

El Paso Independent School District

Austin High School

2023-2024 Campus Improvement Plan

Accountability Rating: D

Distinction Designations:
Postsecondary Readiness



Mission Statement

Austin High School with our families and community will uphold the highest standards to provide inclusive and fair learning that supports the whole child

Vision

Austin High School will Inspire and Empower Learners to Thrive to be college or career-ready, globally-conscious citizens who demonstrate resilience, empathy, responsibility, and ethical behavior.

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Comprehensive Needs Assessment

L1 Whole Child (Culture & Climate)

L1 Whole Child (Culture & Climate) Summary

Our community has ample opportunities to develop partnerships and develop a strong integrated system of supports. They are allowed to join programs such as PTA. Volunteering opportunities encourage parents to be more engaged and active in the school. Participation from parents is insufficient, although the opportunities are there. Parent involvement in their academics, attendance, and overall academic life is minimal. Students' social-emotional needs increase because of this and other factors. Students need to be served at an increased rate and with more focused approaches to be more successful in their State Exams. The lack of tutors available, due to a slow application process, is hindering the ability of teachers to provide such interventions. Increasing the number of students that participate in extra-curricular activities has become a challenge due to our lack of enrollment.

L1 Whole Child (Culture & Climate) Strengths

Austin's campus is indeed focused not only on improving academic achievement but improving moral constructs as well. Students are held accountable through PBIS, and staff demonstrates expectations through their own behaviors and actions. Teachers and the administration team are also constantly seeking contact with parental figures to ensure that students are receiving what they need to be academically successful. Extra-curricular activities are very successful and competitive.

Prioritized Needs Identifying L1 Whole Child (Culture & Climate) Needs

Prioritized Need 1 (Prioritized): To serve and provide students with the academic essential tools such as technology, academic tutors, intervention programs with incentives, and essential materials for all subjects. **Root Cause:** Post Covid needs are still permanent and are reflected through our PBIS & SEL data. There is school-wide expectation with providing SEL support, behavior interventions and classroom structures & instruction with high expectations, organized classroom instruction, effective leadership, and teachers who are efficacious and promote mastery learning goals.

Prioritized Need 2 (Prioritized): The implementation of social and emotional needs with programs and incentives that will promote a safe and sound environment. **Root Cause:** There is a need for strong interpersonal relationships, communication, cohesiveness, and belongingness between students and teachers; and structural features of the school, such as small school size, physical conditions, and resources, which shape students' daily experiences of personalization and caring.

Prioritized Need 3 (Prioritized): Increase percent of students in grades 9-12 who earn college credit by completing an Advanced Placement, OnRamps, or dual credit course by 2025. **Root Cause:** Students don't appear to appreciate the value of these courses in comparison to the time commitment required for them.

L2 Academic Excellence (Curriculum, Instruction, Assessment)

L2 Academic Excellence (Curriculum, Instruction, Assessment) Summary

Austin High School will be an D rated Campus 2022- 2023 EOC Scores are as follows.

Domain 1: Student Achievement - F
Domain 2: School Progress - C
Domain 3: Closing the Gaps - F
Overall: D
Curriculum Fidelity Walkthrough Data were very minimal.

Campus will :

Increase Student Achievement Domain 1 results in Algebra, Eng 1 &2, Bio

Approaches	Meets	Masters	Student Achievement	Letter Grade
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Algebra 1

AUSTIN H S	59%	14%	2%	25%	F
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English I

AUSTIN H S	43%	26%	2%	24%	F
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EngII

AUSTIN H S	49%	30%	0%	26%	F
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Biology

AUSTIN H S	72%	29%	4%	35%	D
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US History

AUSTIN H S	85%	39%	17%	47%	C
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L2 Academic Excellence (Curriculum, Instruction, Assessment) Strengths

Increase Student Achievement Domain 1 results in Algebra

	Approaches	Meets	Masters	Student Achievement	Letter Grade
AUSTIN H S	59%	14%	2%	25%	F

Historically Algebra I End of Course scores had been declining since 2019. Due to the 2020 pandemic and effects on our students to include educational COVID gap, our EOC scores were impacted for the Spring 2020 and 2021 school year. The Math Department will be accelerating instruction and embedding the SEL component to target all of our students. For re-testers several steps will be taken and will be modified to fill in gaps and accelerate instruction throughout the year to promote growth. The extended school day will target foundational TEKS/SEs with students that had previously failed the Algebra I and to support HB 4545. A weekly tutoring calendar will be created for the students to be able to attend, with EOC teacher and high impact tutors. Students will be given resource workbooks as an additional resource during the second semester. Tutoring will be more frequent as we go into the second semester. Buy-in amongst the department and all the teachers were teaching the same TEKS and using the same High Quality Impact Resources no matter what room you walked into. The uniformity is needed in the math department with consistent walkthroughs by the administration.

Increase Student Achievement Domain 1 results in English 1

	Approaches	Meets	Masters	Student Achievement	Letter Grade
AUSTIN H S	46%	26%	2%	24%	F

EngII

AUSTIN H S	49%	30%	0%	26%	F
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Performance rate is being addressed through in-class interventions and remediation, to include STAAR EOC bootcamps/blackout periods. Further, students at risk of failing the year are enrolled in RTI programs- through Edgenuity- to regain credit, thus additionally bolstering the graduation rate. Edgenuity is also being employed to assist students who need to complete graduation projects in lieu of EOC exams. Individual student needs are identified and monitored on a regular basis using informal and formal assessments. Services and interventions are determined based on data (student work samples, teacher observations, district benchmark scores, etc.) and implemented through a variety of measures to include targeted remediation with the use of leveled-text programs such as Achieve 3000, Freckle, and Khan Academy.

Increase Student Achievement Domain 1 results in Biology

	Approaches	Meets	Masters	Student Achievement	Letter Grade
AUSTIN H S	72%	29%	4%	35%	D

Prioritized Needs Identifying L2 Academic Excellence (Curriculum, Instruction, Assessment) Needs

Prioritized Need 1 (Prioritized): Increase Domain 1 scores in Algebra 1. Increase Approaches from 59% to 65% . Meets from 14% to 20% . Masters to 2% to 10% and by June 2024. **Root Cause:** Students struggle to close the gaps that have been created due to the pandemic. Student interventions and enrichment opportunities need to be in place in order to provide additional assistance to struggling students and increase the number of Master Level students.

Prioritized Need 2 (Prioritized): Increase Domain 1 scores for English 1 and English 2. English 1: Increase Approaches from 43% to 50%. Meets from 26% to 30%. Masters from 2% to 5%. English 2: Increase Approaches from 49% to 54%. Meets from 30% to 35%. Masters from 0% to 5%. **Root Cause:** Students lack fluency and foundational skills in reading, writing, speaking, and listening modalities and struggle with language barriers.

Prioritized Need 3 (Prioritized): Increase Domain 1 scores for Biology. Increase Approaches from 72% to 79%. Meets from 29% to 35%. Masters from 4% to 9%. **Root Cause:** EOC exam changed to include more writing and open ended questions. Teachers did not have sufficient PD and training for this type of question.

L2 Academic Excellence (Student Achievement)

L2 Academic Excellence (Student Achievement) Summary

AHS has a 6 year graduation 88.9%
4 Year Graduation 80.4 % and is D Rating 2022-2023 School year
69 % in 2022 to 67 Domain 1 Last Year 2023%
Closing the gaps and Domain 1 rated F (14% decrease overall) 16% Decrease in closing the gaps
CCMR 82%

L2 Academic Excellence (Student Achievement) Strengths

CCMR Percentage is increasing and strong as a campus.

Need for Improvement:

Supporting the Retesters with academic excellence tutoring and supplemental support (Summer School)
4 Year Graduation Rates (HS) increase
69 % in 2022 to 67 Domain 1 Last Year

Prioritized Needs Identifying L2 Academic Excellence (Student Achievement) Needs

Prioritized Need 1 (Prioritized): ELL students have made gains but are not meeting all the requirements to exit the ESL program. **Root Cause:** . Root Cause: AHS needs to incorporate and Train teacher in ESL strategies and professional development and ensure all teachers have the opportunity to become ESL certified.

Prioritized Need 2 (Prioritized): AHS SPED students are not performing at the same level as their peers. Root Cause **Root Cause:** Root Cause: AHS needs more training in the area of the co-teach models. AHS needs to improve the delivery of the content in co-teach settings.

Prioritized Need 3 (Prioritized): AHS scored below district and state averages on all EOC 2022-2023 School Year. **Root Cause:** More opportunities are needed to provide teachers with interventions and support. Increase the Domain 1 student data from 69% to 80%

Prioritized Need 4 (Prioritized): Increase graduation rates and ensure all students graduate prepared for college and/or career with a viable postsecondary plan. **Root Cause:** Teachers lack resources to be able to increase the number of students success in SAT such as Ti-Nspire calculators, IPADS, and academic tutors in all subjects.

L3 Destination District (Staff Recruitment, Retention & Prof. Dev)

L3 Destination District (Staff Recruitment, Retention & Prof. Dev) Summary

The 2023-2024 school year currently has 1,009 students enrolled.

Math	6
Science	7
Social Studies	8
ELA	9
ESOL	2
Dual Credit	5
Dual Language	3
Fine Arts	5
PE	2
Other	34

Data is showing a significant drop in students being enrolled in the district and the campus is showing all teachers funded with federal and state funds evaluated on necessity and effectiveness, and are ultimately approved by CIT committee. Staffing of the current year funding has allowed the following positions to be funded.

185- Account=

211 Account=

L3 Destination District (Staff Recruitment, Retention & Prof. Dev) Strengths

Collaborative decision making is in place to build capacity . Departments collaborate in sharing best practices, lesson planning and creating interventions in PLC. Teachers feel supported by weekly PLC, and available staff development being funded to allow for growth in their craft.

Prioritized Needs Identifying L3 Destination District (Staff Recruitment, Retention & Prof. Dev) Needs

Prioritized Need 1 (Prioritized): Develop and implement detailed strategic facilities master plan for improving and modernizing Austin High school. **Root Cause:** The campus does not have the 21st-century learning environment, to include desks, collaborative learning areas, and pods.

Prioritized Need 2 (Prioritized): Develop and Implement detailed strategic facilities improvement and increase Austin High School's image as a desired place for students and staff. **Root Cause:** The Campus does not have the marketing effort or retention efforts to improve attract and retain top talent teachers/and students.

