

Houston Independent School District
001 Austin High School
2022-2023 Campus Improvement Plan



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Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Board Goals

Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: The students will achieve the following goals in ELA I approaches 55%, meets 28%, masters 3% and ELA II: Increase growth in approaches 62%, meets 35%, and masters 10%.

Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Measurable Objective 1: 100% of ELA teachers will design individualized daily lesson plans that explicitly state learning intentions, criteria for success, and sequence lesson elements to lead students toward mastery of objectives by October 1, 2022

Evaluation Data Sources: Lesson plans will be reviewed weekly, and feedback will be provided.

Strategy 1 Details	Reviews			
<p>Strategy 1: Backwards Design Planning: 100% of ELA teachers will design individualized daily lesson plans that explicitly state learning intentions, criteria for success, and sequence lesson elements to lead students toward mastery of objectives by October 1, 2022</p> <p>Strategy's Expected Result/Impact: 100% of ELA teachers will design effective units and assessments that drive instructional outcomes.</p> <p>Staff Responsible for Monitoring: Gennival Gallman LaKia Jackson</p> <p>Action Steps: 1. Continue a consistent protocol for breaking down standards (TEKS) 2. Continue to train 100% of ELA teachers on how to break down standards 3. Continue to train 100% of ELA teachers on the use of Backwards Design 4. Continue to train 100% of ELA teachers on how to design a unit of instruction by pacing</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
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Measurable Objective 2: 100% of ELA teachers will structure the 90-minute literacy block using the Workshop Instructional Approach by October 3, 2022. Within the 90-minute block 100% of ELA teachers will deliver one Reading mini-lesson and one Writing minilesson, provide small group intervention with targeted students, and 1 to 1 conferring. This model will be used with fidelity throughout the 2022-2023 school year.

Evaluation Data Sources: The use of this approach will be monitored through weekly informal walkthroughs, or observations, biweekly lesson rehearsals conducted during professional learning community (PLC) time, and monthly data meetings with grade level teams and each ELA teachers

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Professional Learning Communities</p> <p>Strategy's Expected Result/Impact: 100% of ELA teachers will build capacity around researched based instructional practices such as checking for understanding and maximizing instructional time.</p> <p>Staff Responsible for Monitoring: Gennival Gallman LaKia Jackson</p> <p>Action Steps: 1. Continue to create monthly goals for classroom visits 2. Provide embedded professional development during PLC time focused on monthly goals 3. Continue conducting weekly class visits to monitor implementation of new learning 4. Provide targeted feedback and coaching on pedagogy</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Monthly data meetings</p> <p>Strategy's Expected Result/Impact: Data will drive instructional pedagogy to improve outcomes for students, and ensure each student makes at least one year of growth</p> <p>Staff Responsible for Monitoring: Gennival Gallman LaKia Jackson</p> <p>Action Steps: 1. Train 100% of ELA teachers in the use of the OnTrack data gathering system 2. Continue the use of the consistent data protocol to review and respond to data 3. Facilitate data meetings with grade level teams to review and discuss data 4. Schedule monthly 1 to 1 data meeting with all ELA teachers to review and discuss classroom data and plans for intervention</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
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Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: Students will achieve the following goals on Algebra 1 EOC: approaches 55%, meets 30%, and masters 15%.

Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Measurable Objective 1: 100% of Algebra 1 teachers will receive Professional Development on backwards planning and creating assessments focusing on high frequency TEKS.

Evaluation Data Sources: R360 BOY, MOY and EOY

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will be trained on how to plan lessons using Lead4Ward field guides and current CBA. Teachers will learn how to create and enter CBAs in OnTrack and then run and pull their data. Weekly PLC meetings will be used to discuss best practices, student data, and how to increase student engagement. Addition to planning, teachers and specialist will model best practices and will receive real-time feedback, this will increase teacher compacity, which will improve tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Teachers will have a capacity to plan more effective data driven lessons with intent on addressing specific gaps.</p> <p>Staff Responsible for Monitoring: John Alvarez Keisha Evans</p> <p>Action Steps: 1. Teachers will create and enter CBAs in OnTrack and then run and pull their data. 2. Teachers will meet in PLCs and disaggregate data to inform instruction 3. Teachers will track students data based on Approaches, Meets, and Masters.</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
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Measurable Objective 2: 45% of EBs and 35% SPED students will Meet grade level standards or above in Algebra.

