



East Austin College Prep at Southwest Key

Campus Improvement Plan

2016-2017

Jamie Eubanks, Principal

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School Educational Improvement Council

Jamie Eubanks- Principal

Kristel Sans- School Counselor

Holly Henry- Lead Literacy Specialist
Teacher

Special Education Teacher- Nina Janes
Parent

East Austin College Prep Student

Corin Caridine- Children's Promise

Sandra Fernandez- Community/Business

Comprehensive Data Analysis

Student Program Counts

YEAR	TOTAL ENROLLMENT	TOTAL G & T STUDENTS	TOTAL C & T STUDENTS	TOTAL ELL STUDENTS	TOTAL BILINGUAL STUDENTS	TOTAL ESL STUDENTS	TOTAL ECONOMICALLY DISADVANTAGED STUDENTS	TOTAL TITLE I STUDENTS
2015-2016	207	0	0	98	0	98	179	207
2014-2015	272	0	0	100	0	100	243	272

YEAR	TOTAL AT RISK STUDENTS	TOTAL MILITARY DEPENDENT STUDENTS	TOTAL FOSTER CARE STUDENTS	TOTAL STUDENTS RECEIVING SPECIAL EDUCATION SERVICES
2015-2016	105	0	0	23
2014-2015	116	0	0	23

Accountability Ratings

District/Campus Name	District Number	Campus Number	Year	Accountability Rating
EAST AUSTIN COLLEGE PREP AT JAIN	227824	227824001	2016	Met Standard
EAST AUSTIN COLLEGE PREP AT JAIN	227824	227824001	2015	Met Standard
EAST AUSTIN COLLEGE PREP AT JAIN	227824	227824001	2014	Improvement Required
EAST AUSTIN COLLEGE PREP AT JAIN	227824	227824001	2013	Improvement Required

Annual Measurable Achievement Objectives (2011-12)

AMAO 1: LEP Student Progress – Passed
 AMAO 2: LEP Student Attainment – Passed
 AMAO 3: LEP Student Attainment – Passed
 AMAO 4: LEP AYP - Passed

Annual Measurable Achievement Objectives (2012-13)

AMAO 1: LEP Student Progress – Passed
 AMAO 2: LEP Student Attainment – Passed
 AMAO 3: LEP Student Attainment – Passed
 AMAO 4: LEP AYP – Not Met

Annual Measurable Achievement Objectives (2013-14)

AMAO 1: LEP Student Progress – TBD
 AMAO 2: LEP Student Attainment – TBD
 AMAO 3: LEP Student Attainment – TBD
 AMAO 4: LEP AYP – TBD

Discipline Referrals (2013-14)

Discipline Referrals	All	Male	Female
Tobacco, Alcohol, Drugs	0	0	0
Involving firearms	0	0	0
Resulting in JJAEP placement	0	0	0
Resulting in DAEP placement	0	0	0

Discipline Referrals (2014-15)

Discipline Referrals	All	Male	Female
Tobacco, Alcohol, Drugs	0	0	0
Involving firearms	0	0	0
Resulting in JJAEP placement	0	0	0
Resulting in DAEP placement	0	0	0

Discipline Referrals (2015-16)

Discipline Referrals	All	Male	Female
Tobacco, Alcohol, Drugs	0	0	0
Involving firearms	0	0	0
Resulting in JJAEP placement	0	0	0
Resulting in DAEP placement	0	0	0

Other Data 2011-12

Attendance: 97.9%

Drop Out Rate: 4.2%

Highly Qualified: 100% of School teachers meet highly qualified standards as defined by No Child Left Behind.

Other Data 2012-13

Attendance: 97%

Drop Out Rate: 0%

Highly Qualified: 100% of School teachers meet highly qualified standards as defined by No Child Left Behind.

Other Data 2013-14

Attendance: 97%

Drop Out Rate: 0%

Highly Qualified: 100% of School teachers meet highly qualified standards as defined by No Child Left Behind.

Other Data 2014-15

Attendance: 97%

Drop Out Rate: 0%

Highly Qualified: 100% of School teachers meet highly qualified standards as defined by No Child Left Behind.

Other Data 2015-2016

Attendance: 97%

Drop Out Rate: 0%

Highly Qualified: 100% of School teachers meet highly qualified standards as defined by No Child Left Behind.

