



Campus Name: Stephen F. Austin High School

Campus Number: 001

Principal Name: Steve Guerrero

School Support Officer Name: Deborah Crowe

Chief School Officer Name: Dr. Jorge Arredondo

Area School Office: East

SIP Part 1: Background, Data Analysis and Needs Assessment

MISSION STATEMENT

The mission of Stephen F. Austin High School is to provide our students the skills needed to think logically independently, creatively as well as communicate effectively.

SCHOOL PROFILE

Austin HS had a total enrollment of 1,922 students at snapshot for the 2016-2017 school year. Approximately 92.1% percent of the students were from families of economic disadvantage or low socio-economic status, and approximately 86% were considered at-risk. Approximately 7.6% of the students are identified as Gifted and Talented (GT). The mobility rate was 19.5% during 2016-2017 with only 5.4% of students being classified as immigrants, and 0.42% of students being identified as belonging to families who are migrant workers. Approximately 92% were of Hispanic-American descent, 6% of African-American descent, and 2% were of Anglo-American, American Indian, or other descent. Approximately 96% are enrolled in classes in the Career and Technical Education pathways. The special education population was 11.3% of the student body, while the limited English proficiency population (LEP) was approximately 22.3%. The campus met or exceeded standards on all four (4) accountability indices for 2016-2017.

Due to multiple factors including Hurricane Harvey and a planned transition to a temporary campus during construction of a new Austin HS, the enrollment was 1,849 three weeks into the delayed start of 2017-2018. At that time, approximately 70% of students were classified as at-risk, 10% were classified as GT, 22% were classified as LEP, and 12% were classified to receive special education services.

SHARED DECISION MAKING

Organizational Structure

The Campus Improvement Team (CIT) is based on the Shared Decision-Making model designed to establish, monitor, and evaluate goals for budgeting, staffing, curriculum, planning, school organization, staffing patterns, and staff development. This model is aligned to state legislation and HISD board policy. Teacher Development Specialists and other district-level personnel can serve as members of the CIT according to the campus needs. The intention of the Shared Decision-Making Committee (SDMC) is to pull together our community in a constructive, organized, and unified body to enhance the education of all students. The CIT is responsible for development, implementation, and monitoring of the School Improvement Plan, monitoring of student performance, and determination of student interventions and support service.

The SDMC component of the CIT is the shared decision-making body. Professional staff representatives are elected by the faculty. Principal determines number of classroom teachers; then, assigns half that number to school-based staff. This complies with 2/3 - 1/3 rule for professional staff. In addition, the committee must have one non-instructional staff, one business member, at least two parents and at least two community members. Parents are elected by the PTO membership.

The Council meets monthly and as needed to discuss issues brought forth by the administration, staff, parents, or community. It is supported by standing committees that address budgeting, staffing, curriculum, planning, school organization, staffing patterns, and staff development. Standing committees meet as needed. Parents are encouraged to serve on standing committees.

The SDMC functions under the direction of the Principal. Members of the SDMC attend SDMC meetings for the term of his/her office, monitor the implementation of the School Improvement Plan, address issues presented by the principal, present issues for discussion and recommend resolutions to the SDMC, create ad hoc committees by consensus of the SDMC, chair standing committees and ad hoc committees, submit minutes to the principal for committee meetings, and report the recommendations to the SDMC. The SDMC is responsible for approving all professional development plans for the school.

The Principal coordinates the process of shared decision making, facilitates communication for all stakeholders, considers issues and recommendations from the community, SDMC, and standing committees, and makes decisions based on those recommendations.

Shared Decision Making Process

Consensus is the ultimate goal of the SDMC. Agreement by all participants is not always possible or necessary for consensus. Consensus is a collective process that provides a forum for full dialogue on appropriate/applicable responses to issues.

Members of the committees discuss and make recommendations to the SDMC. The SDMC reviews recommendations and reaches consensus. Sufficient consensus is defined as a willingness to settle an issue in favor of the majority. All points of view will be considered and general agreement must be reached before decisions will be implemented. If general agreement is not reached, further study of the issue will occur and alternatives will be presented until agreement is reached. After all alternatives have been explored, a deadlock can be broken by a majority vote. As issues come up for discussion, the chairperson is responsible for ensuring that all present have a legitimate opportunity to state their case. The principal retains the authority to exercise a veto over decisions made by the SDMC.

Method of Communications

Members of the school community may submit non-personnel issues for consideration through the shared decision-making process. Written issues or concerns are submitted to any SDMC member or placed in the SDMC box located in the main office. A school community member may attend a meeting of any committee to discuss or present an issue. All meetings are on the monthly calendar. The SDMC delivers issues to appropriate standing committees for action. Communications from all committees is transmitted to faculty, staff, and parents.

All SDMC information must be included on the campus website. A list of meeting dates, committee members, agendas and minutes for each meeting must be able to be accessed. The home page of each campus website must include a link to the SDMC page for easy access.

