

Promesa Public Schools
District Improvement Plan
2018-2019



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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	5
District Culture and Climate	6
Staff Quality, Recruitment, and Retention	7
Curriculum, Instruction, and Assessment	8
Parent and Community Engagement	9
District Context and Organization	11
Technology	12
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	14
Goals	16
Goal 1: All students will reach high standards, at a minimum attaining proficiency or better, in all core academic areas.	16
Goal 2: All limited 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.	19
Goal 3: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.	20
Goal 4: All students will graduate from high school.	22

Comprehensive Needs Assessment

Demographics

Demographics Summary

The demographic of populations at Promesa Public Schools 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 regard 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 district, it has been noted that there has been an increase of African American students enrolling. Not only are students enrolling from the nearby neighborhood, students outside of the neighboring community are enrolling at Promesa Public Schools. Even though the district has seen a rise of students enrolling 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 district 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 2018 state assessment, the district saw overall decreases in all assessments.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students in the district 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.

District Culture and Climate

District Culture and Climate Summary

Campus teams have been developed to push out school wide expectations to be implemented throughout the school year. The expectations were rolled out at the beginning of the year and have been implemented throughout the school year with fidelity by some, but not all. The teams will work again in rolling the expectations and processes out to the faculty and staff to ensure that all on the campuses 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. New teachers to the district are part of the new teacher induction program.

District Culture and Climate Strengths

All administrators have open door policy. Administration is willing to meet and listen to faculty, staff, parents, and students. Faculty, staff, parents and students feel welcome at Promesa Public Schools. Students do feel safe in the district 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 District 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 schools have 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 all 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:** Inconsistent implementation of the new teacher program.

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 campuses have targeted resources that allow for more targeted intervention with special populations. Teachers are assessing students on TEKS the are instructing on and then analyze data to drive classroom instruction.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Novice teachers struggled with alignment of CIA. **Root Cause:** Lack of professional development on CIA alignment.

Parent and Community Engagement

Parent and Community Engagement Summary

We provide a back to school fair where parents can attend various session 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 have 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. **Root Cause:** Parents not interested in being involved with campus and district activities.

District Context and Organization

District 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 district 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 in the district.

District Context and Organization Strengths

Administration is willing to listen to faculty, staff, and parent/family input. Administration has an open door policy. It is evident that parents believe that Promesa Public Schools 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 District 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 administration.

Technology

Technology Summary

The district has continued to purchase more technology as budget allows. The district 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 district 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.

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

- 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 at Promesa Public Schools will meet minimum standard on the yearly state assessment or end of year 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) District and campus administration will work with respective staff during PLCs to ensure curriculum and instructional alignment.</p>	2.4	Director of Teaching & Learning Campus Principals	<p>Lesson plans indicate alignment with state mandated curriculum</p> <p>Classroom walk throughs indicate alignment of curriculum and instruction</p>				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) District and campus administration will support all teachers with 5 common best practices to be implemented in the classrooms. Book study of the Fundamental Five will occur.</p>	2.4, 2.5	Director of Teaching & Learning Campus Principals Instructional Specialists	<p>Lesson plans indicate Fundamental Five Components</p> <p>Classroom walk throughs indicate the use of the common practices</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) District and campus administration will ensure that data from formative and summative assessments will be analyzed to drive instruction.</p>	2.4, 2.5, 2.6	Director of Teaching & Learning Campus Principals Instructional Specialists	<p>Data debrief notes indicating next steps for success</p> <p>Data tracker sheet indicating improved student performance</p>				

<p>Critical Success Factors CSF 1</p> <p>4) Reading & writing integration through all content areas will occur at all campuses. This support will aid all students especially those receiving ELL, SPED, and Dyslexia services.</p>	2.4, 2.5	Director of RISE Director of Teaching & Learning Campus Principals Literacy Coach Instructional Specialist	Reading & Writing Strategies noted in lesson plans Reading & Writing Strategies noted in classroom walk through observations				
<p>Critical Success Factors CSF 1</p> <p>5) Campuses will purchase supplemental materials (books, technological devices, computer program/software, manipulatives, etc) as a source of support for all students.</p>	2.4, 2.5, 2.6	Campus Principals Instructional Specialists	Classroom observations noting use of supplemental materials				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>6) Extra instructional support will be provided to all students through after school and or ACE time.</p>	2.4, 2.5	Campus Principals ACE Project Director ACE Tutors ACE FES	Data notes indicating areas needing to be addressed and students chosen for tutoring Improved student performance on core content skill checks, six weeks assessment				

 = 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: Student attendance rate will meet or exceed 95%.