L3 Destination District (Perceptions, Facilities, Programs, Technology)

L3 Destination District (Perceptions, Facilities, Programs, Technology) Summary

The perception of a positive school climate here at Austin plays a crucial role in shaping the overall educational experience for our students. This perception promotes inclusivity, diversity, and emphasizes the importance of social-emotional learning. To keep moving our campus into the right direction some initiatives need to be adopted. The facilities need upgrades in several of their room, such as furniture and technology. Internet connectivity issues limits the student engagement of students in the classroom. Repair time and technology deployment take a long time. There needs to be a greater push for students to participate in higher rigor programs at school. Teachers and administration need to emphasize the benefits of being part of programs such as PTECH, OnRamps, and Dual Credit classes. There should be a priority for TSI testing and it should be repeated on a more regular basis. There is a lack of technology that constricts the growth of students. Students do not have many options if the laptops fail or break. Ti-Nspire calculators are not enough in the campus and there is a large number that are becoming old and unusable. Most rooms lack sufficient amount of electrical outlets for students that need to charge the laptops during the day.

L3 Destination District (Perceptions, Facilities, Programs, Technology) Strengths

The perception of a positive school culture that promotes inclusivity, diversity, and emphasizes the importance of social-emotional learning is one of our biggest strengths. Admin has increased security around campus which has resulted in students and teachers feeling more secure. Available technology resources, such as laptops, Promethean Boards, are available for students and teachers. Students are comfortable with the use of technology and allows for an increase in participation. New policies and procedures, implemented this year by admin, are helping the teachers feel more supported. Teacher support amongst peers is strong and imperative for our schools success.

Prioritized Needs Identifying L3 Destination District (Perceptions, Facilities, Programs, Technology) Needs

Prioritized Need 1 (Prioritized): The campus will expand the integration of 21st Century learning and innovative skills in the classroom with multiple resources. **Root Cause:** The campus can not keep up with the technology demand, and funding to incorporate innovative programs and intervention resources and staff development

Prioritized Need 2 (Prioritized): Recruitment and the promotion school programs such as PTECH, CDL, Dance, ... The need of having consistent technology maintenance and upgrades and extra support and accessories. **Root Cause:** Students and Teachers don't understand the benefits of being enrolled in programs such as PTECH. Other extracurricular activities need to be promoted more within our feeder patterns.

Prioritized Need 3 (Prioritized): Implement an employee recruiting plan designated to increase 5% filled positions on the first day of school. **Root Cause:** Teachers want to be here. Teacher turn over can be attributed to a drop of enrollment.

L4 Culture of Accountability (Parent & Community Engagement)

L4 Culture of Accountability (Parent & Community Engagement) Summary

2023-2024 Parents and community members look forward to having Parental Engagement Liaison and Military Liaison full time to support the campus efforts and bridge the gap to support academic outcomes. Parents are engaged by multiple opportunities that the campus host and parents are allowed the opportunities to learn more about programs and resources that can improve their engagement and knowledge of student instruction. Parent Night, College Night and Parent engagement workshops are all planned for the 2023-2024 School year to improve engagement, and accountability, and support the efforts of communication in both English and Spanish, marketing all the campus has to offer.

L4 Culture of Accountability (Parent & Community Engagement) Strengths

New Parent Engagement Full-time position is allotted to Austin High School to increase the efforts of bridging communication, support, and community knowledge of what Austin High School is preparing our students in the strategic blueprint of the EPISD district. Adult education courses will be offered to include English Language Strategies, parent portal, sharepoint, one note, zoom, google classroom, schoology. Phone and media messages and personal calls from teachers, and administrators are made to update parent on status of goals upcoming events, expectations, and personalized educational needs.

Prioritized Needs Identifying L4 Culture of Accountability (Parent & Community Engagement) Needs

Prioritized Need 1 (Prioritized): Foster a welcoming and safe environment where all students, staff, and community members feel supported. **Root Cause:** The students and community are unable to pay for extracurricular, campus activities. The campus must cover costs to encourage parental and community engagement because of the low socioeconomic demographic and barriers that Austin High School faces.

Prioritized Need 2 (Prioritized): Continue to be an accountable entity that is fiscally responsible, efficient in its use of resources, and strives for transparency with public-facing information. **Root Cause:** The campus does not have funds to support the economic disadvantage to help support student achievement with our at-risk and ELL students. Campus needs to maintain a healthy general fund balance to support the needs of our special population campus.

Prioritized Need 3 (Prioritized): Ensure effective two-way communication with families, students, and community **Root Cause:** Austin High School has English Language barriers, and to increase the amount of participation from all students and families the campus must train, inform, and gather input from stakeholders to support the efforts of communication in both languages and increase learning opportunities designed to support effective instruction.

L5 Equity by Design (Demographics)

L5 Equity by Design (Demographics) Summary

Austin High School serves a mix of middle to low-socio-economic families in central El Paso according to (PIEMS 2023-2023 Data Summer 6/21/23). Approximate enrollment includes 1,281 Students. 1,156 of those students are Hispanic- Latino ethnicity. 4.68 % are White, 2.19% are of African American Ethnicity, 1.95% of Two or More Races, 0.39% Asian, and 0.45% Native Hawaiian -Pacific Islanders.

The 2022-2023 Texas Academic Performance Report shows campus teacher retention rates as follows: 20 plus years' experience 20.3%, 11-20 years 37.0%, 6-10 15.4%, 1-5 years 20.0%, beginning 7.4%. New teachers attend professional development/training offered by the district. Inexperienced teachers are supported at campus level by the administration, department chairs, ALL, and PLC team. Teachers are paired with the department chair as their mentor their first year and inexperienced teachers receive continued support from PLC team and grade/content-specific peers.

L5 Equity by Design (Demographics) Strengths

Increased Enrollment of our Special Population Targets show

SPED - 11.79%

504 5.46 %

Gifted & Talented 4.14%

CTE Attendance 78.14%

Econ Disadvantage 88.45%

Free and Reduced Lunch 57%

Military-Connected Students 14.75%

Migrant 0.47%

Prioritized Needs Identifying L5 Equity by Design (Demographics) Needs

Prioritized Need 1 (Prioritized): Key Target 5.1.4 : Reduce the percentage of long term EB (Emergence Bilinguals) achieving Beginning/Int on TELPAS composite from 30% to 19. **Root Cause:** Majority of demographics support the EB population.

Prioritized Need 2 (Prioritized): English Language Learners are not mastering all objectives of TELPAS with advanced high rating. **Root Cause:** Core teachers do not consistently (through all core subjects) have SIOP training and staff development expectations that ensure they implement instructional strategies needed to meet the need of language learners.

Prioritized Need 3 (Prioritized): We need to increase the number of students enrolling in advanced classes (Dual Credit, On Ramps, and AP Classes) by 20%. **Root Cause:** Students are not being prepared successfully to pass the TSI, this results in fewer number of students that are being able to qualify for Dual Credit classes.

Prioritized Needs

Prioritized Need 1: To serve and provide students with the academic essential tools such as technology, academic tutors, intervention programs with incentives, and essential materials for all subjects.

Root Cause 1: Post Covid needs are still permanent and are reflected through our PBIS & SEL data. There is school-wide expectation with providing SEL support, behavior interventions and classroom structures & instruction with high expectations, organized classroom instruction, effective leadership, and teachers who are efficacious and promote mastery learning goals.

Prioritized Need 1 Areas: L1 Whole Child (Culture & Climate)

Prioritized Need 2: Increase Domain 1 scores in Algebra 1. Increase Approaches from 59% to 65% . Meets from 14% to 20% . Masters to 2% to 10% and by June 2024.

Root Cause 2: Students struggle to close the gaps that have been created due to the pandemic. Student interventions and enrichment opportunities need to be in place in order to provide additional assistance to struggling students and increase the number of Master Level students.

Prioritized Need 2 Areas: L2 Academic Excellence (Curriculum, Instruction, Assessment)

Prioritized Need 3: Increase Domain 1 scores for English 1 and English 2. English 1: Increase Approaches from 43% to 50%. Meets from 26% to 30%. Masters from 2% to 5%. English 2: Increase Approaches from 49% to 54%. Meets from 30% to 35%. Masters from 0% to 5%.

Root Cause 3: Students lack fluency and foundational skills in reading, writing, speaking, and listening modalities and struggle with language barriers.

Prioritized Need 3 Areas: L2 Academic Excellence (Curriculum, Instruction, Assessment)

Prioritized Need 4: AHS scored below district and state averages on all EOC 2022-2023 School Year.

Root Cause 4: More opportunities are needed to provide teachers with interventions and support. Increase the Domain 1 student data from 69% to 80%

Prioritized Need 4 Areas: L2 Academic Excellence (Student Achievement)

Prioritized Need 5: Increase graduation rates and ensure all students graduate prepared for college and/or career with a viable postsecondary plan.

Root Cause 5: Teachers lack resources to be able to increase the number of students success in SAT such as Ti-Nspire calculators, IPADS, and academic tutors in all subjects.

Prioritized Need 5 Areas: L2 Academic Excellence (Student Achievement)

Prioritized Need 6: Foster a welcoming and safe environment where all students, staff, and community members feel supported.

Root Cause 6: The students and community are unable to pay for extracurricular, campus activities. The campus must cover costs to encourage parental and community engagement because of the low socioeconomic demographic and barriers that Austin High School faces.

Prioritized Need 6 Areas: L4 Culture of Accountability (Parent & Community Engagement)

Prioritized Need 7: Ensure effective two-way communication with families, students, and community

Root Cause 7: Austin High School has English Language barriers, and to increase the amount of participation from all students and families the campus must train, inform, and gather input from stakeholders to support the efforts of communication in both languages and increase learning opportunities designed to support effective instruction.

Prioritized Need 7 Areas: L4 Culture of Accountability (Parent & Community Engagement)

Prioritized Need 8: English Language Learners are not mastering all objectives of TELPAS with advanced high rating.

Root Cause 8: Core teachers do not consistently (through all core subjects) have SIOP training and staff development expectations that ensure they implement instructional strategies needed to meet the need of language learners.

Prioritized Need 8 Areas: L5 Equity by Design (Demographics)

Prioritized Need 9: The implementation of social and emotional needs with programs and incentives that will promote a safe and sound environment.

Root Cause 9: There is a need for strong interpersonal relationships, communication, cohesiveness, and belongingness between students and teachers; and structural features of the school, such as small school size, physical conditions, and resources, which shape students' daily experiences of personalization and caring.

