INTERNATIONAL H S

Mission

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

Vision

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

Nondiscrimination Notice
INTERNATIONAL 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:

- Child Study Team. Team meets regularly and works efficiently in order to support the needs of our scholars.

- Teachers and staff work toward creating positive climate and culture for our scholars.

- Parent Education.

Demographics Weaknesses

List areas you would like to grow here:

- We have been without a social worker since last May - continue to find the best candidate for this important position

- Increase the number of support groups and mentors for our scholars.

- Increase parent involvement.

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, 2% of the students within the African American/Black population had one or more discipline events.

2.) In 2021-22, 0% 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 continue to provide support groups for all our Non-Spanish speakers. These groups meet with our students 1-2 times at month.

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

Because all our students are newcomers, many of them did not enroll with paperwork that provides us a history of student. Child Study Team will use multiple forms of data to
Comprehensive Needs Assessment

Demographics Summary (Continued)

address any potential academic or social emotional concerns.

Student Achievement

Student Achievement Strengths

List your campus strengths here:

- Overall Accountability Rating of B(85)
- In Domain 3 - Closing the Achievement Gap campus earned an A
- Algebra EOC Scores 3rd highest
- TELPAS - The number of students who made Composite Score Progress increased by 11(33% increased)

Student Achievement Weaknesses

List areas you would like to grow here:

- Decrease the % of 2nd year students scoring Composite score of Beginner by 7%
- Increase the % of students at Approaches or higher by 5% in English II
- Increase the % of students at Approaches or higher by 5% in Biology

Student Achievement Summary

Access your EOC and TELPAS Reports here: (in the purple Performance Reporting section): https://docs.google.com/presentation/d/1uNcqEWl6GvQ3oliZCR-OzCgTQsHBYCfeiqwa_zM21Qo/preview?slide=id.p7

Reflection Questions:
What trends do you observe in EOC mastery for your students from historically underserved student groups? Use Campus Bar Charts (Gap Charts)
- We continue to have success in Algebra EOC
Comprehensive Needs Assessment

Student Achievement Summary (Continued)

- We continue to trend upward in Telpas Composite Score Progress
- We continue to trend upward in Domain 3 - Closing Achievement Gap
- We have remained relatively the same in Biology EOC data.

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

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

Reflection Questions:
How many of your campus 2023 graduates: N/A
1.) Have met at least one of the CCMR Accountability indicators? N/A
2.) Have met the TSI Criteria (college readiness standards on either the TSIA2, SAT, or ACT exams)? N/A
3.) Are enrolled in Level 4 CTE courses? N/A

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

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

List your campus strengths here:
Active Child Study Team
Active Student Council that supports with the school culture and climate

School Culture and Climate Weaknesses
Comprehensive Needs Assessment

List areas you would like to grow here:
Integrate multiple communication strategies with families into teacher roles and responsibilities.
Create multiple platforms to listen to student voice.

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

(Note: These are the areas to focus on in your CIP/TIP this year. At a minimum, each campus must address CSH Implementation, SEL, and Family or Community Engagement.)

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

List your campus strengths here:
Teacher Retention
Professional Development
Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Strengths (Continued)

Professional Learning Communities

Staff Quality, Recruitment and Retention Weaknesses

List areas you would like to grow here:
Need updated website
Increase communication
Recruit highly qualified teachers in the area of math

Staff Quality, Recruitment and Retention Summary

Access your Panorama Survey Dashboard here:
https://secure.panoramaed.com/austinisd/understand/19295098/summary

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

Staff Climate Reflection Questions:
1.) Which area(s) will you focus on strengthening this school year?
Increase communication
Continue to provide quality professional development in the area of language acquisition
2.) Why did you select this/these area(s)?
Because we are on different campus this year and we have 3 vacant positions, it is important staff is informed of building updates the status of our vacancies.

Campus Communication Goals & Practices

DMAC Solutions ®
Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

- 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?
- Increase the number of RAVE awards given to staff
- Acknowledgment of staff special events such birthdays, great things occurring in the classroom etc.

2.) What are your customer service celebrations/strengths?
- Front office staff customer service - from greeting new families, answering phones with a pleasant voice, answering phones on a timely bases, and assisting families with registration process, attendance process etc.

