Once published, a living draft of this plan can be found on the campus’ school page at www.austinisd.org/schools.
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Texas Public Education Mission Statement

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

(TEC Title 2, Ch 4, Sec.4.001)

2019-20 Campus Mission Statement
Graduation Preparatory Academy at Travis Campus Improvement Plan 2019-2020

This Focus Area has been self-selected, through data analysis and root cause analysis, as a priority area for the 2019-20 school year.

**Lever 3: Positive School Culture**

### Comprehensive Needs Assessment*

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% of all staff members who have completed customer service orientation</td>
<td>AISD CARES team</td>
<td>--</td>
<td>baseline</td>
<td>0</td>
<td>TBD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Campus score on the AISD CARES Customer Service Evaluation</td>
<td>AISD CARES team</td>
<td>--</td>
<td>baseline</td>
<td>65</td>
<td>TBD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td># home suspensions (all students)</td>
<td>DEEDS</td>
<td>2</td>
<td>? 2</td>
<td>TBD</td>
<td>? 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>My involvement in my child’s education is welcomed by campus administrators, counselors and teachers.</td>
<td>District Family Survey</td>
<td>100</td>
<td>98</td>
<td>92</td>
<td>Goal Not Met</td>
<td>98</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The faculty and leadership have a shared vision.</td>
<td>Staff Survey</td>
<td>100</td>
<td>--</td>
<td>100</td>
<td>Goal Met</td>
<td>***</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Overall, my school is a good place to work and learn.</td>
<td>Staff Survey</td>
<td>100</td>
<td>--</td>
<td>100</td>
<td>Goal Met</td>
<td>***</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>School staff received sufficient training regarding how to use the social and emotional learning approach at this school.</td>
<td>Staff Survey</td>
<td>86</td>
<td>--</td>
<td>100</td>
<td>Goal Met</td>
<td>***</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students at this school follow rules of conduct.</td>
<td>Staff Survey</td>
<td>57</td>
<td>--</td>
<td>100</td>
<td>Goal Met</td>
<td>***</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>My principal models social and emotional competence in the way that he/she deals with students and faculty on an everyday basis.</td>
<td>Staff Survey</td>
<td>100</td>
<td>--</td>
<td>100</td>
<td>Goal Met</td>
<td>***</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>This school’s discipline practices promote social and emotional learning (e.g., developmentally appropriate consequences, restorative justice).</td>
<td>Staff Survey</td>
<td>86</td>
<td>--</td>
<td>100</td>
<td>Goal Met</td>
<td>***</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Managing Student Conduct subscale (% favorable responses)</td>
<td>Staff Survey</td>
<td>86.8</td>
<td>--</td>
<td>79.2</td>
<td>***</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students at my school are respectful of others.</td>
<td>Student Climate Survey</td>
<td>NA</td>
<td>TBD</td>
<td>84</td>
<td>TBD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Behavioral Environment subscale (% favorable responses)</td>
<td>Student Climate Survey</td>
<td>88</td>
<td>--</td>
<td>76</td>
<td>***</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I feel safe at my school.</td>
<td>Student Climate Survey</td>
<td>TBD</td>
<td>--</td>
<td>TBD</td>
<td>***</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Home suspensions = HSS, Discretionary removals = DR, Mandatory removals = MR*
### Artifacts Reviewed: Checkmarks indicate systems/processes that are not yet fully implemented on the campus.