Evaluation Data Sources: Ren 360, DLA, TELPAS and STAAR

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement ELPS daily that will include some form of reading, writing, listening, and speaking. Strategy's Expected Result/Impact: Increase performance in reading assessments and proficiency in language acquisition. Staff Responsible for Monitoring: Ivonne Rodriguez LaKia Jackson Action Steps: 1. Plan for Small group instruction and practice implementation during PLC. 2. Implement station rotations.</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
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Measurable Objective 3: 70% of students will improve their grade equivalency on the Math Renaissance 360 Benchmark Assessments by 2 years.

Evaluation Data Sources: R360 BOY, MOY and EOY

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will attend R360 PD on how to set goals and align their instructional practices to the needs of our students based on their specific historical data.</p> <p>Strategy's Expected Result/Impact: Aligns instruction to learning gaps to increase academic performance in all state exams.</p> <p>Staff Responsible for Monitoring: John Alvarez Keisha Evans</p> <p>Action Steps: 1. Teachers will Complete a Data tracker for the BOY, MOY, & EOY. Track the student Grade Equivalency (GR 4.2) 2. Discuss R360 data during PLC 3. Disaggregate R360 math data reports after each administration during PLC and discuss next steps and check student progress.</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
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Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 1: By the end of the 2022-2023 school year, the completion of Financial Aid (FAFSA/TAFSA) and College Applications will increase by 5% to 90% Financial Aide Completion and 80% of College Applications

Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency

Measurable Objective 1: College Applications- The Austin High School goal for college applications for the 2022-2023 school year is 90%

Evaluation Data Sources: College Application Completion Rates

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: The College and Career Center will enter in the classroom of all English 4 teachers in the month of September to have all present students create an apply Texas account. In the month of October, the College and Career Center will again enter the classrooms of all English 4 teachers to work with the students who choose college as their post-secondary plan.</p> <p>Strategy's Expected Result/Impact: Continuous growth for college application numbers</p> <p>Staff Responsible for Monitoring: College Advisors- Natalie Kelley, Juan Rocha</p> <p>Action Steps: 1. Enter all English 4 teachers' classes. 2. Create Apply Texas account. 3. Submit college applications</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
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Measurable Objective 2: FAFSA/ TASFA-The College & Career Center will meet the 90% Financial Aid completion goal.

Evaluation Data Sources: Completion rates of the TASFA and FASFA documents

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: The College and Career Center will host an FSA ID workshop in October, followed by a Financial Aid Roadshow to complete financial aid applications. Additionally, utilize school day SAT for those seniors that have completed an SAT to fill out FAFSA, students will be incentivized to complete their financial aid application by the priority deadline, January 15th.</p> <p>Strategy's Expected Result/Impact: Increased FAFSA/TAFSA Applications</p> <p>Staff Responsible for Monitoring: College Advisors- Natalie Kelley and Juan Rocha</p> <p>Action Steps: Incentivize with Prom ticket discount Financial aid roads show FSA ID Workshops HERO points</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
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Measurable Objective 3: The College and Career Center will advise 9th through 12th grade students through one-on-one meetings to guide them towards their post-secondary plan throughout the 2022-2023 school year.