Membership Composition of the SDMC

Number of Classroom Teachers	# 10	Number of Parents (at least 2)	# 2
Number of School-based Staff (Half the number of classroom teachers)	# 5	Number of Community Members (at least 2)	# 2
Number of Non-Instructional Staff	# 1	Number of Business Members	# 3

Name of SDMC Member	Position (Add Date Term expires)
Joseph Fincher	Classroom Teacher (2018)
Mark Kerrissey	Classroom Teacher (2018)
Jose Saenz	Classroom Teacher (2018)

Victoriano Treviño	Classroom Teacher (2018)
Election Pending	Classroom Teacher (2019)
Election Pending	Classroom Teacher (2019)
Election Pending	Classroom Teacher (2019)
Election Pending	Classroom Teacher (2019)
Election Pending	Classroom Teacher (2019)
Election Pending	Classroom Teacher (2019)
Jorge Medina	School-based Staff (2018)
Election Pending	School-based Staff (2019)
Election Pending	School-based Staff (2019)
Election Pending	School-based Staff (2019)
Election Pending	School-based Staff (2019)
Caroline Chavana	Non-Instructional Staff (2018)
TBD	Business Member
TBD	Community Member
TBD	Community Member
TBD	Parent
TBD	Parent
Steve Guerrero	Principal

Other Campus Improvement Team members (non-SDMC):

For campuses designated for *Improvement Required, Focus* or *Priority* for 2017-2018:

Name	Position
Caroline Chavana	CIT Demographics committee chair
Dr. E.C. Gutierrez	CIT Student Achievement committee chair
Joel Muñoz	CIT Campus Culture & Climate committee chair
Steve Guerrero	CIT Staff Quality committee chair
Bushra Khan	CIT Curriculum, Instruction & Assessment committee chair
Lizeth Martinez	CIT Family & Community Involvement committee chair
Ruth Kravetz	CIT School Context & Organization committee chair
Jonathan Dennis	CIT Technology committee co-chair
Arun Kaipuzha	CIT Technology committee co-chair

Narrative of Data Analysis and Root Causes (causal factors – include % of economically disadvantaged data)

Based on Texas Education Agency's 2017 accountability metrics, including student performance on the State of Texas Assessments of Academic Readiness (STAAR) End-of-Course (EOC) exams, the areas of English Language Arts and Reading are the most critical need areas for students at Austin HS. This section focuses on these needs for the students at Austin High School.

Identified Needs for English Language Arts & Reading

TEA releases data on the "all" group of EOC eligible students. For Austin HS, the "first time" test-takers, and the "re-testers" the data look strikingly different. The first-time test takers showed some progress in relation to the "all" group of prior years. There are two major points that are interesting and relevant and may have major implications for campus-wide decision-making, possibly indicating direction for instruction, academic and social interventions, professional development, planning, and hiring for the school. The first is the rates of passing of the SPED and LEP students in relation to the "all" group. Both groups show significantly lower rates of passing for every test and for every administration. There is a significant achievement gap between "all" and these two sub-groups. Secondly, the rates of re-testing students achieving an "Approaching Grade Level Standard" or "Meets Grade Level Standard" is low. The rates of passing English I and English II are significantly lower than the other EOC subject areas.

In examining the Austin HS 'all' students' overall performance on the reporting categories for English I EOC, students struggled with "short answer rating on paired selections," (an average score of 3.3 out of a possible 9, or 36%), and "short answer rating on single selection," (an average score of 3.4 out of a possible 9, or 38%). Students performed better on the multiple choice questions dealing with "Understanding/Analysis Across Genres" (an average score of 3.2 out of a possible 6, or 53%). Students struggled with the 11 items on "Understanding/Analysis of Literary Texts," (the average number of points scored was 5.2 out of a possible 11, or 48%). The 11 items that touched on "Understanding/Analysis of Informational Texts" were also tough for the students (an average score of 5.4 out of a possible 11, or 49%). On the composition with a possible high score of 24, students averaged 11 points or 46%. They did better on revision—out of the 11 possible points, the average was 6.7 or 61%. Editing presented a possible 11 points, and students averaged 4.9 or 44%.

In examining the Austin HS 'all' students' overall performance on the reporting categories for English II EOC, our students struggled with "short answer rating on single selection," (an average score of 2.7 out of a possible 9, or 30%) and on "short answer rating on paired selections," (an average score of 3.5 out of a possible 9, or 39%). Students performed better on the multiple-choice questions dealing with "Understanding/Analysis Across Genres" (an average score of 3.8 out of a possible 6, or 64%). Students struggled with the 11 items on "Understanding/Analysis of Literary Texts," (an average score of 4.7 out of a possible 11, or 42%). The 11 items that tested "Understanding/Analysis of Informational Texts" also proved difficult for students (an average score of 6 out of a possible 11, or 55%). On the composition with a possible high score of 24, students averaged 10.5 points or 44%. Out of the 11 possible points, the average was 6.4 or 59%. Editing presented a possible 11 points, and students averaged 6.6 or 60%.

Narrative of Identified Needs – Include Special Education Needs

Based on Texas Education Agency's 2017 accountability metrics, the student populations of Special Education and English Language Learners, were significantly below the 'all' students' overall performance in virtually all reporting categories and in all subjects. A systemic overhaul of instruction in English Language Arts and other content areas will be implemented at Austin High School during the 2017-2018 school year. Some of the needs revolve around better teaching practices, and several new ELA teachers and a highly qualified, highly focused administrator will be placed to spearhead those efforts. Additionally, double-blocking and specific sections in the master schedule will be designated for ESL students and co-teaching for SpEd students in the core academic departments of ELA, Science, Social Studies, and Mathematics.