<table>
<thead>
<tr>
<th>Artifact</th>
<th>Referral Source</th>
<th>X</th>
<th>X</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting schedule with protected time for Child Study Team (CST) meetings, CST meeting protocol, and expected CST participants</td>
<td>Referrals by teacher, grade level, time of day, student group, code, consequence, etc.</td>
<td>Customer Service Walkthrough</td>
<td>Schoolwide student culture routines, procedures, systems, and rubric for implementation</td>
<td>eCST Individual Students and Roster Based Programs with interventions and supports</td>
</tr>
<tr>
<td>Discretionary Removal Checklist</td>
<td><strong>Post</strong>ed District Customer Service Standards</td>
<td>Customer Service Campus Data Sheet</td>
<td>Principal Customer Service Dashboard</td>
<td></td>
</tr>
<tr>
<td>Emergency Operations Plans and Drill Schedule</td>
<td>Number/frequency of reviews of student discipline and/or attendance data</td>
<td>Customer Service Campus Data Sheet</td>
<td>Assignment of Campus Safety Coordinator</td>
<td></td>
</tr>
<tr>
<td>School vision, mission, goals, and values established and translated into Spanish/Vietnamese/Mandarin for bilingual campuses</td>
<td>School vision, mission, goals development process, including stakeholder input list</td>
<td>Campus Improvement Plan that includes mission, vision, values</td>
<td>Campus climate surveys with questions, results, and response plans</td>
<td></td>
</tr>
<tr>
<td>Campus-wide system of rewards and consequences, including restorative practices</td>
<td>Campus-wide program to proactively teach mental health and wellness skills to students</td>
<td>Systems to engage families about their child’s performance/CCMR/postsecondary in a positive, constructive, and personalized way.</td>
<td>Family and community engagement and impact data collocated and reviewed regularly</td>
<td></td>
</tr>
</tbody>
</table>

### Data Analysis

Strengths, increases, and gaps closed (by grade levels, subjects, student groups, or languages): Faculty and staff see the school as a good place to work and learn. Weaknesses, decreases, or existing gaps (by grade levels, subjects, student groups, or languages): Need to get more parental involvement and share the same vision as faculty/staff.

### Positive School Culture Strategies

**Essential Action 3.1: Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.**
Create PTA to receive input to guide and support the school mission and vision.

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Responsible Party</th>
<th>Evidence of Implementation</th>
<th>Funding Source</th>
<th>Timeline for Completion</th>
<th>Evidence Collection Date</th>
<th>Implementation Status</th>
<th>Necessary Adjustments/Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Publicize creation of organization, recruit and maintain participation of parents, students, and faculty/staff.</td>
<td>Steve Morris</td>
<td>Charter packet from the Texas PTA and meeting minutes</td>
<td>N/A</td>
<td>May 2020</td>
<td>monthly and final in June 2020</td>
<td>On Track</td>
<td>Schedule monthly meetings</td>
</tr>
</tbody>
</table>

Essential Action 3.2: Explicit behavioral expectations and management systems for students and staff

Schedule quarterly parent nights to increase parental participation.

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Responsible Party</th>
<th>Evidence of Implementation</th>
<th>Funding Source</th>
<th>Timeline for Completion</th>
<th>Evidence Collection Date</th>
<th>Implementation Status</th>
<th>Necessary Adjustments/Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calendar meetings and topics. Advertise and promote meetings via electronic, written, and personalized invites.</td>
<td>Eliseo Reyna</td>
<td>Calendar, agenda, and sign in sheets</td>
<td>Local</td>
<td>May 2020</td>
<td>quarterly and final in May 2020</td>
<td>Some Progress</td>
<td>Schedule meeting and promote</td>
</tr>
</tbody>
</table>

### Progress Monitoring

<table>
<thead>
<tr>
<th>Process Goal</th>
<th>Student Performance Goal</th>
<th>Student Performance Actual Results</th>
<th>District Actions for this Cycle</th>
</tr>
</thead>
</table>
Graduation Preparatory Academy at Travis Campus Improvement Plan 2019-2020

This Focus Area has been self-selected, through data analysis and root cause analysis, as a priority area for the 2019-20 school year.

