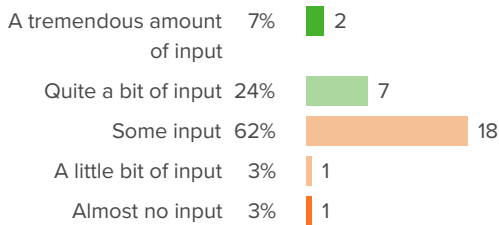
Favorable: **33%**

Q.8: How clearly do your school leaders identify their goals for the staff?



Favorable: **43%**

Q.9: When the school makes important decisions, how much input do staff have?

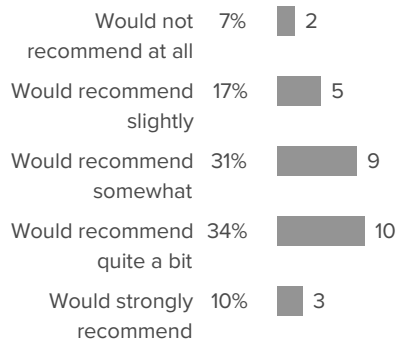


Favorable: **31%**

Background Questions

How did people respond? _____

Q.1: If a friend or colleague were looking for a job, to what extent, if at all, would you recommend this school?



Comprehensive Needs Assessment

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

District Family Survey results
GT-CAMP ratings

Curriculum, Instruction and Assessment Strengths

List your campus strengths here:

The campus has a focus on Early College and Advanced classes. Our campus has an open enrollment and year long TSI testing programs to promote advanced learning.

Curriculum, Instruction and Assessment Weaknesses

List areas you would like to grow here:

GT **professional development** training needs to be address and bring to compliance and out of compliance. This will be done by reviewing the list of teachers who need the trainings and contacting them about completing the GT trainings. The Advance Placement coordinator will review the training and track the completion.

Curriculum, Instruction and Assessment Needs

Support for our Emergent Bilingual students and training for teachers.

Curriculum, Instruction and Assessment Summary

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

Access your GT CAMP data here: <https://docs.google.com/spreadsheets/d/1ubmlCopfZl5uJlIFMxuP6L7HY2A1IJB2glMXy-BOvbk/edit?usp=sharing>

Advanced Academics Areas of Compliance

- STUDENT ASSESSMENT
- SERVICE DESIGN
- CURRICULUM & INSTRUCTION
- PROFESSIONAL LEARNING
- FAMILY & COMMUNITY

Using your GT CAMP data, complete the sentence stem:

1.) Based on the 21-22 GT CAMP, ___1___ of the 5 areas were out of compliance. In 2022-23 _____1_____ of the areas out of compliance will have a strategy associated in my new CIP/TIP plan.

Advanced Academics Reflection Questions:

1.) How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping and secondary- advanced course placement)? We have open enrollment for all AP and Advance classes.

2.) How are you communicating with all families about GT and/or advanced learning opportunities? We will be updating our website to add more information as well as the Blend Community Course. Teachers send out information for AP classes, we have meetings and TSI testing throughout the year. There are early college and Ptech information meetings and summer bridge opportunities

3.) How do you support a culture that provides advanced learning opportunities to all students? We have open enrollment in all AP and Advanced Classes. We have open enrollment and consistently TSI test students to get them ready for dual credit classes if they want to enroll in ACC.

Access your MAS Dashboard here: <https://access.austinisd.org/DMMasVueApp/##>

Think about the following areas as you look at your data:

- Multilingual Programs at your campus
- Students with Interrupted Formal Education (SIFE)
- Refugee/Asylee students population
- Emergent Bilingual students participating in Special Education, Advanced Academics, and other programs
- Students in their 1st, 2nd, and 3rd, year in US schools

Multilingual Reflection Questions:

1.) How is the campus identifying and addressing the linguistic needs of students and how are they distinguished from other academic needs?

2.) What kinds of support and/or acceleration are available for multilingual students with varying needs such as SIFE?

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

3.) How is the campus monitoring language acquisition? Be sure to consider both languages in Dual Language programs.

4.) How does the campus welcome families and students that are new to the country?

Creative Learning Initiative (CLI)

Reflection Questions: How is my campus systematically ensuring that every student in every classroom experiences the benefits of...

1.) rigorous, differentiated Creative Teaching that increases academic achievement, cognitive development, and SEL skills in practice (students learning through Creative Teaching strategies at least twice/weekly)

We are working to create the PBIS committee and offer trainings for our teachers in Restorative Justice as well.

