

Eastside ECHS at the L.C. Anderson Campus
Eastside Early College High School at the L.C. Anderson Campus
2022/2023

Ensuring Learning, Instilling Pride



EASTSIDE
EARLY COLLEGE HIGH SCHOOL
AUSTIN Independent School District

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Eastside ECHS at the L.C. Anderson Campus

Mission

Through strategic planning and community engagement, Eastside Early College High School at the L.C. Anderson Campus creates relevant learning and career preparation opportunities, stimulates creative and critical thinking, and promotes post-secondary success.

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.

Nondiscrimination Notice

Eastside ECHS at the L.C. Anderson Campus 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.

Eastside ECHS at the L.C. Anderson Campus

Vision

Eastside Early College High School at the L.C. Anderson Campus will be the first choice in education for East Austin families, where students will graduate prepared to excel in college, advance their career, and engage within their community.

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Comprehensive Needs Assessment

Demographics

Demographics Strengths

During the Spring of 2022, we reduced our campus disproportionate rate of suspensions by students receiving special education services by 5%, from 25% in January 2022 to 20% in June 2022.

In addition, we are creating committees to evaluate and improve our current behavioral practices and processes, while also streamlining the outside campus supports offered to students.

Demographics Weaknesses

As we fill remaining vacancies, a challenge will be ensuring all staff have developed effective behavioral management techniques, which include posting classroom rules and procedures, attaching clear consequences to those rules, building positive relationships with students, and documenting student interventions appropriately.

We must also better ensure all staff have an understanding of how to access and implement student accommodations for those receiving special services.

Demographics Summary

- 1.) In 2021-22, 40% of the students within the African American/ Black population had one or more discipline events.
- 2.) In 2021-22, 42% 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 develop a Behavior/Motivation Committee that will develop a Tier 1 campus-wide approach to behavior management, including:

- Posted classroom rules and procedures
- Clear consequences
- Tardy
- Class Cut
- Technology usage

Comprehensive Needs Assessment

Demographics Summary (Continued)

In addition, our Behavior Committee will review the referral data on a weekly basis and provide targeted interventions for students that are non-responsive to Tier 1 support. This includes the African-American suspension rate

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

First, we will review the accommodations for all of our special education students. Knowledge of students' behavioral accommodations will be documented and implemented by all staff. When administering consequences, student accommodations will be reviewed and evidence of use will be documented in the referral.

Secondly, we will develop a Behavior/Motivation Committee that will develop a Tier 1 campus-wide approach to behavior management, including:

- Posted classroom rules and procedures
- Clear consequences
- Tardy
- Class Cut
- Technology usage

In addition, our Behavior Committee will review the referral data on a weekly basis and provide targeted interventions for students that are non-responsive to Tier 1 support.

Student Achievement

Student Achievement Strengths

Our African American students had the highest percentage of students scoring at the 'Meets' level in English I at 26%. 56% of African American students also scored in the 'Meets' level in US History..

Student Achievement Weaknesses

We have a low number of students that have demonstrated readiness on a TSI, SAT, or ACT exam.

Comprehensive Needs Assessment

Student Achievement Summary

What trends do you observe in EOC mastery for your students from historically underserved student groups?

Our historically underserved groups, specifically our African American and Hispanic population, the percentage of students who score in the "Meets" grade level stubbornly hover just above 20%.

Using your 2021-22 EOC data, what are your TWO lowest performing students groups?

Our two lowest performing student groups are our African American and Hispanic population. Our Hispanic population lags in performance in all EOC areas except Algebra I, when compared with our African American and White population.

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

Overall, 79% of our English Learners scored at the Intermediate Level or above, with 45% of those students at the Intermediate Level, 27% at Advanced, and 8% at Advanced High. This means most of our English Learners understand high-frequency English language in reading, writing, listening, and speaking. 46% of our current 10th graders scored at the Advanced level in listening, a high amongst all other grade levels. Our area of growth is speaking, which represents students' expressed ability to speak English in academic and social settings. Of the students returning to campus, at least 40% of students across all grade levels are at the beginning level.

How many of your campus 2023 graduates:

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

38 students have met at least one of the CCMR Accountability indicators.

2.) Have met the TSI Criteria (college readiness standards on either the TSIA2, SAT, or ACT exams)?