Following the in-depth data analysis, needs assessment and development of the campus SIP, the campus must indicate on this table that any unmet or barely met accountability standards have been addressed:

Performance Index	Met? Y/N	Unmet or barely met Subject(s) / Measure(s)?	Student Group(s) Below Standard?	Needs addressed in the following SIP Goal(s):
Texas Accountability System				
I. Student Achievement	Yes	Reading	ELL, SpEd	Goal 1, Goal 7, Goal 8
II. Student Progress	Yes	N/A		
III. Closing Gaps	Yes	N/A		
IV. Postsecondary Readiness	Yes	N/A		
Federal System Safeguards				
Reading Performance	No	Reading	ELL, SpEd	Goal 1, Goal 7, Goal 8
Reading Participation	Yes			
Reading Alt #2	n/a			
Math Performance	No	Algebra 1	All	Goal 2
Math Participation	Yes			
Math Alt #2	n/a			
4 Year Graduation	Yes			
5 Year Graduation	No			Goal 4

STAFF DEVELOPMENT PLANS – INCLUDE BELOW

Time frame	Activity	Point person / Responsible parties
2017 – 2018 pre-service PD	Teachers trained on Thinking Maps for use in all content areas	10 th grade Academic AP Magnet Coordinator
2017 – 2018 pre-service PD	Teachers trained on Project-Based Learning (PBL) and authentic student work products	Mini Academy Coordinator 9 th grade Academic AP 12 th grade Academic AP
2017 – 2018 pre-service PD and on-going throughout the school year as needed	Teachers trained on revamped process and terminology for Response to Intervention and Intervention Assistance Team responsibilities	Campus Principal IAT District Liaison
On-going throughout the school year	Collaboration with district content Teacher Development Specialists on data-driven instruction	Core content appraisers
On-going throughout the school year	Data analysis during PLC and SOSA collaboration times to target SpEd and ELL populations	Department chairs and teacher appraisers
On-going throughout the school year	Utilization of HISD literacy routines to be implemented across content areas	Teacher appraisers

SCHOOL WAIVERS FROM BOARD POLICY/GUIDELINES

Our campus has approved waivers from HISD Board Policy and/or Guidelines, as outlined below, for the 2017-2018 school year.

Yes ☐ No ☒

#1-High Schools – Credits and Curriculum Waiver of Local Board Policy EIA (LOCAL) and EIC (LOCAL)

The purpose of this waiver is to offer a pass/fail grade option to high-achieving junior and senior AP/Dual Credit/Dual Enrollment/Honors students to encourage them to pursue their interests in extracurricular or multiyear programs, including their interests in physical fitness, sports, and Physical Education (PE) related courses, without having their GPA negatively affected. It is recommended by the HISD Curriculum Department that this waiver be approved, contingent upon a numerical grade being assigned to a student's first PE course: any additional PE courses can be offered with a pass/fail grading option. The support for the calculation of GPA will not be available from the District. Students must carry a full load of AP coursework. All other eligibility requirements will be determined by the school. The specific objective is to increase the number of students taking Advanced Placement/Dual Credit/Dual Enrollment/Honors courses and is identified in the school's SIP. The success of this waiver will be determined by the number of students that request the pass/fail option and participate in extracurricular activities as compared to the year before.

Yes ☐ No ☒

Rationale for Waiver

Metrics of Success

#2-All Schools - HISD Early Dismissal Days Waiver of Local Board Policy EB(LOCAL) and Board Approved 2017-2018 Academic Calendar

This waiver allows a school to be exempt from the district early dismissal calendar days of September 21st, October 20th, November 10th, January 26th and February 23rd of the 2017-2018 school year. Students can attend school for a full-day instead of releasing early those days. Schools will be responsible for the additional cost of transportation that is incurred by this waiver as well as the responsibility of notifications to parents of the altered schedule change that is brought about by this waiver.

Yes ☐ No ☒

Rationale for Waiver	Early dismissal days were eliminated per September 2017 vote by HISD's board of trustees.
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Metrics of Success	
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#3-Alternative Schools - PTA/PTO on Campuses with Specialty Instructional Settings Waiver of Local Board Policy GE (LOCAL) and GE1 (REGULATION)

This is a request to waive the requirement for a PTA/PTO program at these unique, highly transitional alternative campuses in HISD. Students attending these campuses are assigned on an individual basis, and many times only assigned for a short duration. Since each child's program is individualized and confidential, individual parent meetings are utilized to discuss student services that meet the needs of every single student. When possible, parents are required to participate in meetings and/or parent conferences to give consent to services rendered. Many times phone conferences are conducted in lieu of parent attendance to accommodate a particular student status. The impact of this waiver will be measured by the number of individual parent meetings held and its relation to individual student success with the ongoing and self-paced instructional services offered at the campus under the supervision of trained teacher/mentors.

Yes ☐ No ☒

Rationale for Waiver	Not applicable
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Metrics of Success	
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#4-All Schools – Nine (9) Week Grading Cycle – Grading Cycle Waiver of Local board Policy EIA (LOCAL)

The purpose of this waiver is to use a nine week grading cycle. This will provide teachers with additional instructional time with students before grading periods. Student achievement will be positively impacted by providing students more time to improve their grades following the distribution of progress reports. The nine week cycle will align and provide for consistent communication with parents. This does not waive required UIL three week progress reporting. With a 9 week grading cycle, students have extended time to progress and have a longer opportunity to develop and demonstrate mastery on TEKS.