2.) intentional community arts partner experiences during school time, on and off campus (every grade level participating in at least two community arts partnerships twice/school year)

We have two new art teachers who are working to explore more partner experience for the 22-23 school year.

3.) arts learning (every student receiving state-mandated instruction in visual arts, music, and drama; students learning dance through CLI's Dance Across Austin (DAA) implemented through PE lessons.)

We ensure that all students complete their Fine Arts credit to graduate high school. We also offer Band, Theater and other Fine Arts clubs.

Family and Community Involvement

Family and Community Involvement Data Sources

% of beginning teachers (TAPR)

% teacher turnover

% unfilled sub vacancies

CAC

customer service trends

District Family Survey results

SEL Implementation Survey results

Staff (TELL) Survey results

Comprehensive Needs Assessment

Family and Community Involvement Strengths

List your campus strengths here:

We have a new full time PSS that is working to bring more parent engagement events for the 22-23 school year. Our PTA is growing and working to become even more active for the new school year. We have strong community support.

Family and Community Involvement Weaknesses

List areas you would like to grow here:

Though we have strong community support we need to grow our parent engagement.

Family and Community Involvement Needs

More opportunities for parent engagement.

Family and Community Involvement Summary

Access your Coordinated School Health Dashboard here: https://austinisd.co1.qualtrics.com/reporting-dashboard/#!/dashboard/5ac4ffbc97d6cb000d5e96c2?pagelId=Page_a72c3411-2dfa-495d-ac8e-ed43af1e0533

Coordinated School Health Areas:

- Family Engagement
- Community Engagement

Family and Community Engagement- AISD

Reflection Questions:

1.) Which area(s) will you focus on strengthening this school year (22-23)?

Parent and community engagement.

2.) Why did you select this/these areas.

Comprehensive Needs Assessment

Family and Community Involvement Summary (Continued)

Based on the Tell survey we scored low on families believing that the staff respected the students and that the students respected the staff.

NORTHEAST EARLY COLLEGE H S

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. No Data				

NORTHEAST EARLY COLLEGE H S

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 2. (Social and Emotional School Climate) SMART Goal: Insert SMART Goal here about Social and Emotional School Climate

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. By the end of the 22-23 school year, we will raise the student belonging rate for the campus by 5% based on the student climate survey. We will train our teachers using restorative practices during SLC's, PD days and in small teacher groups. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.3)		2022-2023 School Year.		Criteria: Review the student climate survey at the end of the year for the 5% gain.
2. By the end of the 22-23 school year, we will raise the student belonging rate for the campus by 5% based on the student climate survey. The PALS class will implement No Place for Hate activities and Student Council will plan events through out the year. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.2)		2022-2023		Criteria: Review the student climate survey at the end of the year for the 5% gain.
3. By the end of the 22-23 school year, we will raise the student belonging rate for the campus by 5% based on the student climate survey. The campus will conduct a student survey in the fall and spring and a student committee will review the results and give feedback. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.3)		2022-2023		Criteria: Review the student climate survey at the end of the year for the 5% gain.

NORTHEAST EARLY COLLEGE H S

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. (Community Engagement) SMART Goal: Insert SMART goal here about Community Engagement

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will hold two family engagement events in the Fall and Spring. Hopefest, Stand Up are in the Fall and the Unity Walk is in the Spring. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Academic Leadership Team, Parent Support Specialist	22-23 School Year		Criteria: Completed Stand Up and Unity Walk Event.
2. The campus will have in-person back-to-school and meet-the principal events to welcome families back to school. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)	Academic Leadership Team	August 2022		Criteria: Completed Back to School and Meet the Principal event.
3. The PSS will schedule parent engagement events each month. These events will include Principal Coffees, Parent workshops, and other outreach events. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)	Academic Leadership Team, Parent Support Specialist, Principal	22-23 School Year		Criteria: Review monthly for at least one parent engagement activity a month.

NORTHEAST EARLY COLLEGE H S

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 #. No objectives defined.

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

NORTHEAST EARLY COLLEGE H S

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.				