3.) What are your areas of growth?
- Campus website

4.) What will be your priority for customer service this year?
- Campus Website and communicating with families in an additional language other than Spanish and English

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

List your campus strengths here:
- Professional Learning Communities
- Alignment of standards
- Assessments are aligned to state standards
- Campus works towards having every teacher ESL certified
Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Weaknesses

List areas you would like to grow here:
Need to Increase speaking opportunities in English in all classrooms
Need to decrease the number of 2nd year students at the Beginning of TELPAS Composite

Curriculum, Instruction and Assessment Summary

Access your GT CAMP data here: https://docs.google.com/spreadsheets/d/1ubmICopfZi5uJIIFMxuP6L7HY2A1rJJB2glMXy-BOvvk/edit?usp=sharing

Advanced Academics Areas of Compliance
- STUDENT ASSESSMENT
- SERVICE DESIGN
- CURRICULUM & INSTRUCTION
- PROFESSIONAL LEARNING
- FAMILY & COMMUNITY

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?
Teachers collect and reflect on individual student data. Concerns are discussed at PLCs and individual student names are provided to the campus Child Study Team

2.) What kinds of support and/or acceleration are available for multilingual students with varying needs such as SIFE?
International requires all teachers in all content to be ESL endorsed. Listening, Speaking, reading, and writing are expected to utilized in all content areas. Teachers provided professional development on how to engage students in best practices such as Fluency Reading.

3.) How is the campus monitoring language acquisition?
Teachers collect and reflect on individual student data. Concerns are discussed at PLCs and individual student names are provided to the campus Child Study Team
Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

4.) How does the campus welcome families and students that are new to the country?
Families are greeted in a friendly manner when they first step foot into campus. Campus registrar and parent support specialist support families filling out enrollment forms, creating email accounts, support with how to navigate school systems. All students are provided a tour of campus with their schedules, prior to entering class. Campus administration tries to meet as many new families upon enrollment. Families feelings are validated during registration - example explaining to families it is normal to be nervous, reassuring them they will taken care of, and reminding them we enroll new students on a weekly basis, so they are not experiencing their new journey alone.

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)

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

% 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
Comprehensive Needs Assessment

Family and Community Involvement Strengths (Continued)

List your campus strengths here:
Positive Parent Climate Surveys
Veteran Parent Support Specialist who understands the needs of newcomer families
Bilingual Parent Support Specialist, counselor, administrators
Campus access to translators in languages other than Spanish to support families

Family and Community Involvement Weaknesses

List areas you would like to grow here:
Because campus enrolls students weekly, once we address a topic at parent meeting, we do not always reach the newest families to provide them with same educational Need to create mini modules in multiple languages.

Need to work with community agencies to provide more community events for our families.

Family and Community Involvement Summary

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

Coordinated School Health Areas:
- Family Engagement
- Community Engagement

Family and Community Engagement- AISD
Reflection Questions:
1.) Which area(s) will you focus on strengthening this school year (22-23)?
Continue to bring in outside agencies and resources to support the diverse needs of newcomer families
2.) Why did you select this/these area(s)?
Austin is an expensive city to live in and with 98% of our families being eco dis - the supports/resources.
INTERNATIONAL H S

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

Objective 1. (CSH Implementation) SMART Goal: By the end of SY 21-22, the campus will achieve at least a 70% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey.

<table>
<thead>
<tr>
<th>Activity/Strategy</th>
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<th>Resources</th>
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<tbody>
<tr>
<td>1. Invite parents/families to Whole Child, Every Child meeting that focus an areas supporting Whole Child by providing activities/information. - Monthly Parent meetings that will focus the following: Graduation requirements State Testing Information Social and Emotional techniques to support parents with teenagers Health Care information (Target Group: All)</td>
<td>Counselor, Parent Support Specialist, Social Worker/Social Services Specialist</td>
<td>May 2023</td>
<td>(O)Other</td>
<td>Criteria: surveys, sign-in sheets, newsletters, communication artifacts 09/19/22 - Some Progress</td>
</tr>
<tr>
<td>2. Add Whole Child, Every Child to communication opportunities such as newsletters, parent meetings, and website. (Target Group: All) (ESF: 3.3.4)</td>
<td>Administrators, Counselor, Parent Support Specialist, Social Worker/Social Services Specialist</td>
<td>September - June</td>
<td></td>
<td>Criteria: Surveys and artifacts such as sign in sheets, newsletters, communication 10/03/22 - Some Progress</td>
</tr>
<tr>
<td>3. Add Whole Child, Every Child placeholder at Child Study Meetings to discuss current/continuous activities. (Target Group: All) (ESF: 3.1,3.3.3,3.4)</td>
<td>Campus Club Sponsors, CST Team</td>
<td>all year</td>
<td></td>
<td>Criteria: surveys, agendas</td>
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Objective 2. (Social and Emotional School Climate) SMART Goal: Insert SMART Goal here about Social and Emotional School Climate