Levers 4 & 5: High-Quality Curriculum and Effective Instruction

Comprehensive Needs Assessment*

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>% of students meeting their individualized Dyslexia/reading progress measures as defined in their intervention plans</td>
<td>Dyslexia &amp; Literacy/bilingualcy Dept.</td>
<td>--</td>
<td>baseline</td>
<td>TBD</td>
<td>TBD</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>% of English Learners at Advanced High or made one year of Composite Progress</td>
<td>TELPAS</td>
<td>41</td>
<td>&gt;=36</td>
<td>11</td>
<td>Goal Not Met</td>
<td>36</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Domain 3 Academic Achievement % of targets met (Reading and Math)</td>
<td>TEA data download</td>
<td>--</td>
<td>--</td>
<td>Rdg: 0/3, Mth: 1/1</td>
<td>N/A</td>
<td>***</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Domain 3 Growth % of targets met (Reading and Math)</td>
<td>TEA data download</td>
<td>NA</td>
<td>--</td>
<td>NA</td>
<td>N/A</td>
<td>--</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>% of GU Austin students receiving project services that have passed Pre-Algebra or an equivalent course</td>
<td>Enrollment and EOC</td>
<td>--</td>
<td>--</td>
<td>Rdg: 0/3, Mth: 1/1</td>
<td>N/A</td>
<td>***</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>% of students in grade 8 who demonstrate proficiency on a problem-based learning activity</td>
<td>TEAMS</td>
<td>NA</td>
<td>--</td>
<td>NA</td>
<td>N/A</td>
<td>--</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td># of AVID students taking High-school-level Algebra, Common Core math, or a higher-level math course (e.g., Geometry, Algebra 2)</td>
<td>AVID Team</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Number of AVID students who completed Algebra I, 8th grade Common Core math, or an equivalent higher-level math course with a grade of &quot;C&quot; or better and who were eligible to enroll in Geometry, Algebra 2, and/or the next higher-level math course in 9th grade.</td>
<td>AVID Team</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Artifacts Reviewed: Checkmarks indicate systems/processes that are not yet fully implemented on the campus.

<table>
<thead>
<tr>
<th>Artifacts Reviewed: Checkmarks indicate systems/processes that are not yet fully implemented on the campus.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample lessons with formative assessments</td>
<td>Three to five instructional strategies identified and modeled with consistency and fidelity in all classrooms.</td>
</tr>
<tr>
<td>Lesson Plan review protocol/criteria/templates</td>
<td>X</td>
</tr>
<tr>
<td>Lesson Plan submission and feedback cycle expectations and protocols</td>
<td>X</td>
</tr>
<tr>
<td>Yearly Planning Guides (YPGs) for all grades and content areas (Scope and Sequence)</td>
<td></td>
</tr>
<tr>
<td>Teacher-created PBL lesson plans and student products related to PBL</td>
<td></td>
</tr>
</tbody>
</table>

**Data Analysis**

Strengths, increases, and gaps closed (by grade levels, subjects, student groups, or languages): Obtained a more rigorous curriculum with project-based learning featuring translation support for ELs.

Weaknesses, decreases, or existing gaps (by grade levels, subjects, student groups, or languages): Previous online curriculum lacked uniformity. Learning gaps with unstable attendance.

**High-Quality Curriculum and Effective Instruction Strategies**

**Essential Action 4.1: Curriculum and assessments aligned to TEKS with a year-long scope and sequence**

- The scope and sequence, units, and assessments are aligned to the standards for all tested subject and grade areas and grades PK-2nd mathematics and reading. (ESF_PL4_EA1a_IMP)

The scope and sequence, units, and assessments are aligned to the TEKS for all online courses that are EOC tested.

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Responsible Party</th>
<th>Evidence of Implementation</th>
<th>Funding Source</th>
<th>Timeline for Completion</th>
<th>Evidence Collection Date</th>
<th>Implementation Status</th>
<th>Necessary Adjustments/Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content area teacher will review online courses that are EOC tested and align scope and sequence to the TEKS.</td>
<td>Content area teachers</td>
<td>Creation of new TEK aligned course on the online curriculum platform</td>
<td>N/A</td>
<td>October 14, 2019</td>
<td>October 15, 2019</td>
<td>Some Progress</td>
<td>Next meeting agenda</td>
</tr>
</tbody>
</table>
## Essential Action 5.1: Objective-driven daily lesson plans with formative assessments

Content area teacher will do a data analysis of student strengths/weaknesses for data driven instruction.

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Responsible Party</th>
<th>Evidence of Implementation</th>
<th>Funding Source</th>
<th>Timeline for Completion</th>
<th>Evidence Collection Date</th>
<th>Implementation Status</th>
<th>Necessary Adjustments/Next Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers will utilize DMAC and EOC tested online course data to disaggregate data for individualized interventions.</td>
<td>Content area teachers</td>
<td>DMAC student reports</td>
<td>N/A</td>
<td>October 21, 2019</td>
<td>October 22, 2019</td>
<td>No Progress</td>
<td>Create form for data input</td>
</tr>
</tbody>
</table>

### Progress Monitoring

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Student Performance Goal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Performance Actual Results</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>District Actions for this Cycle</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Graduation Preparatory Academy at Travis Campus Improvement Plan 2019-2020

This Focus Area has been self-selected, through data analysis and root cause analysis, as a priority area for the 2019-20 school year.

