CROCKETT H S

Crockett Early College High School
2022/2023

*Always Victorious!*

Kori Manor
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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.
Vision

Campus Mission:
Crockett empowers an inclusive community of learners and leaders by building resilience, strengthening of character, and ensuring that ALL students are prepared to succeed in college, career, and life.

Campus Vision:
Crockett learners will lead with courage, compassion and service. Having high expectations and holding each other accountable, We will:
*collaborate with people of different beliefs and cultures;
*adapt to change and challenges;
*cultivate self-discipline to persevere in achieving goals;
*act responsibly, ethically, and with integrity;
*and think critically and creatively to solve problems.

Campus Values:
Peace: Show empathy, seek to understand, resolve conflict nonviolently, and accept non-closure.
Resilience: Persevere through struggle, bounce back from defeat, demonstrate the courage to take risks and seek help when needed.
Integrity: Have the courage to speak up. Care for yourself, others, and the space around you. Be accountable for choices, failures, and successes
Diversity: See strength through differences, be inclusive, and make connections.
Engagement: Be a present, authentic, and inspired learner.

Campus Collective Commitments:
Cell Phones: Cell phones will not be seen or heard during instructional time, unless discussed with the teacher. Phones aside, Crockett PRIDE.
Vision Continued

Respectful Language: There is no place for hate speech or profanity on this campus. We will use language that shows consideration for others’ feelings, wishes,
Comprehensive Needs Assessment

Demographics

Demographics Strengths
List your campus strengths here:
Diversity; over 480 students transfer into Crockett

Demographics Weaknesses
List areas you would like to grow here: one of the lowest high school black student percentage.

Demographics Needs
High expectations and holding each other accountable

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.

1.) In 2021-22, 24% of the students within the African American/Black population had one or more discipline events.
2.) In 2021-22, 24% 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?
   - Root cause analysis of why Black students are avoiding and leaving class
   - Culturally relevant instruction
   - Starting the Black Student Alliance
   - Social Emotional Learning in Advisory Lessons and in each class at Crockett.

2.) What systems will you have in place to decrease the discipline disparities among your students receiving Special Education services?
Comprehensive Needs Assessment

Demographics Summary (Continued)

- Root cause analysis of why students in SPED are avoiding and leaving class
- Training staff around accommodations and modifications
- Calibration among administrations and counselors for specific student supports based on BIPs IEPs

Student Achievement

Student Achievement Strengths

List your campus strengths here:

- Students in English 2 across all demographics experienced growth on STAAR.
- Students who receive SPED services grew in achievement in all subject areas.

Student Achievement Weaknesses

List areas you would like to grow here:

- Disparities among students who are Black/African American, receive SPED services, and who are Emerging Bilingual.

Student Achievement Needs

- Staffing all SPED positions that are currently vacant

Student Achievement Summary

"Access your EOC and TELPAS Reports here: (in the purple Performance Reporting section): https://docs.google.com/presentation/d/1uNcqEWl6GvQ3oIIZCR"
Comprehensive Needs Assessment

Student Achievement Summary (Continued)

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

Using your 2021-22 EOC data, what are your TWO lowest performing students groups? Use Campus Bar Charts (Gap Charts)
African American and Hispanic students are the two lowest performing student groups.

For TELPAS, what trends do you observe in progress for your students across grade levels and TELPAS components?
Students score higher in Writing and Listening than in speaking

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?
195/297
2.) Have met the TSI Criteria (college readiness standards on either the TSIA2, SAT, or ACT exams)?
156/297
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?
Regular TSI Testing, recruitment and retention for CTE programs
- Progress monitoring industry Based Certification attainment for your campus 2023 graduates?
All CTE teachers are expected to have at least 1 cert associated with their program
- A plan for 2023 graduates to earn an industry based certification if they are not enrolled in a level 4 CTE Course?
We are not aware of any opportunities for this and need district support to give this opportunity.
- 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?
We are not aware of any opportunities for this and need district support to give this opportunity.
- A plan to provide students academic preparation and TSIA2 testing opportunities?
ELA teachers in all grades have received TSI training for how to incorporate strategies into everyday learning. College Prep English
If a plan is not in place, please add strategies in the PreK-12+ College, Career, and Life Readiness section.

School Culture and Climate

School Culture and Climate Strengths
Comprehensive Needs Assessment

List your campus strengths here:

Crockett learners lead with courage, compassion and service. We:
- collaborate with people of different beliefs and cultures;
- adapt to change and challenges;
- cultivate self-discipline to persevere in achieving goals;
- act responsibly, ethically and with integrity;
- and think critically and creatively to solve problems.

School Culture and Climate Weaknesses

List areas you would like to grow here:

High expectations and Accountability at all levels

School Culture and Climate Needs

Crockett needs to develop systems in which we have high expectations for our students and hold each other accountable.

School Culture and Climate Summary

Coordinated School Health Survey unavailable at time of CIP completion.
We will continue to work on Employee Wellness by providing new teacher sessions to support those new to the profession.

We conduct 3 SEL Advisory lessons per week, including Fun Fridays with students.

Staff Quality, Recruitment and Retention
Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Strengths

List your campus strengths here:

Crockett has a robust New Teacher Mentorship Program that meets regularly throughout the school year addressing areas such as: systems, pedagogy, classroom and behavior management, work/life balance, etc.

Staff Quality, Recruitment and Retention Weaknesses

List areas you would like to grow here:

Crockett is struggling to hire all of our vacancies especially in the areas of special education (specifically life skills and teachers' assistants).

Staff Quality, Recruitment and Retention Needs

Partnerships with strong teaching programs to form a direct line into our teaching pool.

Staff Quality, Recruitment and Retention 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
Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

Staff Climate Reflection Questions:
1.) Which area(s) will you focus on strengthening this school year?

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

Campus Communication Goals & Practices
-Campus Communication Strategies
-Campus Website
-Phone/Voicemail/Email Practices
-Language Line for Preferred Language

Campus Culture of Respect Goals
-Campus culture of respect practices and goals
-Customer service prioritization

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?

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

3.) What are your areas of growth?