Evaluation Data Sources: College application completion rate and TAFSA and FAFSA completion rates

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: The College and Career Center will pull students out of their elective classes, utilize their lunch, schedule one on one meetings, conduct after school workshops, and have student/ parent meetings to make sure they stay on track towards their post-secondary plan.</p> <p>Strategy's Expected Result/Impact: Increase engagement and interaction for college and career readiness.</p> <p>Staff Responsible for Monitoring: College Advisors- Natalie Kelley and Juan Rocha</p> <p>Action Steps: 1. Pull students from elective classes throughout first semester. 2. Utilize lunches, one-on-one meetings, after school workshops, student/parent meetings to increase student opportunities to complete plans. 3. Support a cohort of 20 students in each grade level 9th through 11th. 4. Support a cohort of 45 students in the 12th grade that will focus on the application process.</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
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 No Progress

 Accomplished

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Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 2: Austin HS graduating class will maintain the percentage of graduates that meet the criteria of CCMR with 71% for 2022-23 graduates reported in 2024.

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency, Cultivating Team HISD Talent

Measurable Objective 1: Every six weeks grading cycle - teachers will continue to update and track each CTE student's progress within the said TEA IBC certification course/modules.

Evaluation Data Sources: CTE Tracker for each pathway, as provided by the CTE Admin

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: CTE Teachers will track each student within the pathway and track their progress of the CTE Industry Certification</p> <p>Strategy's Expected Result/Impact: Maintain >80% CCMR</p> <p>Staff Responsible for Monitoring: Mr. Cuevas Mr. Wiggins Mr. Reyna</p> <p>Action Steps: Through CTE PLC - Tracking the students' progress and/or regression to ensure growth and reteaching for consistent positive progress.</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
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 No Progress
 Accomplished
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 Discontinue

Measurable Objective 2: Scheduling students with career interests, aligning the CTE elective to the pathway of their choice as measured through their PGP conferences.

Evaluation Data Sources: PGP documentation, as gathered by each cohort counselor.

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: CTE Course elective scheduling based on PGP and student/family electives for endorsement.</p> <p>Strategy's Expected Result/Impact: Increased engagement from students in their scheduled CTE courses resulting in positive impact for TEA IBC</p> <p>Staff Responsible for Monitoring: Mr. Cuevas Mr. Wiggins Mr. Reyna</p> <p>Action Steps: Each counselor will meet with each student within their cohort to ensure that 100% of students have CTE Elective as discussed in the student's individual PGP</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
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Measurable Objective 3: Every six weeks the Cohort 8 leadership team will check each CTE Teacher's IBC tracker and support students with excessive regression as needed.

Evaluation Data Sources: Cohort CCMR Tracker for each student for Cohort 8, Graduating class of 2023.

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Every grading cycle, based on the IBC tracker document logged from each CTE Teacher, cohort 8 leadership team will analyze and create support for students with excessive regression in their IBC course/modules.</p> <p>Strategy's Expected Result/Impact: Consistent support for students and CTE teachers to ensure positive progress within the IBC Module/tracker.</p> <p>Staff Responsible for Monitoring: Mr. Cuevas Mr. Wiggins Mr. Reyna</p> <p>Action Steps: During their cohort 8 meeting, the counselor and grade level dean for the said cohort will analyze the students with highest regression. The team will create a plan for support such as attendance, conference with parents and CTE teacher, student support, etc. and support the CTE teacher to ensure the student makes positive growth in the IBC tracker.</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Board Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.

Goal 1: Special Education

Strategic Priorities:

Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

Measurable Objective 1: By the end of the fall semester, case managers should have established regular contact with the parents of 100% of students on their case load.

Evaluation Data Sources: : Parent Communication Logs; Annual ARD Reports

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Case Managers will be mandated to use 30 minutes of their daily office hours to contact parents of their case students. The issues discussed during interactions with parents will be documented, as well as the parent response.</p> <p>Strategy's Expected Result/Impact: Increased communication with Parent communication Log, Prior Written Notice; EASY IEP</p> <p>Staff Responsible for Monitoring: Case Managers Sarah Moore Dr. Raul Asoy Mr. Brian Gillespie</p> <p>Action Steps: Collate data on the frequency of contact between case managers and adult students/parents, and evaluate their effectiveness based on issues and concerns resolved during these conversations.</p> <p>Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
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Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach

Measurable Objective 1: By Spring of 2023, students at Austin High School will increase their ADA attendance by 5%.