As of September 2022, 27 of our 2023 graduates have met the TSI criteria, on either the TSIA2, SAT, or ACT exams. Of those 27 students, 7 students have met TSI criteria in math alone, 26 students have met TSI criteria in reading alone, and 5 students have met TSI criteria in both math and reading.

3.) Are enrolled in Level 4 CTE courses?

2023 students 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 check-ins with our College and Career Counselor and our Senior Assistant Principal will take place that will evaluate students' opportunities to practice TSI testing, as well as setting up dates for future testing. Students who have not yet met readiness will continue receiving support for testing during Twilight, Saturday School, and intervention during the school day.

- Progress monitoring industry Based Certification attainment for your campus 2023 graduates?

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

Our College and Career Counselor, our CTE Department Chair, counselors, and CTE Assistant Principal will work with the CTE directors to ensure accurate data is maintained and the plan for students earning certifications is implemented effectively. The plan includes identifying

School Culture and Climate

School Culture and Climate Strengths

We have a multitude of counseling, mental health, and social services available on campus. Students have access to an on-campus, full-time social worker, two campus counselors, a college and career counselor, a parent support specialist, communities-in-schools, and the gear-up program to support students' needs, both in the present and to postsecondary.

School Culture and Climate Weaknesses

We would like to improve our community engagement. Only 23 families participated in our most recent Panorama survey. We hope to provide future opportunities for engagement through various campus activities and events.

School Culture and Climate 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:

- CSH Implementation
- Health Education
- Physical Education/Physical Activity
- Food Services
- Employee Wellness
- SEL

Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

- Community Engagement
- Counseling/Mental Health/Social Services
- Health Services

Reflection Questions:

- 1.) In 2021-22, using the CSH list, we do not currently have the data to identify how many 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%?

We are seeking to improve our community engagement. This includes providing opportunities on campus for families to be a part of the campus and recognize it as their own. It also includes providing opportunities for two-way communication between the campus and the community.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

According to the Panoramic Survey, over 90% of staff state they think about the experiences of colleagues of different cultures, races, and experiences. In addition, our staff diversity has increased across all content areas.

Staff Quality, Recruitment and Retention Weaknesses

Staff indicated a need for improved feedback and coaching.

Staff Quality, Recruitment and Retention Needs

- Calendar schedule of all campus walkthroughs

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Needs (Continued)

- Weekly coaching on teacher feedback to Assistant Principals by Principal and other District Personnel
- Explicit listing and planning surrounding teacher celebration events.

Staff Quality, Recruitment and Retention Summary

Staff Climate Survey Topics

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

Staff Climate Reflection Questions:

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

We will focus on improving our feedback and coaching. 13% of staff responded favorably when asked if they learned from the teacher evaluation process on our campus. We will also focus on communicating important information to staff. According to the Panoramic Survey, 16% of staff responded favorably when asked how well school leaders communicate important information.

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

Improving feedback and coaching will be vital to the growth of our teaching staff as we have a significant number of staff new to teaching and/or the campus. Improving communication is also vital to ensuring all staff are working together to ensure all students learn.

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 identify opportunities to celebrate teachers who are working towards the campus mission and vision, both individually and collectively. We will utilize multiple methods of communication to do this, which include the weekly staff message, during our monthly campus faculty meetings.

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

During the Spring semester, a weekly Principal message was utilized in an effort to communicate building updates, upcoming events, and important information. These messages will also include opportunities to recognize staff who are helping to meet our campus vision and mission.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

3.) What are your areas of growth?

Areas of growth will be listening to ensure items teachers want to hear are addressed in weekly messages. It is also important to ensure campus processes and protocols are clearly communicated so consensus can be built.

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

The priority for this school year will be consistently communicating via Principal Messages, Campus newsletters, and faculty meetings while also creating opportunities to listen for needs of staff and students during Leadership council meetings.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

We have a clear PLC Protocol. This protocol includes identifying the essential content standards students need to learn, unwrapping those essential standards into learning targets, building common assessments of those learning targets, and completing a daily board configuration that consists of what students are required to learn by the end of the period.

Curriculum, Instruction and Assessment Weaknesses

We have a number of new staff on campus who will need support in ensuring our students learning second languages at high levels. We will need to ensure we consistently check for teacher understanding of the English Language Proficiency Standards, how they are to be implemented, and where to go should they need additional help.