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<tr>
<td>1. Campus will participate in No Place for Hate Activities (Target Group: All) (ESF: 3.1,3.2)</td>
<td>Administrators, Advisory Teachers, Counselor, Social Worker/Social Services Specialist</td>
<td>March 2023</td>
<td>Criteria: No Place for Completion and approval Student created activities/artifacts</td>
<td>10/03/22 - Significant Progress</td>
</tr>
<tr>
<td>2. Promote SEL and CP and I via newsletters, student support groups, bulletin boards, announcements (Target Group: All) (ESF: 3.1,3.2,3.3)</td>
<td>Administrators, Advisory Teachers, Counselor, Parent Support Specialist, Social Worker/Social Services Specialist, Students</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) SMART Goal: Insert SMART goal here about Family EngagementHave one parent meeting every monthSend at least one newsletter to families every month

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<tr>
<td>1. Invite parents/families at least once a month and focus on areas such as: Graduation requirements, Texas Testing Requirements, Support on parenting teenagers, community health resources (Target Group: All) (ESF: 3.3,3.4)</td>
<td>Counselor, Parent Support Specialist, Social Worker/Social Services Specialist</td>
<td>May 2023</td>
<td></td>
<td>Criteria: Parent Sign in Sheets Parent surveys</td>
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<td>10/03/22 - Some Progress</td>
</tr>
<tr>
<td>2. Ensure Campus Improvement Plan focus areas include at least two family engagement activities. (Target Group: All) (ESF: 3.1,3.3,3.4)</td>
<td>Administrators, Campus Club Sponsors, Counselor, CST Chair, Parent Support Specialist, SEL Campus Coordinator, Social Worker/Social Services Specialist</td>
<td>September 2022 - May 2023</td>
<td>Criteria: Campus Improvement Plan</td>
<td>10/03/22 - On Track</td>
</tr>
<tr>
<td>3. Communicate with parents on the importance of high academic an educational aspirations, showing the steps on how to do this. (Target Group: All) (ESF: 3.1,3.3,3.4)</td>
<td>Administrators, Advisory Teachers, Counselor, Parent Support Specialist, Social Worker/Social Services Specialist, Teachers</td>
<td>September 2022 - May 2023</td>
<td>Criteria: surveys, agendas,</td>
<td>10/03/22 - Some Progress</td>
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INTERNATIONAL H S

**Goal 2.** (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

**Objective 1.** (Effective classroom routines and instructional strategies (ESF Essential Action 5.2)) Decrease the number of students at the Beginner level in Composite Ratings of TELPAS by 7%

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<tr>
<td>1. Classroom instruction incorporates rigorous, high-quality experiences that promote critical-thinking skills, with differentiated and scaffolded support for students for our newcomer students. <em>(Target Group: All) (ESF: 5)</em></td>
<td>Administrators, Teachers</td>
<td>August 2022-September 20</td>
<td>Criteria: Short Cycle assessments, TELPAS, teacher assessments, grades</td>
<td>10/03/22 - Significant Progress</td>
</tr>
<tr>
<td>2. Implement PLCs that support aligned and engaging Tier 1 instruction and assessment and allow for collaborative planning, reflective learning, and mentoring. <em>(Target Group: All) (ESF: 3,4)</em></td>
<td>Administrators, Department Chairs, District Departments</td>
<td>August 2022 May 2023</td>
<td>Criteria: surveys, PLC agendas</td>
<td>10/03/22 - Significant Progress</td>
</tr>
<tr>
<td>3. Teachers maximize instructional time through consistent, efficient, and visible structures (e.g. posted agendas, class openings, with-in-class transitions, and formative assessments. <em>(Target Group: All) (ESF: 4)</em></td>
<td>Administrators, Teachers</td>
<td>August 2022-May 2023</td>
<td>Criteria: sca data, walk through data, formative assessment data, state assessment data</td>
<td>10/03/22 - Significant Progress</td>
</tr>
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**Objective 2.** (Data-driven instruction (ESF Essential Action 5.3)) Insert SMART Goal here re: Data-driven instruction