**Supporting Special Populations**

**Comprehensive Needs Assessment**

<table>
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<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>% of campus enrollment identified as 504</td>
<td>S04 Dept.</td>
<td>--</td>
<td>&lt;=5</td>
<td>NA</td>
<td>N/A</td>
<td>&lt;=5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% 504 Annual and Re-Evaluation meetings held on time</td>
<td>S04 Dept.</td>
<td>--</td>
<td>95%</td>
<td>NA</td>
<td>N/A</td>
<td>95%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of Initial, Transfer, and Annual ARDs held on time</td>
<td>CRTE</td>
<td>--</td>
<td>100</td>
<td>50</td>
<td>Goal Not Met</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% parent participation for ARD meetings</td>
<td>CRTE</td>
<td>--</td>
<td>100</td>
<td>76</td>
<td>Goal Not Met</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% of students in grades 3-9 served in special education who test on STAAR Alternate 2 in all subjects applicable to the student’s grade level</td>
<td>CRTE</td>
<td>--</td>
<td>&lt; 10</td>
<td>0</td>
<td>Goal Met</td>
<td>&lt; 10</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Artifacts Reviewed: Checkmarks indicate systems/processes that are not yet fully implemented on the campus.**

<table>
<thead>
<tr>
<th>Artifacts Reviewed</th>
<th>Dates Reviewed</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>504 Coordinator manual</td>
<td></td>
<td>Eligibility criteria for STAAR Alt 2 (+ video)</td>
</tr>
<tr>
<td>504 Department Website</td>
<td></td>
<td>Graduation for Students with Disabilities (video)</td>
</tr>
<tr>
<td>Cheat Sheet for 504 Meetings</td>
<td></td>
<td>How to Host an Adobe Connect Meeting</td>
</tr>
<tr>
<td>Referral CHECKLIST for Initial 504 Dyslexia/Dysgraphia Evaluation</td>
<td></td>
<td>How to Participate in an Adobe Connect Meeting for Parents</td>
</tr>
</tbody>
</table>

**Data Analysis**

Strengths: Work with all students in special populations and carry out their accommodations.

Weaknesses: Students are already identified as 504 and/or Sped when they enroll at GPA Travis. Some of these are already out of compliance. Also, lack of parental participation in ARD meetings.
**Improvement Strategies for Special Populations**

**Strategy #1**

Ensure parents are provided with multiple dates/times for ARD meetings

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Responsible Party</th>
<th>Evidence of Implementation</th>
<th>Funding Source</th>
<th>Timeline for Completion</th>
<th>Implementation Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designate various times for holding ARD meetings giving parents am/pm opportunities to attend with ample time.</td>
<td>Dre Williams</td>
<td>Calendar</td>
<td>N/A</td>
<td>October 14, 2019</td>
<td>Not Started</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Graduation Preparatory Academy at Travis Campus Improvement Plan 2019-2020

This Focus Area has been self-selected, through data analysis and root cause analysis, as a priority area for the 2019-20 school year.