Curriculum, Instruction and Assessment Summary

Advanced Academics Areas of Compliance
- STUDENT ASSESSMENT

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

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

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

Advanced Academics Reflection Questions:

1.) How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping and secondary- advanced course placement)?

Currently, we only offer one AP course, Spanish. However, we will encourage and promote our GT and high-ability students to be a part of our Early College Program, which will allow them to earn their Associate's Degree while working towards their high school diploma.

2.) How are you communicating with all families about GT and/or advanced learning opportunities?

We communicate with parents through school messenger, campus newsletters, and through our College and Career Advisor regarding the necessary steps towards earning a college degree while in high school. This includes the necessary steps of completing the TSI, SAT, and/or ACT.

3.) How do you support a culture that provides advanced learning opportunities to all students?

Our campus has the added benefit of being within walking distance of Austin Community College Eastview, where students have the opportunity to be amongst a college environment from an early age. We promote a college-like model through the use of our EAST Time, where students can make decisions regarding ways to involve themselves on campus. We also promote post-secondary opportunities for students through the use of campus guests, staff presentations, and college students providing tutorial support.

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

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

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

Multilingual Reflection Questions:

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

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

Our campus teachers configure instructional components on a visible location on their board on a daily basis. Teachers must indicate which English Language Proficiency Standard(s) they will utilize for that particular lesson. Our teachers are thoughtful in developing ways in which the material is presented for our English learners.

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

For those students who have experienced an interrupted educational experience, we will scaffold their learning, spiraling back as necessary while ensuring we maintain grade level rigor for the students.

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

We will monitor language acquisition through frequent checks for understanding, a strong planning protocol, and a commitment to implementing the English Language Proficiency standards in every lesson. Checks for understandings should occur at least once every 10 minutes.

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

We will utilize our available campus resources to ensure students new to the country have their needs met. This includes wrap-around supports from our campus social worker, our parent support specialist, counselors, and mental health specialists. We will also utilize other services such as Communities in Schools (CIS) and other outside services to ensure students' and their families have their physical needs met.

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)

Through the use of our PLC Protocol, we will ensure we utilize quality assessments, teach using multiple methods, embed intervention during the class period, and allow students the opportunity to apply their learning each day.

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)

Through our Advisory and EAST Time, we have embedded time during the school day for students to have the opportunity to engage students in community arts opportunities.

Comprehensive Needs Assessment

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

86% of family respondents state our campus goes out of way to answer questions. 90% of family respondents state our campus treats them like a valued member of the school community.

Family and Community Involvement Weaknesses

We would like to improve our community feedback. Our Panorama Survey had 23 responses from family/community.

This must first start with consistently offering opportunities for parents to connect, such as monthly CAC Meetings and 'Coffee with the Principal' Meetings.

Additionally, 27% of family respondents stated they perceive their students enjoy going to school.

Family and Community Involvement Summary

Comprehensive Needs Assessment

Family and Community Involvement Summary (Continued)

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)?

We will focus on improving our two-way communication with parents and the community. This includes more consistently hosting campus events, such as the Campus Advisory Council Meetings and Coffee with the Principal. In addition, we will seek to host more community events within our building that will engage others to be a part of our campus.

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

These areas were selected due to the low number of parents/family/community that completed the survey. This suggests our need to more actively engage with our families.

Eastside ECHS at the L.C. Anderson Campus

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

Objective 1. (CSH Implementation) 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. We will create a 'Whole Child, Every Child' committee that meets monthly to monitor campus goals. (Title I SW Elements: 1.1,2.1,2.2,2.6,3.2) (Target Group: All) (ESF: 3)	Administrators	October 2022 - May 2023		Criteria: All staff and community are aware of campus goals and progress towards those goals, as indicated in the Panoramic survey.
2. Add Whole Child, Every Child placeholder to faculty meeting agendas to discuss current/continuous activities. (Title I SW Elements: 1.1,2.1,2.2,2.3) (Target Group: All) (ESF: 3,3.1,3.4)	Administrators	October 2022 - May 2023		Criteria: Evidence of faculty meeting agendas will ensure this item is discussed.
3. Add Whole Child, Every Child to communication opportunities such as PTA meetings, newsletters, websites, and family nights. (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All) (ESF: 3,3.1)	Administrators	October 2022 - May 2023		Criteria: Weekly community newsletters, our campus website, and campus events will convey important information to community members.