Yes ☐ No ☒

Rationale for Waiver	Not applicable
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Metrics of Success	
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#5-High Schools - Modified Schedule/State Assessment Days (State General Waiver)

This Waiver allows the district or charter school to modify the schedule of classes for high school students (Grades 9-12) only who are not being tested to report to and attend the school after the state assessment testing period has ended, therefore, reducing the interruptions during the testing period. All students must be scheduled for at least 240 minutes of instruction. The time students test can be included as instructional time. If this is a renewal, a statement of compliance is required.

Yes ☐ No ☒

Rationale for Waiver	
Metrics of Success	

#6-High Schools - Foreign Exchange Student Waiver of TEC §25.001(E)

The purpose of this waiver is to limit the number to 5 or more per high school must be submitted as a general waiver application. Districts and charter schools may request a waiver to limit the number of foreign exchange students admitted into the district under Texas Education Code §25.001(e). The approval of this waiver is not retroactive and takes effect on the date that the agency approves the application. The districts and charter schools are required to enroll foreign exchange student who arrive in the district or who have requested enrollment in the district prior to the waiver approval date.

Yes ☐ No ☒

Rationale for Waiver	
Metrics of Success	

#7-High Schools – Credits and Curriculum Waiver (School Guidelines, Section VIII)

The purpose of this waiver is to allow students to earn the one-half health credit through the designated disciplines of either physical education (PE) or Biology I by embedding health TEKS and aligning them with the designated discipline. The designated discipline teacher must be certified in Health. TEKS integration must be documented and the course syllabus must be submitted to and approved by Curriculum through the Student Health Advisory Committee (SHAC).

Yes ☐ No ☒

Rationale for Waiver	
Metrics of Success	

SIP Part 2: Goals & Objectives

The SIP requires SMART Goals (which should include a **summative evaluation**, which outlines the factors used to measure the objective at year-end and to determine if it was attained) and measurable objectives based on the Needs Assessment. Campuses **must** address any unmet accountability index and any unmet System Safeguard. Based on the **Data Analysis** and **Needs Assessment**, the following Goals must be addressed. Faced with a priority need, the goal is the changed outcome the campus is planning to accomplish. **All goal areas specific to your campus grade levels must be addressed.**

Goal Area I: Increase Student Achievement (HISD Goal 1)

1. Reading/Language Arts
2. Mathematics
3. Accountability and Federal System Safeguards
4. Index 4 Goals
 - a. Dropout Prevention / Graduation Rate Improvement (MS,HS)
 - b. Ninth Grade Promotion (HS)
 - c. Advanced Course / Dual Credit Enrollment (HS)
 - d. AP/IB Exams Participation and Scores (HS)
 - e. PSAT/SAT/ACT Participation and Scores (HS)
 - f. College Readiness (ES,MS,HS)
5. Attendance

Goal Area II: Improve Safety, Public Support, and Confidence (HISD Goals 3, 5)

- a. Bullying Prevention
- b. Child Abuse & Sexual Abuse Prevention
- c. Coordinated Health Program (Elementary, Middle, and K-8 Campuses Required)
- d. Dating Violence Awareness
- e. Discipline Management – Safe Environments
 - a. DAEP Referrals
 - b. Special Education In-school Suspension
 - c. Special Education Out-of-School Suspension
- f. Drug, Tobacco, Alcohol Prevention
- g. Suicide Prevention
- h. Parent and Community Involvement

Goal Area III: Special Population Goals & Strategies – include funding sources in the Resource Column for Special Populations

- a. Gifted & Talented Program
- b. Special Education Program
 - a. STAAR/EOC Participation
 - b. Representation
 - i. Overall
 - ii. African-American
 - iii. Hispanic
 - iv. ELL
 - c. Placement in Instructional Setting 40/41
- c. Economically Disadvantaged
 - a. STAAR/EOC Participation
- d. English Language Learners
 - a. STAAR/EOC Participation
 - b. TELPAS Reading and Composite Scores
- e. Dyslexia Program

GOAL AREA 1: Student Achievement: Reading/Language Arts

Priority Needs (based on CIT committees):	<p>Student Achievement – More consistent, widespread, proactive RtI process with results communicated appropriately</p> <p>Student Achievement – Culture of reading & writing</p> <p>Student Achievement – Support for ELL students</p> <p>Technology – Increased PD for teachers on major technology tools, e.g., HUB, Chancery, OnTrack</p>
Critical Success Factor(s):	<p>1 – Improve Academic Performance</p> <p>2 – Increase the Use of Quality Data to Drive Instruction</p> <p>3 – Increase Leadership Effectiveness</p> <p>4 – Increase Learning Time</p> <p>7 – Increase Teacher Quality</p>
Goal and Summative Evaluation:	<p>Goal 1 – The percentage of students earning “Approaching” or “Meets” Grade Level Standard (or higher performance) will increase to at least 60% overall on STAAR Reading EOCs (an increase of 16% compare to 44% in 2017-2018).</p> <p>Summative Evaluation – 2017-2018 TEA Accountability Index I</p>