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

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

List your campus strengths here:
Instructional strategies aligned to AVID/WICOR
Weekly PLCs to ensure shared practice and materials across classrooms
Instructional coaching in 4 core contents to support and grow teaching
Instruction is aligned to TEKS and is designed to be culturally responsive to our student population
Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Weaknesses

List areas you would like to grow here:
Differentiated learning, especially to advance/extend/enrich
Increase rigor
Intentional Formative Assessment
Writing across content areas
Structured collaboration

Curriculum, Instruction and Assessment Summary

Access your GT CAMP data here: https://docs.google.com/spreadsheets/d/1ubmICopfZI5uJlIFMxuP6L7HY2A1JBJ2glMXy-BOvvk/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, 2 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:

   professional learning.

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)?
   Advance course placement, multi-part schedule process that includes teachers and counselors conferencing with students

2.) How are you communicating with all families about GT and/or advanced learning opportunities?
   We created a website to show different options for courses, which we share at events and via community bulletins. We include parents in scheduling process.

3.) How do you support a culture that provides advanced learning opportunities to all students?
   We encourage students to stretch and take advanced courses in areas that they have demonstrated success.

Access your MAS Dashboard here: https://access.austinisd.org/DMMasVueApp/#/
Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

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?
   We have dual language course offerings, plan language enrichment/instruction into all core classes and electives

2.) What kinds of support and/or acceleration are available for multilingual students with varying needs such as SIFE?
   We have sheltered instruction courses, these teachers plan with each other and share students

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

4.) How does the campus welcome families and students that are new to the country?
   Coordinate with district support; our grad coach is monitoring and supporting these students, as well as our child study teams

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)?
   PLCs and department meetings supported by teacher leaders, instructional coaches, admin, and academic dean

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)

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.)

Family and Community Involvement

Family and Community Involvement Data Sources
Comprehensive Needs Assessment

% 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

Family and Community Involvement Strengths

List your campus strengths here:
Campus events: back to school night, block party, programs showcase
Parent involvement in program fundraisers/booster
Tier 1 behavior responses prioritize parent communication (supported by campus PD, coaching)
Grade level child study teams that involve/support campus grad coach and parent support specialist in addition to admin and counselors

Family and Community Involvement Weaknesses

List areas you would like to grow here:
Need more campus-based staff to support Spanish language communication with families
Leveraging community members to evolve reputation and get positive message out about our programs and campus culture

Family and Community Involvement Summary

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

Coordinated School Health Areas:
- Family Engagement
- Community Engagement
Family and Community Involvement Summary (Continued)

Family and Community Engagement- AISD
Reflection Questions:

1.) Which area(s) will you focus on strengthening this school year (22-23)?
Leveraging our community events and members to ensure positive messaging about the campus culture, opportunities, and work being done here through our academic and extracurricular programs.

2.) Why did you select this/these area(s)?
We have a growing student population, due to changes in Austin, other high schools being frozen to transfer, and students who are choosing to transfer into Crockett for our programs. As we grow, we want our prospective students/families to see us as a welcoming campus with value to add for all.

School Context and Organization

School Context and Organization Strengths
We are the proud high school for two feeder middle schools. We get students from ALL middles schools from South Austin. We are located in south central Austin and we are a land locked attendance zone (we are surrounded by other AISD zones). We are across the street from ACC.

School Context and Organization Weaknesses
Our attendance zone is land locked with makes it difficult for us to grow due to development. Our building is rated a 5.2 on the FCA scale. We have 44 exterior doors that often need repair. Exit doors, restrooms, and fire alarms with no cameras on them.

School Context and Organization Needs
Updated building and facilities. More access to mental health services. Vestibule for the front of our school. Alarms on all other doors.
Comprehensive Needs Assessment

Technology

Technology Strengths
Classrooms have the Smart TVs. Teachers have laptops. Students have chromebooks.

Technology Weaknesses
Chromebooks upkeep is overwhelming for one person to maintain and often falls on an employee that has whole other job and the upkeep is very time consuming. Several of our classrooms have very few working outlets and some of our classrooms do not have the Smart TV like others. We need more rooms that are outfitted for computer labs with more computers.

Technology Needs
Electronic hall pass system. Cameras on all exits, restrooms, and fire alarms. More chargers and charging stations in classrooms and around the campus.
CROCKETT 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) By the end of SY 22-23, the campus will achieve at least a 71% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey.

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<tbody>
<tr>
<td>1. Add Whole Child, Every Child placeholder to monthly faculty meeting slides to discuss current/continuous activities. (Target Group: All)</td>
<td></td>
<td>Ongoing / School Year</td>
<td></td>
<td>Criteria: Monthly meeting agenda/slides.</td>
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<tr>
<td>2. Embed Whole Child, Every Child learning into advisory lessons throughout the year. (Title I SW Elements: 2.5) (Target Group: All)</td>
<td></td>
<td>Ongoing / School Year</td>
<td></td>
<td>Criteria: Advisory BLEND lesson plan course.</td>
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<tr>
<td>3. Add Whole Child, Every Child to communication opportunities such as PTA meetings, newsletters, websites, and family nights. (Target Group: All)</td>
<td></td>
<td>Ongoing / School Year</td>
<td></td>
<td>Criteria: Meeting agendas and notes, campus/community communications.</td>
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**Objective 2.** (SEL) I feel safe at my school will increase from 92% to 93%.

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<tr>
<td>1. 65% of the teachers will go through the SEL lesson two times per week with their advisory classes. SEL committee will collect data during SEL Advisory Walkthroughs (beginning of the year data, mid-year data, end of the year data). (Target Group: 9th, 10th, 11th, 12th) (Strategic Priorities: 3,4) (ESF: 3.1,5.2)</td>
<td>SEL Committee</td>
<td>May 2023</td>
<td>(O)Other - $500</td>
<td></td>
</tr>
<tr>
<td>2. SEL committee will create advisory lessons around students academic safety. (Target Group: 9th, 10th, 11th, 12th) (Strategic Priorities: 3,4) (ESF: 3.1)</td>
<td>SEL Committee</td>
<td>May 2023</td>
<td></td>
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<tr>
<td>3. SEL committee will create advisory lessons around students emotional and physical safety. (Target Group: 9th, 10th, 11th, 12th) (Strategic Priorities: 3,4) (ESF: 3.1)</td>
<td>SEL Committee</td>
<td>May 2023</td>
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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 3. (Family Engagement) We will have at least 6 parent meetings in the year with translation available for Spanish-speaking parents.

