

Promesa Public Schools
EAPrep Secondary School at MLK
2018-2019 Campus Improvement Plan



Mission Statement

Inspire students to have college aspirations along with the academic skills and work ethic necessary to succeed.

Vision

The vision of East Austin College Prep is to serve as a model school with a rigorous curriculum that successfully prepares all students, regardless of economic background, for graduation and success in college and career, while also instilling a commitment to community service.

Core Beliefs

1. All students will succeed.
2. More time for student learning is key to success.
3. Results are the bottom line.

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Comprehensive Needs Assessment

Revised/Approved: October 01, 2018

Demographics

Demographics Summary

The demographic of populations at the EAPrep MLK campus is somewhat homogenous, yet diverse in different ways. In regards to special populations, it has been noted that these sub groups have grown over the past few years. With this trend of increase, those on campus have learned to better address the various needs of the special populations on campus. Wide learning gaps have been noted in the sub populations of low SES and ELL groups that are coming to the campus. In regards to ELL and SPED populations, it is evident that there has been an increase in students enrolling at the campus are in these two populations. The campus has noted an overall decrease in student enrollment with a high percentage of at-risk students.

Demographics Strengths

In adding to the diversity of the campus, it has been noted that there has been an increase of African American students enrolling at the campus. Not only are students enrolling of the from the nearby neighborhood, students outside of the neighboring community are enrolling at EAPrep MLK campus. Even though the campus has seen a rise of students enrolling on the campus to be of the SPED population, it has also noted that students are also being successfully exited from the program as well.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students classified as ESL and or SPED are overall underperforming on statewide assessments. **Root Cause:** Newly enrolled students are coming to the campus with learning gaps in math, reading, science, and social studies.

Student Achievement

Student Achievement Summary

With an increase of minimum passing rate standards for the 2017 state assessment, the campus saw decreases in all assessments with the exception of grade 6 math, grade 8 math, and US History (High School).

6th grade math 55% ---58%, 6th grade reading 61% ---46%, 7th grade math 53% ---45%, 7th grade reading 56% ---52%, 7th grade writing 62% ---46%, 8th grade SS 55% ---38%, 8th science 62% ---51%, 8th grade math 67% ---80%, 8th grade reading 84% ---80%, ELA I 62% ---48%, ELA II 53% ---46%, Biology 85% ---78%, Algebra I 79% ---74%, US History 87% ---88%.

Student Achievement Strengths

The campus saw improvements in the following areas:

-6th grade math, 8th grade math, US History, the number of SPED students passing their math and social studies exams, and the number of ESL students passing their math and social studies exams.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students on the campus performed lower than the state average on the state assessments. **Root Cause:** The turn around rate of core content teachers throughout the school year has contributed to learning gaps of students.

School Culture and Climate

School Culture and Climate Summary

A campus team developed school wide expectations to be implemented throughout the school year. The expectations were rolled out at the beginning of the year and was implemented throughout the school year with fidelity by some, but not all. The team will work again in rolling the expectations and processes out to the faculty and staff to ensure that all on the campus are implementing with fidelity. Due to the fact that expectations are not being implemented with fidelity, students are not all being held accountable for their actions (positive/negative).

Novice teachers on campus are in need of more academic guidance and support. A solid new teacher mentor program is in need at the EAPrep MLK campus.

School Culture and Climate Strengths

Campus administration has an open door policy at all times. Administration is willing to meet and listen to faculty, staff, parents, and students. Faculty, staff, parents and students feel welcome at the EAPrep MLK campus. Students do feel safe at the school and note that it is a close knit environment. Students enjoy many of the extra-curricular activities that the school has to offer.

Social and academic expectations for college going culture has improved. This has led to a decrease student discipline referrals. Positive affirmations for campus staff has improved.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Not a 100% of faculty/staff implement campus wide expectations, policies and procedures with fidelity. **Root Cause:** The loss of employees and switching of roles throughout the school has led to campus wide inconsistencies of different expectations, policies and procedures.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

To support novice teachers, the teacher mentor program needs to be improved. A system needs to be developed for colleague to colleague observations. To lower the turnover rate and increase teacher retention, implement a teacher/staff incentive program. A way to improve the interview process would be to have prospective teachers teach a sample lesson. Develop a program to improve teacher/staff attendance rates.