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (e.g., GT, Title 1, State Comp. Ed., CTE, Bilingual/ESL, Special Ed., etc.)	Timeline	Milestones/ Formative Evaluation
Grow cohort 4, cohort 5, cohort 6, and cohort 7 students’ reading levels by at least 2 years by April 2018	<ul style="list-style-type: none"> Use leveled text for independent practice Conduct biweekly student-teacher coaching conferences focused on reading strategies/ comprehension 	<p>Academic AP (9th grade)</p> <p>ELA Interventionist</p> <p>English I, II and III teachers</p>	<ul style="list-style-type: none"> American Reading Company (ARC) leveled libraries Achieve 3000 online leveled texts School Pace reading mini-lessons and conference logs 	August 2017 – April 2018	<ul style="list-style-type: none"> Students leveled by Oct 2, 2017 Reading routines in place by Oct 2, 2017 Monthly leveling data points for each student All students advance/ progress at least one level by January 2018 All students advance/ progress at least two levels by April 2018
100% of core teachers utilize OnTrack data system	<ul style="list-style-type: none"> Pre-service PD session Ongoing development 	Academic APs (9 th & 12 th)	<ul style="list-style-type: none"> District-provided Resources 	August 2017	<ul style="list-style-type: none"> PD session sign-in sheets All core common assessments
50%+ of students will score 3 or higher on the ELA EOC written composition	<ul style="list-style-type: none"> Students will write for a variety of purposes in all content areas 	All teacher appraisers	<ul style="list-style-type: none"> Professional development and coaching for writing 	September 2017 – May 2018	<ul style="list-style-type: none"> Weekly lesson plan feedback from appraisers Appraiser feedback in TADS F&D
Increase percent of students receiving documented RtI supports, incl. appropriate identification of students to receive section 504 services	<ul style="list-style-type: none"> Early identification of student for RtI supports, including use of universal screener data 	Intervention Assistance Team chairs, Academic APs	<ul style="list-style-type: none"> Renaissance 360, universal screener Title 1, RtI documentation system 	September – November 2017	<ul style="list-style-type: none"> Creation or adoption of RtI documentation system Creation and implementation of RtI effectiveness measures

GOAL AREA 1: Student Achievement: Math

Priority Needs (based on CIT committees):	Student Achievement – More consistent, widespread, proactive RtI process with results communicated appropriately Student Achievement – Support for ELL students Technology – Increased PD for teachers on major technology tools, e.g., HUB, Chancery, OnTrack
Critical Success Factor(s):	1 – Improve Academic Performance 2 – Increase the Use of Quality Data to Drive Instruction 4 – Increase Learning Time
Goal and Summative Evaluation:	Goal 2 – The percentage of students reaching “Approaching” or “Meets” Grade Level Standard on STAAR Algebra 1 EOC will increase to by 10% to 82% overall, compared to 72% in 2016-2017. The percentage of students earning “Masters” Grade Level Standard on Algebra 1 EOC will increase to 20% (up from 15% in 2016). Summative Evaluation – 2017-2018 TEA Accountability Index I

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (e.g., GT, Title 1, State Comp. Ed., CTE, Bilingual/ESL, Special Ed., etc.)	Timeline	Milestones/ Formative Evaluation
90% of students with possible credit recovery (WCC or appeal hours) for Algebra 1 will complete it during grading cycle 1	Credit recovery opportunities (Saturdays) and	12 th grade AP Grad’n Coach Math appraiser	Extra duty pay	September – October 2017	Leadership team evaluation in October
Complete two (2) sets of instructional rounds during Fall 2017	Instructional rounds	Math teachers Math appraiser	Instructional rounds protocol Substitute coverage	September – December 2017	Leadership team evaluation in December
Teachers will engage in monthly data dives to drive student-centered instruction	Monthly data dives using protocols decided upon by appraiser and department chair	Math appraiser Science appraiser	Extra duty pay and/or Substitute coverage	September 2017 – May 2018	Leadership team evaluation in February

GOAL AREA 1: Student Achievement: Attendance/Graduation Rate

Priority Needs (based on CIT committees):	Demographics – Increase student attendance Campus Culture & Climate – Increase student graduation rate
Critical Success Factor(s):	1 – Improve Academic Performance 4 – Increase Learning Time
Goal and Summative Evaluation:	Goal 3 – Increase WADA to 94.2% (a 1.2% increase from 2016-2017). Goal 4 – Increase 5-year graduation rate to 91% (to meet federal safeguards).

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (e.g., GT, Title 1, State Comp. Ed., CTE, Bilingual/ESL, Special Ed., etc.)	Timeline	Milestones/ Formative Evaluation
Hold students and parents accountable for absenteeism	Place students with high absenteeism (3 or more days in a 4-week period) on attendance contract	Culture APs	GF1	September 2017 – May 2018	25 students by Sept 2017 50 students by Oct 2017 75 students by Dec 2017
Implement new structure for In-School Suspensions (ISS)	Localize ISS to period of the day when infraction occurred	9 th grade Culture AP	Title 1	August – Sept 2017	Celebration of successful implementation of revamped ISS system
Conduct at least 25 home visits per month for students with high absenteeism	Hire case manager to focus on home visits and maintain a caseload of 30-40 students	Truancy case manager	Title 1	October 2017 – May 2018	Monthly data analysis and celebration of reaching monthly goal
At least 20% of students missing 1 day or less of school per semester	Create motivational system and implement monitoring system	Culture AP	GF1	On-going throughout school year	Leadership evaluation – Dec 2017 Leadership evaluation – May 2018
Achieve a 4-year graduation rate of 91% (an increase of 1.3% from 2016-2017).	Create motivational system and implement monitoring system	Culture AP	GF1	On-going throughout school year	Leadership evaluation – Dec 2017 Leadership evaluation – May 2018

GOAL AREA 2: Improve Safety, Public Support, and Confidence: Safety

Priority Needs (based on CIT committees):	Campus Culture & Climate – Increase student participation in extra- and co-curricular clubs and activities
Critical Success Factor(s):	7 – Increase Teacher Quality
Goal and Summative Evaluation:	Goal 5 – Reduce suspensions of any kind by 15% from 2016 – 2017.