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<tr>
<td>1. Form a committee that can create agendas and presentations for our meetings based on parent interest. (Title I SW Elements: 2.1,3.1) (Target Group: 8th,9th,10th,11th,12th) (Strategic Priorities: 4) (ESF: 3.1,3.4)</td>
<td>Principal</td>
<td>Sept 2022</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Create Family Academic Engagement Committee (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)</td>
<td>Parent Support Specialist</td>
<td>May 2023</td>
<td>(F)Title 1, Part A - $4,864</td>
<td></td>
</tr>
<tr>
<td>3. Increase parent participation at Crockett's CAC and PTSA meetings. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.4)</td>
<td>CAC Members, Parent Support Specialist, Principal</td>
<td>Ongoing</td>
<td>Criteria: CAC and PTSA Sign in sheets</td>
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CROCKETT H S

**Goal 2.** (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) Daily implementation of AVID WICOR instructional strategies in every lesson in order to increase student achievement.

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<tr>
<td>1. Intentional implementation of AVID WICOR Instructional Strategies daily</td>
<td>Administrators, AVID Coordinator, AVID SI trained teacher, AVID Team, AVID Trained Teachers, Campus Leadership Team, Coaches, Department Chairs, Instructional Coaches, PLCs, Teachers</td>
<td>On going</td>
<td>(F)Title 1, Part A - $256,866, (O)AVID - $5,000</td>
<td>Criteria: All lessons must include at least 3 of the strategies from WICOR (Writing, Inquiry, Collaboration, Organization, and Reading)</td>
</tr>
<tr>
<td>2. Administrators will do walkthroughs to monitor implementation of AVID WICOR</td>
<td>Administrators</td>
<td>on going</td>
<td></td>
<td>Criteria: Admin will complete a minimum of three walkthroughs for all full time teaching staff.</td>
</tr>
<tr>
<td>instructional practices. (Title I SW Elements: 2.2) (Target Group: All)</td>
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<tr>
<td>(Strategic Priorities: 1,2,3,4) (ESF: 5.2)</td>
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<tr>
<td>3. Instructional feedback and coaching for all full time teaching staff</td>
<td>Administrators, AVID Coordinator, AVID SI trained teacher, AVID Team, Department Chairs, Instructional Coaches, Instructional Leadership Team</td>
<td>ongoing</td>
<td></td>
<td>Criteria: All full time teaching staff will receive instructional coaching and feedback from their walkthroughs and observations.</td>
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### CROCKETT H S

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

**Objective 1.** (Increased Enrollment) SMART YL Goal: Campus enrollment will increase from 1646 to 1675 by August 2023.

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<tr>
<td>1. Crockett will participate in campus and district Showcases to recruit for our unique programs and authentic positive school culture. (Title I SW Elements: 2.1,2.3,3.1,3.2) (Target Group: 8th,9th,10th,11th) (Strategic Priorities: 4) (ESF: 3.1,3.4)</td>
<td>Academy Director, Assistant Principal, Counselor, Department Chairs, Project Specialist</td>
<td>May 2023</td>
<td>(O)Other - $70,000</td>
<td></td>
</tr>
<tr>
<td>2. Certain Crockett staff will go to middle schools to recruit for our ECHS and PTECH programs. (Title I SW Elements: 2.1,3.1) (Target Group: 8th) (Strategic Priorities: 3,4) (ESF: 3.1,3.4)</td>
<td>Academy Director, Project Specialist</td>
<td>Ongoing</td>
<td>(O)Other - $70,000</td>
<td></td>
</tr>
<tr>
<td>3. Crockett will provide tours for students and parents or shadow days for potential students that would like to attend Crockett on an as needed basis. (Title I SW Elements: 3.1) (Target Group: 8th) (Strategic Priorities: 4) (ESF: 3.4)</td>
<td>Administrative Assistant, Counselor</td>
<td>Ongoing</td>
<td></td>
<td></td>
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</tbody>
</table>
**Goal 4.** (Exemplary Customer Service) Insert description of CARES here

**Objective 1.** (Exemplary Customer Service) SMART Goal: By the end of SY 22-23, the campus will move from Developing to Meets Expectations on the Campus Communication Goals & Practices section of the Campus Assessment Rubric.

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<tr>
<td>1. Ensure the language line for preferred languages is systematically prioritized and actively implemented. (Target Group: All) (Strategic Priorities: 4) (Title I SW Elements: 2.1,3.1) (Target Group: All,EB) (Strategic Priorities: 4) (ESF: 3.1,3.3,3.4)</td>
<td>Administrative Assistant, Administrators, Counselor, Teachers</td>
<td>Fall 2022</td>
<td></td>
<td>Criteria: Staff will log in eCST phone calls using the language line as needed.</td>
</tr>
<tr>
<td>2. Ensure the campus website is systematically reviewed and actively maintained with accurate information. (Target Group: All) (Strategic Priorities: 3,4) (Title I SW Elements: 2.1,2.2,3.1) (Target Group: All) (Strategic Priorities: 3,4) (ESF: 3.1,3.3,3.4)</td>
<td>Administrators, Teachers</td>
<td>Ongoing</td>
<td></td>
<td>Criteria: Department Chairs, Coaches, Directors, will all make sure their program pages are updated with correct contact information and schedules.</td>
</tr>
<tr>
<td>3. Ensure that phone/voicemail/email practices are systematically reviewed and actively maintained. (Title I SW Elements: 2.1,2.3,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 1.2,3.3,3.4)</td>
<td>Administrative Assistant, Administrators, Teachers</td>
<td>Ongoing</td>
<td></td>
<td>Criteria: All voicemail boxes will be updated with correct staff member information. Staff will respond to email and voicemail within 48 working hours.</td>
</tr>
</tbody>
</table>
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.**