Whole Child, Every Child

Comprehensive Needs Assessment*

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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Campus rating on the Coordinated School Health (CSH) Survey</td>
<td>CSH Survey</td>
<td>NA</td>
<td>Exemplary or Recognized</td>
<td>NA</td>
<td>N/A</td>
<td>Exemplary or Recognized</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fitnessgram All Students: Body Mass Index, Cardio, Aerobic Capacity, Curl-Ups, Push-Ups, Sit and Reach, Trunk Lift¹</td>
<td>Fitnessgram via Access/MIS Webmenu</td>
<td>BMI =NA, Cardio =NA, Curl Ups =NA, Push Ups =NA, Sit &amp; Reach =NA, Trunk Lift =NA</td>
<td>--</td>
<td>BMI =NA, Cardio =NA, Curl Ups =NA, Push Ups =NA, Sit &amp; Reach =NA, Trunk Lift =NA</td>
<td>N/A</td>
<td>campus sets own goals</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>% of staff that participate in at least one LiveHealthyAISD Wellness Challenge</td>
<td>AISD Wellness Team</td>
<td>NA</td>
<td>20</td>
<td>NA</td>
<td>N/A</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td># of referrals for tobacco (including vaping)</td>
<td>DEEDS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Campus SEL implementation survey score²</td>
<td>SEL Team</td>
<td>43</td>
<td>50</td>
<td>48</td>
<td>Goal Not Met</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td># of community arts partnerships</td>
<td>CLI Team</td>
<td>0</td>
<td>&gt;= 15</td>
<td>0</td>
<td>Goal Not Met</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td># of campus created arts experiences to engage families, faculty and community</td>
<td>CLI Team</td>
<td>0</td>
<td>&gt;= 0</td>
<td>0</td>
<td>Goal Met</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>% of teachers who participate in creative teaching or arts integration professional learning</td>
<td>CLI Team</td>
<td>0</td>
<td>At least 50%</td>
<td>0</td>
<td>Goal Not Met</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>During this school year, how often did you use...E-Cigarettes, JUUL, or vape pens? (% of those who responded &quot;Never used&quot; and &quot;less than once this year&quot;)</td>
<td>Student Substance Use and Safety Survey</td>
<td>NA</td>
<td>--</td>
<td>NA</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Of the following, which do you consider to be the most serious problem on your campus? (% responded E-Cigarettes, JUUL, Vaping)</td>
<td>Student Substance Use and Safety Survey</td>
<td>NA</td>
<td>--</td>
<td>NA</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>% of students that answered “Yes” when asked if they experienced verbal bullying at school</td>
<td>Student Substance Use and Safety Survey</td>
<td>NA</td>
<td>--</td>
<td>NA</td>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: Data points marked with an asterisk (*) are considered highest priority data points for the 2019-20 school year.

¹Fitnessgram survey data is not available in Access/MIS Webmenu.

²Student Substance Use and Safety Survey is not available in Access/MIS Webmenu.
---|---|---|---|---|---|---|---|---|---
% of students that answered "Yes" when asked if they experienced gender/sexual orientation bullying at school | Student Substance Use and Safety Survey | NA | -- | NA | N/A | | | | |
How big a problem do you think bullying is at your school? (% responded very big) | Student Substance Use and Safety Survey | NA | -- | NA | N/A | | | | |

1 Body Mass Index = BMI, Cardio = C, Aerobic Capacity = AC, Curl-Ups = CU, Push-Ups = PU, Sit and Reach = SR, Trunk Lift = TR
2 The SEL implementation survey score includes 19 indicators spread across four goals: Empowering campus leadership, Coordination with family and community partners, Coordination with climate and pedagogy, and Explicit SEL instruction.

Artifacts Reviewed: Checkmarks indicate systems/processes that are not yet fully implemented on the campus.

<table>
<thead>
<tr>
<th>Meeting schedule with protected time for Whole Child, Every Child committee meetings, meeting protocol, and expected participants</th>
<th>Submission of Wellness Champ’s Name and title</th>
<th>CATCH Coordination Theme Kits</th>
</tr>
</thead>
<tbody>
<tr>
<td>X 3 SEL Signature Practices</td>
<td>GoNoodle and other Brain Breaks</td>
<td>Wellness Policy</td>
</tr>
<tr>
<td>CLI CAP Fund Form</td>
<td>Recess/WOW walk through form</td>
<td>Wellness Policy Overview &amp; Ideas</td>
</tr>
<tr>
<td>AISD Arts Inventory</td>
<td>Marathon Kids Posters, What Mile Are You On?, and Marathon Kids Logs</td>
<td>X Breakfast in the Classroom Communication Tool Kit</td>
</tr>
</tbody>
</table>

Data Analysis

Strengths: Have allocated time during the week for SEL lessons.
Weaknesses: Due to unique online course programming, the arts and PE do not lend itself to the school.

Whole Child, Every Child Improvement Strategies

Strategy #1

Assign an SEL Facilitator to build the bridge between the District SEL office to the campus.

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>Responsible Party</th>
<th>Evidence of Implementation</th>
<th>Funding Source</th>
<th>Timeline for Completion</th>
<th>Implementation Status</th>
</tr>
</thead>
</table>

Austin Independent School District
Identify the SEL Facilitator, Alejandra Garza, and work with the teachers to create a schedule of SEL lessons so teachers can implement in their classroom.

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Goal</td>
<td></td>
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