

ANDERSON H S
LC Anderson High School
2022/2023

In Pursuit of Excellence



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ANDERSON H S

Mission

Campus Mission:

In partnership with our parents and community, Anderson High School strives to provide a comprehensive educational experience that is high quality, challenging and inspires all students to make a positive contribution to society.

Vision

Campus Vision:

Anderson High School will reflect the rigorous curriculum and the community service which are the benchmarks of being an IB World School.

Campus Values:

*Focus on Academic Achievement
Achieving Excellence in the Arts and Art Education
Demonstrating Integrity
Striving for Equity
Interacting with Respect
Promoting Health and Safety*

Nondiscrimination Notice

ANDERSON 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 Strengths

List your campus strengths here:

Strong campus systems around behaviors and expectations.

Support staff collaboratively works with teachers and admin to support struggling students.

Active tutoring programs to support student academic needs.

New campus initiatives to encourage student voice on campus.

Demographics Weaknesses

List areas you would like to grow here:

Continued representation of diverse students in leadership roles on the campus.

Student equity committee created to support and advocate for the needs of all students.

Restorative practices for disciplinary support and changes in student behaviors.

Increased parent involvement from a diverse group of families.

Demographics Needs

Teacher volunteers for clubs and leadership opportunities.

Time for planning of these initiatives.

Training for staff in restorative practices for students.

Comprehensive Needs Assessment

Demographics Summary

- 1.) In 2021-22, 16.04% of the students within the African American/ Black population had one or more discipline events.
- 2.) In 2021-22, 15.64% 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?

We will be emphasizing tiered intervention strategies, including a heavier reliance on restorative practices before, during, and after any sort of disciplinary consequences, including ISS. We will also be working towards building equitable practices in our teachers and enhancing their knowledge of internal biases through professional development revolving around equity in discipline and behavior management. Increased fidelity of the implementation of our routines and procedures campuswide will assist us in maintaining expectations for all students and foster a culture of lowered discipline rates.

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

We will be working closely with the SPED case managers and service providers (SCOREs, SBS, etc) to provide responsible interventions that align with the child's needs and, if applicable, the Behavior Intervention Plan. We will be using tiered intervention strategies with special education students as well, and restorative practices, to ensure that the way we respond to disciplinary incidents is not only equitable and aligned to the campus goals, but also the disability, accommodations, and needs of the student.

Student Achievement

Student Achievement Strengths

List your campus strengths here:

93% Student Achievement on EOC overall

Strong academic programming on campus - AP, IB, Dual Credit, On Ramps

Seasoned teaching staff with experience in rigorous instruction for high level coursework

Comprehensive Needs Assessment

Student Achievement Weaknesses

List areas you would like to grow here:

83% in Student Growth and Closing the Gaps.

More student to student opportunities for learning in the classroom.

More diverse student body in rigorous/advanced coursework.

Student Achievement Needs

Professional Development for staff in differentiation and student facilitated learning.

Time for learning walks for staff to visit each others' classroom to learn about inclusive instructional tools.

Staff training in how the inclusive model of instruction for students.

Student Achievement Summary

Reflection Questions:

What trends do you observe in EOC mastery for your students from historically underserved student groups? Use Campus Bar Charts (Gap Charts) Algebra I EOC drops overall achievement, EcoDis, AA and Sped need supports

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

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

Two trends noticed from Telpas data:

Only 7% of Anderson students scored Advanced High on Speaking.

5 year US students are at 44% at Beginner/Intermediate level for Speaking, 6 year US students are at 55% at Beginner/Intermediate level for Speaking.

Reflection Questions:

How many of your campus 2023 graduates:

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

- 1.) Have met at least one of the CCMR Accountability indicators? 78%
- 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?

School Culture and Climate

School Culture and Climate Strengths

List your campus strengths here:

Focus on student voice and input in campus decision-making.
Student leadership in Clubs, extracurricular activities, leadership opportunities.
Team building focus for staff around retention and connections.
Staff appreciations given at Staff meetings, positive recognition throughout the year.
Student progress around advocacy around mental health needs and supports.
Highly engaged staff, focused on how to meet the needs of students.

School Culture and Climate Weaknesses

List areas you would like to grow here:

Avenues for more diverse input from a variety of students.
Inclusivity for all students on campus, regardless of socio-economic status, races, beliefs, culture, gender.
Staff training in ways to be culturally responsive and inclusive of the needs of a variety of students.
Staff awareness of the entirety of needs of the student body, and not just those who rise to the top.

School Culture and Climate Needs

Comprehensive Needs Assessment

Teacher leadership.

Team building resources and funding.

Staff training in meeting the needs of diverse students.

School Culture and Climate Summary

Coordinated School Health Areas:

- CSH Implementation
- Health Education
- Physical Education/Physical Activity
- Food Services
- Employee Wellness
- SEL
- Community Engagement
- Counseling/Mental Health/Social Services
- Health Services

Reflection Questions:

- 1.) In 2021-22, using the bulleted list, 5 of the 11 areas did not reach 70% implementation.
- 2.) Which CSH areas do you feel something needs to change at the campus in order for the implementation score to reach 70%? The student wellness committee should be reformed and encouraged to provide leadership and support around healthy eating habits and wellness on campus.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

List your campus strengths here:

High teacher satisfaction on campus and engagement with the community.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Strengths (Continued)

Highly engaged student and family body, who are supportive of the classroom.

High teacher retention rates on the campus.

Strong teacher scores on PPFT and walkthroughs.

Staff Quality, Recruitment and Retention Weaknesses

List areas you would like to grow here:

Public education in an overall crisis currently with a small pool of available teaching staff for openings.

Poor pay and housing options for teachers in Austin.

Higher teacher/student ratios during AISD budget crisis.

Staff Quality, Recruitment and Retention Needs

Positive rewards and incentive programs for staff.

Time and funding for teacher recognitions and appreciations.

Recruitment fairs will highly qualified candidates for available teaching positions.

Staff Quality, Recruitment and Retention Summary

Staff Climate Survey

- Cultural Awareness and Action (Adult Focus)
- Austin ISD Custom Content
- Belonging
- School Leadership

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

- School Climate
- Professional Learning
- Feedback and Coaching
- District Support

Staff Climate Reflection Questions:

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

2.) Why did you select this/these area(s)? These are lower areas of the panorama survey and are part of our campus goals around Communication, Connections, Systems and safety.

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? We will include team building with our staff everytime that we gather together in order to improve morale and create a more positive climate. We will create opportunities for staff to build relationships with each other and schedule regular social times outside of school for staff to gather together. We will include regular teacher appreciations and celebrations on campus.

2.) What are your customer service celebrations/strengths? We have a highly invested staff who are committed to the students and families in the Anderson community.

3.) What are your areas of growth? A restructuring of the Anderson High School office to create a welcoming environment where visitors are acknowledged, greeted and supported on campus.

4.) What will be your priority for customer service this year? Build a strong Anderson team, who are welcoming and supportive of all within the Anderson Community.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Comprehensive Needs Assessment

List your campus strengths here:

Strong academic programming.

Multiple levels of coursework - AP, IB, Dual Credit, On Ramps.

Teachers trained in rigorous instruction.

Instructional coaches to support each core department.

Curriculum, Instruction and Assessment Weaknesses

List areas you would like to grow here:

Increased support classes for struggling students especially in Algebra and Biology.

TSI support classes for college readiness.

Support for economically disadvantaged students to excel in coursework.

Curriculum, Instruction and Assessment Needs

Time

Training and support for struggling students

Teacher strategies/PD

Curriculum, Instruction and Assessment Summary

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

Advanced Academics Areas of Compliance

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

Ensure that GT Testing Assessment opportunities are provided to students this Fall.

Increase the percentage of economically disadvantaged students in GT.

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

Family and Community Involvement Strengths

List your campus strengths here:

We have a highly engaged school community who are supportive of the needs of the AHS Campus.

Strong PTSA and Booster Clubs who foster academic, and extracurricular success for students.

Comprehensive Needs Assessment

Family and Community Involvement Strengths (Continued)

Collaborative opportunities for parents to get involved on the campus - volunteering, CAC, PTSA, Booster clubs, etc.

Family and Community Involvement Weaknesses

List areas you would like to grow here:

Increased participation on the campus from a wide variety of families.

Create opportunities where all families feel engaged and welcomed to participate on the campus.

Schedule Parent Education Topics on relevant learning/current student issues that would be helpful to families on campus.

Family and Community Involvement Needs

Time for parent outreach.

Opportunities for graduation coach to connect with more families.

Transportation, language translation services for a wide variety of families.

Family and Community Involvement Summary

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)? Increased communication with our parents and families around campus events, initiatives and

Comprehensive Needs Assessment

Family and Community Involvement Summary (Continued)

programs.