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<tr>
<td>1. Attachment #1. Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. <em>(Sign and attach the form.)</em> <em>(Target Group: ECD)</em> <em>(Strategic Priorities: 1)</em></td>
<td>Principal</td>
<td>Due 9/17</td>
<td>Criteria: Principal Attestation Form</td>
<td></td>
</tr>
<tr>
<td>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. <em>(Attach copy of Parent/Family Involvement Policy on your campus stationery.)</em> <em>(Title I SW Elements: 3.1)</em> <em>(Target Group: ECD)</em></td>
<td>Principal</td>
<td>Due 9/17</td>
<td>Criteria: Parent/Family Involvement Policy on your campus stationery</td>
<td></td>
</tr>
<tr>
<td>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. <em>(Attach copy of Parent/Family School Compact.)</em> <em>(Title I SW Elements: 2.1)</em> <em>(Target Group: ECD)</em></td>
<td>Principal</td>
<td>Due 9/17</td>
<td>Criteria: Parent/Family School Compact</td>
<td></td>
</tr>
<tr>
<td>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. <em>(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.)</em> <em>(Title I SW Elements: 2.1,3.2)</em> <em>(Target Group: ECD)</em></td>
<td>Principal</td>
<td>Due 9/17</td>
<td>Criteria: agenda, sign in sheets, meeting notice, and meeting minutes</td>
<td></td>
</tr>
<tr>
<td>5. Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. <em>(Sample communications in languages other than English must be</em></td>
<td>Principal</td>
<td>Due 9/17</td>
<td>Criteria: Sample communications in languages other than English</td>
<td></td>
</tr>
</tbody>
</table>
**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.**

<table>
<thead>
<tr>
<th>Activity/Strategy</th>
<th>Person(s) Responsible</th>
<th>Timeline</th>
<th>Resources</th>
<th>Evaluation</th>
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</thead>
<tbody>
<tr>
<td>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)</td>
<td>Principal</td>
<td>Due 9/17</td>
<td></td>
<td>Criteria: Documentation of notice on school letterhead</td>
</tr>
<tr>
<td>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)</td>
<td>Principal</td>
<td>Due 9/17</td>
<td></td>
<td>Criteria: agendas, sign in sheets, minutes or records of meetings</td>
</tr>
<tr>
<td>8. Attachment #8. Time and Effort Webinars &amp; Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time &amp; Effort Reports to SAFA no later than the 5th of the month.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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 &amp; position of the developers of the 2021-2022 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used &amp; uploaded with packet.) (Target Group: All)</td>
<td>Principal</td>
<td>Due 9/17</td>
<td></td>
<td>Criteria: CIP/TIP Developers List</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>-------------------</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Moehnke, Brianna</td>
<td>CAC Co-Chair (Staff)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yglesias, Amber</td>
<td>CAC Co-Chair (Parent)</td>
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<tr>
<td>Snyder, Janice</td>
<td>Classified Staff</td>
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<td></td>
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<tr>
<td>Hallee, Kathleen</td>
<td>Fine Arts Teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Miller, Adam</td>
<td>SS Teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adebayo, Phillips</td>
<td>Science Teacher</td>
<td></td>
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<tr>
<td>Holland, Don</td>
<td>Teacher</td>
<td></td>
<td></td>
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<tr>
<td>Douris, Rhett</td>
<td>Math Teacher</td>
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<tr>
<td>Lane, Erin</td>
<td>Fine Arts Teacher</td>
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<tr>
<td>Bugge, Colin</td>
<td>CTE Teacher</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Jimenez, Alicia</td>
<td>Community Member</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Childs, Sarah</td>
<td>Student</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
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.
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)

[Signatures]

Crockett

Campus Name

Principal’s Signature

Date 10/3/2022

© Department of State, Federal, & Private Accountability 2022-2023
Austin ISD  
State, Federal, Private Accountability Office  
Campus Improvement Plan (CIP) Developer's List  
Campus Name: Crockett HS Org# 008

**Instructions:** List the name & position of the developers of the 2022-2023 Campus Improvement Plan (CIP). Sign and date verification below. (Use additional Pages as Necessary)

<table>
<thead>
<tr>
<th>Last name</th>
<th>First name</th>
<th>Position (teacher, parent, community member, principal, student, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Montor, Kori</td>
<td>Principal</td>
</tr>
<tr>
<td>2.</td>
<td>King, Shana</td>
<td>Asst Principal</td>
</tr>
<tr>
<td>3.</td>
<td>Benson, Jordan</td>
<td>Academic Director</td>
</tr>
<tr>
<td>4.</td>
<td>Hellett, Taryne</td>
<td>Project Specialist</td>
</tr>
<tr>
<td>5.</td>
<td>Miller, Adam</td>
<td>Teacher</td>
</tr>
<tr>
<td>6.</td>
<td>Muir, Ashley</td>
<td>Teacher</td>
</tr>
<tr>
<td>7.</td>
<td>Black, Candace</td>
<td>Teacher</td>
</tr>
<tr>
<td>8.</td>
<td>Davis, Allison</td>
<td>Teacher</td>
</tr>
<tr>
<td>9.</td>
<td>Ortman, Eric</td>
<td>Asst Principal</td>
</tr>
<tr>
<td>10.</td>
<td>Dunn, Cynthia</td>
<td>Asst Principal</td>
</tr>
</tbody>
</table>

**Printed name:** Kori Montor  
**Date:** 10/3/22

Signature  
07/25/2022

© Department of State, Federal, & Private Accountability 2022-2023
Title I Principal Attestation
Compliance with P.L. 107-110, Section 1119(i)
Qualifications for Teachers and Paraprofessionals

Name of Campus: [Signature]
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 2022-2023.

YES    NO

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 with technology; (4) conduct family engagement 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.

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.

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.

4. A list of Homeless and Foster care Students and Services is maintained and updated quarterly.

ALL Title I School campuses are required to post information on their website regarding local services and program that assist homeless students.

(Contact Project HELP for assistance – 512-414-3690.)

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.
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 2023.

7. Copies of this Attestation are maintained at the campus and will be made available upon request. The campus maintains ALL files for five years.

Printed Name of Campus: Crockett EHS

Signature of Principal: KDM

Typed/Printed Name of Principal: Korin Manor

Date: 8/29/22

SAFA Initials & Date: 
Family/Parent Engagement Policy

The faculty, family/parents, staff, and community members of the Crockett Early College High School shall develop and agree upon a written policy for parental and family engagement during the development and review of the campus improvement plan.

I. The Family/Parental Engagement Policy will be distributed during the first six weeks of the school year.

II. It will be the responsibility of school staff to establish a two-way communication process with parents and families regarding their child(ren’s) academic progress. This should include, but not be limited to: progress reports, report cards, telephone calls, notes, newsletters, etc.

III. The school will make every effort to communicate with family/parents in a language that they understand. Communication may include, but not be limited to homework, folders, telephone trees, electronic mail, texts, newsletters, meetings, virtual, etc.

IV. Put Your School Name Here will hold an annual Title I meeting for parents and community during the first six weeks to share and discuss the Title I program. Included in the conversation will be information regarding the school’s curriculum, budget, and types of academic assessments used to measure student progress/proficiency levels that students are expected to meet.

V. Monthly meetings will be held the first Thursday of every month at 8:00 AM, 12:00 Noon and 5:30 PM (must provide at least 2 opportunities).

VI. Parents will be given the opportunity to provide input and make recommendations regarding the Campus Improvement Plan, the Title I program, Family/Parent Compact and the Family/Parent Engagement Policy through the Parent Advisory Council, the CAC or any other scheduled parent meetings.

VII. In order to meet the changing needs of our school, the Family/Parent Engagement Policy will be reviewed/updated during the annual Campus Improvement Plan revision process.
Norma sobre la participación de los padres y las familias

La Facultad, padres, personal, los miembros de la comunidad de la escuela Cambia El Nombre De Esta Escuela deben elaborar y estar de acuerdo con una norma escrita sobre la participación de los padres y las familias durante el desarrollo y repaso del plan de mejoramiento del plantel.

I. La Norma de participación de los padres será distribuida durante las primeras seis semanas del año escolar.

II. El personal de la escuela tendrá la responsabilidad de establecer un proceso de comunicación mutua con los padres y las familias sobre el progreso académico de sus hijos. Esto debe incluir, pero sin limitarse a lo siguiente: informes de progreso, tarjetas de informe, llamadas telefónicas, notas, boletines informativos, etc.

III. La escuela hará lo posible por comunicarse con los padres en un idioma que es entendible para ambos grupos. La comunicación con los padres puede incluir, pero sin limitarse a lo siguiente: tareas, árboles telefónicos (un padre llama a otro, y así sucesivamente), correo electrónico, boletines informativos, juntas, etc.

IV. La escuela Cambia El Nombre De Esta Escuela llevará a cabo una junta anual durante las primeras seis semanas para discutir los programas de escuela de Título I, incluyendo presupuestos.

V. Las juntas mensuales serán el primer jueves de cada mes a las 8:00 a.m., 12:00 p.m y 5:30 p.m. (debe de proveer dos opciones).

VI. Los padres tendrán la oportunidad de dar su opinión y sus recomendaciones sobre el Plan de mejoramiento del plantel, el programa de Título I y las normas de participación activa de los padres, a través del Consejo de asesoría del plantel, el representante del CAC, o en las juntas para padres.

VII. Durante las primeras seis semanas de clase los padres recibirán información sobre la currícula (el plan escolar) de la escuela y sobre las evaluaciones académicas usadas para medir el nivel de progreso/conocimiento que se espera debe cumplir el estudiante.

VIII. Para poder cumplir con las necesidades cambiantes de nuestra escuela, el Plan de padres y las familias sobre la norma de mejoramiento será revisado/ actualizado durante el proceso de revisión anual del Plan de mejoramiento del plantel.
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<tr>
<th>Timestamp</th>
<th>Are you a...</th>
<th>Today's Date</th>
<th>Type your name below as Today's Date/ Fecha</th>
<th>Type your name below as your signature/ Escriba su nombre a continuación como su firma</th>
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<td>Parent/ Padre</td>
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Crockett ECHS Compact/ Compacto

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.

Las investigaciones muestran que cuando los padres participan en las escuelas, los estudiantes logran más, la asistencia es mejor, las calificaciones y los puntajes de los exámenes son más altos y las tasas de graduación aumentan. Los estudiantes también tienen más probabilidades de alcanzar su mayor potencial de crecimiento intelectual, social, emocional y físico. La participación de la familia en la educación es fundamental para el éxito de los estudiantes. Para lograr esto, los padres, maestros y estudiantes deben trabajar juntos. Le pedimos que acepte hacer esto firmando y devolviendo este acuerdo.

1. Are you a... Eres un...

Mark only one oval.

☐ Student/ Estudiante  Skip to question 4
☐ Parent/ Padre  Skip to question 6
☐ Teacher/ Maestro  Skip to question 2

Teacher Agreement

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

\1 Providing instruction in a way that will motivate and encourage my students
\1 Providing homework assignments for students
\1 Providing a positive and safe atmosphere for learning
\1 Keeping students and parents informed of student progress on a regular basis
\1 Communicating with parents via parent conferences as needed
\1 Being available for parents to contact me when not teaching classes

https://docs.google.com/forms/d/1NbBV1CaLpYGwAjpry_VDY3g1EfZXFXZTh6Cu321gyjI/edit
2. Today's Date

Example: January 7, 2019

3. Type your name below as your signature

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

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

- Asistir a la escuela todos los días y llegar a tiempo
- Completar y devolver las tareas asignadas de manera oportuna
- Seguir las reglas de la escuela y ser responsable de mi comportamiento.
- Leer todos los días

4. Today's Date/ Fecha

Example: January 7, 2019

5. Type your name below as your signature/ Escriba su nombre a continuación como su firma
<table>
<thead>
<tr>
<th>Parent Agreement/ Acuerdo de los padres</th>
</tr>
</thead>
</table>

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

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

- Enviar a mi hijo a la escuela a tiempo todos los días
- Enviar a mi hijo a la escuela preparado y listo para aprender
- Leer para y con mi hijo
- Establecer una hora para la tarea y repasarla con regularidad.
- Participar, según corresponda, en decisiones relacionadas con la educación de mi hijo y el uso positivo del tiempo extracurricular
- Apoyar a la escuela en su esfuerzo por mantener la disciplina adecuada
- Apoyar al maestro del salón de clases ofreciéndose como voluntario si el horario de trabajo lo permite