Eastside ECHS at the L.C. Anderson Campus

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Objective 2. (Social and Emotional School Climate) We will incorporate a school climate that incorporates student agency, embedded social supports, and cultural development. The percentage of students that feel supported and valued on campus will increase by 15% on an end-of-year survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. We will engage our campus community in a 'No Place for Hate' activity. (Target Group: All) (ESF: 3,3.4)	Administrators, CAC Members, Campus Committees, Campus Leadership Team, CIS, CST Team, Parent Support Specialist	Once each semester		Criteria: Students will self-regulate their behaviors and possess the tools to confront behaviors that are demeaning to their peers.
2. We will organize and incorporate student agency in campus systems and procedures. (Title I SW Elements: 2.2) (Target Group: All) (ESF: 3,3.1)	Administrators, Campus Club Sponsors, Campus Committees, Campus Leadership Team, Librarian, Teachers	October 2022 - May 2023		Criteria: Students will self-select the clubs and organizations they would like to be a part of. We will have at least 10 clubs on campus with high student involvement and agency.
3. We will host at least one family night per semester, ensuring that it is promoted ahead of time and through all areas of communication. (Title I SW Elements: 2.3) (Target Group: All) (ESF: 3)	Administrators, Attendance Committee, CAC Members, CIS, College and Career Center Advisor, Counselor, Parent Support Specialist, Project Specialist	October 2022 - May 2023		Criteria: Families will be understand campus processes, easily identify areas of campus communication, and know the correct contacts for the various needs on campus. Evidence will be through parent sign-in sheets.

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Objective 3. (Community Engagement) By the end of SY 22-23, our documented Community Engagement activities will increase by at least 50%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. We will host at least 8 regular Campus Advisory Council meetings this school year. (Title I SW Elements: 1.1,2.1,2.2,2.3,3.2) (Target Group: All) (ESF: 1,1.2,3)	Parent Support Specialist, Principal	August 2022 - May 2023		Criteria: CAC will have clear avenues of communication with the principal, advising on various matters that pertain to student success and building a culture of school improvement. Evidence of 8 completed CAC meetings will be documented through the use of sign-in sheets and recorded online meetings.
2. We will keep Campus Advisory Council meeting minutes available and accessible upon request. (Title I SW Elements: 2.2) (Target Group: All) (ESF: 3,3.4)	Administrative Assistant	August 2022 - May 2023		Criteria: All CAC Meeting Agendas will be posted on the school website, with minutes available at the completion of each meeting.
3. We will create a Campus Advisory Council webpage, where we will post agendas and minutes, meeting schedule, and announcements. (Title I SW Elements: 3.1) (Target Group: All) (ESF: 3.4)	Administrators	September 2022		Criteria: The CAC page will be available on the following website: https://eastside.austinschools.org/cac

Eastside ECHS at the L.C. Anderson Campus

Goal 2. (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 3.1) We will finalize and implement a compelling and aligned vision, mission, and motto focused on high expectations and pride in performance. 90% of campus staff will be able to clearly communicate the campus vision and mission.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school. (Title I SW Elements: 1.1,2.6,3.2) (Target Group: All) (Strategic Priorities: 3) (ESF: 3,3.1,3.2,3.3,3.4)</p>	<p>Administrators, Cafeteria staff, Campus Leadership Team, CIS, Counselor, Department Chairs, ELA Department Head, ELA Teachers, Gear Up Facilitator, Instructional Leadership Team, Leadership Team, Librarian, Math Teachers, Nurse, Office Staff, Parent Support Specialist, Principal, Project Specialist, Registrar, Science Dept Chair, Social Worker/Social Services Specialist, Special Education Staff, SpEd Administrator, SpEd Department Chair, Teacher Assistants, Teachers, Team Leaders</p>	<p>Every 9 weeks</p>		<p>Criteria: All staff can summarize our campus vision and mission, and explain how they implement this on a daily basis in role and responsibilities.</p>
<p>2. Establish a Positive Behavior and Intervention Campus team to align school-wide and classroom expectations to the campus vision and establish a safe, culturally responsive, and engaging learning environment. (Title I SW Elements: 1.1,2.1,2.4,2.6,3.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.1,1.2,3,3.1,3.2)</p>	<p>Assistant Principal, Campus Committees</p>	<p>September 2022 - May 2023</p>		<p>Criteria: As a result of the Behavior Committee's efforts, the entire campus will know and understand student expectations and know how to respond when certain actions and behaviors occur.</p>
<p>3. We will develop a process for school culture that clearly articulates to faculty, students, and parents: what students & teachers will do/say; what redirection will look/sound like; and what happens when students struggle to meet expectations after redirection. (Title I SW Elements: 1.1,2.1,2.2,2.4,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3,3.4)</p>	<p>Administrators, Campus Committees</p>	<p>September 2022 - May 2023</p>		<p>Criteria: Teachers will have clear postings of classroom behavioral expectations.</p> <p>All staff will know how to respond to the most common campus student misbehaviors.</p> <p>All staff will know and respond using appropriate staff redirection techniques.</p>