Evaluation Data Source(s) 2: ADA report.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 4 1) Campuses will reward students for perfect attendance.	2.4, 2.6	Campus principal Counselor/student advisor	Attendance rate will increase				
Critical Success Factors CSF 1 CSF 4 CSF 5 2) Parent contact will be made if student misses school.	2.4, 2.5, 2.6	Campus Principal Teacher Social Worker Counselor/Student Advisor Parent Coordinator	Increase in student attendance rate				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: All limited 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: 70% 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 1) ESL tutor will provide push in and pull out support to all limited English proficient students.	2.4, 2.5	Campus Principal ESL Tutor	Student schedule Increased student performance on TELPAS				
Critical Success Factors CSF 1 CSF 7 2) ELAR teachers will attend the ESL Academy and take the ESL test to become ESL certified.	2.4	Campus Principals Director of Teaching & Learning	ESL certified teachers in more classrooms				
Critical Success Factors CSF 1 CSF 7 3) All content teachers will utilize the ELPS on a daily basis and post a language objective in their classroom and on their lesson plans.	2.4	Campus Principals Director of Teaching & Learning	Evident in classroom walk throughs Noted in teacher lesson plans				
Critical Success Factors CSF 1 CSF 7 4) All content area teachers will provide opportunities for students to utilize academic vocabulary and concepts in listening, speaking, reading and writing.	2.4, 2.5	Campus Principals Instructional Specialist	Increased TELPAS scores in all domains				
= Accomplished = Continue/Modify = No Progress = Discontinue							




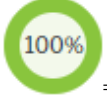



Goal 3: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Performance Objective 1: All faculty, staff and students will contribute to a safe environment and participate in positive school culture and climate programming including but not limited to Positive Behavior Intervention Support, Restorative Practices & Effective Discipline, etc.

Evaluation Data Source(s) 1: discipline referral count
 significant incident reports
 attendance rate
 PBIS efforts (student and Staff)
 Targeted-Drug Prevention Program

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Full implementation of School Wide PBIS initiative (discipline management and school climate efforts).</p>	2.6	Campus Principal PBIS committee	Decrease in discipline referrals Increase the positive reward system and student recognition				
<p>Critical Success Factors CSF 6</p> <p>2) Review of Crisis Management Plan and practice monthly prevention strategies (safety drills and monthly meetings)</p>	2.6	Campus Principal & Admin Team PBIS Committee	Increase school safety and decrease significant incident report.				
<p>Critical Success Factors CSF 6</p> <p>3) Social Emotional Learning curriculum including Character Education, Community Service Learning, Bullying, Suicide and Drug Prevention will be provided to all students at Promesa Public Schools.</p>	2.6	Campus Principal PBIS committee	Increasing the students awareness of SEL and empowering them to make positive and healthy choices.				

<p>Critical Success Factors CSF 6</p> <p>4) Campuses will provide positive rewards to teachers, staff, and students on a consistent basis. (spotlights, award assemblies, etc.)</p>	2.6	Campus Principal PBIS Committee Counselor/Student Advisor	Positive atmosphere on campus				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 4: All students will graduate from high school.

Performance Objective 1: 100% of students at Promesa Public Schools will be college ready prior to graduation of 12th grade.

Evaluation Data Source(s) 1: Graduation rate

ACT/SAT Scores

TSI Scores

AP Scores

STAAR Scores

Early Childhood Inventories

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Students at Promesa Public Schools will receive consistent education regarding college and careers throughout their academic careers. Students in grades 6-12 will take a core elective of College & Career.</p>	2.4, 2.6	Campus Principals Student Advisor/Counselors	Student schedules Increased Knowledge of College & Career Paths				
<p>Critical Success Factors CSF 1</p> <p>2) Transition services will be provided to students as they matriculate from one school to the next. Elementary to middle school and middle to high school.</p>	2.4, 2.6	Campus Principals Counselor/Student Advisor	Smooth student transition to next campus level				
<p>Critical Success Factors CSF 1</p> <p>3) Secondary school students will be closely monitored to ensure that they are College, Career, Military Ready prior to exiting 12th grade.</p>	2.4, 2.5, 2.6	Campus Principals Counselor	CCMR Tool sheet				

<p>Critical Success Factors CSF 1</p> <p>4) All students of Promesa Public Schools will be afforded opportunities to visit at least one college and or university per school year.</p>	2.5, 2.6	Campus Principals Student Advisor/Counselor Teachers	Increased knowledge of colleges and universities				
<p>Critical Success Factors CSF 5</p> <p>5) Workshops regarding college and career readiness will be provided to parents and students at least once a semester throughout the school year.</p>	3.2	Campus Principals Counselor/Student Advisor Parent Coordinator	Sign in sheets Announcement Flyers				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue