

COMMUNITY SCHOOL IMPROVEMENT PLAN FOR WEBB EARLY COLLEGE PREP ACADEMY

OCTOBER, 2019



Presented to the Board of Trustees of the Austin Independent School District.

Created by parents, teachers, administrators, community members and community partners, in collaboration with district administration. Participants worked over a six-month period to analyze Webb's strengths and challenges and create a road map for Webb's continued success in serving the St. John, Georgian Acres and surrounding communities.

Community School Improvement Plan for Webb Early College Prep Academy

2019 Version

I. Introduction

In today's America, schools face an almost impossible task. Because virtually every person in our country will pass through the doors of a school, most of them public, schools become the place where society's problems are solved and its future is determined. This burden is especially difficult for schools serving low-income families who face significant challenges including housing, access to healthcare, and employment. Families also struggle with challenges of language and culture, and neighborhoods are often mobile, with families moving from place to place and school to school.

Webb Middle School draws its students from two of the lowest-income neighborhoods in Austin (St. John and Georgian Acres), with 95.8% of families economically disadvantaged, and at least 77% of its families living in rental housing. Approximately 10% of Webb students are homeless at any one time. Student mobility hovers around 25% (high by national standards).¹ Close to 65% of students are English Language Learners, with a high proportion of newcomers (3 years or less in the U.S.). These statistics are not excuses. They are reality.



Even with these challenges, Webb has done an amazing job for many years finding ways to accomplish its mission and support students and families. With an extremely hard-working faculty and the leadership of two principals, Dr. Rey Garcia (2007-2013) and Mr. Raul Sanchez (2014-present), Webb has excelled beyond expectations. Community partners have worked together to reduce student mobility (35% in 2007) and provide a safety net of student and family supports that is far beyond what most schools receive in other districts.

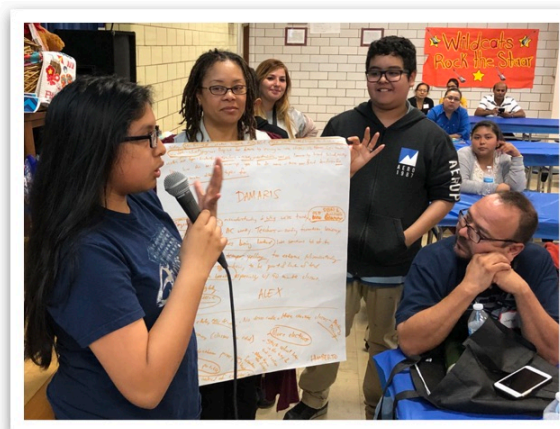
Webb is not an easy place, nor is it a perfect place, but we should note that its success is rare. Nationally, there are few examples of sustained school turnaround at the secondary level, and Webb (along with Reagan/Northeast) are in that small group. If there is a formula, it is this: creating stability (family, student and staff) + growing opportunities (academic and enrichment)

¹ Recently, a district in south Texas was recognized for receiving an A rating by the TEA, even with over 90% economically disadvantaged students. Without taking anything away from that district, a closer look at their data showed a mobility rate of 7% and very low teacher turnover, showing the importance (and effect) of stability on student performance. In contrast, high teacher turnover and high student mobility, which are more prevalent in urban areas, is detrimental to student performance. There are outliers, but national research on mobility finds the a strong correlation. That is why the efforts at Webb and Reagan have been strongly oriented towards increasing stability, which would be undermined by the consolidation plan.

+ working collaboratively (school, families and community) = increased success. Another name for this formula is “community schools.” Because the challenges differ from neighborhood to neighborhood, the particulars may look different, but the formula remains the same.

Credit and gratitude needs to be given to the teachers, administrators and staff who do amazing work at Webb every day. Making sure that each student is supported effectively, when the needs are so varied, challenges even the most experienced teacher. Credit as well needs to go to the many partners providing effective student and family supports that help Webb’s students make it to class every day, ready to learn.

We believe that Webb has a formula that has been and will be successful. Dobie Middle School also faces similar challenges and uses similar community school strategies. Neither campus will benefit by the disruption caused by consolidation, and there is no evidence that a school of 1,200 students will be beneficial for students from the Webb/Dobie communities.



Webb has a pattern of updating its community school strategies every 2-3 years. The latest update began last Spring, 2019, with strategies developed through a series of meetings that began in April and were completed in September. A community dinner with approximately 100 parents, students and teachers was held in April to gather updated strengths, challenges and program idea data. This was followed by a faculty survey asking the same questions from a classroom point of view. A team of teachers, administrators and parents from Webb participated in a 2-day community school

planning summit in early June, where updated strategies were developed. This was followed by three planning team meetings throughout the summer facilitated by Austin Voices. The updated community school plan (attached) was presented at a community dinner in September to parents, teachers and students with opportunities for input. Staff, parents and students will continue to refine the plan throughout October.

Supporting Webb is hard, detailed work, much of it unseen and unknown. The proof is in the lowered mobility, higher attendance, doubled enrollment, decreased high school dropout rate and increased graduation rate at Reagan/Northeast (48% in 2007 vs. ∴ 98.6% today). What the district needs to do is support this work, not disrupt it. The following plan shows how to do that in a cost-efficient way, and while the primary goal is not to solve AISD’s budget problems, these strategies actually add more funding to AISD through enrollment growth and lowered costs stemming from high teacher turnover.

Some have noted Webb’s “F” rating by the state this year. Aside from the problematical testing and accountability system, including its questionable validity, as well as the political nature of the A-F system, it is worth noting that AISD’s Title 1 middle schools all dropped to an “F” rating in one year. This would indicate that there are systems-level issues that are affecting ALL of

these campuses. Our observation is that budget cuts over the past three years are having an inordinate impact on campuses serving high-needs students, with heroic efforts finally breaking down. Webb has lost classroom staff and funding for student supports, and HR issues at the district have made it difficult to fill vacancies in a timely manner. This plan addresses these district-level issues, as well as campus improvements.

One other point . . . there is much talk about equity. Austin has a long history of inequitable treatment of minority communities, and this history MUST be considered. St. John is one of Austin's oldest communities, founded by African-American pastors as a safe-haven for families in the late 1800's. The land Webb is built on was also the site of annual camp meetings that drew thousands of people from throughout central Texas for many decades. Just behind Webb, where the Highland Galaxy Cinema stands, was the St. John Orphanage, which mysteriously burned in 1956. Paved streets and utilities only came to St. John through community organizing efforts in the mid-70's. St. John Elementary was razed to build the now-empty Home Depot building, and more community efforts were needed to force the district and city to build Pickle Elementary. Heroic community efforts were needed again to keep Webb and Reagan open in 2007 and 2008.

How many times must this, and other similar neighborhoods, stand up and say, "We deserve what other people take for granted"? Without this community's work, Webb and Reagan would be long closed and thousands of young people would be in a far worse place. We have solutions and are not giving up, and we ask the Board of Trustees, along with AISD administration, to do the hard collaborative work real equity demands through collaboration. Closing a school is easy. Improving a school is hard. We are willing to continue doing that work, because it is the right thing to do for the children of St. John and Georgian Acres and the other communities represented at Webb.

The Negative Impact of the Plan to Consolidate Webb and Dobie

The first question, in fact THE guiding principle as plans are considered, should be, "Is this good for children in a particular community?" This plan to consolidate, while meeting some of the goals laid out in the AISD Board of Trustees' *Guiding Principles* for the "School Changes" Project, fails miserably in its impact on children in the St. John and Georgian Acres communities.

1. The plan would result in a large enrollment (1,200+), far beyond optimal size as recommended in national research. The school would be impersonal and likely more difficult to manage, resulting in decreased attendance and academics.
2. The plan would put more students and parents into unsafe transportation situations.
3. The plan would result in decreased parent engagement. Many parents walk or use public transportation, with a 90-minute to 2-hour journey from St. John to Dobie.
4. It is likely that many Webb students, perhaps as many as 300, would choose charters because of transportation and other issues.
5. The St. John community, in particular, would lose a key anchor for community engagement and family supports. Fewer parents would be able to access services.
6. Webb students who do decide to attend Dobie would likely have decreased attendance due to transportation issues.

II. History of School Closure at Webb

Webb Early College Prep Academy is a nationally-known turnaround story that has been lauded by everyone from U.S. Secretary of Education Margaret Spellings, former Texas State Commissioner of Education Robert Scott to national organizations, including the Center for Public Democracy, the National Education Association, the American Federation of Teachers and the Coalition for Community Schools. Webb is far from perfect, and struggles with issues that are addressed in this plan, but it also has tremendous strengths, including highly dedicated and experienced staff who have stayed with the school through ups and downs, and a network of committed community partners.

In 2007, Webb came close to closure due to three years of missing state standards. The district wanted the campus shuttered and students sent to two other schools which had missed standards that year, Pearce and Dobie. While not required by the state, the closure recommendation was made so that the property could be turned into a boy's academy as part of a secret deal with a handful of city leaders. Over the next month, the Webb community responded under the leadership of Allen Weeks and David Delgado, two residents of the St. John community, and a plan was produced for the long-term improvement of Webb. This plan was based on input from the faculty, as well as many parents and students. In the end, the Board of Trustees agreed to reject closure and adopt the community improvement plan. Students passed their tests that Spring, and a series of needed improvements, including supports funded by the community, began. What followed was 12 years of meeting state standards, oftentimes with recognitions in various areas. During some of these years, Webb was AISD's top-performing Title 1 Middle School.



In 2013, the next Superintendent told the community that she wanted to convert Webb to an elementary school because of projected overcrowding in north Austin. The district had two new elementary schools being built, but in the meantime, she wanted to move Webb students to other middle schools. This plan was quickly stopped by community pressure, and the community offered to work with the superintendent to figure out other possible solutions to her problem. This led to an inclusive three-month process that included all elementary and middle school principals in north Austin, as well as teachers, parents and community partners representing each campus. These meetings led to the forming of Webb Primary School and Dobie Pre-K, with the schools housed in portables, as a solution until the new elementary schools opened. Due to parent advocacy, both schools stayed open several years longer than originally planned. Again, the community worked in a positive way with the district when faced with a destructive proposal.

In September, 2019, a bomb was dropped on the St. John community once again, as the district announced plans to close Webb in 2024, and combine it with Dobie Middle School. No warning was given, and no members of either school community were part of planning discussions leading to this recommendation. With the resilience that Webb and its community have shown, and the hard work invested by partners like Austin Voices for Education and Youth, this lack of communication showed a level of disrespect that is disturbing, especially given the long history of inequities that have been imposed on the St. John community. Once again, the community will respond with an open hand to bring positive improvements to both Webb and Dobie. This plan, modeled on the “Más Mejor” plan created in 2007 (in response to the Superintendent’s B.E.S.T. plan), shows a more innovative and thoughtful approach to making sure all students in the Webb/Dobie area have great educational opportunities than the recommendation for consolidation found in the “School Changes” proposal.



While deeply disappointed that we having to deal with the district on this level again, we are also motivated and hopeful for the right kind of changes at our schools, changes that put the needs of students first.

III. Vision, Strengths and Challenges

Webb's vision is that every child from its surrounding community will flourish in a welcoming and caring school, and will be well-prepared to succeed in high school, college and life.

To achieve this vision, Webb has shaped its programs to meet the needs of its diverse population, made its campus into a hub for community partners, and provided any and every support needed to reduce barriers and increase opportunities for students. This defines Webb's identity as a community school.

Webb has also adopted three themes this year as part of its Community School planning process. They are:

Webb is INCLUSIVE

This theme reflects Webb's diversity of students, families, staff and community, representing many part of the globe and many perspectives. Webb seeks to be welcome, celebrate and embrace this diversity, and make Webb a place where everyone learns from one another. Webb's ELDA program for newcomers, Dual-Language and AP language courses are examples of this value.

Webb is CREATIVE

This theme reflects the long-standing focus on Webb on the arts, with award-winning performance groups and outstanding teachers.

Webb is COLLEGE-BOUND

This theme recognizes Webb's role in preparing students for the Early College programs at its feeder high schools. The goal at Webb is that all students are TSI-ready, with students also completing high school and AP language credits while at Webb.



Community schools are self-reflective, building on strengths and problem-solving through challenges. Over the past six-months, Webb has worked to update its community school strategies, with input from parents, teachers, staff, students and community partners. The strengths and challenges identified follow:

STRENGTHS

- Webb has a diverse and experienced faculty forms strong relationships with students
- Webb provides a caring atmosphere where students are supported holistically
- Webb is college-focused, with AVID as well as high school and college-credit courses
- Webb has strong after school and elective programs
- Webb prioritizes supports for English Language Learners, including ELDA (English Language Development Academy)
- Webb's students and families are supported through community partners and the Family Resource Center
- Webb's campus is a hub for community classes, events and services, including adult and parenting education as well as weekend classes.
- Webb uses restorative and positive behavior approaches to discipline
- Webb has a consistent and experienced leadership team
- Webb's parents, teachers and community plan together
- Webb has up-to-date technology for teachers and students

CHALLENGES

- Webb's class sizes have grown, especially in non-tested subjects
- Webb needs resources to sustain ELDA and Dual-Language Programs
- Webb struggles to recruit, retain and support faculty financially
- Webb struggles to align programs with its feeder pattern (both elementary and high schools)
- Webb needs additional supports for SPED students
- Webb families lack technology in the home for students to do homework
- Webb experiences communication barriers with parents limiting parent involvement and engagement
- Webb's community does not enough knowledge of the school's programs and accomplishments
- Webb's campus is in need of beautification and better signage
- Webb continues to face significant student mobility, attendance and tardies, as well as a high percentage of students experiencing homelessness
- Webb's students struggle with behavior and discipline issues
- Webb needs more mental health and counseling supports (equitable to other campuses)
- Webb needs safer routes to and from school
- Webb is working to increase student motivation

IV. A Plan for Webb's Future: Más Mejor Version 2

Imagine it is 2024. Instead of a lifeless, empty building at the busy intersection of I-35 and St. John's Avenue, there is a beautiful, modernized Webb packed with students representing the diversity of the surrounding communities. Banners reflect the values of the campus and the achievements of its students. Adequate parking allows for the many parents, community partners and volunteers who come and go during the day to feel welcomed. The campus is surrounded by outdoor learning spaces, and is attractive to the thousands of cars that stream by the school daily. In short, Webb is an oasis, a community hub, a safe place for students and staff to work together, and a visible sign of Austin's commitment to equity, including righting the wrongs of the past.

This is our vision. It is achievable, and it is right. The St. John Community adopted a motto in 2006, "Together We Can Do More / Juntos Podemos Hacer Más." What follows is a plan based on partnership, and one that we believe will bring more resources, not less, to the district and the students of Webb.

A. Stability-The Foundation of Success

In 2007, teachers identified family instability as the greatest challenge to Webb's academic success. The response was a Family Resource Center with a bilingual social worker, organized by the community in collaboration with 30 partners, including the City of Austin. Families in crisis were connected to housing, employment, financial assistance, counseling, healthcare and other supports. A range of adult classes were added to ensure long-term stability. Within two years, student mobility had dropped by one-third, meaning that more students were able to be in class with fewer barriers to learning.



Another threat to Webb identified in 2007 was faculty instability (teacher turnover). In fact, Webb lost half its faculty during the 2007 closure crisis. Part of the Más Mejor plan was to include Webb in the incentive pay program (REACH). Webb staff benefited from REACH until the end of the federal grant supporting the program in 2014. Incentive pay, along with other supports such as mentoring for new teachers, helped keep teacher turnover at approximately 20% per year during the life of the grant.

The FRC continues to provide wraparound supports to stabilize Webb's families, including the 10% of families who are identified as homeless. Student mobility, while still a challenge, remains one-third lower than it was in 2007 (35% to 25%). However, faculty instability has increased significantly over the past four years, partly due to the loss of incentive pay as well as the difficulty Title 1 schools have in hiring experienced teachers. Some of this is due to district-wide HR policies and systems that make hiring difficult.

The Learning Policy Institute says that “urban districts, on average, spend more than \$20,000 on each new hire, including school and district expenses related to separation, recruitment, hiring and training. These investments don’t pay their full dividend when teachers leave within 1 or 2 years after being hired.”² The costs listed below are easily offset by expenses incurred by the campus and district through the hiring and training process, as well as the benefits brought by highly-qualified teachers in increased academic performance by students.

Our recommendations to increase long-term stability at Webb:

1. Offer at least \$3,000 annually in incentive pay to Webb teachers and staff as part of a REACH-style plan in order to attract and retain highly-qualified teachers.
2. Provide full-time mentors for teachers at Webb in the first 2 years on the campus.
3. Form an ad hoc committee with district, Webb staff and administration, community partners and parents to examine reforming HR hiring practices that are barriers to hiring high-qualified staff at Webb (and other Title 1 schools).
4. Provide staffing levels that maintain small class sizes in tested subjects, and work towards appropriate class sizes for all other subjects.
5. Maintain and increase support for family stability services provided by Webb’s Family Resource Center.

B. Enrollment

In 2007, when Webb was facing closure, its enrollment was approximately 350 students. Over the next three years, with family stabilization strategies, more connections to the community, and academic improvements, Webb grew to 600 and eventually 700 students. Today, it remains stable at 650 students. Our goal is to expand Webb by 100 students to 750 students, which would be the practical capacity for the building, as well as an optimal size for a middle school by national standards.³

It should be noted that the district’s proposal to combine Webb and Dobie would result in a school of 1,200 to 1,400 or more. A district official involved in creating the plan recently told parents that the enrollment goal for AISD middle schools is 1,200. This goal is not related in any way to research on school size, especially for schools serving predominantly low-income students. The research actually is strong around the benefits of smaller schools that provide a more personal and less institutional environment. It should also be noted that the enrollment goal for the new

² <https://learningpolicyinstitute.org/product/the-cost-of-teacher-turnover>

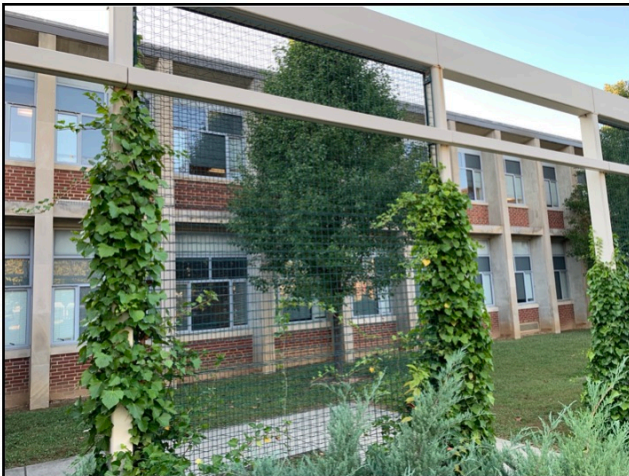
³ The State of Maryland did an extensive study of school size recommendations across the country, as well as in its own LEA’s. Their average middle school size is 728, vs. the national average of 576. Their recommendation is that no middle school exceed 900 students, a point at which both academic performance and cost efficiencies begin decreasing. <http://www.marylandpublicschools.org/Documents/adequacystudy/SchoolSizeReport071615.pdf>



Example of Improved Landscaping



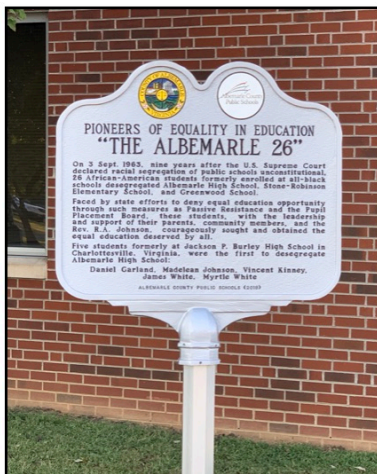
Example of Modernized Entryway



Example of Improved Landscaping



Example of Modernized Window Treatment



Example of Historical Marker



New Theme Banners Already in Place



Example of New Marquee

middle school in the Mueller Development has been stated as 850. It seems reasonable that if it's good enough for Mueller, it must be good enough for St. John.

Our recommendations for enrollment growth at Webb:

1. Re-envision Webb as Inclusive (multi-cultural, accepting), Creative (fine arts, entrepreneurial) and College-Bound (strong connections to Early College HS programs).
2. Develop Global Studies and Innovation Tracks, with alignment to academic and CTE programs, including Career Launch, at Navarro and Northeast ECHS.
3. Modernize exterior of campus (see facilities strategies).
4. Market programs that make Webb unique, including ELDA, extracurriculars language offerings, and target families with recruiting information on a regular basis.
5. Use charter school marketing strategies, including parent advocacy, recruiting nights and door-to-door campaigns to market Webb.
6. Reduce transportation barriers, including safety issues, through the targeted use of additional school buses.