Evaluation Data Sources: ADA Rate

Strategy 1 Details	Reviews			
<p>Strategy 1: Weekly Cohort check-ins with cohorted leadership team through the DRIP committee</p> <p>Strategy's Expected Result/Impact: Attendance Data maintains and grows attendance.</p> <p>Staff Responsible for Monitoring: Principal Grade Level Deans Counselors Support Staff</p> <p>Action Steps: Create an environment of customer care for each person that enters our building. (Front office, flow chart) Implement systems & opportunities to receive student & family feedback about the care & supports they receive. (Surveys through the website) Distribute to students & families the process on how to connect with the counselors and other support staff on campus. (Signage, Website) Update school-wide "Key Systems" expectations and train teachers and staff on how to consistently implement them.</p>	Formative			Summative
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Board Goal 5: N/A - Additional Campus Goals

Goal 2: DISCIPLINE

Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach

Measurable Objective 1: By Spring of 2023, students at Austin High School will consistently demonstrate behaviors that reflect a Respectful, Responsible, and Safe School Climate as assessed by a variety of measurement tools such as positive student-parent contacts/referrals, discipline, attendance records, and surveys

Evaluation Data Sources: Discipline report

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase in positive reinforcement of positive behavior from students.</p> <p>Strategy's Expected Result/Impact: Positive school culture for staff and students</p> <p>Staff Responsible for Monitoring: Principal Grade Level Deans Teachers</p> <p>Action Steps: Continue to support & build on the Culture Committee progress Train all staff on using HERO points to promote positive behaviors On-going positive HERO activities: Food Truck, Fieldtrips, Pizza/Ice cream Socials, Weekly/Bi-weekly/Monthly Staff recognition for HERO point usage Grade level, Maritime, Magnet EOY Celebrations/Recognitions</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: Austin High School will see a reduction in in-school suspensions, out-of-school suspensions, and DAEP referrals for the 2022-2023 school year by 10% in each category.

Evaluation Data Sources: PEIMS report

Strategy 1 Details	Reviews			
<p>Strategy 1: By utilizing student referral data, we will ensure that students are receiving appropriate interventions designed to positively affect student behavior.</p> <p>Strategy's Expected Result/Impact: Decrease in referrals at the end of year PEIMS data reporting of referrals and suspensions</p> <p>Staff Responsible for Monitoring: Grade Level Deans Counselors Wrap Around Specialist</p> <p>Action Steps: Each monthly presentation will be focused on a specific area of need, including gang resistance, drug prevention, academic support for students, dating violence, etc. in collaboration with HISD Family and Community Engagement Department. Students affected by these negative behaviors will be considered for referral to Communities in Schools and HISD Wraparound Services for support/intervention.</p>	Formative			Summative
	Nov	Jan	Mar	June
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Board Goal 5: N/A - Additional Campus Goals

Goal 4: SPECIAL EDUCATION

Strategic Priorities:

Transforming Academic Outreach

Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Transforming Academic Outreach, Increasing Organizational Efficiency

Measurable Objective 1: 50% (or more) of Emerging Bilingual students will gain at least 1 proficiency level as determined by the Texas English Language Proficiency Assessment Systems (TELPAS). This will be a minimum of a 18% increase from the reported 2022 scores.

Evaluation Data Sources: TELPAS

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase implementation of Sheltered Instruction Practices in all content areas</p> <p>Strategy's Expected Result/Impact: Increased language proficiency for EB students in all domains (listening, speaking, reading and writing).</p> <p>Staff Responsible for Monitoring: Ivonne Rodriguez</p> <p>Action Steps: 1.) Teachers are presented with the ELPS Integration Plan 2.) Teachers will identify the language proficiencies of their students and determine appropriate accommodations and differentiation strategies using the Student Linguistic Accommodation Chart 3) Teachers will implement necessary accommodations and differentiation strategies in a consistent basis throughout lessons. 4) The Sheltered Instruction Coach provides tools and strategies that teachers can practice in order to build a language-rich interactive classroom during whole campus PD, PLC meetings, or one-on-one coaching. 5) Sheltered Instruction Coach and/or teacher specialists review lesson plans to ensure that sheltered instruction practices/strategies are incorporated. 6) Leadership Team conducts Sheltered Instruction Focus observations to ensure that sheltered instruction strategies are presented in lessons. 7) Teachers are provided with feedback to ensure growth in the implementation of sheltered instruction strategies.</p>	Formative			Summative
	Nov	Jan	Mar	June
	Empty review cells			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT

Strategic Priorities:

Expanding Educational Opportunities

Measurable Objective 1: Parents' knowledge on how to support their student's academic, social and emotional success will improve to 50%.

Evaluation Data Sources: Parent and student surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Offer informational sessions to parents that address their student's social, emotional and academic success during Open House and Coffee with the Principal events</p> <p>Strategy's Expected Result/Impact: Increased parent engagement and school interaction with community</p> <p>Staff Responsible for Monitoring: *Principal *Assistant Principals *Title I Coordinator *School Counselors *Communities in Schools *Wraparound Services</p> <p>Action Steps: Based on the pre-survey determine parents' knowledge, in supporting their student's SEL needs. Meet with CIS and Wraparound during pre-service week in August 2022 to review the possible needs of our students in order to determine sessions offered during the school year. Schedule Title I "Coffee with the Principal" informational sessions, a minimum of 4. Offer evening Title I - Coffee with the Principal meetings, for working parents. Utilize social media platforms to post reminders/invitations, a week prior and a day before the scheduled events/parent meetings. Post recordings of sessions on social media for parent access as well as live streaming for virtual participation.</p> <p>Title I: 2.4, 2.6, 4.2 - Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
	Empty review cells			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES

Board Goal 5: N/A - Additional Campus Goals

Goal 8: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)

The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

RDA Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	Backwards Design Planning: 100% of ELA teachers will design individualized daily lesson plans that explicitly state learning intentions, criteria for success, and sequence lesson elements to lead students toward mastery of objectives by October 1, 2022
1	1	2	1	Professional Learning Communities
1	1	2	2	Monthly data meetings
2	1	1	1	Teachers will be trained on how to plan lessons using Lead4Ward field guides and current CBA. Teachers will learn how to create and enter CBAs in OnTrack and then run and pull their data. Weekly PLC meetings will be used to discuss best practices, student data, and how to increase student engagement. Addition to planning, teachers and specialist will model best practices and will receive real-time feedback, this will increase teacher compacity, which will improve tier 1 instruction.
2	1	2	1	Implement ELPS daily that will include some form of reading, writing, listening, and speaking.
2	1	3	1	Teachers will attend R360 PD on how to set goals and align their instructional practices to the needs of our students based on their specific historical data.
3	1	1	1	The College and Career Center will enter in the classroom of all English 4 teachers in the month of September to have all present students create an apply Texas account. In the month of October, the College and Career Center will again enter the classrooms of all English 4 teachers to work with the students who choose college as their post-secondary plan.
3	1	2	1	The College and Career Center will host an FSA ID workshop in October, followed by a Financial Aid Roadshow to complete financial aid applications. Additionally, utilize school day SAT for those seniors that have completed an SAT to fill out FAFSA, students will be incentivized to complete their financial aid application by the priority deadline, January 15th.
3	1	3	1	The College and Career Center will pull students out of their elective classes, utilize their lunch, schedule one on one meetings, conduct after school workshops, and have student/ parent meetings to make sure they stay on track towards their post-secondary plan.
3	2	1	1	CTE Teachers will track each student within the pathway and track their progress of the CTE Industry Certification
3	2	2	1	CTE Course elective scheduling based on PGP and student/family electives for endorsement.
3	2	3	1	Every grading cycle, based on the IBC tracker document logged from each CTE Teacher, cohort 8 leadership team will analyze and create support for students with excessive regression in their IBC course/ modules.
4	1	1	1	Case Managers will be mandated to use 30 minutes of their daily office hours to contact parents of their case students. The issues discussed during interactions with parents will be documented, as well as the parent response.

Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	Backwards Design Planning: 100% of ELA teachers will design individualized daily lesson plans that explicitly state learning intentions, criteria for success, and sequence lesson elements to lead students toward mastery of objectives by October 1, 2022
1	1	2	1	Professional Learning Communities
1	1	2	2	Monthly data meetings
2	1	1	1	Teachers will be trained on how to plan lessons using Lead4Ward field guides and current CBA. Teachers will learn how to create and enter CBAs in OnTrack and then run and pull their data. Weekly PLC meetings will be used to discuss best practices, student data, and how to increase student engagement. Addition to planning, teachers and specialist will model best practices and will receive real-time feedback, this will increase teacher compacity, which will improve tier 1 instruction.
2	1	2	1	Implement ELPS daily that will include some form of reading, writing, listening, and speaking.
2	1	3	1	Teachers will attend R360 PD on how to set goals and align their instructional practices to the needs of our students based on their specific historical data.
3	1	1	1	The College and Career Center will enter in the classroom of all English 4 teachers in the month of September to have all present students create an apply Texas account. In the month of October, the College and Career Center will again enter the classrooms of all English 4 teachers to work with the students who choose college as their post-secondary plan.
3	1	2	1	The College and Career Center will host an FSA ID workshop in October, followed by a Financial Aid Roadshow to complete financial aid applications. Additionally, utilize school day SAT for those seniors that have completed an SAT to fill out FAFSA, students will be incentivized to complete their financial aid application by the priority deadline, January 15th.
3	1	3	1	The College and Career Center will pull students out of their elective classes, utilize their lunch, schedule one on one meetings, conduct after school workshops, and have student/ parent meetings to make sure they stay on track towards their post-secondary plan.
3	2	1	1	CTE Teachers will track each student within the pathway and track their progress of the CTE Industry Certification
3	2	2	1	CTE Course elective scheduling based on PGP and student/family electives for endorsement.
3	2	3	1	Every grading cycle, based on the IBC tracker document logged from each CTE Teacher, cohort 8 leadership team will analyze and create support for students with excessive regression in their IBC course/ modules.
4	1	1	1	Case Managers will be mandated to use 30 minutes of their daily office hours to contact parents of their case students. The issues discussed during interactions with parents will be documented, as well as the parent response.
5	6	1	1	Offer informational sessions to parents that address their student's social, emotional and academic success during Open House and Coffee with the Principal events

Additional Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	Backwards Design Planning: 100% of ELA teachers will design individualized daily lesson plans that explicitly state learning intentions, criteria for success, and sequence lesson elements to lead students toward mastery of objectives by October 1, 2022
1	1	2	1	Professional Learning Communities
1	1	2	2	Monthly data meetings
2	1	1	1	Teachers will be trained on how to plan lessons using Lead4Ward field guides and current CBA. Teachers will learn how to create and enter CBAs in OnTrack and then run and pull their data. Weekly PLC meetings will be used to discuss best practices, student data, and how to increase student engagement. Addition to planning, teachers and specialist will model best practices and will receive real-time feedback, this will increase teacher compacity, which will improve tier 1 instruction.
2	1	2	1	Implement ELPS daily that will include some form of reading, writing, listening, and speaking.
2	1	3	1	Teachers will attend R360 PD on how to set goals and align their instructional practices to the needs of our students based on their specific historical data.
3	1	1	1	The College and Career Center will enter in the classroom of all English 4 teachers in the month of September to have all present students create an apply Texas account. In the month of October, the College and Career Center will again enter the classrooms of all English 4 teachers to work with the students who choose college as their post-secondary plan.
3	1	2	1	The College and Career Center will host an FSA ID workshop in October, followed by a Financial Aid Roadshow to complete financial aid applications. Additionally, utilize school day SAT for those seniors that have completed an SAT to fill out FAFSA, students will be incentivized to complete their financial aid application by the priority deadline, January 15th.
3	1	3	1	The College and Career Center will pull students out of their elective classes, utilize their lunch, schedule one on one meetings, conduct after school workshops, and have student/ parent meetings to make sure they stay on track towards their post-secondary plan.
3	2	1	1	CTE Teachers will track each student within the pathway and track their progress of the CTE Industry Certification
3	2	2	1	CTE Course elective scheduling based on PGP and student/family electives for endorsement.
3	2	3	1	Every grading cycle, based on the IBC tracker document logged from each CTE Teacher, cohort 8 leadership team will analyze and create support for students with excessive regression in their IBC course/ modules.
4	1	1	1	Case Managers will be mandated to use 30 minutes of their daily office hours to contact parents of their case students. The issues discussed during interactions with parents will be documented, as well as the parent response.