Prioritized Need 9 Areas: L1 Whole Child (Culture & Climate)

Prioritized Need 10: Increase percent of students in grades 9-12 who earn college credit by completing an Advanced Placement, OnRamps, or dual credit course by 2025

Root Cause 10: Students don't appear to appreciate the value of these courses in comparison to the time commitment required for them.

Prioritized Need 10 Areas: L1 Whole Child (Culture & Climate)

Prioritized Need 11: Increase Domain 1 scores for Biology. Increase Approaches from 72% to 79%. Meets from 29% to 35%. Masters from 4% to 9%.

Root Cause 11: EOC exam changed to include more writing and open ended questions. Teachers did not have sufficient PD and training for this type of question.

Prioritized Need 11 Areas: L2 Academic Excellence (Curriculum, Instruction, Assessment)

Prioritized Need 12: ELL students have made gains but are not meeting all the requirements to exit the ESL program.

Root Cause 12: . Root Cause: AHS needs to incorporate and Train teacher in ESL strategies and professional development and ensure all teachers have the opportunity to become ESL certified.

Prioritized Need 12 Areas: L2 Academic Excellence (Student Achievement)

Prioritized Need 13: AHS SPED students are not performing at the same level as their peers. Root Cause

Root Cause 13: Root Cause: AHS needs more training in the area of the co-teach models. AHS needs to improve the delivery of the content in co-teach settings.

Prioritized Need 13 Areas: L2 Academic Excellence (Student Achievement)

Prioritized Need 14: Develop and implement detailed strategic facilities master plan for improving and modernizing Austin High school.

Root Cause 14: The campus does not have the 21st-century learning environment, to include desks, collaborative learning areas, and pods.

Prioritized Need 14 Areas: L3 Destination District (Staff Recruitment, Retention &Prof. Dev)

Prioritized Need 15: Develop and Implement detailed strategic facilities improvement and increase Austin High School's image as a desired place for students and staff.

Root Cause 15: The Campus does not have the marketing effort or retention efforts to improve attract and retain top talent teachers/and students.

Prioritized Need 15 Areas: L3 Destination District (Staff Recruitment, Retention & Prof. Dev)

Prioritized Need 16: The campus will expand the integration of 21st Century learning and innovative skills in the classroom with multiple resources.

Root Cause 16: The campus can not keep up with the technology demand, and funding to incorporate innovative programs and intervention resources and staff development

Prioritized Need 16 Areas: L3 Destination District (Perceptions, Facilities, Programs, Technology)

Prioritized Need 17: Recruitment and the promotion school programs such as PTECH, CDL, Dance, ... The need of having consistent technology maintenance and upgrades and extra support and accessories.

Root Cause 17: Students and Teachers don't understand the benefits of being enrolled in programs such as PTECH. Other extracurricular activities need to be promoted more within our feeder patterns.

Prioritized Need 17 Areas: L3 Destination District (Perceptions, Facilities, Programs, Technology)

Prioritized Need 18: Implement an employee recruiting plan designated to increase 5% filled positions on the first day of school.

Root Cause 18: Teachers want to be here. Teacher turn over can be attributed to a drop of enrollment.

Prioritized Need 18 Areas: L3 Destination District (Perceptions, Facilities, Programs, Technology)

Prioritized Need 19: Continue to be an accountable entity that is fiscally responsible, efficient in its use of resources, and strives for transparency with public-facing information.

Root Cause 19: The campus does not have funds to support the economic disadvantage to help support student achievement with our at-risk and ELL students. Campus needs to maintain a healthy general fund balance to support the needs of our special population campus.

Prioritized Need 19 Areas: L4 Culture of Accountability (Parent & Community Engagement)

Prioritized Need 20: Key Target 5.1.4 : Reduce the percentage of long term EB (Emergence Bilinguals) achieving Beginning/Int on TELPAS composite from 30% to 19.

Root Cause 20: Majority of demographics support the EB population.

Prioritized Need 20 Areas: L5 Equity by Design (Demographics)

Prioritized Need 21: We need to increase the number of students enrolling in advanced classes (Dual Credit, On Ramps, and AP Classes) by 20%.

Root Cause 21: Students are not being prepared successfully to pass the TSI, this results in fewer number of students that are being able to qualify for Dual Credit classes.

Prioritized Need 21 Areas: L5 Equity by Design (Demographics)

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 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

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

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
- Local benchmark or common assessments data

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
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- 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
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data





- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: WHOLE CHILD DEVELOPMENT Austin School foster learning environments for the whole child to thrive.

Performance Objective 1: By June 2024, Austin will create a culture where each student is supported by caring adults. as measured by an Employee, student, and parent culture climate survey.

Evaluation Data Sources: CK-12 Survey

Strategy 1 Details	Reviews			
Strategy 1: Designated Phone Call Days, Progress email , Glows and Grows for 5 students each week. Strategy's Expected Result/Impact: Increase the level of support students and parents receive Staff Responsible for Monitoring: PEL Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 1 - L4 Culture of Accountability (Parent & Community Engagement) 3	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Survey will be pushed through their advisory classes. Strategy's Expected Result/Impact: The expected result will be to have a 90 - 95 % completion of the survey. This will have a direct impact on participation rate. Staff Responsible for Monitoring: Parent Engagement Liaison Title I: 4.2 Prioritized Needs: L1 Whole Child (Culture & Climate) 1	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Prioritized Needs:

L1 Whole Child (Culture & Climate)

Prioritized Need 1: To serve and provide students with the academic essential tools such as technology, academic tutors, intervention programs with incentives, and essential materials for all subjects. **Root Cause:** Post Covid needs are still permanent and are reflected through our PBIS & SEL data. There is school-wide expectation with providing SEL support, behavior interventions and classroom structures & instruction with high expectations, organized classroom instruction, effective leadership, and teachers who are efficacious and promote mastery learning goals.





L4 Culture of Accountability (Parent & Community Engagement)

Prioritized Need 3: Ensure effective two-way communication with families, students, and community **Root Cause:** Austin High School has English Language barriers, and to increase the amount of participation from all students and families the campus must train, inform, and gather input from stakeholders to support the efforts of communication in both languages and increase learning opportunities designed to support effective instruction.

Goal 1: WHOLE CHILD DEVELOPMENT Austin School foster learning environments for the whole child to thrive.

Performance Objective 2: By June 2024, Austin HS will increase 9th- 2th grade student participation in UIL, extra-curricular, co-curricular activities at all levels by 5% from 1486 participants to 1560.

Evaluation Data Sources: PEIMS/TEAMS Student Schedules, participation/attendance logs.

Strategy 1 Details		Reviews			
Strategy 1: Targeted Invitation to students, Advertising through tables and sharing information on the through the different grade levels during lunch and school transition Strategy's Expected Result/Impact: Increase the amount of Participation Staff Responsible for Monitoring: Extracurricular Coaches and Team Leaders Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 1 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 2		Formative			Summative
		Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 2 Prioritized Needs:





L1 Whole Child (Culture & Climate)
Prioritized Need 1: To serve and provide students with the academic essential tools such as technology, academic tutors, intervention programs with incentives, and essential materials for all subjects. Root Cause: Post Covid needs are still permanent and are reflected through our PBIS & SEL data. There is school-wide expectation with providing SEL support, behavior interventions and classroom structures & instruction with high expectations, organized classroom instruction, effective leadership, and teachers who are efficacious and promote mastery learning goals.
L3 Destination School (Perceptions, Facilities, Programs, Technology)
Prioritized Need 2: Recruitment and the promotion school programs such as PTECH, CDL, Dance, ... The need of having consistent technology maintenance and upgrades and extra support and accessories. Root Cause: Students and Teachers don't understand the benefits of being enrolled in programs such as PTECH. Other extracurricular activities need to be promoted more within our feeder patterns.

Goal 1: WHOLE CHILD DEVELOPMENT Austin School foster learning environments for the whole child to thrive.

Performance Objective 3: By June 2024, Austin HS will build mindsets, healthy habits, and skills that strengthen students' social, emotional and academic competence by ensuring Principal and academic support team PBIS/SEL fidelity walkthrough data meets all established percentages for school wide behavior expectations, classrooms procedures and instruction, and student and staff awareness on campus. (Academics-Learner Support and Intervention)

High Priority

Evaluation Data Sources: PBIS reports, discipline reports, PBIS expectations.

Strategy 1 Details		Reviews			
Strategy 1: Austin HS will ensure that all the students are being served in SEL competence by having an advisory section built into their schedule where within that time counselors, admin, and teachers will provide students will SEL lessons, surveys, RTI, and mentoring. Strategy's Expected Result/Impact: Expected result will be that all students will be guided by faculty on their needs and help the close learning gaps. Staff Responsible for Monitoring: Admin, counselors, teachers and CTC. Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Prioritized Needs: L1 Whole Child (Culture & Climate) 2 - L2 Academic Excellence (Student Achievement) 4 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 2 - L4 Culture of Accountability (Parent & Community Engagement) 1, 3		Formative			Summative
		Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 3 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 2: The implementation of social and emotional needs with programs and incentives that will promote a safe and sound environment. Root Cause: There is a need for strong interpersonal relationships, communication, cohesiveness, and belongingness between students and teachers; and structural features of the school, such as small school size, physical conditions, and resources, which shape students' daily experiences of personalization and caring.

L2 Academic Excellence (Student Achievement)

Prioritized Need 4: Increase graduation rates and ensure all students graduate prepared for college and/or career with a viable postsecondary plan. **Root Cause:** Teachers lack resources to be able to increase the number of students success in SAT such as Ti-Nspire calculators, IPADS, and academic tutors in all subjects.

L3 Destination School (Perceptions, Facilities, Programs, Technology)

Prioritized Need 2: Recruitment and the promotion school programs such as PTECH, CDL, Dance, ... The need of having consistent technology maintenance and upgrades and extra support and accessories. **Root Cause:** Students and Teachers don't understand the benefits of being enrolled in programs such as PTECH. Other extracurricular activities need to be promoted more within our feeder patterns.

L4 Culture of Accountability (Parent & Community Engagement)





Prioritized Need 1: Foster a welcoming and safe environment where all students, staff, and community members feel supported. **Root Cause:** The students and community are unable to pay for extracurricular, campus activities. The campus must cover costs to encourage parental and community engagement because of the low socioeconomic demographic and barriers that Austin High School faces.

Prioritized Need 3: Ensure effective two-way communication with families, students, and community **Root Cause:** Austin High School has English Language barriers, and to increase the amount of participation from all students and families the campus must train, inform, and gather input from stakeholders to support the efforts of communication in both languages and increase learning opportunities designed to support effective instruction.