6. Today’s Date/ Fecha

*Example: January 7, 2019*

7. Type your name below as your signature/ Escriba su nombre a continuación como su firma

This content is neither created nor endorsed by Google.
Meet your Presenters

Kori Manor - Proud Principal of Crockett Early College High School
Jordan Bendon - Academic Director of Crockett High School
Michelle Torres - Parent Support Specialist Crockett High
Geoffrey Harter - School counselor at Crockett High
Tara Domasco - Communities In Schools Program Manager at Crockett High
Rosie Arredondo - Licensed Mental Health Professional for CHS Vertical Team
Rebekah Ozuna - Grant Specialist Cultural Proficiency- AISD
PTA - Parent-Teacher Association
Agenda for Tonight

1. Short Discussion of School Business
   a. Title One Information
   b. Bond
   c. Vacancies
   d. PTA

2. Introduce the Parent/Guardian Needs Survey for Crockett
   a. What assistance could help your family and student(s)?

3. Resources & Programs within CHS and the larger community
   a. Crockett Support Programs
   b. Supports/programs in the Austin Community

4. Family Night Gift Bag Drawing

5. Community Circle
   a. What’s on your mind

6. Future Parent Nights ...
Title One

- As a Title I campus, we are required to send out the information in the form below.
- Please spend time reading this information and answering questions in the Google Form below.
- Our Title I funds pay for 4.5 teachers, 2.12 Project Specialists and Family Engagement Supplies, Materials and/or Equipment.

https://forms.gle/vgr774ypGSeNpETP7
Title One

TITLE I Newsletter

● Family/Parent Engagement Policy
● Crockett ECHS Compact
  ○ Needs to be filled out by parents, teachers, students
● Right to Know Teacher Qualifications
Other Items

- BOND - Election Day is November 8th
- Vacancies
  - AVID
  - Math SPED Inclusion
  - SPED TAs
- Other staff
  - RFE - Art, Lifeskills, AVID/Girls Soccer, Bookkeeper
  - Additional Positions - LifeSkills, Science, ESL English
CROCKETT HIGH SCHOOL PTSA!

TUESDAY, 10/11/22
@6:30 PM
IN THE LIBRARY

BACK THE FUTURE!
JOIN PTSA
www.joinpta.org

SCHOOL SPIRIT!
So Crockett staff can better assist our parent/caregivers and your child(ren) at Crockett HS, we ask that you fill out our needs survey.

This survey asks which services (if any) might be of assistance to your family. Fill out the survey by copying and pasting the link below or scanning the QR code.
https://forms.gle/gynuTz8ca8FcSDWA9
Meet the Counselors

Early College High School & P-Tech students (in any grade)
Michael.Quintana@austinisd.org
512.414.7602
Meet the Counselors

Cohort 2026  9th Grade not in ECHS
Hamilton.Speaker@austinisd.org
512.414.7886

Cohort 2025  10th Grade not in ECHS
Amy.Rogers@austinisd.org
512.414.7813
Meet the Counselors

Cohort 2024   11th Grade not in ECHS
Geoffrey.Harter@austinisd.org
512.414.0461

Cohort 2023   12th Grade not in ECHS
Susan.Durham@austinisd.org
512.414.7835
Students can talk to school counselors about:

1. Grades
2. Stress
3. Graduation plans and courses
4. Planning for life after high school
5. Pathways to success
6. Grief/Loss
7. Relationships
8. Mental Health
9. Anything!
Communities In Schools

At Crockett ECHS, CIS offers case-management & supportive guidance services for students & their families including:

- Individual counseling & mentoring
- Support groups (loss & grief, healthy relationships, mental health & wellness)
- XY-Zone peer support & leadership groups for male students
- Resource closet (school supplies, hygiene items, clothing, snacks, food bags)
- Family outreach & support
- Academic & attendance monitoring & interventions
- Service learning projects
- My Brother’s Keeper – preparing for college, career & military

Referring a Student – please refer students to the CIS program through their school counselors

CIS Staff: Tara Domasco – Program Manager  Interns - Madeline Maxwell and Luke Kertcher
Kayla Walker – XY-Zone Coordinator
Christian Perez – My Brother’s Keeper Scholar
The College & Career Center provides supports for ALL students as they plan for life after high school. Ms. Snyder, Crockett College & Career Adviser, assists students with:

- College Research & Applications
- College Essays
- Financial Aid & Scholarships
- Military Recruitment & Enlistment
- Resume Writing
- Careers in the Skilled Trades
- College Readiness Testing (TSI, SAT, ACT)
- Naviance

Upperclassmen seeking additional support can also receive 1x1 and small group college advising with our non-profit partners, Talent Search, College Forward, Con Mi Madre and My Brother’s Keeper.

If your student is interested in joining one of these programs, or you have any post-secondary planning questions, please reach out to Ms. Snyder at michelle.snyder@austinisd.org.
Parent Support Specialist

My role is to help and guide all families and students with any resources you might need to help your everyday life. Please let me know if you need any help with the following:

- Food
- Clothing
- Housing
- Counseling
- Transportation
- Child Care
- And anything else you can think of!

For example, Connectatx.org is a great resource to start. Please reach out to me without any hesitation!

Michelle Torres
michelle.torres@austinisd.org
512-414-7879
AISD’s Community Resource Guide

https://tinyurl.com/2mj5byp6 - English
https://tinyurl.com/4v23tzsb - Espanol

This guide has resources in Austin community to assist with:
- Alcohol/Drug
- Child Care
- Counseling
- Domestic Violence
- Education
- Employment
- Family Support
- Financial assistance
- Grief Counseling
- Health/Hospital
- Housing
- Immigration
- Legal Aid
- Youth Supports
Mental Health Resources in the Community

If your student is struggling with mental health concerns, there are many resources in the community that can provide therapeutic support not only to youth, but parents and families as well. Below are links to some community providers nearby:

School Mental Health Centers (Gramercy)- reach out to your counselor


YWCA Austin Counseling & Referral Center- 512-326-1222 https://ywcaaustin.org/general-content-3-2/

Lifeworks Counseling Services- 512-735-2400 https://www.lifeworksaustin.org/counseling


NAMI Central Texas (National Association on Mental Illness)- 512-420-9810 https://namicentraltx.org/
Mental Health Resources in the Community

If your student is in immediate crisis please reach out to one of these hotlines, 24 hours a day:

- **Integral Care** (512) 472-HELP (4357)
  - PES Psychiatric Emergency Service
  - MCOT Mobile Crisis Outreach Team

- **Crisis Text Line** Text HOME to 741741

- **Texas Youth Hotline (call or text)** 1-800-989-6884

- **National Suicide Hotline** 988 or 1-800-273-TALK (8255)

- **CPS Hotline** 1-800-252-5400
Community Circle
Hello families,

Unite with us on the following dates.