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Objective 3. (Support for Emergent Bilingual students) Insert SMART goal here re: Emergent Bilingual students

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INTERNATIONAL H S

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

Objective 1. (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 281 to 310 by December 15, 2021 (refer to 21-22 projection). SMART Goal Semester 2: 85% of current students will be registered for SY 22-23 by June 1, 2022.

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<tbody>
<tr>
<td>1. Provide home campuses and new campus principals with the criteria to enroll at International High School. (Target Group: All)</td>
<td>Administrators, Counselor, Registrar</td>
<td>October 2022</td>
<td>10/03/22 - On Track</td>
<td></td>
</tr>
<tr>
<td>2. Work with students and families who might potentially want to withdraw from International at the end of December or May. (Target Group: All) (ESF: 3.3,3.4)</td>
<td>Administrators, Registrar</td>
<td>May 2022</td>
<td>Criteria: Number of student withdrawals to home campuses prior to end of 2nd year at I.H.S. 10/03/22 - On Track</td>
<td></td>
</tr>
<tr>
<td>3. Monitor enrollment numbers on a weekly basis (Target Group: All) (ESF: 3.1,3.3,3.4)</td>
<td>Administrators, Registrar</td>
<td>August 2022-May 2022</td>
<td>Criteria: enrollment numbers 10/03/22 - On Track</td>
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</tbody>
</table>
Goal 4.  (Exemplary Customer Service) Insert description of CARES here

Objective 1.  (Exemplary Customer Service) By the end of the 22-23 school year the campus will move from Meets Expectations to Exemplary.

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<tbody>
<tr>
<td>1. Ensure the language line for preferred languages is systematically prioritized and actively implemented. (Target Group: All) (ESF: 3.1,3.2,3.3,3.4)</td>
<td>Administrators, Attendance Clerk, Coaches, Counselor, Nurse, Parent Support Specialist, Registrar, Social Worker/Social Services Specialist, Teachers</td>
<td>August 2022 - May 2023</td>
<td>Criteria: Data from Language Line.</td>
<td>10/03/22 - Significant Progress</td>
</tr>
<tr>
<td>2. Ensure campus website is systematically reviewed and actively maintained with accurate information. (Target Group: All) (ESF: 3)</td>
<td>Administrative Assistant, Administrators</td>
<td>September 2022 - May 2023</td>
<td>Criteria: Review of updated website - current information posted</td>
<td>10/03/22 - No Progress</td>
</tr>
<tr>
<td>3. Systematically provide clear and ongoing communication to staff, families, and the community. (Target Group: All) (ESF: 3)</td>
<td>Administrative Assistant, Administrators, Campus Club Sponsors, Department Chairs, Office Staff, Parent Support Specialist, Social Worker/Social Services Specialist</td>
<td>August 2022 - May 2023</td>
<td>Criteria: Newsletters, weekly emails to staff, surveys</td>
<td>10/03/22 - Significant Progress</td>
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# INTERNATIONAL H S Site Base

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hague, Christopher</td>
<td>Teacher</td>
</tr>
<tr>
<td>Shimray, Shary</td>
<td>Teacher</td>
</tr>
<tr>
<td>Lee, Christina</td>
<td>Teacher</td>
</tr>
<tr>
<td>Vega, Leticia</td>
<td>Campus Administrator</td>
</tr>
<tr>
<td>San Segundo, Carlos</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Mercado, Ileanna</td>
<td>Counselor</td>
</tr>
<tr>
<td>Leyva, Crystal</td>
<td>Administrative Assistant</td>
</tr>
<tr>
<td>Barahona, Elias</td>
<td>Physical Education Teacher</td>
</tr>
<tr>
<td>Ralston, Martha</td>
<td>Parent Support Specialist</td>
</tr>
</tbody>
</table>