Goal 1: WHOLE CHILD DEVELOPMENT Austin School foster learning environments for the whole child to thrive.

Performance Objective 4: By June 2024, Austin High School will implement meaningful, engaging practices that develop students' ability to manage and own their behavior as measured by Reduction of all ISS, OSS, Disciplinary Removal for all student groups from 7% to 6% and reduce the overall number of disciplinary removals by 21% from 697 to 550. (total number of student incident reports)

Evaluation Data Sources: OnPoint Discipline Action Summary Report, PBIS reports

Strategy 1 Details	Reviews			
Strategy 1: Create a Bridge Program of Expectations and Non Negotiables for Freshman coming Strategy's Expected Result/Impact: 4 Year build from Freshman to Seniors. Consistency training expectation and Grade Level meetings Staff Responsible for Monitoring: Administration Title I: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Prioritized Needs: L1 Whole Child (Culture & Climate) 1, 2, 3 - L2 Academic Excellence (Student Achievement) 4 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 2 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1, 2 - L4 Culture of Accountability (Parent & Community Engagement) 1 Funding Sources: SEL and PBIS Reading Materials - 185 SCE (Campus) - 185.32.6329.002.30.000.002 - \$500, SEL and PBIS Items and General Supplies for Student Incentives - 185 SCE (Campus) - 185.32.6399.002.30.000.002 - \$1,000	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Prioritized Needs:

L1 Whole Child (Culture & Climate)
<p>Prioritized Need 1: To serve and provide students with the academic essential tools such as technology, academic tutors, intervention programs with incentives, and essential materials for all subjects. Root Cause: Post Covid needs are still permanent and are reflected through our PBIS & SEL data. There is school-wide expectation with providing SEL support, behavior interventions and classroom structures & instruction with high expectations, organized classroom instruction, effective leadership, and teachers who are efficacious and promote mastery learning goals.</p> <p>Prioritized Need 2: The implementation of social and emotional needs with programs and incentives that will promote a safe and sound environment. Root Cause: There is a need for strong interpersonal relationships, communication, cohesiveness, and belongingness between students and teachers; and structural features of the school, such as small school size, physical conditions, and resources, which shape students' daily experiences of personalization and caring.</p>

L1 Whole Child (Culture & Climate)

Prioritized Need 3: Increase percent of students in grades 9-12 who earn college credit by completing an Advanced Placement, OnRamps, or dual credit course by 2025 **Root Cause:** Students don't appear to appreciate the value of these courses in comparison to the time commitment required for them.

L2 Academic Excellence (Student Achievement)

Prioritized Need 4: Increase graduation rates and ensure all students graduate prepared for college and/or career with a viable postsecondary plan. **Root Cause:** Teachers lack resources to be able to increase the number of students success in SAT such as Ti-Nspire calculators, IPADS, and academic tutors in all subjects.

L3 Destination School (Staff Recruitment, Retention & Prof. Dev)

Prioritized Need 2: Develop and Implement detailed strategic facilities improvement and increase Austin High School's image as a desired place for students and staff. **Root Cause:** The Campus does not have the marketing effort or retention efforts to improve attract and retain top talent teachers/and students.

L3 Destination School (Perceptions, Facilities, Programs, Technology)

Prioritized Need 1: The campus will expand the integration of 21st Century learning and innovative skills in the classroom with multiple resources. **Root Cause:** The campus can not keep up with the technology demand, and funding to incorporate innovative programs and intervention resources and staff development

Prioritized Need 2: Recruitment and the promotion school programs such as PTECH, CDL, Dance, ... The need of having consistent technology maintenance and upgrades and extra support and accessories. **Root Cause:** Students and Teachers don't understand the benefits of being enrolled in programs such as PTECH. Other extracurricular activities need to be promoted more within our feeder patterns.

L4 Culture of Accountability (Parent & Community Engagement)

Prioritized Need 1: Foster a welcoming and safe environment where all students, staff, and community members feel supported. **Root Cause:** The students and community are unable to pay for extracurricular, campus activities. The campus must cover costs to encourage parental and community engagement because of the low socioeconomic demographic and barriers that Austin High School faces.

Goal 1: WHOLE CHILD DEVELOPMENT Austin School foster learning environments for the whole child to thrive.





Performance Objective 5: By June 2024, Austin High School will provide relevant and challenging coursework through multiple pathways as measured by an increase percent of students in grades 9-12 who earn college credit by completing an Advanced Placement (AP)/International Baccalaureate (IB) from 23% to 26%, On Ramps from 15% to 30%, or dual credit course from 35% to 47%. (Academics-College Career Readiness)

High Priority

HB3 Goal

Evaluation Data Sources: TEAL TEA Data File (Accountability),
TAPR (final)
District Created Tableau dashboard
TEAMS Student Schedules

Strategy 1 Details		Reviews			
Strategy 1: Add More course options and increase TSI testing Strategy's Expected Result/Impact: Increased CCMR Results Staff Responsible for Monitoring: G&I , Counselors Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Prioritized Needs: L2 Academic Excellence (Student Achievement) 4 - L5 Equity by Design (Demographics) 3		Formative			Summative
		Oct	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 5 Prioritized Needs:

L2 Academic Excellence (Student Achievement)
Prioritized Need 4: Increase graduation rates and ensure all students graduate prepared for college and/or career with a viable postsecondary plan. Root Cause: Teachers lack resources to be able to increase the number of students success in SAT such as Ti-Nspire calculators, IPADS, and academic tutors in all subjects.
L5 Equity by Design (Demographics)
Prioritized Need 3: We need to increase the number of students enrolling in advanced classes (Dual Credit, On Ramps, and AP Classes) by 20%. Root Cause: Students are not being prepared successfully to pass the TSI, this results in fewer number of students that are being able to qualify for Dual Credit classes.





Goal 2: ACADEMIC EXCELLENCE El Paso ISD empowers all learners to excel in current and future pursuits.

Performance Objective 1: By June 2024, Austin HS will develop and implement a guaranteed and viable student-centered District curriculum as measured by Principal and academic support team curriculum fidelity walkthrough data meeting all established percentages for rigor, instructional model, and scope and sequence for reading language arts, math, science, and social studies instruction on all campus. (Academics-Teaching and Learning)

High Priority

Evaluation Data Sources: PLC agendas, Walk-Throughs, Schoology, T-Tess

Strategy 1 Details		Reviews			
Strategy 1: The administration will create a calibration Calendar to target goals and ensure that curriculum and scope Sequence for core subjects. Involve all stakeholders in walkthroughs to include C&I, Region 19 support, and campus teachers. Create Learning walk calendar for Departments. Strategy's Expected Result/Impact: Transparency among department, increased tier 1 teaching , focus on first teach. Staff Responsible for Monitoring: Campus Instructional Coaches, SPED Coach, Administration Title I: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 2, 3 - L2 Academic Excellence (Student Achievement) 1, 2, 3, 4 - L4 Culture of Accountability (Parent & Community Engagement) 1, 2 - L5 Equity by Design (Demographics) 1, 2 Funding Sources: Substitutes for Professional Development Off and On Campus - 211 ESEA Title I Part A (Campus) - 211.11.6112.002.24.362.002 - \$1,000, Substitutes needed for Professional Development Off and On Campus - 185 SCE (Campus) - 185.11.6112.002.30.362.002 - \$3,000		Formative			Summative
		Oct	Jan	Mar	June

 No Progress
  Accomplished
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Performance Objective 1 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
Prioritized Need 1: Increase Domain 1 scores in Algebra 1. Increase Approaches from 59% to 65% . Meets from 14% to 20% . Masters to 2% to 10% and by June 2024. Root Cause: Students struggle to close the gaps that have been created due to the pandemic. Student interventions and enrichment opportunities need to be in place in order to provide additional assistance to struggling students and increase the number of Master Level students.
Prioritized Need 2: Increase Domain 1 scores for English 1 and English 2. English 1: Increase Approaches from 43% to 50%. Meets from 26% to 30%. Masters from 2% to 5%. English 2: Increase Approaches from 49% to 54%. Meets from 30% to 35%. Masters from 0% to 5%. Root Cause: Students lack fluency and foundational skills in reading, writing, speaking, and listening modalities and struggle with language barriers.

L2 Academic Excellence (Curriculum, Instruction, Assessment)

Prioritized Need 3: Increase Domain 1 scores for Biology. Increase Approaches from 72% to 79%. Meets from 29% to 35%. Masters from 4% to 9%. **Root Cause:** EOC exam changed to include more writing and open ended questions. Teachers did not have sufficient PD and training for this type of question.

L2 Academic Excellence (Student Achievement)

Prioritized Need 1: ELL students have made gains but are not meeting all the requirements to exit the ESL program. **Root Cause:** . Root Cause: AHS needs to incorporate and Train teacher in ESL strategies and professional development and ensure all teachers have the opportunity to become ESL certified.

Prioritized Need 2: AHS SPED students are not performing at the same level as their peers. Root Cause **Root Cause:** Root Cause: AHS needs more training in the area of the co-teach models. AHS needs to improve the delivery of the content in co-teach settings.

Prioritized Need 3: AHS scored below district and state averages on all EOC 2022-2023 School Year. **Root Cause:** More opportunities are needed to provide teachers with interventions and support. Increase the Domain 1 student data from 69% to 80%

Prioritized Need 4: Increase graduation rates and ensure all students graduate prepared for college and/or career with a viable postsecondary plan. **Root Cause:** Teachers lack resources to be able to increase the number of students success in SAT such as Ti-Nspire calculators, IPADS, and academic tutors in all subjects.

L4 Culture of Accountability (Parent & Community Engagement)

Prioritized Need 1: Foster a welcoming and safe environment where all students, staff, and community members feel supported. **Root Cause:** The students and community are unable to pay for extracurricular, campus activities. The campus must cover costs to encourage parental and community engagement because of the low socioeconomic demographic and barriers that Austin High School faces.

Prioritized Need 2: Continue to be an accountable entity that is fiscally responsible, efficient in its use of resources, and strives for transparency with public-facing information. **Root Cause:** The campus does not have funds to support the economic disadvantage to help support student achievement with our at-risk and ELL students. Campus needs to maintain a healthy general fund balance to support the needs of our special population campus.

L5 Equity by Design (Demographics)





Prioritized Need 1: Key Target 5.1.4 : Reduce the percentage of long term EB (Emergence Bilinguals) achieving Beginning/Int on TELPAS composite from 30% to 19. **Root Cause:** Majority of demographics support the EB population.