C. Facilities

The Webb building, while not perfect, is a clean and functional facility that includes a new Fine Arts wing built as part of the 2007 bond. Needed mechanical repairs, including HVAC, electrical and technology, are included in the 2015 bond. With these repairs, Webb can continue to serve its purpose as a neighborhood school for many years to come.

National recommendations around the right time to replace a school vary widely. One author says that schools begin to deteriorate quickly after 40 years and should be razed at 60. This is nonsense. There are schools built in the 1970's, including schools in AISD, that are in good shape. Overall, AISD does need to do what other districts do, which is replace older buildings on a regular schedule, without closing schools and displacing students.

In the meantime (while we wait for a new Webb Middle School building), the following recommendations will improve the learning experience for Webb students.

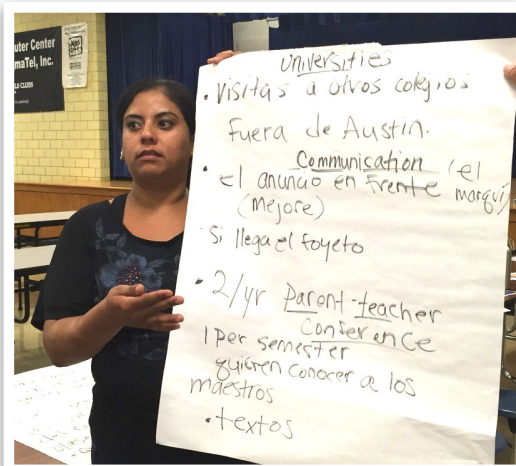
Our recommendations for facilities at Webb:

1. Complete mechanical repairs, including HVAC, electrical and technology, that have been allocated through previous bonds.
2. Provide \$100,000 for exterior modernization/beautification project. This would include modernized entryways, signage, landscaping and outdoor learning spaces.
3. Build new parking when Webb Primary portables are removed.
4. Provide portables with bathroom facilities for ELDA program classes.
5. Replace outdated furniture as needed.

D. Academics and Student Supports

Webb serves a challenging population of students with diverse needs. Students will tell you that Webb feels like a home to them, and this is vital for students who may lack stability in their family life. Our goal at Webb is to reduce barriers to learning, increase opportunities for learning and enrichment, and improve the conditions for learning on the campus, including physical, social, intellectual and emotional environments.

The faculty will tell you that when Webb is able to have students all three years of middle school, they see significant academic growth. with students at grade level or beyond. This is especially true for the many newcomers who come to Webb far behind in English. It becomes more difficult when students arrive in the 7th or 8th grade, and Webb is still held accountable. This is why the foundation of academic success is stability, which is demonstrated by reduced “churn” or student mobility. The more stable the student body, the more learning takes place.



For Webb to have academic programs that are equitable to those at schools in other parts of Austin, programs might need to look different. Class sizes need to be smaller in the ELDA program for language learners. Teachers need to have more experience in differentiating learning when the spectrum of student experience and need is broader, as opposed to schools with more homogenous classrooms. Supports, including family supports, need to be present to level the playing field for a homeless student. More investment is needed in enrichment and after school programs to make up for the lack of opportunities at home. Finally, programs may look different because they are building on the cultural strengths of the local community.



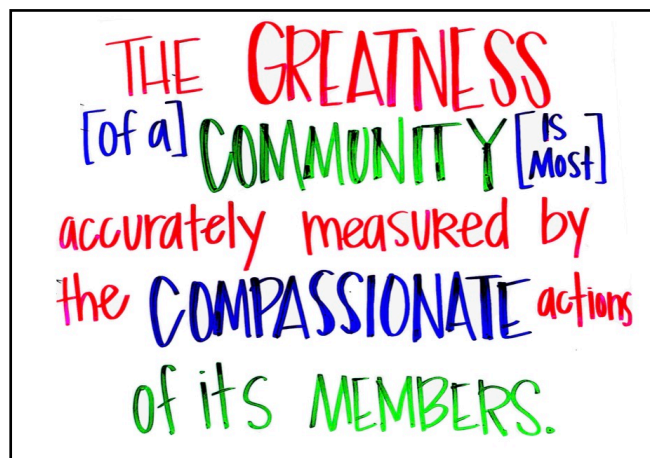
What equity does NOT look like is reducing, year by year, the level of funding for key student and family supports. It does NOT look like taking away incentives for teachers, and keeping hiring practices that make it very difficult for school like Webb to higher experienced teachers. It does NOT look like treating after school and fine arts funding as an afterthought. And it does NOT look like increasing class sizes and reducing key personnel at high-needs campuses like Webb.

The following recommendations were developed as part of the Community School plan developed between April and September, 2019, with input from teachers, parents and community partners:

Our recommendations for academics at Webb:

1. Re-envision Webb as Inclusive (multi-cultural, accepting), Creative (fine arts, entrepreneurial) and College-Bound (strong connections to Early College HS programs).
2. Develop Global Studies and Innovation Tracks, with alignment to academic and CTE programs, including Career Launch, at Navarro and Northeast ECHS.
3. Create sustainability plan for highly-successful ELDA program, as well as dual-language, with staffing and other resources.
4. Increase access to computers and internet in students' homes, as well as develop alternative place to access technology.
5. Provide staffing levels that maintain small class sizes in tested subjects, and work towards appropriate class sizes for all other subjects.
6. Maintain and increase support for family stability services provided by Webb's Family Resource Center.
7. Expand mental health supports for students and parents through a district-funded mental health clinic.*
8. Continue to strengthen partnerships (including more funding support from the district) that support students, including CIS, CARY, after school and other programs.

*Webb is the only Title 1 middle school in AISD without a district-funded mental health clinic. AISD has approximately 41 schools, including non-Title 1 campuses, with these services. The community has requested a clinic for the past three years, since United Way funded mental health services ended.



E. Transportation and Safety

Many of Webb's students and parents are able to walk to school. With many families using public transportation, Webb's location near several bus stops makes accessing the school easy for parents, including those coming to the school for parent meetings or Family Resource Center services. For other students, riding the bus to school is the safer option because of the busy intersections between Webb and Georgian Acres to the north.

As stated earlier, combining Webb and Dobie would make it nearly impossible for many Webb students to find a safe route to school. Even if the district runs buses to pick up students, it still leaves many parents with complicated and slow public transportation routes. It has been stated that the district could work with Cap Metro on these issues, but changes to the Cap Metro buses will be difficult, simply because every change causes a ripple effect in their routes. Without convenient transportation, many parents will simply stop coming to the school, whether for meetings or for services.

Our recommendations for transportation and safety at Webb:

1. Work with local businesses, neighborhoods, district and city to increase safety around local sidewalks and intersections.
2. Analyze school bus routes to determine if any added service would bring families back from charter schools.
3. Increase parking at Webb to allow for better drop-off and pick-up patterns.

F. Youth Leadership and Out-of-School Time Programs

Middle School is a time when youth are discovering their voice, passions and identity. There have been times when Webb has been successful in supporting youth voice, and other times less so. Going forward, Webb looks to strengthen its commitment to developing young leaders, both through its daily curriculum and through out-of-school time opportunities.

Our recommendations for youth leadership and out-of-school time programs at Webb:

1. Develop a "Stand Up" club format at Webb, with youth organizers trained to make change around issues of concern, such as the environment, community safety, bullying, immigration or other issues.
2. Develop youth leadership summer internships with local city, county and state leaders.
3. Organize an annual youth leadership forum at Webb that would bring together other middle school students to organize and plan positive action.
4. Ensure that Webb has adequate and sustainable funding for before school, after school and summer enrichment programming.

F. Webb as a Community School

Webb has used a “community school” approach to education for many years. What is a community school? It is a school that coordinates partnerships to make sure that all students have what they need to succeed. It is a school that listens and is engaged with its parents, teachers, students and community. It is a school that acts as a community hub. It is a school that supports and honors its families. It is a school that values learning beyond the core subjects, and offers students enriching opportunities. It is a place that is welcoming and caring.

Webb is imperfect, but at some level, it is all of these things. Many students describe Webb as their family. Opportunities for parents, teachers, students and community to come together are offered many times each year. Families are offered needed supports and classes. Webb is open seven days a week as a center of community learning, with Korean and Chinese schools on weekends. Partners gather together monthly to coordinate their efforts.

Here is what we plan to do to make Webb stronger as a community school:

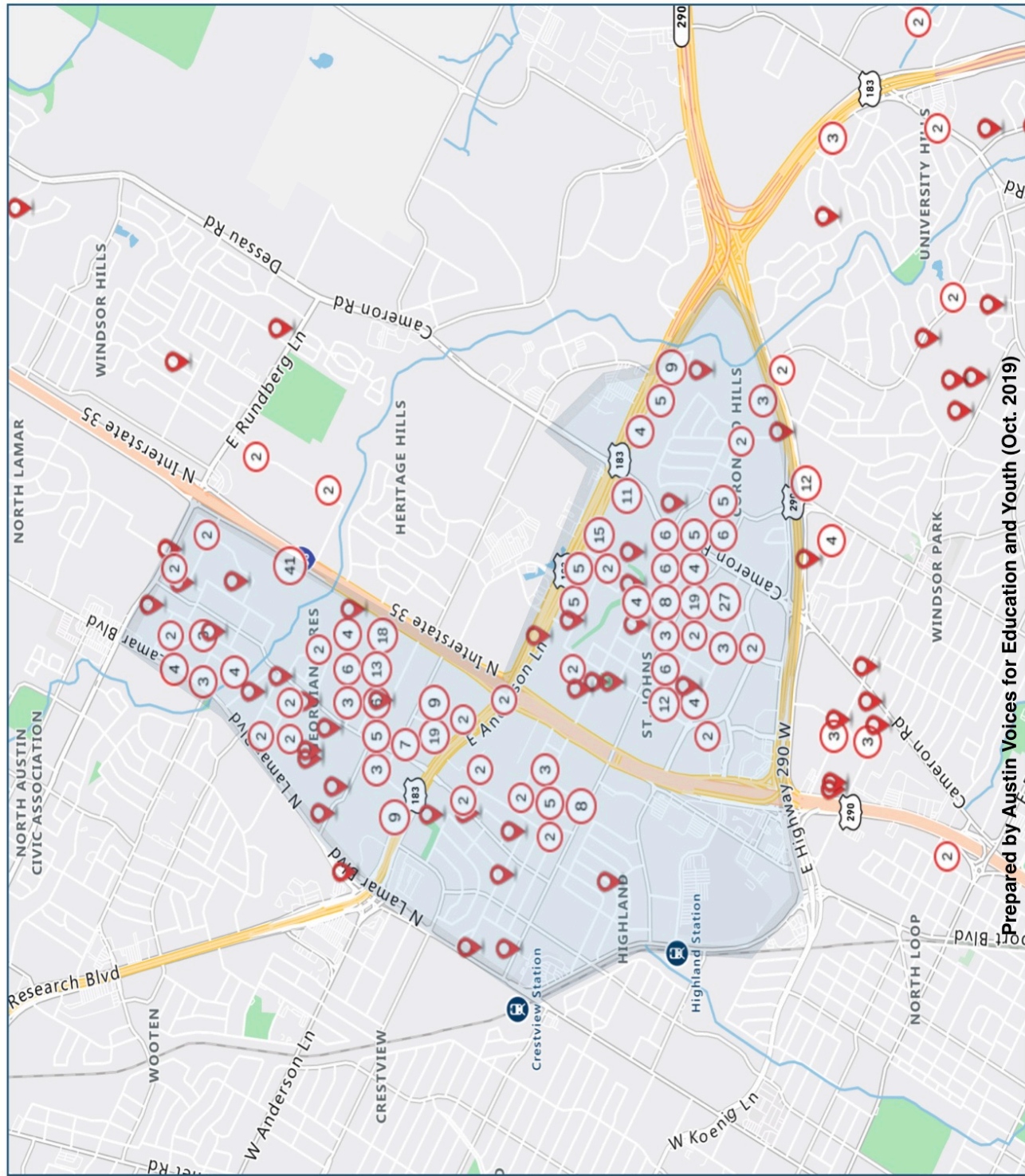
Our recommendations for strengthening the community school approach at Webb:

1. Fund a full-time Community School Coordinator. Currently, Austin Voices provides funding for a part-time coordinator (who also serves as parent support specialist).
2. Involve more teachers in community school planning and projects.
3. Provide or expand district funding for CIS, CARY, after school programs, FRC and other community school student and family supports.
4. Continue offering community outreach events, such as the Unity Walk, ENCORE and HopeFest.
5. Expand funding for fine arts programs at Webb.
6. Strengthen relationships with feeder elementary campuses.