Addendums

2022-2023

Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance

The 3-Elements Campus Improvement Plan (CIP) is specific to your campus. You can obtain the information needed to complete the CIP questions from a variety of sources, including campus administrators/staff and HISD’s External Funding Department.

Campus Name _____

Campus Number _____

SPECIAL REVENUE FUNDING GOALS

GOAL AREA: Title I, Part A – 3 Required Elements of Schoolwide Planning – Campus Compliance

NOTE: As a Schoolwide Title I, Part A campus, ESSA Requires the completion of the sections below (campus compliance).

1. Comprehensive Needs Assessment: The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire Campus that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or at risk of failing, to meet the challenging state academic standards and any other factors as determined by the Local Educational Agency (LEA).

- Briefly summarize your campus’s needs as identified in your Comprehensive Needs Assessment. Include a list of the data sources used and a description of the CNA process the campus followed.

- Indicate the programs and resources that are being purchased out of Title I funds.

- Indicate the date(s) the CNA was developed or the date(s) the CNA was reviewed or revised.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

2. **Campus Improvement Plan Requirement (CIP) Schoolwide Plan Development:** The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other campus leaders, paraprofessionals present in the campus, and other stakeholders. Campus-specific, schoolwide reform strategies will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

- List at least four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students, particularly the needs of those students who are at risk of not meeting the challenging State academic standards to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests .

1. _____

2. _____

3. _____

4. _____

A. Indicate the locations where the CIP is made available. Examples: campus, post office, student handbook, parent meetings, campus website, etc.

B. Indicate **how** you communicated to parents the location of the CIP.
Examples: Campus Messenger, parent meetings, campus newsletters, etc.

C. Indicate the languages in which the CIP was made available.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued

SPECIAL REVENUE FUNDING GOALS, continued

- 3. Parent and Family Engagement:** Campuses **shall** jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that **shall** describe the means for carrying out the following requirements:

Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the campus.

Identify at least four (4) strategies specific to your campus to increase Parent and Family Engagement activities.

1. _____
2. _____
3. _____
4. _____

- A. List the individuals, including roles (parents, teacher, admin, etc.) who assisted with the development of the PFE Policy.

- B. Indicate how the Parent and Family Engagement Policy was distributed.

- C. Indicate specific languages in which the PFE Policy was distributed.

Continued on next page....

**2022-2023 Title I, Part A Campus Improvement Plan (CIP) —
Schoolwide and Targeted Assistance, continued**

SPECIAL REVENUE FUNDING GOALS, continued

Title I Parent Meetings

Indicate the dates and times of the four required Title I Parent Meetings (each meeting must be offered twice to accommodate parents - eight meetings total).

1	Meeting #1:	Alternate Meeting:
2	Meeting #2:	Alternate Meeting:
3	Meeting #3:	Alternate Meeting:
4	Meeting #4:	Alternate Meeting:

Capital Outlay Requested (Y/N)?

If yes, please list the items below. If no, indicate "N/A."

Please note: All capital outlay requests must receive approval from TEA prior to purchase.

Continued on next page....

2022-2023 Title I, Part A Campus Improvement Plan (CIP) — Schoolwide and Targeted Assistance, continued



ALLOWABLE AND UNALLOWABLE TITLE I POSITIONS

Below is the list of allowable and unallowable Title I positions.