Staff Quality, Recruitment, and Retention Strengths

All teaching staff are high qualified and or certified in the areas they teach. Teachers are offered professional development throughout the school year to aid with classroom success. Teachers have reported that professional development has been reported to be very helpful. Academic tutors are placed in contents they feel more comfortable working in.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Novice teachers received little support through out the school. **Root Cause:** Director of the new teacher academy left the campus early on in the school year.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

There needs to be continued refinement in regards to the alignment of curriculum, instruction and assessment. Continue to identify and implement best practices across the campus to include high yield strategies. Identify and implement a common writing process to be used across the contents.

Curriculum, Instruction, and Assessment Strengths

Certain campus departments have targeted resources that allows for more targeted intervention with special populations. Campus teachers do well at administering skill checks that assess certain TEKS. Teachers then analyze data from skill checks to drive classroom instruction. The addition of the ESOL class for monolingual students has aided students in other contents. The campus has continued to work with OARS in regards to the alignment of curriculum, instruction, and assessment.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Novice teachers struggled with alignment of CIA. **Root Cause:** Instructional specialist given a full teaching load with limited time to support novice teachers.

Parent and Community Engagement

Parent and Community Engagement Summary

We host NCLR's Padres Comprometidos Sessions every semester. These workshop style sessions are available to parents and touch on the importance of engaging with our schools, how to take your first steps into becoming an engaged parent, understanding their students as they transition from childhood into adolescence, tips on communicating with their students, establishing educational norms in a household, and supporting their child as learners at home. We also provide a back to school fair where parents can attend various sessions around similar topics. We have various opportunities for the school principals, counselors, and other faculty and staff to address specific student needs with their parents throughout the year.

Parents are involved in a variety of ways that include Padres Comprometidos, the Parent, Teacher, Student Association (PTSA), various yearly committees (School Compact Review / Parent Engagement Policy Review / Title I Programming Review / Food Service Committee / SHAC), fundraising efforts for academic and athletic teams, and community events. We have a constant parent presence on our campus and parents play a vital role in identifying and addressing the needs of the school.

We are required to send out Title I Surveys every year and school climate is one of the items that we measure. When asked if parents feel welcomed at their school, typically we get an 80% response in the affirmative. We also have ample opportunities throughout the year for parents to meet with the principal from each respective campus to address issues that may be important to them. These meetings have been fruitful in identifying underlying issues at each campus and initiating plans to address them. This is helpful in addressing parent's perceptions of the school because they see that action is usually taken when they bring issues to our attention. This encourages families to participate in ongoing dialogues throughout the year that touch on other topics that are important for our parents to know.

When utilized in a timely manner, we have found that a multi-source approach to communicating with our parents is important and can yield high participation numbers for our events. Usually parents want to participate but need enough time to plan ahead. Social media and our school call system is essential at getting the word out to our parents about upcoming events.

All communication has to be sent out in both English and Spanish to accommodate our parent demographic as required by Title I

With parent programming: National Council of La Raza / PTSA / VELA Families / East Austin Children's Promise / BB&T Bank. We have long lasting relationships with some of our community partners such as NCLR and PTSA while other relationships are fomented based on programming needs. Other community partners that aren't tied to parent programming: Boys and Girls Club, Just Keep Living, National Hispanic Institute.

We have an open door policy and a district parent coordinator who is the first point of contact for the school. We hold meetings with the principal every six weeks at both of our campuses. We have various standing committees that invite parents to participate in on-going dialogue and planning pertaining to our schools).

Parent and Community Engagement Strengths

Having a parent coordinator for the district allows us to have such a strong bond between family and community.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: There is a need to recruit and involve different parents in campus activities.

School Context and Organization

School Context and Organization Summary

Collaboration of the planning of programs, policies and procedures exist, but there is still a teacher need to feel their input is utilized when decisions are being made. Even though there is communication of expectations, policies and procedures, there seems to be somewhat of a disconnect of teaches and staff of some of the campus' expectations, policies and procedures. As a result of this, not all are implementing with fidelity.

The campus has seen a decrease in the number of students enrolling, thus there has been a reduction in the number of faculty and staff members. A larger staff is indeed needed to fully support the student need on campus.

School Context and Organization Strengths

Campus administration is willing to listen to faculty, staff, and parent/family input. Campus administration has an open door policy. It is evident that parents believe that EAPrep MLK does provide many opportunities and support for families and students. Social and academic expectations for college going culture are slightly improving across the board.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Faculty and staff need to be more aligned with behavioral and curriculum guidelines. **Root Cause:** Inconsistent monitoring and reinforcement from campus administration.