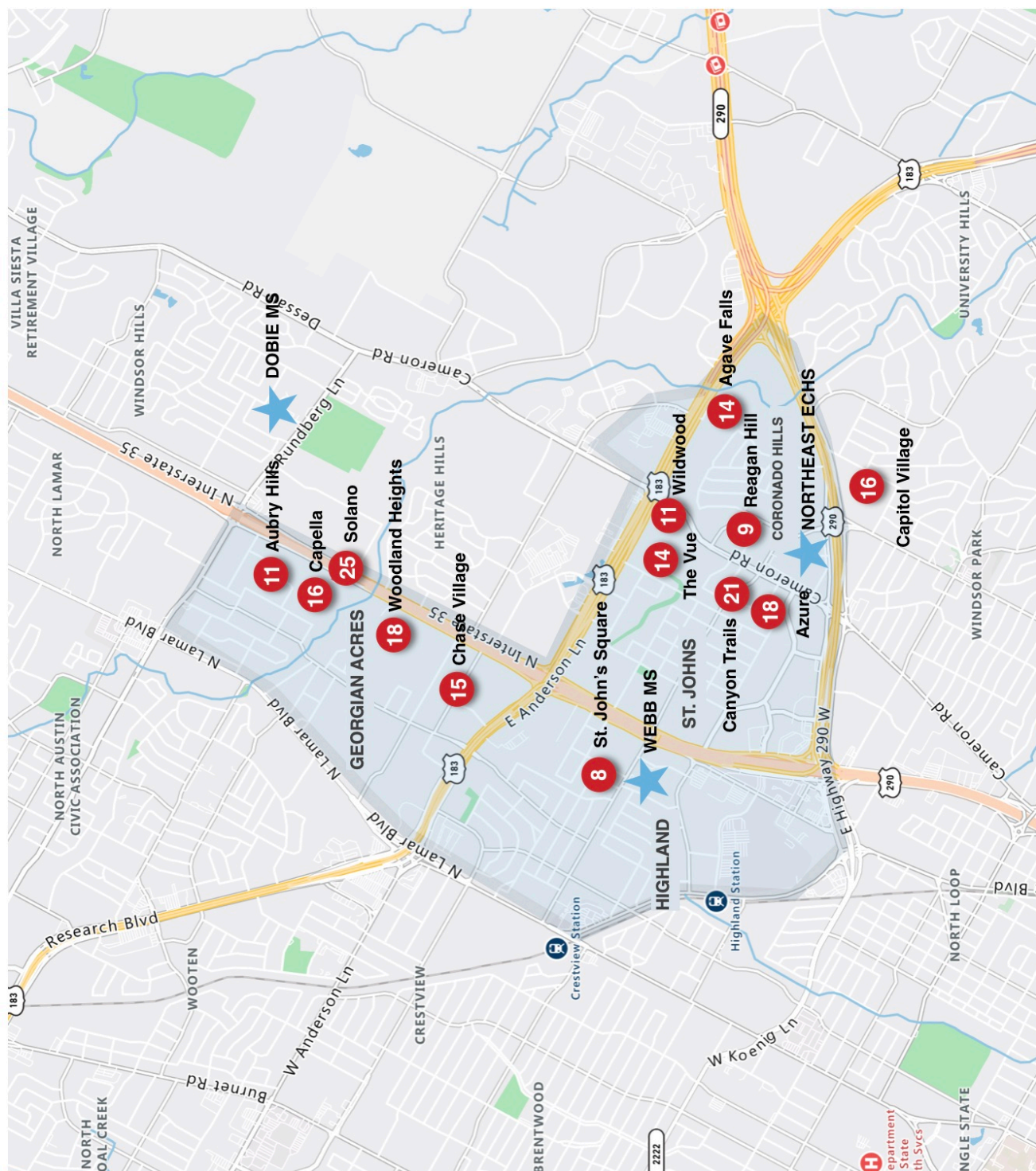


Webb MS Housing Map (2019 Data)

Apartment	Count
Agave Falls	14
Aubrey Hills	11
Azure	18
Bird Creek	1
Booker T. Washington	3
Calgary Square	2
Cameron Greens	1
Cameron Villas	5
Camino La Costa	2
Canyon Trails	21
Capella	16
Capital Villa	1
Capitol Village	16
Chase Village	15
Chevy Chase	2
Coronado Hills	1
Creekwood	6
Garden Path	2
Georgian	5
Georgian Manor	2
Haven East	4
High Oaks	2
Ibra Urban Flats	5
La Frontera	1
Meadows Edge	1
Mezzo Flats	3
Midtown Flats	1
Mobile Home	2
Mueller City View	3
Mueller Flats	1
Paradise Oaks	2
Pebble Creek	2
Reagan Hill	9
Redondo Flats	1
Reinli Arms	1
Remington House	4
Sabinal	2
San Leon	2
Santa Fe	1
Santa Maria Village	1
Silver Springs	1



Webb Key Apartment Complexes (2019)



Solano	25
St. John's Square	8
The Bridge at Tech Ridge	1
The Joplin at Crestview	1
The Timbers	1
The Vue	15
Towne Oaks	4
Trails at Vintage Creek	2
Trifecta Square	5
Velo Flats	1
Vintage Hills	3
Walnut Creek Crossing	1
Wheless Manor	1
Wildwood	11
Woodland Heights	18
Unnamed Apartments	31
Total:	321
Multi-Family	
Motel/Hotel	4
3/4-Plex Rental	3
Duplex Rental	98
Mobile Home	2
Total:	107
Single Family Homes	74
Homeless (No address)	65
Unknown address	80
Total Students	647

Health Data	
Medicaid	176 (45%)
CHIP	22 (6%)
Sliding Fee Scale	11 (3%)
MAP	43 (11%)
Affordable Care Act	1 (.3%)
Private Insurance	12 (3%)
No Insurance	75 (19%)
Symptoms of Asthma	37 (9%)
Symptoms of Diabetes	47 (12%)
Pregnant	8 (2%)
Teen Parent	9 (2%)
Adult >19 w/o health insurance	90 (23%)

**Data from
Webb Family Needs Survey
(Sept. 2019)
n=392 completed surveys**

Survey results tallied by
Austin Voices Family Resource
Center Staff. Survey results are
used for proactive contact of
parents in need, as well as adult
education and outreach planning.

Desires Information About	
Employment	59 (15%)
Housing	42 (11%)
Rent/Utilities Assistance	60 (15%)
Food	102 (26%)
SNAP	66 (17%)
Clothing	89 (23%)
Transportation	45 (11%)
Medical Insurance	36 (9%)
Health Care	29 (7%)
Dental	58 (15%)
Counseling/Mental	18 (5%)
Health Services	
Legal assistance	21 (5%)
Immigration	35 (9%)
After School Programs	43 (11%)
Tutoring for your child	45 (11%)
Mentoring for your child	33 (78%)
Parent in Prison	5 (1%)
Applying for college	28 (7%)
Volunteer opportunities at school	21 (5%)

Desires Adult Education Classes	
English classes	135 (34%)
Budget/Finances	30 (8%)
Exercise	50 (13%)
Healthy Cooking	45 (11%)
Computer/Internet/ Email	47 (12%)
GED Prep	38 (10%)
Preparing children < 5 years for school	8 (2%)
Parenting Classes/Teen Issues	23 (6%)
Leadership Training	15 (4%)
Neighborhood Watch	9 (2%)
Literacy in English	19 (5%)
Literacy in Spanish	24 (6%)
Gardening	12 (3%)
AISD Parent Cloud	26 (7%)