*NOTE: All allowable positions must be paid 100% with Title I funds as **split-funded Title I positions are not allowable.***

ALLOWABLE TITLE I POSITIONS	JOB CODES	UNALLOWABLE TITLE I POSITIONS
Parent Engagement Rep	10M – 30002898 11M – 30002899 12M – 30002900 Hrly – 30002897	Coach (Literacy, Play-It- Smart Academic)
Tutor, Sr. Academic (Hourly)	30002430 30002492 (Title I only)	Lecturer (Hourly)
Tutor, Sr. Academic	30002421	Librarian
Counselor (must have rationale that shows duties are supplemental to the regular school program)	10M – 30001702 11M – 30001703 12M – 30001704	Nurse
Counselor (Hourly)	30003148 30003401 (Title I only)	Student Information Representative (SIR)
Social Worker (must have rationale that shows duties are supplemental to the regular school program)	10M – 30003450 11M – 30003451 12M – 30003452 Hrly – 30003446	
Licensed Specialist in School Psychology (LSSP), Title I	11M – 30009677 12M – 30009676	
Coach, Graduation	30002537	
Instructional Specialist	11M – 30002414 12M – 30002415 Hrly – 30002416	
Teacher, AVID	30000629	
Teacher Specialist	10M – 30000082 11M – 30000770 12M – 30001147	
Teacher Development Specialist	11M – 30003814 12M – 30003813 Hrly – 30003816	
Teacher, Intervention (Hourly) All grade levels - [General]	30003397	
Teacher, Intervention (Hourly) All grade levels - [Math]	30003398	Teacher, Lead
Teacher, Intervention (Hourly) All grade levels - [Reading]	30003399	Teacher, Multi-grade
Teacher, Intervention (Hourly) All grade levels – [Science]	30003400	Teacher Assistant (allowable at Early Childhood Centers only)
Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record)	30001698	
Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record)	30001699	
Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record)	30001700	
Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record)	30001701	
Teacher, Coach	30008512	
*Teacher, Class-Size, Kinder	30001366	
*Teacher, Class-Size, K-ESL	30001376	
*Teacher, Class-Size, K-Bilingual	30001377	
*Teacher, Class-Size, ESL	30000553	
*Teacher, Class-Size, Bilingual	30001374	
*Teacher, Class-Size Reduction [General] All grade levels	30001705	

*Before hiring a CSR teacher, schools must first meet the State's standards for pupil-teacher ratio (i.e., K-4 = 22:1; for all other grades, a school must maintain an average of not less than 20:1 based on average daily attendance). After meeting the State's standards, you may apply for a CSR teacher to meet the District's recommended standards (i.e., K-4 – 20:1; grade 5– 26:1; grades 6-8 - 28:1 or class load of 168 students; grades 9-12 – 30:1 or class load of 180 students).

Rev. 01/13/2022

Be sure to indicate Title I positions on the campus CIP Personnel Chart.

**2022-2023 Title I, Part A Campus Improvement Plan (CIP) —
Schoolwide and Targeted Assistance, continued**

Indicate “Yes” or “No” below if your campus’s Title I funds will be utilized to fund the following items:

ITEM	YES	NO
In-State Travel	<input type="checkbox"/>	<input type="checkbox"/>
Out-of-State Travel	<input type="checkbox"/>	<input type="checkbox"/>
Professional Development	<input type="checkbox"/>	<input type="checkbox"/>
Field Lessons	<input type="checkbox"/>	<input type="checkbox"/>
Contracted Services	<input type="checkbox"/>	<input type="checkbox"/>
Tutoring	<input type="checkbox"/>	<input type="checkbox"/>
Materials and Supplies	<input type="checkbox"/>	<input type="checkbox"/>
Capital Outlay	<input type="checkbox"/>	<input type="checkbox"/>
Title I Positions	<input type="checkbox"/>	<input type="checkbox"/>