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (e.g., GT, Title 1, State Comp. Ed., CTE, Bilingual/ESL, Special Ed., etc.)	Timeline	Milestones/ Formative Evaluation
Create/Update school-wide “key” systems, routines and expectations and train teachers and staff on what they “look and sound” like	Design and deliver differentiated professional development to teacher based on teacher experience level	Culture APs Academic APs	GF1	August – September 2017	Cross-section of teachers to come in for 2 days in July to be co-creators of systems and expectations
Reduce the number of in-school suspension due to dress code violations by 15%	Update the dress code policy and communicate to students, parents and teachers to increase consistency in enforcing the policy	All Culture APs All teacher appraisers	School website	July – August 2017 On-going enforcement	Dress code policy re-written Policy published on website and hard copies available
Utilize campus-based and community-based resources effectively	Run reports monthly to monitor status and proportionality of out-of-school suspensions based on race and sex	Culture APs	Communities in Schools Baylor Teen Clinic School Counselors	September 2017 – May 2018	Track referrals (while maintaining student confidentiality) to CIS and BTC – monthly reports
Reduce disproportionality of out-of-school suspensions as it relates to race or sex	Run reports monthly to monitor status and proportionality of out-of-school suspensions based on race and sex	Culture APs	GF1	September 2017 – May 2018	Monthly reports

GOAL AREA 2: Improve Safety, Public Support, and Confidence: Parent and Community Involvement

Priority Needs (based on CIT committees):	Family and Community Involvement – Increase communication to families and communities about school functions
Critical Success Factor(s):	5 – Increase Family and Community Engagement
Goal and Summative Evaluation:	Goal 6 – By the end of 2017-2018, increase parental and community engagement by 10% as documented by sign-in sheets at events and meetings

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (e.g., GT, Title 1, State Comp. Ed., CTE, Bilingual/ESL, Special Ed., etc.)	Timeline	Milestones/ Formative Evaluation
Design and present events and meetings that are engaging to parents	Increased engagement and on-time arrivals by planning events to start with “fun” portion of event/meeting	Magnet Coordinator All appraisers	GF1 School Choice	August 2017 – May 2018	
Conduct 2 major events on campus that focuses on the community and/or alumni	Convey a message of togetherness to the community	Magnet Coordinator	GF1	August – Sept 2017	80 th Anniversary – Sept 2017
Monthly Coffee with the Principal (and APs)	Convey a message of openness to community members	Principal	GF1	October 2017 – April 2018	<ul style="list-style-type: none"> • More elaborate breakfast with principal in Dec 2017 to discuss transition plans
Increase the percentage of seniors who complete FAFSA, Financial Aid	Change format of call-outs, at least weekly	College Success Advisors	GF1 CCR	November 2017 – May 2018	<ul style="list-style-type: none"> • Announce each 20% completion • Celebrate each 30% completion
Inform and train parents on the college admissions process	Advertise on-campus (e.g., posters and fliers) and off-campus (call-outs, etc.) about events and college application process	Magnet Coordinator, College Success Advisor, College Access Coordinator, Guidance Admin, Testing Coordinators	General Fund	September 2017 – April 2018	<ul style="list-style-type: none"> • PSAT Parent Information Night

GOAL AREA 3: Special Populations: Special Ed., Gifted and Talented, ELL, Economically Disadvantaged, Dyslexia, At-Risk, etc.

Priority Needs (based on CIT committees):	Student Achievement – Support for ELL and Special Education students Campus Culture & Climate – Maintain a level of rigor for students, including GT students
Critical Success Factor(s):	1 – Improve Academic Performance 2 – Increase the Use of Quality Data to Drive Instruction 3 – Increase Leadership Effectiveness
Goal and Summative Evaluation:	Goal 7 – Increase student performance by 10% for all students taking any version of STAAR A. Goal 8 – 100% of ELL students will advance at least one composite rating on TELPAS.