2018-19 In and Out Matrix Middle Schools

Middle School		BAILEY	BEDICHEK	BURNET	COVINGTON	DOBIE	FULMORE	GORZYCKI	KEALING	LAMAR	MARTIN	MENDEZ	MURCHISON	O HENRY	PAREDES	SMALL	WEBB	UNMATCHED	OUT OF DISTRICT
BAILEY	1,003	826	26		34		1				1	5			91	3			16
BEDICHEK	835		675		4		10	1			4	64			50	2	3	7	15
BURNET	923		1	897		15											6	1	3
COVINGTON	697	16	45		519	2	15	2		1	3	28		1	36	6	2		21
DOBIE	554			16		521					3						6	2	6
FULMORE	1,077	41	61	19	27	21	480	24	39	21	86	61	11	52	62	19	20	4	29
GARCIA YMLA	411		1	5	1	222	3		3	17	63		2		1		72	1	20
GORZYCKI	1,280	26	4		19	1	1	1,163	1			5		1	17	34		1	7
KEALING	1,229	43	21	35	23	36	21	144	349	95	57	12	135	117	38	43	29	3	28
LAMAR	1,194		4	41	2	27	4		76	810	53	1	36	50	1	3	46	6	34
MARTIN	513		1	1		6	3		6	1	466	5		2			2		20
MENDEZ	605						1				1	593			3		1	2	4
MURCHISON	1,410	1	2	39	2	22			1	3	50	2	1,233				20	3	32
O HENRY	827	3	20	4	16	8	20	2	11	3	156	9	1	501	26	7	11	2	27
PAREDES	872	7	21	1			1			1	1	46			778			2	14
SADLER MEANS YWLA	370			3		163			2	27	57						104		14
SMALL	1,278	56	33		125	2	24	47	1		6	20		40	54	842	1	1	26
WEBB	684			10		45	1		2	4			1				617	1	3
	15,762	1,019	915	1,071	772	1,091	585	1,383	491	983	1,007	851	1,419	764	1,157	959	940	36	319

At the time of this chart last year, Webb had 684 students (which it is approaching already this year). Dobie had 554, and is about 160 above that right now. Looking at the chart, Webb has 617 students from its assigned boundaries. Technically, it has a potential for 940 students, but this includes the old Pearce attendance zone, and Bertha Sadler Means/Garcia students are counted as students not choosing Webb or Dobie. Webb picks up 76 students from other schools and loses 323 students to other schools (104 to Bertha Sadler Means, 72 to Garcia counted). Not counting the Means/Garcia students, Webb mainly loses students to magnets (Fulmore-20; Kealing-29; Lamar-46), along with 20 to Murchison and 11 to O'Henry. Even with this out-migration, Webb's enrollment is solid, with a strong possibility for upside. This does not include reintegrating students from charter schools. The Webb/Dobie combination proposal results in a school of 1,200+, which is much larger than any other Title 1 middle school, and far over national standards for schools serving low-income students.



WEBB MIDDLE SCHOOL

COMMUNITY SCHOOL IMPROVEMENT PLAN

Fall 2019 | Mr. Raul Sanchez, Principal

INCLUSIVE • CREATIVE • COLLEGE BOUND

ELEMENTS OF A COMMUNITY SCHOOL

- School is a Welcoming Community Hub
- Engaging High-Quality Academic Programs
- College, Career and Service Focus
- Community Partnerships
- Coordinated Supports for Families and Students
- Expanded Learning Opportunities (after school/summer)
- Strong Early Childhood Programs
- Parent, Staff, Students & Community Plan Together

CAMPUS BASICS

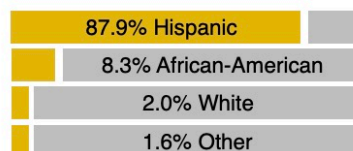
School Mascot
Wildcats

School Colors
Blue and Gold

STRENGTHS

- A diverse and experienced faculty forms strong relationships with students
- School provides a caring atmosphere where students are supported holistically
- School is college-focused, with AVID as well as high school and college-credit courses
- Strong after school and elective programs
- Supports for English Language Learners, including ELDA (English Language Development Academy)
- Students and families are supported through community partners and Family Resource Center
- Campus is a hub for community classes, events and services, including adult and parenting education

DEMOGRAPHICS



Student Enrollment **631**

Economically Disadvantaged	93.8%
English Language Learners	56.3%
Special Education	17.5%
Student Mobility	26.8%
Attendance Rate	93.8%

Average Class Size **22.9** Students



- Restorative and positive behavior approaches to discipline
- Consistent and experienced leadership team
- Parents, teachers and community plan together
- Up-to-date technology for teachers and students



Engaged Communities, Empowered Schools.





CHALLENGES

- Class sizes, especially in non-tested subjects
- Resources to sustain ELDA and Dual-Language Programs
- Recruiting, retaining and supporting faculty
- Alignment of programs with feeder pattern
- Supports for SPED students
- Lack of technology in the home for homework
- Communication barriers with parents limiting parent involvement and engagement
- Lack of knowledge in the community of Webb's programs and accomplishments
- Outdated building in need of beautification and better signage
- Student mobility, attendance and tardies
- Students struggling with behavior and discipline issues
- Mental health and counseling supports
- Safe routes to and from school
- Increasing student motivation

KEY COMMUNITY SCHOOL STRATEGIES

Support for Academic Programs

1. Work with district to create HR systems and incentive pay plan to attract, retain and reward highly-qualified teachers.
2. Maintain small class sizes in tested subjects, and work towards appropriate class sizes for all other subjects.
3. Create a sustainability plan for ELDA and dual-language program, with staffing and other resources.
4. Align Webb electives, CTE and academic classes with early college and CTE programs at Navarro and Northeast ECHS.
5. Assess SPED strategies to ensure all students have adequate supports.
6. Increase access to computers and internet in student's homes, as well as alternative places to access technology.

Parent Involvement and Communication

1. Hold new parent and community events, including a Webb Back-to-School Community Picnic and community dinners or other parent event each month.
2. Hold community walks before school starts and mid-year to reach out to families in the community.
3. Create a program and partner brochure for parents and staff.
4. Continue offering wide range of adult and parent classes, including ESL, GED, Plazas Comunitarias, and Strengthening Families.

5. Use three-tier approach for parent engagement, including broad communication, more focused volunteer and workshops, and parent leadership training.
6. Increase number of languages used to communicate with parents.

Lack of knowledge in the community of Webb's programs and accomplishments

1. Re-envision Webb as Inclusive (multi-cultural, accepting), Creative (Fine Arts) and College-Bound (early college/AVID).
2. Improve communication with parents about programs through regular distribution of monthly calendar.
3. Work with parents to create marketing committee that would create strong advocacy for Webb.
4. Regularly update social media with positive program news about programs and partners.
5. Improve customer service and provide a welcoming school environment.
6. Market programs that make Webb unique, including ELDA, Fine Arts (like mariachi) and AVID.

Campus Beautification

1. Create a beautification committee with parents and community partners.
2. Fundraise for new marquee.
3. Work with landscape and building professionals to create a long-term beautification plan for the campus.
4. Paint and beautify portables.

Student Supports, Behavior and Discipline

1. Continue partnership with Austin Voices' Family Resource Center to support family stability and reduce student mobility.
2. Continue partnerships with CIS, CARY and other community partners to increase attendance and reduce tardies.
3. Expand mental health support for students and parents through a district-funded mental health clinic.
4. Support and increase after school and elective programs, including robotics, ballet folklórico and UIL academics.
5. Increase use of motivational speakers, incentives and field trips for students.
6. Work with local businesses, neighborhoods, district and city to increase safety around local sidewalks and intersections.

Increasing Student Motivation

1. Increase use of motivational speakers, incentives and field trips for students.
2. Develop service learning and student volunteering around topics such as the environment and other issues of concern, with integration into the curriculum, after school and clubs.