Prioritized Need 2: English Language Learners are not mastering all objectives of TELPAS with advanced high rating. **Root Cause:** Core teachers do not consistently (through all core subjects) have SIOP training and staff development expectations that ensure they implement instructional strategies needed to meet the need of language learners.

Goal 2: ACADEMIC EXCELLENCE El Paso ISD empowers all learners to excel in current and future pursuits.

Performance Objective 2: By June 2024, Austin HS will develop and implement a guaranteed and viable student-centered District curriculum as measured by Principal and academic support team dual language fidelity walkthrough data meeting all established percentages for instructional model, classroom environment and instruction, and language acquisition in all campus' dual language program. (Academics-Connecting Languages)

Evaluation Data Sources: Walk-Throughs, learning walks, PLC agendas/calendars.

Strategy 1 Details	Reviews			
Strategy 1: Conduct walk-thoughts to ensure the implementation of prescribed curriculum. Strategy's Expected Result/Impact: Fidelity and consistency. Staff Responsible for Monitoring: Administration Title I: 2.4, 2.5, 2.6 Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 2, 3 - L2 Academic Excellence (Student Achievement) 1, 2, 4 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 3 - L4 Culture of Accountability (Parent & Community Engagement) 2 - L5 Equity by Design (Demographics) 1	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
<p>Prioritized Need 1: Increase Domain 1 scores in Algebra 1. Increase Approaches from 59% to 65% . Meets from 14% to 20% . Masters to 2% to 10% and by June 2024. Root Cause: Students struggle to close the gaps that have been created due to the pandemic. Student interventions and enrichment opportunities need to be in place in order to provide additional assistance to struggling students and increase the number of Master Level students.</p> <p>Prioritized Need 2: Increase Domain 1 scores for English 1 and English 2. English 1: Increase Approaches from 43% to 50%. Meets from 26% to 30%. Masters from 2% to 5%. English 2: Increase Approaches from 49% to 54%. Meets from 30% to 35%. Masters from 0% to 5%. Root Cause: Students lack fluency and foundational skills in reading, writing, speaking, and listening modalities and struggle with language barriers.</p> <p>Prioritized Need 3: Increase Domain 1 scores for Biology. Increase Approaches from 72% to 79%. Meets from 29% to 35%. Masters from 4% to 9%. Root Cause: EOC exam changed to include more writing and open ended questions. Teachers did not have sufficient PD and training for this type of question.</p>
L2 Academic Excellence (Student Achievement)
<p>Prioritized Need 1: ELL students have made gains but are not meeting all the requirements to exit the ESL program. Root Cause: . Root Cause: AHS needs to incorporate and Train teacher in ESL strategies and professional development and ensure all teachers have the opportunity to become ESL certified.</p> <p>Prioritized Need 2: AHS SPED students are not performing at the same level as their peers. Root Cause Root Cause: Root Cause: AHS needs more training in the area of the co-teach models. AHS needs to improve the delivery of the content in co-teach settings.</p>

L2 Academic Excellence (Student Achievement)

Prioritized Need 4: Increase graduation rates and ensure all students graduate prepared for college and/or career with a viable postsecondary plan. **Root Cause:** Teachers lack resources to be able to increase the number of students success in SAT such as Ti-Nspire calculators, IPADS, and academic tutors in all subjects.

L3 Destination School (Perceptions, Facilities, Programs, Technology)

Prioritized Need 3: Implement an employee recruiting plan designated to increase 5% filled positions on the first day of school. **Root Cause:** Teachers want to be here. Teacher turn over can be attributed to a drop of enrollment.

L4 Culture of Accountability (Parent & Community Engagement)

Prioritized Need 2: Continue to be an accountable entity that is fiscally responsible, efficient in its use of resources, and strives for transparency with public-facing information. **Root Cause:** The campus does not have funds to support the economic disadvantage to help support student achievement with our at-risk and ELL students. Campus needs to maintain a healthy general fund balance to support the needs of our special population campus.

L5 Equity by Design (Demographics)

Prioritized Need 1: Key Target 5.1.4 : Reduce the percentage of long term EB (Emergence Bilinguals) achieving Beginning/Int on TELPAS composite from 30% to 19. **Root Cause:** Majority of demographics support the EB population.

Goal 2: ACADEMIC EXCELLENCE El Paso ISD empowers all learners to excel in current and future pursuits.

Performance Objective 3: By June 2024, Austin HS will Increase student achievement outcomes as measured by an increase in Domain 1 Student Achievement STAAR results from 45% to 48%. (Academics-Teaching and Learning)

High Priority

Evaluation Data Sources: Attendance Advisory and Tutoring Logs, Push in/out targeted tutoring logs, CBAs, STAAR data.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: Hire additional core teachers, academic tutors, general supplies, reading materials and purchase technology such as graphing calculators to help push in/out instruction for Tier 2/3.</p> <p>Strategy's Expected Result/Impact: Expected outcome to close academic gaps and increase approaches, meets, and mastery by 3%.</p> <p>Staff Responsible for Monitoring: Admin, Academic Coaches, Teachers.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p> <p>Prioritized Needs: L2 Academic Excellence (Curriculum, Instruction, Assessment) 1, 2, 3 - L2 Academic Excellence (Student Achievement) 1, 2, 3, 4 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 2 - L4 Culture of Accountability (Parent & Community Engagement) 1, 2, 3</p> <p>Funding Sources: Technology such as calculators - 211 ESEA Title I Part A (Campus) - 211.11.6396.002.24.801.002 - \$30,000, College Tutors for Core Classes - 185 SCE (Campus) - 185.11.6126.002.30.100.002 - \$29,171, General Supplies for Core Departments and FL Classes - 185 SCE (Campus) - 185.11.6399.002.30.000.002 - \$4,129, General Supplies for Library and Instructional Technology - 185 SCE (Campus) - 185.12.6399.002.30.000.002 - \$1,000, Extra Duty Pay for Prep Periods for Core Teachers to Teach Core Classes - 185 SCE (Campus) - 185.11.6118.002.30.100.002 - \$6,000, Extra Duty Pay for Zero and Ninth Periods for Credit Recovery for Core Classes and After school Tutoring for Certified Teachers - 211 ESEA Title I Part A (Campus) - 211.11.6117.002.24.100.002 - \$27,841, Reading Materials for Library - 185 SCE (Campus) - 185.12.6329.002.30.000.002 - \$2,000, College Tutors for Core Classes - 211 ESEA Title I Part A (Campus) - 211.11.6126.002.24.801.002 - \$60,798, Printers for Core and FL Teachers; iPads and Laptops for Student Use - 211 ESEA Title I Part A (Campus) - 211.11.6395.002.24.801.002 - \$32,500, General Supplies for Core Classes and FL Classes for Student Use - 211 ESEA Title I Part A (Campus) - 211.11.6399.002.24.801.002 - \$59,661</p>				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 3 Prioritized Needs:





L2 Academic Excellence (Curriculum, Instruction, Assessment)
<p>Prioritized Need 1: Increase Domain 1 scores in Algebra 1. Increase Approaches from 59% to 65% . Meets from 14% to 20% . Masters to 2% to 10% and by June 2024. Root Cause: Students struggle to close the gaps that have been created due to the pandemic. Student interventions and enrichment opportunities need to be in place in order to provide additional assistance to struggling students and increase the number of Master Level students.</p> <p>Prioritized Need 2: Increase Domain 1 scores for English 1 and English 2. English 1: Increase Approaches from 43% to 50%. Meets from 26% to 30%. Masters from 2% to 5%. English 2: Increase Approaches from 49% to 54%. Meets from 30% to 35%. Masters from 0% to 5%. Root Cause: Students lack fluency and foundational skills in reading, writing, speaking, and listening modalities and struggle with language barriers.</p> <p>Prioritized Need 3: Increase Domain 1 scores for Biology. Increase Approaches from 72% to 79%. Meets from 29% to 35%. Masters from 4% to 9%. Root Cause: EOC exam changed to include more writing and open ended questions. Teachers did not have sufficient PD and training for this type of question.</p>
L2 Academic Excellence (Student Achievement)
<p>Prioritized Need 1: ELL students have made gains but are not meeting all the requirements to exit the ESL program. Root Cause: . Root Cause: AHS needs to incorporate and Train teacher in ESL strategies and professional development and ensure all teachers have the opportunity to become ESL certified.</p> <p>Prioritized Need 2: AHS SPED students are not performing at the same level as their peers. Root Cause Root Cause: Root Cause: AHS needs more training in the area of the co-teach models. AHS needs to improve the delivery of the content in co-teach settings.</p> <p>Prioritized Need 3: AHS scored below district and state averages on all EOC 2022-2023 School Year. Root Cause: More opportunities are needed to provide teachers with interventions and support. Increase the Domain 1 student data from 69% to 80%</p> <p>Prioritized Need 4: Increase graduation rates and ensure all students graduate prepared for college and/or career with a viable postsecondary plan. Root Cause: Teachers lack resources to be able to increase the number of students success in SAT such as Ti-Nspire calculators, IPADS, and academic tutors in all subjects.</p>
L3 Destination School (Staff Recruitment, Retention & Prof. Dev)
<p>Prioritized Need 2: Develop and Implement detailed strategic facilities improvement and increase Austin High School's image as a desired place for students and staff. Root Cause: The Campus does not have the marketing effort or retention efforts to improve attract and retain top talent teachers/and students.</p>
L4 Culture of Accountability (Parent & Community Engagement)
<p>Prioritized Need 1: Foster a welcoming and safe environment where all students, staff, and community members feel supported. Root Cause: The students and community are unable to pay for extracurricular, campus activities. The campus must cover costs to encourage parental and community engagement because of the low socioeconomic demographic and barriers that Austin High School faces.</p> <p>Prioritized Need 2: Continue to be an accountable entity that is fiscally responsible, efficient in its use of resources, and strives for transparency with public-facing information. Root Cause: The campus does not have funds to support the economic disadvantage to help support student achievement with our at-risk and ELL students. Campus needs to maintain a healthy general fund balance to support the needs of our special population campus.</p> <p>Prioritized Need 3: Ensure effective two-way communication with families, students, and community Root Cause: Austin High School has English Language barriers, and to increase the amount of participation from all students and families the campus must train, inform, and gather input from stakeholders to support the efforts of communication in both languages and increase learning opportunities designed to support effective instruction.</p>

Goal 2: ACADEMIC EXCELLENCE El Paso ISD empowers all learners to excel in current and future pursuits.