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (e.g., GT, Title 1, State Comp. Ed., CTE, Bilingual/ESL, Special Ed., etc.)	Timeline	Milestones/ Formative Evaluation
Increase the use of specific instructional strategies designed for particular learning challenges	Align strategies to teacher/student needs and teacher “deficiencies”	Dept chair of Special Ed. Appraiser of Special Ed. teachers	Special Education department personnel housed in HMW	August 2017 – March 2018	<ul style="list-style-type: none"> Teacher will submit inventory of challenges in the classroom (Sept/October 2017)
Provide immersion-style professional development for teachers	Newcomer language immersion simulation 5-minutes as a student with a learning disability (F.A.T. City simulation)	10 th grade Academic AP Magnet Coordinator	Title 3	August 2017	Feedback from the PD sessions <ul style="list-style-type: none"> Analysis completed 8/11/2017
100% of administrators and counselors will complete 30-hour GT training or 6-hour refresher course	Professional development for leadership team	Each administrator	GT	September – December 2017	<ul style="list-style-type: none"> Individual certifications
Administrators will indicate an increase of their own leadership self-awareness	Book study, <i>Strengths-based Leadership</i> , Rath (2008)	10 th grade Academic AP	Title 2	September 2017	<ul style="list-style-type: none"> Leadership team’s strengths matrix created/completed

SIP Part 3: Special Funding Goals

Goal Area: Title I, Part A – 10 Required Components of School-wide Planning

- 1. Comprehensive Needs Assessment** All data were reviewed for all students and student groups to identify areas of strength and areas of need in terms of student achievement, staff development, and parent involvement in relation to the state academic content standards and the state student academic achievement standards.

List of Identified Needs from Campus Improvement Team committees

- More widespread, proactive interventions with results communicated
- More consistent RtI process, including useful RtI PGP in Chancery
- Culture of reading & writing, especially for ELL students
- Staff recognition (themed)
- Growth mindset (faculty and students)
- Parent volunteer system
- Student/Parent job fair with local businesses
- Increased PD for teacher on major technology tools
- Assessment of technology skills of students
- Attendance rate (reduce skipping)

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

- Custom folders to systematize and streamline Response-to-Intervention efforts and documentation
- Campus-based Title 1 interventionists
-

- 2. School-wide Reform Strategies** List at least four (4) campus-specific, school-wide reform strategies that 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.
 - 1) Restructure administrative team (Each grade level with Academic AP and Culture AP)
 - 2) Revamped Response-to-Intervention process and Intervention Assistance Teams
 - 3) Restructured In-school Suspension
 - 4) Personalized Learning and Project-Based Learning initiatives
- 3. Instruction by Effective Teachers** State the campus' strategies to ensure that 100 percent of your teachers and paraprofessionals are effective teachers.
 - Development of teachers, specifically concerning high-yield strategies for ELL and SpEd students
 - Reputable teacher recruitment events, such as job fairs
 - Tapping into high-quality teacher networks, such as professional associations and organizations
- 4. High-Quality and Ongoing Professional Development** Explain the process to provide high-quality and ongoing professional development for teachers, paraprofessionals and other staff members. Professional development must include the goals and objectives of the school-wide plan, and receive the sustained, high-quality professional development required to implement them.
 - **Process of high-quality professional development:** The administrative team at Austin HS is a diverse group of leaders, each with curricular specializations and skill sets. They are to primary providers of the high-quality professional development for the teachers at Austin HS.
 - **Process of ongoing professional development:** The HISD Feedback and Development tool is the primary vehicle for ongoing coaching and professional development for all teachers. Teachers also participate in various Professional Learning Communities by content area or academy of students. Teachers have the ability to select individualized professional development aligned to their needs.

5. **Strategies to Attract and Retain Effective Teachers to High-Need Schools** Describe strategies used to retain and attract effective teachers.
 - **Strategies to retain Effective teachers:** Local incentive programs, such as CBG.
 - **Strategies to attract Effective teachers:** Community involvement activities

6. **Strategies to Increase Parental Involvement** Identify at least four (4) strategies specific to your campus to increase parental involvement activities.
 - 1) Re-establishment of Parent Teacher Organization
 - 2) Parent volunteer program (VIPS)
 - 3) Internet and social media presence
 - 4) Mass telephone communications (call-outs) and targeted mass mail-outs
 - 5) Publication of list(s) of resources available for the community
 - 6) Targeted surveys as needed

7. **Ensure Smooth Transition for Students (PRIMARY/ES)** Explain plans for assisting preschool children in the transition from early childhood programs to local elementary school programs. **(SECONDARY)** Identify transition activities for students as they enter each level (intermediate, middle, high school) and as students exit special programs (e.g. Bilingual, ESL & Special Education).
 - **(PRIMARY/ES) Preschool transition:** N/A
 - **(SECONDARY) Transition activities:**
 - i. Student/Parent Orientation Nights by grade level
 - ii. Cohorts of students within 9th grade
 - iii. Summer Bridge programs (8th to 9th and 12th to college)
 - iv. Newcomer program (specific group and sequence of specific ESL classes)

8. **Measures to Include Teachers in Decisions Regarding the Use of Academic Assessments** In addition to state performance data, describe measures to include teachers in making decisions about academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
 - **Describe measures:** SOSA-create common assessments. (SOSA team – Same Objective, Same Assessment – is the local name of the Professional Learning Community that teaches the same course, such as Chemistry or English Language Arts 2.)

9. **Effective, Timely Additional Assistance** Address activities to identify and ensure effective, timely assistance for all students not meeting state standards.
 - **Process to identify students:** Dedicated School Information Representative (SIR) – highly experienced, detailed staff member who focuses on accessing and maintaining high-quality data for the campus
 - **Activities to ensure effective and timely assistance:** Newly restructured RtI process, and Intervention Assistance Teams with an IAT district liaison and clear delineation of IAT chairpersons

10. **Coordination and Integration of Federal, State and Local Services Programs** State the strategies to coordinate programs/services/funds under ESSA to upgrade the entire educational program and increase student achievement while ensuring that the intent and purpose of each program has been met.
 - **Strategies to increase program effectiveness:** Coordinating and integrating costs, such as funding a program with Title 1 & Title 3 funds or with GF1, Title 1 & 143 (CTE) funds.