ESCUELA MEDIA DE WEBB

PLAN DE MEJORAMIENTO DE LAS ESCUELAS COMUNITARIAS

Otoño 2019 | Mr. Raul Sanchez, Director

INCLUSIVOS • CREATIVOS • DESTINADOS A LA UNIVERSIDAD

ELEMENTOS DE UNA ESCUELA COMUNITARIA

- La escuela es un centro comunitario acogedor que cuenta con programas académicos de alta calidad, universidades, carreras profesionales y asociaciones comunitarias de enfoque en el servicio.
- Apoyo coordinado para familias y estudiantes. Oportunidades de aprendizaje ampliadas por ejemplo "programas después de la escuela y el verano"
- Fuertes programas para la primera infancia donde los Padres, maestros, estudiantes y comunidad planean juntos

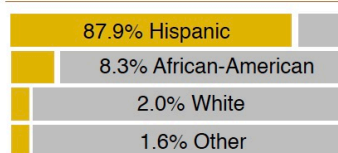
ESTADÍSTICAS DEL CAMPUS

School Mascot	School Colors
Wildcats	Blue and Gold

FORTALEZAS

- Un personal diverso y con experiencia que forma fuertes relaciones con los estudiantes.
- La escuela ofrece un ambiente de cuidado donde los estudiantes reciben apoyo integral.
- La escuela está enfocada en la universidad, con AVID, así como cursos de crédito para la escuela secundaria y la universidad.
- Fuertes programas después de la escuela y electivos.
- Apoyo para los estudiantes de el idioma inglés, incluyendo ELDA (Academia del desarrollo de el lenguaje en Inglés).
- Los estudiantes y las familias reciben apoyo a través de socios comunitarios y de el Centro de recursos familiares.
- El campus es un centro para clases comunitarias, eventos y servicios, incluida la educación para adultos y padres.

DEMOGRAFÍA



Matricula Estudiantil **631**

En Desventaja Economica	93.8%
Estudiantes del Idioma de Inglés	56.3%
Educación Especial	17.5%
Movilidad Estudiantil	26.8%
Tasa de Asistencia	93.8%

Tamaño promedio de clase **22.9** Estudiantes



- Enfoques restaurativos y de comportamiento positivo a la disciplina.
- Equipo de liderazgo consistente y con experiencia.
- Los padres, maestros y la comunidad planifican juntos.
- Tecnología actualizada para profesores y estudiantes.





DESAFÍOS

- Tamaños de clase, especialmente en materias no evaluadas
- Recursos para sostener ELDA y programas de lenguaje dual
- Reclutamiento, retención y apoyo de la facultad.
- Alineación de los programas con el modelo de alimentador
- Apoyo para estudiantes SPED
- Falta de tecnología en el hogar para la tarea
- Barreras de comunicación que limitan la participación y el compromiso de los padres
- Falta de conocimiento en la comunidad de los programas y logros de Webb
- El tener un edificio anticuado que necesita embellecimiento y mejor señalización
- Movilidad estudiantil, asistencia y tardanzas
- Estudiantes con problemas de comportamiento y disciplina.
- Apoyo en salud mental y asesoramiento.
- Rutas seguras hacia y desde la escuela
- Aumentar la motivación de los alumnos

ESTRATEGIAS PARA LAS ESCUELAS COMUNITARIAS

Apoyo a programas académicos

1. Trabajar juntos con el distrito para crear sistemas de recursos humanos y un plan de pago y de incentivos para atraer, retener y recompensar a maestros altamente calificados.
2. Mantener clases pequeñas en las materias evaluadas y trabajar hacia clases de tamaños apropiados para todas las demás materias.
3. Crear un plan de sostenibilidad para ELDA y un programa en dos idiomas, con personal y otros recursos.
4. Alinear las clases electivas, CTE y académicas de Webb con los programas tempranos de universidad y CTE en Navarro y Northeast
5. Evaluar las estrategias SPED para garantizar que todos los estudiantes tengan el apoyo adecuado.
6. Aumentar el acceso a computadoras e internet en los hogares de los estudiantes, así como en lugares alternativos para acceder a la tecnología.

Participación y comunicación de los padres

1. Mantener eventos de la comunidad para los padres, incluyendo un picnic comunitario en Webb al igual que proporcionar cenas comunitarias y otros eventos para los padres cada mes.
2. Realizar caminatas comunitarias antes de que comience la escuela y a mediados de año para interactuar con las familias de la comunidad.
3. Cree un programa y un folleto para socios para padres y personal.
4. Continuar ofreciendo una amplia gama de clases para adultos y padres, incluyendo ESL, GED, Plazas Comunitarias y Fortalecimiento de las familias.

5. Utilizar un enfoque de tres niveles para la participación de los padres, incluida una comunicación amplia, con voluntarios y proporcionar talleres más enfocados en capacitación de liderazgo para padres.
6. Aumentar la cantidad de idiomas utilizados para comunicarse con los padres.

Falta de conocimiento en la comunidad de los programas y logros de Webb

1. Visualizar la escuela Webb como un campus inclusivo (multicultural y de aceptación), creativo (bellas artes) y universitario (universidad temprana / AVID).
2. Mejorar la comunicación con los padres sobre los programas a través de la distribución regular del calendario mensual.
3. Trabajar con los padres para crear un comité de mercadotecnia que cree una fuerte defensa de Webb.
4. Actualizar las redes sociales regularmente con noticias positivas sobre programas y socios.
5. Mejorar el servicio al cliente y proporcionar un ambiente escolar acogedor.
6. Promocionar los programas que hacen único a Webb, incluidos ELDA, Bellas Artes (como el mariachi) y AVID.

Embellecimiento del campus

1. Crear un comité de embellecimiento con padres y socios de la comunidad.
2. Recaudar fondos para la marquesina nueva.
3. Trabajar con profesionales del paisaje y construcción para crear un plan de embellecimiento a largo plazo para el campus
4. Pintar y embellecer los portátiles.

Apoyo estudiantil, de comportamiento y disciplina

1. Continuar la asociación con el Centro de recursos familiares de Austin Voices para apoyar la estabilidad familiar y reducir la movilidad de los estudiantes.
2. Continuar las asociaciones con CIS, CARY y otros socios de la comunidad para aumentar la asistencia y reducir las tardanzas.
3. Ampliar el apoyo de salud mental para estudiantes y padres a través de una clínica de salud mental financiada por el distrito.
4. Apoyar y aumentar los programas extracurriculares y electivos, que incluyen robótica, ballet folklórico y programas académicos de UIL.
5. Aumentar el uso de oradores motivacionales, incentivos y excursiones para los estudiantes.
6. Trabaja con empresas locales, barrios, distrito de la ciudad y para aumentar la seguridad alrededor de las aceras y las intersecciones locales.

Aumentando la motivación del estudiante

1. Aumentar el uso de oradores motivacionales, incentivos y excursiones para los estudiantes.
2. Desarrollo de servicios de aprendizaje y voluntariado estudiantil en torno a temas como el medio ambiente y otros temas de interés, con integración en el plan de estudio y a asociaciones después de la escuela.

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