**20 de septiembre La importancia de la alfabetización bilingüe y el bilingüismo**

Dos sesiones: 10:00 y 12:00 con merienda dentro de la sala 150

Por favor regístrese usando el siguiente enlace

[https://forms.gle/e2eBU5nJEuzUQXqV8](https://forms.gle/e2eBU5nJEuzUQXqV8)

**22 de septiembre Foro familiar de Crockett (consulte el segundo folleto a continuación para obtener más información)**

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**MESSAGE 2**

From: Crockett High School <mario.morales@austinisd.org>
Subject: Save the Date: Cougar Cub Camp

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Good day, parents and legal tutors of incoming students of Crockett,

We invite you on August 2 from 9 a.m. to 3 p.m. at Crockett High School for our 'freshman' class Cougar Cub Camp. This is a great opportunity to see friends, make new , and learn more about Crockett High School. The parents and legal tutors can also join for a session of questions and answers in the room 19 starting at 9:30 until 10:30. Please register your student in this event. For registration visit [tinyurl.com/cubcamp2026](http://tinyurl.com/cubcamp2026) or the website of Crockett High School for additional information. ¡See you soon! ¡Vamos Coogs!
Crockett's Title I Funding/ Financiamiento del Título I de Crockett

This is Crockett's second year being funding by Title I in recent history. Due to Title I funding, we were able to 4.5 teachers, 2.12 Project Specialists and purchase resources for family engagement supplies, materials and/or equipment. Thanks again for being such amazing partners this school year.

Have a great Crockett Day,
Kori Crawford
Principal Crockett ECHS

Este es el segundo año en que Crockett recibe financiamiento del Título I en la historia reciente. Debido a los fondos del Título I, pudimos 4.5 maestros, 2.12 especialistas en proyectos y comprar recursos para suministros, materiales y/o equipos para la participación familiar. Gracias nuevamente por ser socios tan increíbles este año escolar.

Que tengas un gran día de Crockett,
Kori Crawford
Directora Crockett ECHS

Family/Parent Engagement Policy

The faculty, family/parents, staff, and community members of the Crockett ECHS shall develop and agree upon a written policy for parental involvement during the development and review of the campus improvement plan.
I. The Family/Parental Engagement Policy will be distributed during the first six weeks of the school year.

II. It will be the responsibility of school staff to establish a two-way communication process with parents and families regarding their child(ren)'s academic progress. This should include, but not be limited to: progress reports, report cards, telephone calls, notes, newsletters, etc.

III. The school will make every effort to communicate with family/parents in a language that they understand. Communication may include, but not be limited to homework, folders, telephone trees, electronic mail, texts, newsletters, meetings, virtual, etc.

IV. Crockett ECHS will hold an annual Title I meeting for parents and community during the first six weeks to share and discuss the Title I program. Included in the conversation will be information regarding the school's curriculum and types of academic assessments used to measure student progress/proficiency levels that students are expected to meet.

V. Monthly meetings will be held the first Thursday of every month at 8:00 AM, 12:00 Noon and 5:30 PM (must provide at least 2 opportunities).

VI. Parents will be given the opportunity to provide input and make recommendations regarding the Campus Improvement Plan, the Title I program, Family/Parent Compact and the Family/Parent Engagement Policy through the Parent Advisory Council, the CAC or any other scheduled parent meetings.

VII. In order to meet the changing needs of our school, the Family/Parent Engagement Policy will be reviewed/updated during the annual Campus Improvement Plan revision process.

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Norma sobre la participación de los padres y las familias

La Facultad, padres, personal, los miembros de la comunidad de la escuela Crockett ECHS deben elaborar y estar de acuerdo con una norma escrita sobre la participación de los padres y las familias durante el desarrollo y repaso del plan de mejoramiento del plantel.

I. La Norma de participación de los padres será distribuida durante las primeras seis semanas del año escolar.

II. El personal de la escuela tendrá la responsabilidad de establecer un proceso de comunicación mutua con los padres y las familias sobre el progreso académico de sus hijos. Esto debe incluir, pero sin limitarse a lo siguiente: informes de progreso, tarjetas de informe, llamadas telefónicas, notas, boletines informativos, etc.

III. La escuela hará lo posible por comunicarse con los padres en un idioma que es entendible para ambos grupos. La comunicación con los padres puede incluir, pero sin limitarse a lo siguiente: tareas, árboles telefónicos (un padre llama a otro, y así sucesivamente), correo electrónico, boletines informativos, juntas, etc.

IV. La escuela Crockett ECHS llevará a cabo una junta anual durante las primeras seis semanas para discutir los programas de escuela de Título I.

V. Las juntas mensuales serán el primer jueves de cada mes a las 8:00 a.m., 12:00 p.m y 5:30 p.m. (debe de proveer dos oportunidades).
VI. Los padres tendrán la oportunidad de dar su opinión y sus recomendaciones sobre el Plan de mejoramiento del plantel, el programa de Título I y las normas de participación activa de los padres, a través del Consejo de asesoría del plantel, el representante del CAC, o en las juntas para padres.

VII. Durante las primeras seis semanas de clase los padres recibirán información sobre la currícula (el plan escolar) de la escuela y sobre las evaluaciones académicas usadas para medir el nivel de progreso/conocimiento que se espera debe cumplir el estudiante.

Para poder cumplir con las necesidades cambiantes de nuestra escuela, el Plan de padres y las familias sobre la norma de mejoramiento será revisado/ actualizado durante el proceso de revisión anual del Plan de mejoramiento del plantel.