2.) Why did you select this/these area(s)? There is a need on campus for increased communication and connections with our parents and families.

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Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 1. (CSH Implementation) SMART Goal: By the end of SY 22-23, 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. The CSH will meet at least 5 times per year. Required committee members will include CSH Chair, Administration, School nurse and Student. CSH Committee will be active in promoting at least 3 health focused events over the course of the year. (Target Group: All)	Administrators, CATCH Team, Coaches, Nurse, Students	Fall 2022- Spring 2023		Criteria: Attendance at 3 campus health events. Meetings scheduled and regularly attended.
2. Health teachers, sports medicine teachers and PE teachers will create a share a student health newsletter, which will go out 4 times per year. (Target Group: All)	Instructional Team	Fall 2022-spring 2023		Criteria: Newsletters are created and shared with students/families.
3. The CSH committee will sponsor and complete health focused campus events to being awareness to personal and community health. Examples include CSH Kickoff Week (9/12-16), Red Ribbon Week (10/24-28), Heart Healthy Week (1/30-2/3), Wear Red Day (2/3), School Breakfast Week (3/6-10), Capitol 10K (4/16) and Earth Week (4/17-20). (Target Group: All)	CATCH Team	Fall 2022-Spring 2023		Criteria: Celebration Weeks scheduled in School Calendar. Morning announcements created for each celebratory week. Advisory Lessons about healthy choices.

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Objective 2. (Social and Emotional School Climate) SMART Goal: Increase opportunities for community building and a sense of belonging and equity for students and staff on campus by 5% from 67% to 72%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Staff will focus on building relationships across content areas by participating in team building and connected activity when gathering together as a group for staff meeting and PD. (Target Group: All)	Administrators, Teachers	August 2022- June 2023		Criteria: PD and Staff Meeting agendas
2. Greater communication will occur from the AHS Administrative Team to the staff, and between staff members, to encourage more cohesiveness, positive campus culture and buy-in on campus programming and initiatives. (Target Group: All)	Administrators, Teachers	August 2022 - June 2023		Criteria: Staff emails Agendas
3. Develop strong teacher leaders in order to support the campus needs/initiatives, social/emotional needs of staff and retain a highly qualified campus teaching staff. Focus on highly qualified mentoring programming for new to Anderson staff. (Target Group: All)	Administrators, Teachers	August 2022 - June 2023		Criteria: Teacher Professional Leadership agendas
4. Create opportunities for student/staff celebrations in staff gatherings, Advisory Assemblies, morning announcements, student award celebrations. (Target Group: All)	Administrators, Teachers	August 2022 - June 2023		Criteria: Meeting agendas Student/staff awards

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Objective 3. (Family Engagement) SMART Goal: Increase campus communication from 81% to 85% to improve the Anderson Community's understanding of the pathway and curriculum offerings on the campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Improved online access to AHS Program Explanations, including the IB Program, AP Coursework, CTE/CCMR Programming, Dual Credit and OnRamps Coursework. (Target Group: All)	Administrators, College and Career Center Advisor, Counselor, GT Advocate, Instructional Leadership Team, Instructional Specialists/Coaches	August - December 2022		Criteria: AHS Coursework Curriculum Choice Sheets Website
2. Share the AHS Programs and Pathways with the community at parent information sessions, including PTSA, CAC, Principal Coffees. (Target Group: All)	Administrators, College and Career Center Advisor, Instructional Leadership Team, Teachers	August 2022 - June 2023		Criteria: Meeting Agendas Coursework documents
3. Create opportunities for student panels about AHS IB and other coursework and programming opportunities at incoming student events, parent nights. (Target Group: All)	Administrators, College and Career Center Advisor, Counselor, GT Advocate	August 2022 - June 2023		Criteria: Student panel rosters Agendas for parent/community meetings.

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Goal 2. (ESF Lever 1: Strong, Culturally Proficient Leadership) Effective, culturally-proficient campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective #. No objectives defined.

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

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Goal 3. (ESF Lever 2: Effective, Culturally-Proficient Teachers (STRATEGIC STAFFING)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning and inducting teachers so that all students have access to high-quality educators. Teachers and principals are provided ongoing coaching to foster reflection, analyze disaggregated student data, and continuously improve culturally-responsive, rigorous, and relationship-centered instruction.

Objective #. No objectives defined.