Positions Funded Out of Title I Funds (Please indicate the quantity of each position selected for the school year.)	
<ul style="list-style-type: none"> (1) Parent Engagement Rep — Tutor, Academic (Hourly) — Tutor, Associate (Hourly) — Tutor, Sr. Academic — Counselor (must have rationale that shows duties are supplemental to the regular school program) — Social Worker (must have rationale that shows duties are supplemental to the regular school program) — Psychologist (must have rationale that shows duties are supplemental to the regular school program) (1) Coach, Graduation — Teacher, Intervention (Hourly) All grade levels - [General] — Teacher, Intervention (Hourly) All grade levels – [Math] — Teacher, Intervention (Hourly) All grade levels – [Reading] — Teacher, Intervention (Hourly) All grade levels – [Science] 	<ul style="list-style-type: none"> (1) Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record) (1) Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record) (1) Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record) — Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record) — *Teacher, Class-Size Reduction [General] All elementary grade levels — *Teacher, Class-Size Reduction [Bilingual] All elementary grade levels — *Teacher, Class-Size Reduction [ESL] All elementary grade levels — *Teacher, Class-Size Reduction [All core content areas] All secondary grade levels

Capital Outlay Requested (Y/N)?
<p>If yes, please list the items below. Please note, all capital outlay requests must receive approval from TEA prior to purchase.</p>

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

Item	Yes or No
1. In-State Travel	No
2. Out-of-State Travel	No
3. Professional Development	Yes
4. Field Lessons	No
5. Contracted Services	No
6. Tutoring	Yes
7. Materials and Supplies	Yes

Goal Area: State Compensatory Education (standard language provided, update data)

Total amount of State Compensatory Education funds: \$\$44,506 (carry over)

Personnel funded with State Compensatory Education funds: 2.44

List names here: Bushra Khan, *Julie Maliakkal*, Judith Casupang

Total number of FTE’s funded with State Compensatory Education funds: 2.44

Brief description of how these funds are utilized on your campus: Funds are used to pay for FTE and to compensate in areas that need it.

State Compensatory Education funds are coded in the Resources column of the SIP Part 2 as SCE.

For Title I schools: These supplemental State Compensatory Education funds are used to enhance the Title I School Program at our campus.

Goal Area: Mandated Health Services

1. Immunization Monitoring

Person Responsible for monitoring immunization requirements, data entry, and state reporting requirements: Bernadette Campos

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before October 30, 2017 (include an estimate of number of students that must be screened): N/A

2. Vision Screening at Grades: PK, K, 1, 3, 5, 7

Person Responsible for screening, data entry, completing referral forms, and submitting state report: Bernadette Campos

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before December 4, 2017 (include an estimate of number of students that must be screened): N/A

3. Hearing Screening at Grades: PK, K, 1, 3, 5, 7

Person Responsible for screening, data entry, completing referral forms, and submitting state report: Bernadette Campos

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before December 4, 2017 (include an estimate of number of students that must be screened): N/A

4. Type 2 Diabetes Screening at Grades: 1, 3, 5, 7

Person Responsible for screening, data entry, completing referral forms, and submitting state report: Bernadette Campos

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before December 4, 2017 (include an estimate of number of students that must be screened): N/A

5. Spinal Screening at Grades: 6, 9

Person Responsible for screening, data entry, completing referral forms, and submitting state report: Bernadette Campos

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before February 2, 2018 (include an estimate of number of students that must be screened): N/A

6. Medication Administration

Person Responsible for administering medication including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis: Bernadette Campos

If your campus does not have a certified school nurse, please explain your rationale for not providing this service and how you will meet this ongoing student support need for the school year of 2017-2018: N/A

7. AED (Automated External Defibrillators) Monthly Maintenance Check

Person certified in CPR/AED who is responsible for conducting monthly maintenance check for all AEDs and submitting report to Health and Medical Services annually: Bernadette Campos

If your campus does not have an individual certified in CPR/AED who is conducting this monthly, please explain your rationale and how you will meet this requirement for the 2017 – 2018 school year. (Number of AEDs on campus: 9)

School Improvement Plan SharePoint Site Uploads

The following documents are uploaded to the School Improvement Plan SharePoint Site separately:

1. **The School Improvement Plan**— only upload one time, after your SSO has approved it

Please use the following naming convention:

School name, SIP 2017-2018

2. **The Executive Summary** - This summary is submitted to the HISD Board of Education as part of the public hearing, at which time the Board votes on approval of the SIP.

Please use the following naming convention:

School name, Executive Summary 2017-2018

The Executive Summary gives a brief description of the school's culture and ongoing developments by condensing the more detailed reports in the SIP. The following information must also be included:

- The title, school name, principal's name, and administrative District;
- A brief description of the school, students, and community;
- A description of the areas in need of improvement (based on analysis of data in the needs assessment) that will be addressed in the SIP;
- A list of all measurable objectives, which should match those presented in Part 2 of the SIP; and
- A brief description of the major initiatives or strategies that will be implemented.

3. **The completed Signature Page – including SSO and Chief's signatures**

Please use the following naming convention:

School name, Signature Page 2017-2018