Technology

Technology Summary

The campus has continued to purchase more technology as budget allows. The campus also received a few grants that have allowed for the purchase of technology for certain classrooms. New equipment for the network has been installed and the campus has more stable network.

Technology Strengths

Every staff member has been issued school only Dell laptop. All classrooms have a projector and document camera to be used for instruction. MLK campus has 2 computer, several COWs, kindles, and iPads for student use.

Problem Statements Identifying Technology Needs

Problem Statement 1: Lack of inconsistent internet throughout the school year. **Root Cause:** Unstable network equipment.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Study of best practices
- Other additional data

Goals

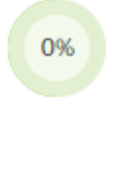
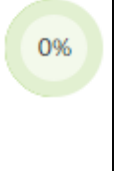
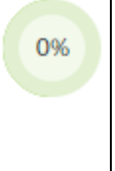
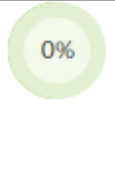
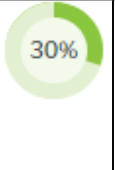
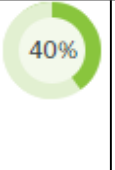
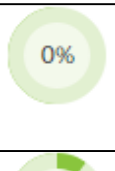
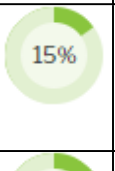
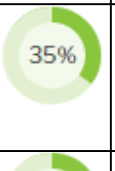
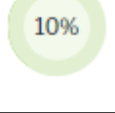
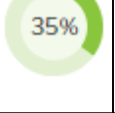
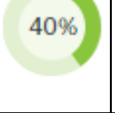
Goal 1: All students will reach high standards, at a minimum attaining proficiency or better, in all core academic areas.

Performance Objective 1: 75% of students in grades 6-12 will meet "approaches" on the yearly state assessment or end of year final exam.

Evaluation Data Source(s) 1: STAAR Exam for tested areas and end of year final exam for non-tested areas

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Core content area instructional specialist will work with respective staff during PLCs to ensure curriculum and instructional alignment.</p>	Instructional Specialists Principal Assistant Principal	Lesson plans indicate alignment with state mandated curriculum Classroom walk throughs indicate alignment of curriculum and instruction				
<p>Critical Success Factors CSF 1</p> <p>2) Core content area instructional specialist will work with respective staff during PLCs on best high yield strategies to use in the classroom. Strategies from the book "Fundamental Five" will be utilized with fidelity in all classrooms.</p>	Instructional Specialists	Lesson plans indicate which high yield strategies used in class Classroom walk throughs indicate the use of high yield strategies				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Campus principal and core content area instructional specialist will work with respective staff during PLCs on the use of data to drive classroom instruction.</p>	Campus Principal Instructional Specialists	Data debrief notes indicating next steps for success Data tracker sheet indicating improved student performance				
<p>Critical Success Factors CSF 1</p> <p>4) STAAR/EOC intervention teacher and ELAR/Math teacher will collaborate during assigned planning days to ensure alignment between both classes.</p>	Campus Principal ELAR/Math Instructional Specialist	Debrief meeting notes indicating next steps for success Improved student performance on core content skill checks, six weeks assessment				

<p>Critical Success Factors CSF 1</p> <p>5) Special population support personnel and core content area teacher will collaborate weekly to ensure proper support is provided to students in class.</p>	<p>Campus Principal Instructional Specialists</p>	<p>Debrief meeting notes indicating next steps for success</p> <p>Improved student performance on core content skill checks, six weeks assessment</p>				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>6) Core content area teachers will provide prescriptive tutoring to students in need during Saturday school or designated tutoring time.</p>	<p>Instructional Specialists Principal</p>	<p>Data notes indicating areas needing to be addressed and students chosen for tutoring</p> <p>Improved student performance on core content skill checks, six weeks assessment</p>				
<p>Critical Success Factors CSF 1</p> <p>7) The practice of writing will occur on a weekly basis across all core content areas.</p>	<p>Instructional Specialist</p>	<p>Lesson plans indicating writing activities</p> <p>Increased STAAR and TELPAS writing scores</p>				
<p>8) 8) Instructional Coaches for the English, Science, Electives and History Department will have a instructional coaching period embedded in their course schedule.</p>	<p>Principal</p>	<p>Walkthroughs will be conducted weekly by Instructional Coaches and PLCs will be held to discuss trends in walkthroughs and instructional practices.</p>				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 1: All students will reach high standards, at a minimum attaining proficiency or better, in all core academic areas.