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

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

Objective 1. (ESF Essential Action 3.3) Anderson High School Staff will create proactive and responsive student support services to meet the need of all students academically, emotionally and socially on campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Staff will participate in PLC Campus Book Study around the book, Culturize. In discussion sessions, staff will create opportunities to learn how to better build relationships with all students in class. (Target Group: All)	Administrators, Teachers	August 2022 - June 2023		Criteria: Culturize Book Study Lesson Guides Attendance in Book Study Groups Teacher Lesson plans
2. Staff will create a comprehensive plan for Eco Dis and At Risk Students where they will have access to IB Course Content and move towards the IB Diploma/Certificate opportunities. (Target Group: All,AtRisk)	Administrators, Teachers	August 2022 - June 2023		Criteria: IB Events attendance sheets IB Recruitment Opportunities for all students
3. Improved CCMR rates for the campus from 78% to 88% by creating TSI and SAT opportunities for all students to be college and career ready before graduation. (Target Group: AtRisk)	Administrators, Teachers	August 2022 - June 2023		Criteria: TSI assessments SAT assessment Teacher prep lesson plans

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

Objective 2. (Disproportionality in discipline referrals) SMART Goal: Disparity in African-American student disciplinary actions (ISS, OSS, Dis. Removal) will decrease from 16.04% to 10%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Anderson High School will work with the Justice Department to create opportunities for Courageous Conversations with students group in the early Spring semester. (Target Group: All)	Administrators, Teachers	August 2022 - May 2023		Criteria: Discipline Referrals ISS restorative practices
2. Create professional development opportunities for staff to learn restorative practices for behavior changes in the classroom. (Target Group: All)	Administrators, Teachers	August 2022-May 2023		Criteria: Professional Development Agendas Teacher lesson plans
3. Create new systems at the campus level to support student safety including discipline, hallway behaviors, cell phone use, lunch and parking lots. (Target Group: All)	Administrators, Teachers	August 2022-May 2023		Criteria: Systems created
4. Create multiple leadership opportunities on campus for student voice including listening sessions, Principal Advisory Group and Student Equity Committee. (Target Group: All)	Administrators, Teachers	August 2022 - June 2023		Criteria: Group membership rosters Meeting agendas

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Goal 5. (ESF Lever 4: High Quality, Inclusive Instructional Materials and Assessments) All students engage daily with TEKS-aligned, high-quality instructional materials, and assessments that support learning at appropriate levels of rigor. All students are provided a rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities.

Objective #. No objectives defined.

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

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

Objective #. No objectives defined.

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

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Goal 7. (Support for Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.

Objective #. No objectives defined.

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

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Goal 8. (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

Objective #. No objectives defined.

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

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

Objective 1. (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 2219 to 2230 by December 2022. SMART Goal Semester 2: Retain and increase campus enrollment to 2239 for August 2023.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus Administrators identify students with attendance/tardy concerns. Create a plan for student attendance in class, provide incentive support, schedule parent conferences as needed. (Target Group: All) (Strategic Priorities: 2,3) (ESF: 3,3.2,3.3,3.4)	Administrators, Counselor	Fall 2022 - Spring 2023		Criteria: Improved student attendance in class.
2. Develop a stronger community presence through increased social media content, to include campus programs, events, achievements. (Target Group: All) (Strategic Priorities: 2,3) (ESF: 3,3.1,3.4)	Administrators, Coaches, College and Career Center Advisor, Counselor, Department Chairs, GT Advocate, Instructional Coaches, PTA, Teachers	Fall 2022-Spring 2023		Criteria: Social Media postings in a timely manner
3. Schedule Trojan Charge visits for 8th graders to learn about the academics, athletics, arts and extracurricular opportunities at Anderson High School. Invite AISD Middle Schools, Charter Schools and private schools to attend. (Target Group: 8th) (Strategic Priorities: 3) (ESF: 1,1.2,3,3.1,3.4,4,4.1,5,5.1)	Administrators, Counselor, Project Specialist, Students, Teachers	Fall 2022		Criteria: Student attendance at the 8th Grade Trojan Day. Student surveys

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

Objective 1. (Exemplary Customer Service) The campus will engage students, parents, community by regularly communicating updates to parents weekly, 100% of the time, and via the website, along with volunteer opportunities for the 22/23 School Year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will communicate with families and parents on a regular basis through principal newsletters and weekly school messenger updates. (Target Group: All)	Administrators, Principal	August 2022 - May 2023		Criteria: School Messengers Newsletters Emails
2. The campus will migrate to the new austinschools.org website. (Target Group: All)	Teachers	September 2022		Criteria: Website created
3. The campus will work to establish community service projects on campus to include campus beautification, trash pickup, courtyard maintenance. (Target Group: All)	Administrators, Parents, Teachers	August 2022 - May 2023		Criteria: Community service attendance

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

Objective #. No objectives defined.