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Objective 1. (ESF Essential Action 3.1) We will finalize and implement a compelling and aligned vision, mission, and motto focused on high expectations and pride in performance. 90% of campus staff will be able to clearly communicate the campus vision and mission.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation

Eastside ECHS at the L.C. Anderson Campus

Goal 2. (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. (ESF Essential Action 3.2) We will develop and implement explicit behavioral expectations and management systems for students and staff. 90% of campus staff will identify and utilize strategies to address classroom-level behavior issues and promote equitable, culturally responsive, and positive behavior supports.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All staff and students are taught, practice, and reinforce behavioral expectations with a common and student friendly language. (Title I SW Elements: 1.1,2.2,2.4,2.6) (Target Group: All) (ESF: 1,1.1,1.2,3,3.1,3.2,3.3,3.4)	Assistant Principal, Campus Committees	September 2022 - May 2023		Criteria: The most common student misbehaviors, according to student behavioral data, will be analyzed. Campus-wide responses for these misbehaviors will be clearly communicated to all staff. This will result in an overall decrease of the reported student misbehaviors by 5% by May 2023.
2. All staff and students understand a system of rewards and consequences, including restorative practices, and consistently implements the system with fidelity. (Title I SW Elements: 1.1,2.2) (Target Group: All) (ESF: 3,3.1,3.2,3.3,3.4)	Administrators, Assistant Principal, Project Specialist	September 2022 - May 2023		Criteria: There will be systematic opportunities to share positive behaviors across campus. Students who demonstrate commendable behaviors will be celebrated by all staff.
3. Data systems exist to track all discipline referrals, attendance, and interventions and the data is regularly reviewed to identify trends and adapt accordingly. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3,3.4)	Administrators, Assistant Principal, Project Specialist	September 2022 - May 2023		Criteria: We will have multiple committees used to track behavior, motivation, and attendance. Resources of social services will be streamlined to meet the needs of students in need of the most intensive support. Trends will be tracked through progress monitoring on a weekly basis.

Eastside ECHS at the L.C. Anderson Campus

Goal 2. (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 3. (ESF Essential Action 3.3) Our student support services will be proactive and responsive to student needs. By the end of the 22-23 school year, 80% of students will be served by a student support service provider.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Determine ways to amplify, organize, and incorporate student agency into campus systems and structures. (Title I SW Elements: 2.2) (Target Group: All) (ESF: 3,3.1)	Campus Club Sponsors	September 2022 - May 2023		Criteria: At least 10 campus clubs and organizations will have active student membership during a typical week of EAST Time.
2. Create a Positive Behavior and Intervention Support committee and meet monthly to monitor campus goals. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3)	Administrators, Campus Committees	September 2022 - May 2023		Criteria: There will be documented evidence through sign-in sheets and agendas of the Behavior and Motivation Committee. Campus behavioral consequences for student behavior will represent thoughtful responses, parent communication, and improved overall behavior across the campus.
3. Increase referrals for students with conduct issues to counselor, school social worker, or other support services on campus to address core of problem behavior. (Title I SW Elements: 2.6,3.1) (Target Group: All) (ESF: 1,1.2)	Administrators, CIS Leader, Counselor, CST Team, Social Worker/Social Services Specialist	September 2022 - May 2023		Criteria: There will be an increase in referrals to counselors, social services, and campus partnerships for identified behaviors, and a decrease in campus suspensions.