Performance Objective 2: 30% of students in grades 6-12 will meet "masters" on the yearly state assessment or end of year final exam.

Evaluation Data Source(s) 2: STAAR Exam for tested areas and end of year final exam for non-tested areas.

Summative Evaluation 2:

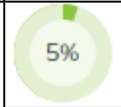
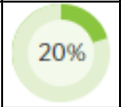
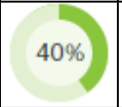




Goal 2: 75% of English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in all core academic areas.

Performance Objective 1: 75% of limited English proficient students in grades 6-12 will increase a minimum of one proficiency level descriptor on each of the TELPAS assessments.

Evaluation Data Source(s) 1: TELPAS

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Limited English proficient students who have been in the country 3 years or less will be placed in an ESOL class in addition to their regular ELAR class.</p>	Counselor	<p>Student schedule</p> <p>Increased student performance on TELPAS</p>				
<p>Critical Success Factors CSF 1</p> <p>2) Teachers in the ELAR department will complete the process of being ESL certified.</p>	ELAR Instructional Specialist Campus Principal Director of Teaching and Learning	Increased student performance on TELPAS and STAAR				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) ESL tutor will provide prescriptive tutoring to students in need during scheduled instructional time.</p>	Principal Curriculum Facilitator	<p>Data notes indicating areas needing to be addressed and students chosen for tutoring</p> <p>Improved student performance on core content skill checks and six weeks assessments.</p>				

4) 4) History Department will attend Document Based Question training and implement this specific strategy in grades 6th-12th.	Principal History Instructional Specialist	The DBQ strategies that are learned by the team will be utilized for classroom instruction.				
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Goal 3: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Performance Objective 1: 100% of EAPrep faculty, staff and students will contribute to a safe environment and participate in positive school culture and climate programming.

Evaluation Data Source(s) 1: discipline referral count
 significant incident reports
 attendance rate
 PBIS efforts (student and Staff)
 Interquest Detection Canines of Central Texas

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Hire Assistant Principal to promote restorative justice practices and PBIS for a safe campus and positive school climate.	Campus Principal	Increase school safety and promote positive campus culture.				
2) Full implementation of School Wide PBIS initiative (discipline management and school climate efforts).	Campus Principal PBIS committee Assistant Principal	Decrease in discipline referrals Increase the positive reward system and student recognition				
3) Review of Crisis Management Plan and practice monthly prevention strategies (safety drills and monthly meetings)	Campus Principal & Admin Team PBIS Committee Assistant Principal	Increase school safety and decrease significant incident report.				
4) College and Career classes will be utilized to implement Social Emotional Learning curriculum including Character Education, Community Service Learning, Bullying, Suicide and Drug Prevention.	Campus Principal PBIS committee Assistant Principal College and Career Teachers	Increasing the students awareness of SEL and empowering them to make positive and healthy choices.				
5) Wednesdays during ACE time, the CARE Project team will create Middle School/High School SEL lessons for implementation.	Principal CARE Project Team ACE Team	Increasing the students awareness of SEL and empowering them to make positive and healthy choices				

 = Accomplished  = Continue/Modify  = No Progress  = Discontinue

Goal 4: All Senior students will graduate from high school and 100% of them will be considered "College Ready".



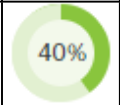




Performance Objective 1: 100% of 12th grade students will be college ready prior to leaving East Austin College Prep Secondary School.

Evaluation Data Source(s) 1: Graduation rate

- ACT/SAT Scores
- TSI Scores
- AP Scores

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) All 12th grade students will be enrolled in College Prep class where process of getting ready for college occurs.</p>	Counselor	Student schedules				
<p>Critical Success Factors CSF 1</p> <p>2) All 12th grade students will apply to a minimum of two colleges/universities by December 2018 while in their College Prep class.</p>	Counselor College Prep Teacher	College/University Applications				
<p>Critical Success Factors CSF 1</p> <p>3) 12th grade students will participate in TSI, SAT, ACT support during ACE time.</p>	College Prep teacher ACE Project Director	ACE time sign in sheets Improved college entrance test scores				
<p>Critical Success Factors CSF 1</p> <p>4) 100% of students enrolled in dual credit courses will pass courses they are taking</p>	Counselor	Dual credit for course				

5) 100% of Seniors will attend the mandatory Senior Saturdays for the 2018-2019 Academic Year.	College Prep Teacher Counselors	Seniors will be aware of the following components of being college ready: TAFSA FAFSA College essays Student life Scholarships/grants				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)