NORTHEAST EARLY COLLEGE H S

Goal 4. (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 1. (ESF Essential Action 3.2) Insert SMART Goal here re: Explicit behavioral expectations and management systems for students and staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Twice a nine weeks the leadership team will meet to review all referrals, attendance, and current interventions. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.2)		22-23 School Year		Criteria: Review the discipline action plan every nine weeks for success with the reduction in referrals.
2. The Child Study Team will meet bi-weekly to review the needs of students who have been referred for services. They will monitor and review students needs. Student services will be updated and monitored in eCST. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.3,3.4)	Assistant Principal, CST Chair, CST Team	22-23		Criteria: CST will meet monthly to review students needs.
3. Create Communication Committee to ensure that families and communities are getting updates on campus and district information. This is committed with review information posted on the campus website, Facebook, Instagram, Twitter, and newsletter. This committee will meet bi-weekly to review upcoming events. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.3,3.4)	Academic Leadership Team, Campus Committees	22-23		Criteria: Creation of the committee, website updated by end of 1st 9 weeks and boost in parent engagement due to communication.

NORTHEAST EARLY COLLEGE H S

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.				

NORTHEAST EARLY COLLEGE H S

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

Objective 1. (Advanced Academics) Insert SMART goal here re: Advanced Academics

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. This strategy is based on our CNA in GT. Based on our Our of Compliance for Professional Learning for GT teachers we will track and monitor the completion of the training of our teachers. The Advance Placement coordinator will check in with teachers and track training completion status. (Title I SW Elements: 2.1) (Target Group: GT) (Strategic Priorities: 4) (ESF: 1.2)</p>	<p>Assistant Principal, GT Advocate, Teachers</p>	<p>Fall of 2022</p>		<p>Criteria: All GT teachers have completed the required trainings.</p>
<p>2. This strategy is based on our CNA in GT. Based on our Our of Compliance for Professional Learning for GT teachers we will track and monitor the completion of the training of our teachers. The Advance Placement coordinator will email all teachers with training opportunities and completion dates. (Title I SW Elements: 2.2) (Target Group: GT) (Strategic Priorities: 4) (ESF: 1,1.2)</p>	<p>Assistant Principal, GT Advocate, Teachers</p>	<p>Fall off 2022</p>		
<p>3. This strategy is based on our CNA in GT. Based on our Our of Compliance for Professional Learning for GT teachers we will track and monitor the completion of the training of our teachers. The GT coordinator will monitor and track the completion of the teacher training. (Title I SW Elements: 2.2) (Target Group: GT) (Strategic Priorities: 4) (ESF: 1.2)</p>	<p>GT Advocate</p>	<p>Fall of 2022</p>		

NORTHEAST EARLY COLLEGE H S

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.				

NORTHEAST EARLY COLLEGE H S

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.				

NORTHEAST EARLY COLLEGE H S

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

Objective 1. (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 1038 to 1200 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
1. We will work to maintain and increase our enrollment to 1200. This will be through outreach events and community engagement. (Title I SW Elements: 2.2,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.3)	Academic Leadership Team, Parent Support Specialist, Registrar	22-23 School year.		Criteria: Review enrollment every 9 weeks and adapt the strategies based on the data.
2. Semester Two, start contacting families in the spring about registration and hold parent workshops for online registration. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)	Parent Support Specialist, PTA	22-23 School Year		Criteria: 95% of our students are registered for the 23-24 school year by the end of May.
3. To maintain our enrollment the school will review students' attendance, grades, and discipline to create early warning systems for students' possible withdrawals. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.3,3.4)	Academic Leadership Team, Counselor	22-23 School Year		Criteria: AP will review their students each 9 weeks for attendance, grades, and discipline to create early warning systems for students' possible withdrawals.

NORTHEAST EARLY COLLEGE H S

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Customer service training for all front office staff based on the results of the Family TELL survey. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1)	Academic Leadership Team, Office Staff	22-23 School Year		Criteria: Front office staff completing training by the end of the fall semester.
2. The school will update the Website, Community Blend and Social Media. This will allow parents to get more update information about the events of the school. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.4)	Academic Leadership Team, Campus Committees	22-23 School Year		Criteria: School website updated by the end of the 1st 9 weeks.
3. Provide training for both Administrators and Staff on creating a respectful school environment. The staff scored 39% and 42% on the family survey in both areas. The goal is to raise both areas by 20% at the end of the year. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.4)	Academic Leadership Team, Teachers	22-23 School Year		Criteria: Review the mid-year and end-of-the-year staff climate survey information for gains in both areas.