Crockett ECHS 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:
ü Sending my child to school on time each and everyday
ü Sending my child to school prepared and ready to learn
ü Reading to and with my child
ü Establishing a time for homework and reviewing it regularly
ü Participating, as appropriate, in decisions related to my child’s education and the positive use of extracurricular time
ü Supporting the school in its effort to maintain proper discipline
ü 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:
ü Attending school everyday and being on time
ü Completing and returning homework assignments in a timely manner
ü Following the school rules and being responsible for my behavior
ü Reading everyday

Date ______________ Student Signature ____________________

Teacher Agreement

As a teacher, I want all of my students to succeed academically. I will be responsible for:
ü Providing instruction in a way that will motivate and encourage my students
ü Providing homework assignments for students
ü Providing a positive and safe atmosphere for learning
ü Keeping students and parents informed of student progress on a regular basis
ü Communicating with parents via parent conferences as needed
ü Being available for parents to contact me when not teaching classes

Date ______________ Teacher Signature ____________________
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.

Crockett ECHS para una mejor escuela

Investigaciones muestran que cuando los padres participan en la educación de sus hijos, los estudiantes avanzan más académicamente, 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 relaciones positivas con la educación de mi hijo(a) y con el uso positivo de tiempo extracurricular
- apoyar a la escuela en sus esfuerzos por mantener la disciplina debida
- apoyar al maestro(a) titular, ofreciendo servicios positivos 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
Comenzar por las reglas de la escuela y ser responsable de mi comportamiento
Comenzar por 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:
- instrucción positiva de modo que motive y anime a mis estudiantes
- asignar tarea a los estudiantes
- procurarles una atmósfera 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):__________________

**Right to Know Teacher Qualifications**
As a parent of a student at Crockett ECHS 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 Kori Crawford at 512-414-2532.

Como padre de un estudiante de la escuela Crockett ECHS, 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.

Especificamente, 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) Kori Crawford al 512-414-2532.
TO: Taryne Hallett

FROM: Dr. Mary L. Thomas, Executive Director

DATE: 2022-2023 School Year

RE: Time & Effort Requirements

Because your position is funded with federal funds, you are required to complete a monthly time and effort report reflecting the percentage of time spent meeting the intents/purposes of the funding programs. The report is required in order to comply with federal regulations. All such employees are to register in HCP and attend a Time and Effort training. A blank form showing funding percentages for your position will be included and reviewed during the training.

Annually, internal and external auditors review these reports in their audit process. An audit finding such as not maintaining time and effort reports can result in a negative report and corrective actions. Your role toward ensuring the district meets all requirements is essential and your cooperation is deeply appreciated.

These reports are due via email (SAFA-Time-Effort@austinisd.org) by the 5th of each month (i.e., August 2022 reports are due September 5, 2022.) The 2022-2023 Time and Effort training schedule will be available on our online library here. (https://sites.google.com/a/austinisd.org/aisdweb/education/state-and-federal-accountability/online-library)

Be sure to:

❖ Sign form
❖ Attain supervisor’s approval by signature
❖ Make a copy for your files
❖ Send via email (SAFA-Time-Effort@austinisd.org) by the 5th of the next month.

If you need assistance, contact Ricardo Venegas at 512-414-9965 or ricardo.venegas@austinisd.org.
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

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<th>STUDENT ACHIEVEMENT DOMAIN</th>
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<td><strong>Grade</strong></td>
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<td><strong>Grade</strong></td>
</tr>
<tr>
<td>B</td>
<td>B</td>
<td>B</td>
</tr>
</tbody>
</table>

- **Scaled Score**
  - SCA 1: 83
  - SCA 2: 84
  - SCA 3: 84

- **Grade**
  - B

- **2022 Actual**
  - SCA 1: 83
  - SCA 2: 84
  - SCA 3: 84

- **2023 Goal**
  - SCA 1: 84
  - SCA 2: 84
  - SCA 3: 84

**Student Achievement Components**
- STAAR Performance Approaches
  - 2022 Value: 66
  - 2023 Goal: 70
- STAAR Performance Meets
  - 2022 Value: 40
  - 2023 Goal: 41
- STAAR Performance Masters
  - 2022 Value: 11
  - 2023 Goal: 15
- STAAR Performance Raw Score
  - 2022 Value: 39
  - 2023 Goal: 43
- STAAR Performance Scaled Score
  - 2022 Value: 67
  - 2023 Goal: 72

**School Progress Components**
- Academic Growth Raw Score
  - 2022 Value: 60
  - 2023 Goal: 63
- Academic Growth Scaled Score
  - 2022 Value: 66
  - 2023 Goal: 70
- Academic Growth Grade
  - 2022 Value: NR*
  - 2023 Goal: F

**Closing the Gaps Components**
- Economically Disadvantaged
  - 2022 Values: 3
  - 2023 Goals: 4
- Economically Disadvantaged % Grouping
  - 2022 Values: 1
  - 2023 Goals: 8

**Overall**

**Campus Name:** Crockett

**School Quality (CCMR)**
- Grad Rate Raw Score
  - 2022 Value: 98.4
  - 2023 Goal: 98.5
- Grad Rate Scaled Score
  - 2022 Value: 95
  - 2023 Goal: 95

**Language Proficiency**
- English Language Proficiency
  - 2022 Values: 1
  - 2023 Goals: 1

**CMMR - State Raw Score**
- 2022 Value: 66
- 2023 Goal: 67

**CCMR - State Scaled Score**
- 2022 Value: 92
- 2023 Goal: 92

**Grad Rate Raw Score**
- 2022 Value: 98.4
- 2023 Goal: 98.5

**Grad Rate Scaled Score**
- 2022 Value: 95
- 2023 Goal: 95

**Economically Disadvantaged**
- 2022 Values: 3
- 2023 Goals: 4

**Economically Disadvantaged % Grouping**
- 2022 Values: 1
- 2023 Goals: 8

**CMMR Raw Score**
- 2022 Value: 66
- 2023 Goal: --

**CMMR Scaled Score**
- 2022 Value: 92
- 2023 Goal: --

**CCMR - Relative Performance Raw Score**
- 2022 Value: 53
- 2023 Goal: 55

**CCMR - Relative Performance Scaled Score**
- 2022 Value: 83
- 2023 Goal: 84

**Relative Performance Grade**
- 2022 Value: B
- 2023 Goal: B

**Graduation**
- 2022 Values: F
- 2023 Goals: C

**Academic Achievement**
- 2022 Values: 3
- 2023 Goals: 4

**Grad Rate Scaled Score**
- 2022 Value: 95
- 2023 Goal: --

**OVERALL**
- 2022 Value: 81
- 2023 Goal: 83

**Campus Number:** 227901008

Template by Campus & District Accountability