Performance Objective 4: By June 2024, Austin HS will increase 4-year graduation rate from 84% to 90% with SPED student group increasing from 92% to 95% and Emer. Bil student group increasing from 80% to 82%. (School Leadership)

High Priority

Evaluation Data Sources: TAPPR Report, Accountability Rating , TEA Data

Strategy 1 Details	Reviews			
Strategy 1: Austin will implement targeted counseling for our at risk-students, offering earlier interventions. Strategy's Expected Result/Impact: With students understanding of their needs for graduation at an earlier time, students should be able to address this needs. Graduation rate should increase as a result. Staff Responsible for Monitoring: At-Risk Coordinator Title I: 2.6 Prioritized Needs: L1 Whole Child (Culture & Climate) 1, 2 - L5 Equity by Design (Demographics) 2	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 1: To serve and provide students with the academic essential tools such as technology, academic tutors, intervention programs with incentives, and essential materials for all subjects. Root Cause: Post Covid needs are still permanent and are reflected through our PBIS & SEL data. There is school-wide expectation with providing SEL support, behavior interventions and classroom structures & instruction with high expectations, organized classroom instruction, effective leadership, and teachers who are efficacious and promote mastery learning goals.
Prioritized Need 2: The implementation of social and emotional needs with programs and incentives that will promote a safe and sound environment. Root Cause: There is a need for strong interpersonal relationships, communication, cohesiveness, and belongingness between students and teachers; and structural features of the school, such as small school size, physical conditions, and resources, which shape students' daily experiences of personalization and caring.
L5 Equity by Design (Demographics)
Prioritized Need 2: English Language Learners are not mastering all objectives of TELPAS with advanced high rating. Root Cause: Core teachers do not consistently (through all core subjects) have SIOP training and staff development expectations that ensure they implement instructional strategies needed to meet the need of language learners.

Goal 2: ACADEMIC EXCELLENCE El Paso ISD empowers all learners to excel in current and future pursuits.

Performance Objective 5: By June 2024, Austin HS will increase the number of students who earn at least one College, Career and Readiness (CCR) Focus measure from 64% to 70% with all student groups meeting board approved metrics [HB3] (Academics-College Career Readiness)

High Priority
Evaluation Data Sources: CCMR/ District Data/ State Data/

Strategy 1 Details		Reviews			
Strategy 1: Increasing student participation in TSI and SAT assessments and to meet criteria for dual credit classes. Staff Responsible for Monitoring: CCMR Advisor Title I: 2.5 Prioritized Needs: L2 Academic Excellence (Student Achievement) 4 - L5 Equity by Design (Demographics) 3		Formative			Summative
		Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>					

Performance Objective 5 Prioritized Needs:

L2 Academic Excellence (Student Achievement)
Prioritized Need 4: Increase graduation rates and ensure all students graduate prepared for college and/or career with a viable postsecondary plan. Root Cause: Teachers lack resources to be able to increase the number of students success in SAT such as Ti-Nspire calculators, IPADS, and academic tutors in all subjects.
L5 Equity by Design (Demographics)
Prioritized Need 3: We need to increase the number of students enrolling in advanced classes (Dual Credit, On Ramps, and AP Classes) by 20%. Root Cause: Students are not being prepared successfully to pass the TSI, this results in fewer number of students that are being able to qualify for Dual Credit classes.

Goal 2: ACADEMIC EXCELLENCE El Paso ISD empowers all learners to excel in current and future pursuits.

Performance Objective 6: By June 2024, Austin HS will ensure all students graduate prepared for college as measured by increase the percent of 9th-12th grade students completing TSIA2 from 58% to 70% (Academics-College Career Readiness)

High Priority
Evaluation Data Sources: TSI Certification Proctors, TSI Accuplacer Training

Strategy 1 Details		Reviews			
Strategy 1: Provide instructional time through advisory to help students meet TSI standard passing rates. Strategy's Expected Result/Impact: More students graduating with college readiness and qualifying for dual credit classes. Staff Responsible for Monitoring: College and Career Readiness teacher, graduation Coach , counselors. and administration. Title I: 2.5, 2.6 Prioritized Needs: L2 Academic Excellence (Student Achievement) 4 - L5 Equity by Design (Demographics) 3		Formative			Summative
		Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>					





Performance Objective 6 Prioritized Needs:

L2 Academic Excellence (Student Achievement)
Prioritized Need 4: Increase graduation rates and ensure all students graduate prepared for college and/or career with a viable postsecondary plan. Root Cause: Teachers lack resources to be able to increase the number of students success in SAT such as Ti-Nspire calculators, IPADS, and academic tutors in all subjects.
L5 Equity by Design (Demographics)
Prioritized Need 3: We need to increase the number of students enrolling in advanced classes (Dual Credit, On Ramps, and AP Classes) by 20%. Root Cause: Students are not being prepared successfully to pass the TSI, this results in fewer number of students that are being able to qualify for Dual Credit classes.

Goal 2: ACADEMIC EXCELLENCE El Paso ISD empowers all learners to excel in current and future pursuits.

Performance Objective 7: By June 2024, Austin HS will ensure all students graduate prepared for college as measured by increase students average SAT score from 952 to 989 (Academics-College Career Readiness)

Evaluation Data Sources: Advance Academics, TABLAU, CCMR,

Strategy 1 Details		Reviews			
Strategy 1: Provided academic instruction through advisory classes for SAT preparedness. Strategy's Expected Result/Impact: To increase SAT scores from 952 to 989. Staff Responsible for Monitoring: College and Career Readiness Teacher, Counselors, graduation coach, and administration. Title I: 2.5, 2.6 Prioritized Needs: L1 Whole Child (Culture & Climate) 3 - L2 Academic Excellence (Student Achievement) 4 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1 - L5 Equity by Design (Demographics) 3		Formative			Summative
		Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 7 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 3: Increase percent of students in grades 9-12 who earn college credit by completing an Advanced Placement, OnRamps, or dual credit course by 2025 Root Cause: Students don't appear to appreciate the value of these courses in comparison to the time commitment required for them.
L2 Academic Excellence (Student Achievement)
Prioritized Need 4: Increase graduation rates and ensure all students graduate prepared for college and/or career with a viable postsecondary plan. Root Cause: Teachers lack resources to be able to increase the number of students success in SAT such as Ti-Nspire calculators, IPADS, and academic tutors in all subjects.
L3 Destination School (Staff Recruitment, Retention & Prof. Dev)
Prioritized Need 1: Develop and implement detailed strategic facilities master plan for improving and modernizing Austin High school. Root Cause: The campus does not have the 21st-century learning environment, to include desks, collaborative learning areas, and pods.
L3 Destination School (Perceptions, Facilities, Programs, Technology)
Prioritized Need 1: The campus will expand the integration of 21st Century learning and innovative skills in the classroom with multiple resources. Root Cause: The campus can not keep up with the technology demand, and funding to incorporate innovative programs and intervention resources and staff development

L5 Equity by Design (Demographics)





Prioritized Need 3: We need to increase the number of students enrolling in advanced classes (Dual Credit, On Ramps, and AP Classes) by 20%. **Root Cause:** Students are not being prepared successfully to pass the TSI, this results in fewer number of students that are being able to qualify for Dual Credit classes.

Goal 2: ACADEMIC EXCELLENCE El Paso ISD empowers all learners to excel in current and future pursuits.

Performance Objective 8: By June 2024, Austin HS will ensure all students graduate prepared for college and/or career as measured by an increase percent of students in grades 9-12 who earn post-secondary credentials beyond high school diploma by completing an associates degree from 4% to 5%, Level 1 certificate from 0% to 2%, or industry certification in an aligned program of study from 5% to 14% [HB3]

Evaluation Data Sources: CCMR/ TAPPR/TEA

Strategy 1 Details	Reviews			
Strategy 1: Enrollment in programs that give them post-secondary credentials will be increased in programs such as PTECH, OnRamps, and Dual Credit. TSI testing will be conducted more regularly to increase the number of students that qualify. Staff Responsible for Monitoring: CCMR Advisor, Counselors Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college Prioritized Needs: L1 Whole Child (Culture & Climate) 3 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 3 - L4 Culture of Accountability (Parent & Community Engagement) 1, 2, 3 - L5 Equity by Design (Demographics) 3	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
  Accomplished
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Performance Objective 8 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 3: Increase percent of students in grades 9-12 who earn college credit by completing an Advanced Placement, OnRamps, or dual credit course by 2025 Root Cause: Students don't appear to appreciate the value of these courses in comparison to the time commitment required for them.
L3 Destination School (Perceptions, Facilities, Programs, Technology)
Prioritized Need 3: Implement an employee recruiting plan designated to increase 5% filled positions on the first day of school. Root Cause: Teachers want to be here. Teacher turn over can be attributed to a drop of enrollment.
L4 Culture of Accountability (Parent & Community Engagement)
Prioritized Need 1: Foster a welcoming and safe environment where all students, staff, and community members feel supported. Root Cause: The students and community are unable to pay for extracurricular, campus activities. The campus must cover costs to encourage parental and community engagement because of the low socioeconomic demographic and barriers that Austin High School faces.

L4 Culture of Accountability (Parent & Community Engagement)

Prioritized Need 2: Continue to be an accountable entity that is fiscally responsible, efficient in its use of resources, and strives for transparency with public-facing information. **Root Cause:** The campus does not have funds to support the economic disadvantage to help support student achievement with our at-risk and ELL students. Campus needs to maintain a healthy general fund balance to support the needs of our special population campus.

Prioritized Need 3: Ensure effective two-way communication with families, students, and community **Root Cause:** Austin High School has English Language barriers, and to increase the amount of participation from all students and families the campus must train, inform, and gather input from stakeholders to support the efforts of communication in both languages and increase learning opportunities designed to support effective instruction.





L5 Equity by Design (Demographics)

Prioritized Need 3: We need to increase the number of students enrolling in advanced classes (Dual Credit, On Ramps, and AP Classes) by 20%. **Root Cause:** Students are not being prepared successfully to pass the TSI, this results in fewer number of students that are being able to qualify for Dual Credit classes.

Goal 3: DESTINATION DISTRICT El Paso ISD solidifies its position as El Paso's destination district.