NORTHEAST EARLY COLLEGE H S

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 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 11/04/22 - Completed (S)
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 11/04/22 - Completed (S)
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 11/04/22 - Completed (S)
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 11/04/22 - Completed (S)
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 11/04/22 - Completed (S)

NORTHEAST EARLY COLLEGE H S

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 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 11/04/22 - Completed
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 11/04/22 - Completed (S)
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.				11/04/22 - Completed (S)
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 9/17		Criteria: Homeless documentation sheet 11/04/22 - Completed (S)
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 11/04/22 - Completed (S)

CAC Developers List

Name	Position
Rivera, Raul	CAC CoChair
Neal, Nathan	Principal
Hill, Kathren	Assistant Principal
McGavick, Jack	SEL and CPI Campus contact
Roberson, Tiffany	Assistant Principal
Lozano, Laura	Project Specialist

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.

2022 - 23 A-F Estimator Longitudinal Worksheet

Accountability Projection based on Short Cycle Assessments is an Estimate Only: 2022 CCMR and Grad Rates will be used in conjunction with SCAs in Domain Calculations

STUDENT ACHIEVEMENT DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	77				82
Grade	C	--	--	--	B

Student Achievement Components

Components	2022 Value	SCA 1	SCA 2	SCA 3	2023 Goal
STAAR Performance Approaches	52				65
STAAR Performance Meets	27				35
STAAR Performance Masters	6				15
STAAR Performance Raw Score	28				38
STAAR Performance Scaled Score	54				65
CCMR - State Raw Score	58	--	--	--	60
CCMR - State Scaled Score	88	--	--	--	90
Grad Rate Raw Score	100	--	--	--	100
Grad Rate Scaled Score	100	--	--	--	100

Leave Blank

Campus Name: **Northeast**

Campus Number: **227901006**

Template by Campus & District Accountability

SCHOOL PROGRESS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	78				90
Grade	C	--	--	--	A

School Progress Components

Components	2022 Value	SCA 1	SCA 2	SCA 3	2023 Goal
Academic Growth Raw Score	55				80
Academic Growth Scaled Score	59				90
Academic Growth Grade	NR*	--	--	--	A
Economically Disadvantaged %	89.9	89.9	89.9	89.9	89.9
Economically Disadvantaged % Grouping	89.1 to 90	89.1 to 90	89.1 to 90	89.1 to 90	89.1 to 90
Relative Performance Raw Score	43				49
Relative Performance Scaled Score	78				82
Relative Performance Grade	C	--	--	--	B

OVERALL

SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	76				86
Grade	C	--	--	--	B

CLOSING THE GAPS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	72	72	72	72	77
Grade	C	C	C	C	C

Closing the Gaps Components

Academic Achievement			Graduation		
2022 Values:	0 out of 16	2022 Values:	4 out of 6		
SCA 1:	0 out of 0	Leave Blank	-- out of --		
SCA 2:	0 out of 0	Leave Blank	-- out of --		
SCA 3:	0 out of 0	Leave Blank	-- out of --		
2023 Goals:	4 out of 16	2023 Goals:	4 out of 6		

English Language Proficiency

School Quality (CCMR)

2022 Values:	0 out of 1	2022 Values:	8 out of 8
SCA 1:	-- out of 1	Leave Blank	-- out of --
SCA 2:	-- out of 1	Leave Blank	-- out of --
SCA 3:	-- out of 1	Leave Blank	-- out of --
2023 Goals:	1 out of 1	2023 Goals:	8 out of 8



TITLE I COMPLIANCE PACKET

2022-2023

Principal Confirmation

Due November 04, 2022 – Please Upload to PlanWorks

- Attachment #1. Title I Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. *(Sign and attach Principal Attestation 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 copy of the Parent/Family Engagement 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 meeting notice, agenda, sign in sheets, and meeting notes, 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 of at least 2 sample communications in 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 and/or records of meetings)*
- Attachment #8. Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month. *(Maintain copies of all signed and submitted Time and Effort Reports to be available upon request)*
- Attachment #9. Homeless and Foster Care Documentation *(Attach completed Attachment #9; 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 and/or entered in PlanWorks)*

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

Northeast ECIS
Campus Name


Principal's Signature

11/4/2022
Date

CAC Developers List

Name	Position
Rivera, Raul	CAC CoChair
Neal, Nathan	Principal
Hill, Kathren	Assistant Principal
McGavick, Jack	SEL and CPI Campus contact
Roberson, Tiffany	Assistant Principal
Lozano, Laura	Project Specialist