Eastside ECHS at the L.C. Anderson Campus

Goal 2. (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 4. (ESF Essential Action 3.4) We will engage our families and community, both within and outside of the campus, using various methods to ensure we reach all families. Our percentage of perceived engagement from family and community members will increase by 10% on the year-end survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus creates an inclusive and welcoming environment that engages all families in critical aspects of student learning. (Title I SW Elements: 3.1) (Target Group: All) (ESF: 3,3.4)	Administrative Assistant, Administrators, Office Staff	September 2022 - May 2023		Criteria: There will be documented, consistent communication between campus staff and parents in eCST. Parents will also positively rank the customer service experience from in-person service to responsiveness from teachers and staff.
2. Systems are in place to engage families on a regular basis about their child's performance in a positive, constructive, and personalized way, including their child's college and career preparation and postsecondary success. (Title I SW Elements: 3.1) (Target Group: All) (ESF: 1,1.2,3,3.4)	Administrators, Teachers	September 2022 - May 2023		Criteria: Regular communication between staff and parents will be documented in eCST. Parent sessions on how to assess their child's academic progress will be clearly displayed on our campus website.
3. Multiple communication strategies with families are integrated into teacher roles and responsibilities. (Target Group: All) (ESF: 3.4)	Administrators	September 2022 - May 2023		Criteria: There will multiple methods of communication documented by teachers and staff, including email, phone, and through campus social media.

Eastside ECHS at the L.C. Anderson Campus

- Goal 2.** (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 5.** (Disproportionality in discipline referrals) Disparity in African-American student disciplinary actions (ISS, OSS, Dis. Removal) will decrease from 22% to 15% by May 2023.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Implement a campus-wide positive behavior system from the beginning of the year that all campus staff can utilize and which includes strong systems with clear expectations. (Title I SW Elements: 1.1,2.4) (Target Group: All) (ESF: 1,1.2,3.2)</p>	<p>Administrators, Campus Committees</p>	<p>September 2022 - May 2023</p>		<p>Criteria: Common student misbehaviors will be identified and common responses to those misbehaviors will be developed and implemented campus-wide.</p> <p>Organizational methods for celebrating students who meet behavioral expectations will be structured and consistent.</p>
<p>2. Work with campus Child Study Team (Campus CST) on collecting school-wide/common area behavioral data, collecting school-wide classroom data, and developing campus active supervision systems based on data. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3,3.3,3.4)</p>	<p>Administrators, Project Specialist, Social Worker/Social Services Specialist, Special Education Staff</p>	<p>September 2022 - May 2023</p>		<p>Criteria: We will identify the most common behaviors campus-wide on a 9 week basis. Common responses to those behaviors will be developed by the campus Behavior Committee and monitored by campus administration.</p>
<p>3. Work with campus based Child Study Team (Campus CST) on building school-wide and classroom-based evidence menu of behavioral interventions and progress monitoring tools, identifying students in need of intervention, holding CST meetings, and implementing and supporting effective classroom management systems. (Title I SW Elements: 2.2,2.6) (Target Group: All) (ESF: 3,3.2,3.3)</p>	<p>Administrators, Campus Committees</p>	<p>September 2022 - May 2023</p>		<p>Criteria: Campus-wide Tier 1 behavior interventions will be posted and shared, which include classroom rules posted, clear classroom consequences, and positive behavior tracking.</p> <p>In addition, common approaches to campus wide behavioral concerns will be addressed with all faculty and staff.</p>