Performance Objective 1: By June 2024, Austin HS will stabilize enrollment by increasing the number of new students enrolling or transferring back to EPISD by 1%

Evaluation Data Sources: Registration Records, Enrollment

Strategy 1 Details	Reviews			
Strategy 1: To promote campus programs such as PTECH in order to attract more students to enroll at Austin HS. Strategy's Expected Result/Impact: Increase in student enrollment. Staff Responsible for Monitoring: Administrators, counselors, and Teachers. Title I: 2.4, 2.5, 2.6 Prioritized Needs: L1 Whole Child (Culture & Climate) 2, 3 - L2 Academic Excellence (Student Achievement) 4 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1, 2 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1, 2	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 2: The implementation of social and emotional needs with programs and incentives that will promote a safe and sound environment. Root Cause: There is a need for strong interpersonal relationships, communication, cohesiveness, and belongingness between students and teachers; and structural features of the school, such as small school size, physical conditions, and resources, which shape students' daily experiences of personalization and caring.
Prioritized Need 3: Increase percent of students in grades 9-12 who earn college credit by completing an Advanced Placement, OnRamps, or dual credit course by 2025 Root Cause: Students don't appear to appreciate the value of these courses in comparison to the time commitment required for them.
L2 Academic Excellence (Student Achievement)
Prioritized Need 4: Increase graduation rates and ensure all students graduate prepared for college and/or career with a viable postsecondary plan. Root Cause: Teachers lack resources to be able to increase the number of students success in SAT such as Ti-Nspire calculators, IPADS, and academic tutors in all subjects.
L3 Destination School (Staff Recruitment, Retention & Prof. Dev)
Prioritized Need 1: Develop and implement detailed strategic facilities master plan for improving and modernizing Austin High school. Root Cause: The campus does not have the 21st-century learning environment, to include desks, collaborative learning areas, and pods.
Prioritized Need 2: Develop and Implement detailed strategic facilities improvement and increase Austin High School's image as a desired place for students and staff. Root Cause: The Campus does not have the marketing effort or retention efforts to improve attract and retain top talent teachers/and students.

L3 Destination School (Perceptions, Facilities, Programs, Technology)





Prioritized Need 1: The campus will expand the integration of 21st Century learning and innovative skills in the classroom with multiple resources. **Root Cause:** The campus can not keep up with the technology demand, and funding to incorporate innovative programs and intervention resources and staff development

Prioritized Need 2: Recruitment and the promotion school programs such as PTECH, CDL, Dance, ... The need of having consistent technology maintenance and upgrades and extra support and accessories. **Root Cause:** Students and Teachers don't understand the benefits of being enrolled in programs such as PTECH. Other extracurricular activities need to be promoted more within our feeder patterns.

Goal 3: DESTINATION DISTRICT El Paso ISD solidifies its position as El Paso's destination district.

Performance Objective 2: Implement an employee recruiting and retention plan designed to increase 4% filled positions on first day of school from 91% to 95% by 2025.

Evaluation Data Sources: District Data, HR Data, TABLEAU

Strategy 1 Details		Reviews			
Strategy 1: Increase and retain student enrollment to avoid losing teaching positions, and ensure retainment of high quality teachers. Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6 Prioritized Needs: L3 Destination District (Perceptions, Facilities, Programs, Technology) 3		Formative			Summative
		Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 2 Prioritized Needs:

L3 Destination School (Perceptions, Facilities, Programs, Technology)
Prioritized Need 3: Implement an employee recruiting plan designated to increase 5% filled positions on the first day of school. Root Cause: Teachers want to be here. Teacher turn over can be attributed to a drop of enrollment.

Goal 3: DESTINATION DISTRICT El Paso ISD solidifies its position as El Paso's destination district.

Performance Objective 3: Improve the district's image as reflected through an increase in stakeholder satisfaction via marketing and consistent messaging on all communication platforms.

Evaluation Data Sources: Community Survey , Campus Survey, Feedback forms

Strategy 1 Details	Reviews			
Strategy 1: Austin will increase after school activities to involve the community and promote them through their social media platforms as much as possible. Staff Responsible for Monitoring: Principal Title I: 2.5, 4.2 Prioritized Needs: L3 Destination District (Staff Recruitment, Retention &Prof. Dev) 2	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				





Performance Objective 3 Prioritized Needs:

L3 Destination School (Staff Recruitment, Retention &Prof. Dev)
Prioritized Need 2: Develop and Implement detailed strategic facilities improvement and increase Austin High School's image as a desired place for students and staff. Root Cause: The Campus does not have the marketing effort or retention efforts to improve attract and retain top talent teachers/and students.

Goal 3: DESTINATION DISTRICT El Paso ISD solidifies its position as El Paso's destination district.

Performance Objective 4: Develop and implement an instructional technology campus support plan.

Evaluation Data Sources: Technology Report, Campus Inventory,

Strategy 1 Details		Reviews			
Strategy 1: Different technology trainings and support will be given through the year during staff development and PLCs. Staff Responsible for Monitoring: Principal Title I: 2.5, 2.6 Prioritized Needs: L3 Destination District (Perceptions, Facilities, Programs, Technology) 1		Formative			Summative
		Oct	Jan	Mar	June
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Performance Objective 4 Prioritized Needs:

L3 Destination School (Perceptions, Facilities, Programs, Technology)
Prioritized Need 1: The campus will expand the integration of 21st Century learning and innovative skills in the classroom with multiple resources. Root Cause: The campus can not keep up with the technology demand, and funding to incorporate innovative programs and intervention resources and staff development

Goal 4: CULTURE OF ACCOUNTABILITY El Paso ISD cultivates a culture of transparency, care, and service.

Performance Objective 1: By June 2024, Austin HS will foster a welcoming and safe environment where all students feel supported resulting in an increase student attendance rate from 89% to 94%. (Student Services)

Evaluation Data Sources: State Attendance report, District Data, On Point Data, Pulse

Strategy 1 Details		Reviews			
Strategy 1: Advisory class everyday will provide opportunities for campus to implement SEL and other academic supports to include RTI that will help students catch up with credits and help with closing academic gaps. Strategy's Expected Result/Impact: Campus will have less failure rates and increase credit recovery and attendance rates. Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6 Prioritized Needs: L1 Whole Child (Culture & Climate) 1, 2 - L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1, 2		Formative			Summative
		Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 1 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 1: To serve and provide students with the academic essential tools such as technology, academic tutors, intervention programs with incentives, and essential materials for all subjects. Root Cause: Post Covid needs are still permanent and are reflected through our PBIS & SEL data. There is school-wide expectation with providing SEL support, behavior interventions and classroom structures & instruction with high expectations, organized classroom instruction, effective leadership, and teachers who are efficacious and promote mastery learning goals.
Prioritized Need 2: The implementation of social and emotional needs with programs and incentives that will promote a safe and sound environment. Root Cause: There is a need for strong interpersonal relationships, communication, cohesiveness, and belongingness between students and teachers; and structural features of the school, such as small school size, physical conditions, and resources, which shape students' daily experiences of personalization and caring.
L3 Destination School (Staff Recruitment, Retention & Prof. Dev)
Prioritized Need 1: Develop and implement detailed strategic facilities master plan for improving and modernizing Austin High school. Root Cause: The campus does not have the 21st-century learning environment, to include desks, collaborative learning areas, and pods.
Prioritized Need 2: Develop and Implement detailed strategic facilities improvement and increase Austin High School's image as a desired place for students and staff. Root Cause: The Campus does not have the marketing effort or retention efforts to improve attract and retain top talent teachers/and students.

Goal 4: CULTURE OF ACCOUNTABILITY El Paso ISD cultivates a culture of transparency, care, and service.

Performance Objective 2: By June 2024, Austin HS will foster a welcoming and safe environment where all families and communities feel supported as well as increase the level of accountability by ensuring 100% of schools offer all required community events. (OTE- Equity and Stakeholder Engagement)

Evaluation Data Sources: School Community Survey/ Parent Engagement Survey , School Climate Survey.

Strategy 1 Details		Reviews			
Strategy 1: Increase community participation through the help of military liaison and parent liaison. Strategy's Expected Result/Impact: More community participation and events to include more surveys. Staff Responsible for Monitoring: Military liaison, parent liaison, counselors. and administration. Title I: 4.1 Prioritized Needs: L1 Whole Child (Culture & Climate) 2 Funding Sources: General Supplies for Parent Meetings and Parent Courses - 211 ESEA Title I Part A (Campus) - 211.61.6399.002.24.801.002 - \$500, Miscellaneous Supplies for Parent Meetings and Parent Workshops - 211 ESEA Title I Part A (Campus) - 211.61.6499.002.24.801.002 - \$500		Formative			Summative
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Performance Objective 2 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 2: The implementation of social and emotional needs with programs and incentives that will promote a safe and sound environment. Root Cause: There is a need for strong interpersonal relationships, communication, cohesiveness, and belongingness between students and teachers; and structural features of the school, such as small school size, physical conditions, and resources, which shape students' daily experiences of personalization and caring.

Goal 4: CULTURE OF ACCOUNTABILITY El Paso ISD cultivates a culture of transparency, care, and service.

Performance Objective 3: Implement a two-way communication plan designated to increase the number and quality of opportunities to engage, inform, train, and gather input from family and community stakeholders as measured on Thought Exchange (3 times per year with 40% response rate) and Let's Talk Platform (customer satisfaction rating from 70% to 90% and response rate from 2 weeks to 1 week.)

Evaluation Data Sources: Campus / Community Survey/ Parental Nights/ Feedback platforms. Parent and Community Engagement

Strategy 1 Details	Reviews			
Strategy 1: A two-way communication plan will be implemented to increase the number and quality of opportunities for community stakeholders to gather input from families and community. Customer satisfaction should increase as a result. Staff Responsible for Monitoring: Principal Title I: 4.1, 4.2 Prioritized Needs: L4 Culture of Accountability (Parent & Community Engagement) 1	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 3 Prioritized Needs:

L4 Culture of Accountability (Parent & Community Engagement)
Prioritized Need 1: Foster a welcoming and safe environment where all students, staff, and community members feel supported. Root Cause: The students and community are unable to pay for extracurricular, campus activities. The campus must cover costs to encourage parental and community engagement because of the low socioeconomic demographic and barriers that Austin High School faces.

Goal 4: CULTURE OF ACCOUNTABILITY El Paso ISD cultivates a culture of transparency, care, and service.

Performance Objective 4: Increase the annual percentage of entitlement program expenditures by 5% (i.e. Title I Part A: Improving Basic Programs, Title I Part C: Migrant, Title I Part D: Subpart 2: Delinquent Programs, Title II Part A: Supporting Effective instruction, Title III Part A: ELA, and Title IV Part A, Subpart 1).