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

ANDERSON H S Site Base

Name	Position
Beussman, David	Fine Arts
DeValk, Brittany	Social Studies
Ellis, Andy	LOTE
Foster, Mamie	Math
Gonzalez, Sam	Math
Hancock, Joaquin	Social Studies
Jaggers, Amy	Social Studies
Joliffe, Tom	LOTE
Jones, Shelly	Library clerk
Jones, Tim	Social Studies
Kakales, Mary Elizabeth	Counselor
Kromer, Debra	Science
McNamara, Cathryne	ELA, Co-Chair
Coomaraswamy, Teresa	Science
Painter, Cathy	College and Career, Secretary
Plowman, Scott	SPED
Swartz, Teacher	ELA
Weinstein, Honey	CTE
Woodley, Phyllis	Admin Assistant
Zumwalt, Angela	Science, CTE
Atkins, Sara	Business Rep/Parent
Belew, Kim	PTA/CAC Rep
Bisang, Jennifer	Parent
Choyce, Julie	Parent
Cohen, Holly	Parent
Christensen, Cassie	Parent
Dole, Amy	Parent
Galligan, Tiffany	PTSA President

ANDERSON H S Site Base

Name	Position
Greene, Amanda	parent
Helmbrecht, Megan	Parent
Joe, Julie	Parent
Orth, Angela	Parent
Price, Robert	Parent
Propst, Wendy	Parent
Szygenda, Sinem	Parent
Tran, Thanh	Parent
Trower Doolittle, Tara	Parent
Tyler, Valerie	Parent Co-Chair
Ward, Lauren	Parent
Williams, Amie	Parent
Young, Jennifer	Parent
McMinn, Mike	Community Representative
Lifschitz, Sasha	Business Representative
Campos, Joaquin	Student
Christie, Ben	Student
Dieringer, Henry	Student
Jung, Laura	Student
Kromer, Amanda	Student
Laibovitz, Luke	Student
Putnam, Rivers	Student
Rizk, Chloe	Student
Vars, Ella	Student
Newton, Beth	Principal
Lancaster, Brian	Assistant Principal
Kim-Batra, Jiae	HS Executive Director

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	93				93.4
Grade	A	--	--	--	A

Student Achievement Components	2022 Value	SCA 1	SCA 2	SCA 3	2023 Goal
STAAR Performance Approaches	87				90
STAAR Performance Meets	71				70
STAAR Performance Masters	31				35
STAAR Performance Raw Score	63				65
STAAR Performance Scaled Score	91				91
CCMR - State Raw Score	80	--	--	--	80
CCMR - State Scaled Score	95	--	--	--	95
Grad Rate Raw Score	99.4	--	--	--	99.6
Grad Rate Scaled Score	95	--	--	--	95

Leave Blank

Campus Name: **Anderson**

Campus Number: **227901009**

Template by Campus & District Accountability

SCHOOL PROGRESS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	84				82
Grade	B	--	--	--	B

School Progress Components	2022 Value	SCA 1	SCA 2	SCA 3	2023 Goal
Academic Growth Raw Score	69				72
Academic Growth Scaled Score	79				82
Academic Growth Grade	C	--	--	--	B
Economically Disadvantaged %	23	23	23	23	23
Economically Disadvantaged % Grouping	22.1 to 23	22.1 to 23	22.1 to 23	22.1 to 23	22.1 to 23
Relative Performance Raw Score	72				73
Relative Performance Scaled Score	84				84
Relative Performance Grade	B	--	--	--	B

OVERALL

SCORE AND GRADE

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

CLOSING THE GAPS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	84	73	73	73	83
Grade	B	C	C	C	B

Closing the Gaps Components

Academic Achievement			Graduation		
2022 Values:	13	out of 22	2022 Values:	7	out of 7
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:	13	out of 25	2023 Goals:	7	out of 7

English Language Proficiency			School Quality (CCMR)		
2022 Values:	1	out of 1	2022 Values:	10	out of 10
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:	10	out of 10