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- Goal 2.** (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 6.** (Culturally Responsive Restorative Practices) We will be culturally responsive to the unique and diverse needs of students. The percentage of students that respond favorably to their needs being met at school will increase by 10% on the year-end survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement quarterly Service Provider Meetings to implement all new programming & initiatives through streamlined services and supports for students, staff and families through a culturally responsive restorative practices lens. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 1,1.1,1.2,3,3.3)	Administrators, Counselor, Principal, Project Specialist, Social Worker/Social Services Specialist	September 2022 - May 2023		Criteria: Through a review of the campus Behavior and Motivation Committee, the campus Attendance Committee, and the campus Tier 3 Committee agendas, there will be clear evidence of streamlined supports provided for students, which begins with a sound tier 1, campus-wide approach to student success.
2. Create a strengths-focused Child Study Team meeting structure that builds on the strengths of the student and focuses on what the adults in the school will do to support their growth. (Title I SW Elements: 1.1,2.2) (Target Group: All) (ESF: 1,1.2,3,3.3)	Administrators, Principal, Social Worker/Social Services Specialist	September 2022 - May 2023		Criteria: Through the Tier 3 Committee, students with advanced attendance, behavior, motivational, or instructional needs will be have their needs met on an individual basis. This will include identifying what supports the student is currently receiving and what steps should be taken next.
3. Ensure Principal and service providers participate in ongoing Culturally Responsive Restorative Practices professional learning. (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3.3)	Administrators, Principal, Social Worker/Social Services Specialist	September 2022 - May 2023		Criteria: The principal and service providers will attend at least two trainings on culturally responsive restorative practices during the SY 2022-2023

Eastside ECHS at the L.C. Anderson Campus

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

Objective 1. (Increased Enrollment) Campus enrollment will increase from 602 to 705 by December 15, 2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. We will create a tracking system that monitors when students withdraw, why they withdrew, and which school they're going to attend. (Title I SW Elements: 1.1,2.2,2.4,2.6,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,1.2)</p>	<p>Attendance Clerk, Attendance Committee, Project Specialist, Registrar</p>	<p>September 2022 - May 2023</p>		<p>Criteria: We will quickly identify students who are at-risk of withdrawal, who has recently withdrawn, and where the students have since reported.</p> <p>We will also have documented measures of reaching out to recently withdrawn students who have not reported to another campus.</p>
<p>2. We will update the website weekly to provide regular communication to the campus community, including dynamic information like calendar updates and announcements. (Target Group: All)</p>	<p>Assistant Principal</p>	<p>September 2022 - May 2023</p>		<p>Criteria: Our campus website will reflect updates within one week. Social media posts will also be embedded within the site to ensure communication is streamlined.</p>
<p>3. We will post to social media at least weekly to provide regular communication to campus communities. (Target Group: All) (ESF: 3.4)</p>	<p>Assistant Principal</p>	<p>August 2022 - May 2023</p>		<p>Criteria: Weekly posts on social media will be evident, via Twitter, Instagram, and/or Facebook.</p>

Eastside ECHS at the L.C. Anderson Campus

Goal 4. (Exemplary Customer Service) Insert description of CARES here

Objective 1. (Exemplary Customer Service) By the end of SY 22-23, the percentage of parents and community members that state our campus provides exemplary customer service will increase by 10% on the Panorama Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. We will ensure the campus website is systematically reviewed and actively maintained with accurate information. (Title I SW Elements: 2.2) (Target Group: All) (ESF: 1,1.2)	Administrators	September 2022 - May 2023		Criteria: Campus information will be up-to-date on the website. This includes staff information, upcoming events, and programs offered.
2. We will ensure that phone/voicemail/email practices are systematically reviewed and actively maintained. (Title I SW Elements: 2.2) (Target Group: All)	Administrative Assistant	September 2022 - May 2023		Criteria: We will ensure all clerical staff have voicemails are activated and all phone calls and emails are answered within 24 hours.
3. Ensure the language line for preferred languages is systematically prioritized and actively implemented. (Title I SW Elements: 2.2) (Target Group: All)	Parent Support Specialist, Project Specialist	September 2022 - May 2023		Criteria: We will ensure the language line is clearly communicated to all staff and utilized consistently as needed.

Eastside ECHS at the L.C. Anderson Campus

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attachment #1. Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. (Sign and attach the form.) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 9/17		Criteria: Principal Attestation Form
2. Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. (Attach copy of Parent/Family Involvement Policy on your campus stationery.) (Title I SW Elements: 3.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: Parent/Family Involvement Policy on your campus stationery
3. Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. (Attach copy of Parent/Family School Compact.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: Parent/Family School Compact
4. Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements and initiatives, and informing them of their right to be involved. (Documentation MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. must be attached. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE.) (Title I SW Elements: 2.1,3.2) (Target Group: ECD)	Principal	Due 9/17		Criteria: agenda, sign in sheets, meeting notice, and meeting minutes
5. Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be	Principal	Due 9/17		Criteria: Sample communications in languages other than English