Evaluation Data Sources: Audit budget

Strategy 1 Details	Reviews			
Strategy 1: Administration will increase the amount spend by focusing on entitlement programs to provide technology and support for effective instruction. Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6 Prioritized Needs: L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 2 - L3 Destination District (Perceptions, Facilities, Programs, Technology) 1, 3 - L4 Culture of Accountability (Parent & Community Engagement) 1, 2 - L5 Equity by Design (Demographics) 1, 2	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Prioritized Needs:

L3 Destination School (Staff Recruitment, Retention & Prof. Dev)
Prioritized Need 2: Develop and Implement detailed strategic facilities improvement and increase Austin High School's image as a desired place for students and staff. Root Cause: The Campus does not have the marketing effort or retention efforts to improve attract and retain top talent teachers/and students.
L3 Destination School (Perceptions, Facilities, Programs, Technology)
Prioritized Need 1: The campus will expand the integration of 21st Century learning and innovative skills in the classroom with multiple resources. Root Cause: The campus can not keep up with the technology demand, and funding to incorporate innovative programs and intervention resources and staff development Prioritized Need 3: Implement an employee recruiting plan designated to increase 5% filled positions on the first day of school. Root Cause: Teachers want to be here. Teacher turn over can be attributed to a drop of enrollment.
L4 Culture of Accountability (Parent & Community Engagement)
Prioritized Need 1: Foster a welcoming and safe environment where all students, staff, and community members feel supported. Root Cause: The students and community are unable to pay for extracurricular, campus activities. The campus must cover costs to encourage parental and community engagement because of the low socioeconomic demographic and barriers that Austin High School faces.

L4 Culture of Accountability (Parent & Community Engagement)

Prioritized Need 2: Continue to be an accountable entity that is fiscally responsible, efficient in its use of resources, and strives for transparency with public-facing information. **Root Cause:** The campus does not have funds to support the economic disadvantage to help support student achievement with our at-risk and ELL students. Campus needs to maintain a healthy general fund balance to support the needs of our special population campus.

L5 Equity by Design (Demographics)





Prioritized Need 1: Key Target 5.1.4 : Reduce the percentage of long term EB (Emergence Bilinguals) achieving Beginning/Int on TELPAS composite from 30% to 19. **Root Cause:** Majority of demographics support the EB population.

Prioritized Need 2: English Language Learners are not mastering all objectives of TELPAS with advanced high rating. **Root Cause:** Core teachers do not consistently (through all core subjects) have SIOP training and staff development expectations that ensure they implement instructional strategies needed to meet the need of language learners.

Goal 5: EQUITY BY DESIGN El Paso ISD champions a targeted approach to universal access and system equity.

Performance Objective 1: By June 2024, Austin HS will foster equitable access to opportunities and eliminating barriers as measured by a reduction in the percentage of long-term Emergent Bilinguals Achieving Beg/Int on TELPAS Composite from 30% to 19% as well as reduce the number of Emergent Bilingual Achieving Beginning on TELPAS reading from 14% to 7% [RDA] (Academics-Connecting Languages)

Evaluation Data Sources: TELPAS

Strategy 1 Details		Reviews			
Strategy 1: Monitor and track TELPAS performance and utilize Ellevation to foster teacher awareness of EB in each core content. Strategy's Expected Result/Impact: Teachers will be able support and identify all EB and support differentiation strategies within their instruction. Staff Responsible for Monitoring: LPAC clerk,administrators, teachers. Title I: 2.4, 2.5, 2.6 Prioritized Needs: L5 Equity by Design (Demographics) 1, 2		Formative			Summative
		Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					





Performance Objective 1 Prioritized Needs:

L5 Equity by Design (Demographics)
Prioritized Need 1: Key Target 5.1.4 : Reduce the percentage of long term EB (Emergence Bilinguals) achieving Beginning/Int on TELPAS composite from 30% to 19. Root Cause: Majority of demographics support the EB population.
Prioritized Need 2: English Language Learners are not mastering all objectives of TELPAS with advanced high rating. Root Cause: Core teachers do not consistently (through all core subjects) have SIOP training and staff development expectations that ensure they implement instructional strategies needed to meet the need of language learners.

Goal 5: EQUITY BY DESIGN El Paso ISD champions a targeted approach to universal access and system equity.

Performance Objective 2: By June 2024, Austin HS will increase the percent of underrepresented (i.e., special education and emergent bilingual) high school student groups in advanced academic courses(AP/IB, ON RAMPS, and Dual Credit) by 5% within a three year period.

Evaluation Data Sources: Master schedule, Tableau, Peims.

Strategy 1 Details	Reviews			
Strategy 1: Promote campus programs such as OnRamps, dual credit, AP etc. to incoming student from feeder schools, and within our existing students. Strategy's Expected Result/Impact: Increase the number of EBs and SPED students to school programs. Staff Responsible for Monitoring: Counselors, PTECH coordinator, teachers, and administration. Title I: 2.4, 2.5, 2.6 Prioritized Needs: L1 Whole Child (Culture & Climate) 3 - L2 Academic Excellence (Student Achievement) 4 - L5 Equity by Design (Demographics) 3	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Prioritized Needs:

L1 Whole Child (Culture & Climate)
Prioritized Need 3: Increase percent of students in grades 9-12 who earn college credit by completing an Advanced Placement, OnRamps, or dual credit course by 2025 Root Cause: Students don't appear to appreciate the value of these courses in comparison to the time commitment required for them.
L2 Academic Excellence (Student Achievement)
Prioritized Need 4: Increase graduation rates and ensure all students graduate prepared for college and/or career with a viable postsecondary plan. Root Cause: Teachers lack resources to be able to increase the number of students success in SAT such as Ti-Nspire calculators, IPADS, and academic tutors in all subjects.
L5 Equity by Design (Demographics)
Prioritized Need 3: We need to increase the number of students enrolling in advanced classes (Dual Credit, On Ramps, and AP Classes) by 20%. Root Cause: Students are not being prepared successfully to pass the TSI, this results in fewer number of students that are being able to qualify for Dual Credit classes.

RDA Strategies

Goal	Objective	Strategy	Description
1	3	1	Austin HS will ensure that all the students are being served in SEL competence by having an advisory section built into their schedule where within that time counselors, admin, and teachers will provide students will SEL lessons, surveys, RTI, and mentoring.
1	5	1	Add More course options and increase TSI testing
2	1	1	The administration will create a calibration Calendar to target goals and ensure that curriculum and scope Sequence for core subjects. Involve all stakeholders in walkthroughs to include C&I, Region 19 support, and campus teachers. Create Learning walk calendar for Departments.
2	3	1	Hire additional core teachers, academic tutors, general supplies, reading materials and purchase technology such as graphing calculators to help push in/out instruction for Tier 2/3.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	3	1	Austin HS will ensure that all the students are being served in SEL competence by having an advisory section built into their schedule where within that time counselors, admin, and teachers will provide students will SEL lessons, surveys, RTI, and mentoring.
1	5	1	Add More course options and increase TSI testing
2	1	1	The administration will create a calibration Calendar to target goals and ensure that curriculum and scope Sequence for core subjects. Involve all stakeholders in walkthroughs to include C&I, Region 19 support, and campus teachers. Create Learning walk calendar for Departments.
2	3	1	Hire additional core teachers, academic tutors, general supplies, reading materials and purchase technology such as graphing calculators to help push in/out instruction for Tier 2/3.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	3	1	Austin HS will ensure that all the students are being served in SEL competence by having an advisory section built into their schedule where within that time counselors, admin, and teachers will provide students will SEL lessons, surveys, RTI, and mentoring.
1	5	1	Add More course options and increase TSI testing
2	1	1	The administration will create a calibration Calendar to target goals and ensure that curriculum and scope Sequence for core subjects. Involve all stakeholders in walkthroughs to include C&I, Region 19 support, and campus teachers. Create Learning walk calendar for Departments.
2	3	1	Hire additional core teachers, academic tutors, general supplies, reading materials and purchase technology such as graphing calculators to help push in/out instruction for Tier 2/3.

Campus Funding Summary

185 SCE (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	SEL and PBIS Reading Materials	185.32.6329.002.30.000.002	\$500.00
1	4	1	SEL and PBIS Items and General Supplies for Student Incentives	185.32.6399.002.30.000.002	\$1,000.00
2	1	1	Substitutes needed for Professional Development Off and On Campus	185.11.6112.002.30.362.002	\$3,000.00
2	3	1	General Supplies for Core Departments and FL Classes	185.11.6399.002.30.000.002	\$4,129.00
2	3	1	General Supplies for Library and Instructional Technology	185.12.6399.002.30.000.002	\$1,000.00
2	3	1	Extra Duty Pay for Prep Periods for Core Teachers to Teach Core Classes	185.11.6118.002.30.100.002	\$6,000.00
2	3	1	Reading Materials for Library	185.12.6329.002.30.000.002	\$2,000.00
2	3	1	College Tutors for Core Classes	185.11.6126.002.30.100.002	\$29,171.00
Sub-Total					\$46,800.00
Budgeted Fund Source Amount					\$46,800.00
+/- Difference					\$0.00
211 ESEA Title I Part A (Campus)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Substitutes for Professional Development Off and On Campus	211.11.6112.002.24.362.002	\$1,000.00
2	3	1	Printers for Core and FL Teachers; iPads and Laptops for Student Use	211.11.6395.002.24.801.002	\$32,500.00
2	3	1	General Supplies for Core Classes and FL Classes for Student Use	211.11.6399.002.24.801.002	\$59,661.00
2	3	1	Technology such as calculators	211.11.6396.002.24.801.002	\$30,000.00
2	3	1	College Tutors for Core Classes	211.11.6126.002.24.801.002	\$60,798.00
2	3	1	Extra Duty Pay for Zero and Ninth Periods for Credit Recovery for Core Classes and After school Tutoring for Certified Teachers	211.11.6117.002.24.100.002	\$27,841.00
4	2	1	Miscellaneous Supplies for Parent Meetings and Parent Workshops	211.61.6499.002.24.801.002	\$500.00
4	2	1	General Supplies for Parent Meetings and Parent Courses	211.61.6399.002.24.801.002	\$500.00
Sub-Total					\$212,800.00
Budgeted Fund Source Amount					\$212,800.00
+/- Difference					\$0.00
Grand Total Budgeted					\$259,600.00
Grand Total Spent					\$259,600.00
+/- Difference					\$0.00