Eastside ECHS at the L.C. Anderson Campus

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
attached.) (Title I SW Elements: 2.3) (Target Group: ECD)				
6. Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Documentation of notice on school letterhead is attached.) (Title I SW Elements: 2.3) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 9/17		Criteria: Documentation of notice on school letterhead
7. Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the Value and Contributions of Parents for staff. (Documentation: agendas, sign in sheets, minutes or records of meetings must be attached.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: agendas, sign in sheets, minutes or records of meetings
8. Attachment #8. Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month.				
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 9/17		Criteria: Homeless documentation sheet
10. Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. Go to Plan Level of CIP and click on "CIP/TIP Developers List". List the name & position of the developers of the 2021-2022 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used & uploaded with packet.) (Target Group: All)	Principal	Due 9/17		Criteria: CIP/TIP Developers List

Eastside ECHS at the L.C. Anderson Campus Site Base

Name	Position
Rohrer, Thomas	Teacher
Welch, Ariana	Teacher
Spears-Corbett, Barbara	Community Member
Tovar, Vincent	Parent
Leal, Mercedes	Staff Member
Cruz, Michelle	Parent

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

Element 1: The Comprehensive Needs Assessment (CNA) is included as an attachment for all campuses. The 2021-22 CIP/TIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP/TIP was developed/revised, and the CIP/TIP will be evaluated.

Element 2: CIP/TIP Requirements are identified as Strategies. Once published, a living draft of this plan can be found on the campus' school page at www.austinisd.org/schools. The list of individuals and their roles who assisted with the development of the CIP is included in this plan.

Element 3: Parent and Family Engagement Requirements, including the Parent/Family Engagement written policy, can be found within the Title I compliance packet, which is available upon request from the campus principal. The signed Principal Confirmation checklist is attached to this plan.

Instructions for Campuses

Ensure each strategy is aligned with Title 1 SW Elements and TEA Priorities.

Ensure all portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks):

#1 - The Title I Compliance Packet Principal Confirmation - Signed and uploaded with packet.

#2 - #9 See packet for details

#10 - The CIP Developers List has been filled out using PlanWorks (preferred)

Once you have completed these steps, mark this page COMPLETE (green completion check).

If you have questions about these requirements, please contact your Title 1 Compliance Coordinator.

2022 - 23 A-F Estimator Longitudinal Worksheet

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

STUDENT ACHIEVEMENT DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	77				80.8
Grade	C	--	--	--	B

Student Achievement Components

Components	2022 Value	SCA 1	SCA 2	SCA 3	2023 Goal
STAAR Performance Approaches	53				60
STAAR Performance Meets	27				40
STAAR Performance Masters	7				15
STAAR Performance Raw Score	29				38
STAAR Performance Scaled Score	55				65
CCMR - State Raw Score	68	--	--	--	68
CCMR - State Scaled Score	92	--	--	--	92
Grad Rate Raw Score	96.6	--	--	--	96.6
Grad Rate Scaled Score	90	--	--	--	90

Leave Blank

SCHOOL PROGRESS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	82				85
Grade	B	--	--	--	B

School Progress Components

Components	2022 Value	SCA 1	SCA 2	SCA 3	2023 Goal
Academic Growth Raw Score	67				75
Academic Growth Scaled Score	76				85
Academic Growth Grade	C	--	--	--	B
Economically Disadvantaged %	84.9	84.9	84.9	84.9	84.9
Economically Disadvantaged % Grouping	84.1 to 85	84.1 to 85	84.1 to 85	84.1 to 85	84.1 to 85
Relative Performance Raw Score	49				53
Relative Performance Scaled Score	82				85
Relative Performance Grade	B	--	--	--	B

OVERALL

SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	79				82
Grade	C	--	--	--	B

CLOSING THE GAPS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	73				74
Grade	C	--	--	--	C

Closing the Gaps Components

Academic Achievement			Graduation		
2022 Values:	0	out of 16	2022 Values:	4	out of 4
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:	2	out of 16	2023 Goals:	4	out of 4

English Language Proficiency			School Quality (CCMR)		
2022 Values:	0	out of 1	2022 Values:	6	out of 6
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:	0	out of 1	2023 Goals:	6	out of 6

Campus Name: Eastside

Campus Number: 227901019

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