ESEA Goals and Indicators

Performance Goal 1: All students will reach high standards, at a minimum attaining proficiency or better, in reading/language arts and mathematics.

- 1.1 Performance Indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)
- 1.2 Performance Indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)
- 1.3 Performance Indicator: The percentage of Title I schools that make adequate yearly progress.
- 1.4 Performance Indicator: The percentage of students in third grade reading at the proficient level.

Performance 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 reading/language arts and mathematics.

- 2.1 Performance Indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
- 2.2 Performance Indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.
- 2.3 Performance Indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

Performance Goal 3: All students will be taught by highly qualified teachers.

- 3.1 Performance Indicator: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).
- 3.2 Performance Indicator: The percentage of teachers receiving high-quality professional development (as the term, "professional development," is defined in section 9101(34).)
- 3.3 Performance Indicator: The percentage of paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

- 4.1 Performance Indicator: The number of persistently dangerous schools, as defined by the State.

Performance Goal 5: All students will graduate from high school.

- 5.1 Performance Indicator: The percentage of students who graduate from high school each year with a regular diploma,
 - disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;
 - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.
- 5.2 Performance Indicator: The percentage of students who drop out of school,
 - disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;
 - calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

Long Range Goal: # 1 – Student Achievement: All students at our campus will reach their full academic and social potential and will be responsible citizens in a global society.

Summary of Needs Assessment Findings: (Include AEIS, Adequate Yearly Progress, Drop Out Rate, Attendance, Test Participation Rate, etc.)

- ❖ Core Subjects – Reading/ELA, Math, Science and Social Studies
- ❖ Special Populations – Special Education, English Language Learners, Migrants, Dyslexia, At Risk, and Homeless
- ❖ Accountability – Monitor Student Progress, Assessment, Drop Out Prevention, and Attendance
- ❖ Extension – Transition and Higher Education
- ❖ Leadership Effectiveness, Staff Issues/Personnel, Teacher Quality and Highly Qualified
- ❖ Training, Volunteering and Involvement
 - Reasons for shortcoming based on review of data:
 - Lack of proper planning prior to school year
 - High number of new & first year teachers
 - Many new teachers with little experience
 - Language barriers
 - Long hours
 - Lack of feedback (parents & staff)
 - Lack of communication
 - Grades missing from reports
 - Not enough planning
 - Better grade tracking / portal updates
 - More admin presence
 - Language classes
 - Report card training
 - Communication: school → parents / administration → teachers
 - Counselors/Principals (more than 1)
 - Newsletters
 - More bilingual speaking personnel (principal)
 - No communication from teachers for needs → no parent knowledge of needs
 - New staff & new systems
 - High turnover of staff
 - New grade level & new parent s (2nd)
 - Challenges – digital divide between students and teachers
 - New staff & new systems
 - High turnover of staff
 - Need teacher mentor program
 - Need additional quality staff development
 - Students are not on level for grade
 - Student mastery of TEKS is questionable
 - Resources (especially foundational level) needed

- Second grade students new to campus (first year on campus)
- Teaching at level of rigor for success for assessment
- Lack of consistent curriculum
- Poor communication
- Lack of planning

Documenting Evidence: (Data Collected/Analyzed)

Data disaggregated is from the school reports received from TEA on Testing summary Reports and AEIS reports. Previous test scores, report cards, benchmark scores and looked at last year's SBDM data work. Additional data reviewed includes:

# of behavior contracts	# of discipline committee meetings	# of incident reports
# of times the police have been called & on campus	504 folders	Applications
Attendance records	Back to school night attendance	Benchmark data
Call logs	Clearly written procedures in every classroom for students to see	Climate survey
Community events	Community meetings	Curriculum guides
data on Eduphoria	data reviewed for student achievement	DIBELS
Division of labor	Eduphoria data for special populations	Enrollment forms
ESL Folders	eye witness account	Flyers
Front office staff – front line – communicates & picks up the phone!	General parent / teacher / student attendance to school events	HR information
lesson plans	Letters	Mail outs
meeting attendance	Monthly meetings – minimal attendance	More communication via web – website & Facebook
No official group / parents work very late	Open house / community programs-ESL, GED (Spanish), Zumba/Yoga, Adult Classes, Food drives, etc.	Open house events by grade level
Organizational chart	Parent academy attendance	Parent liaison coordinates
Parent portal	Parent surveys	Parents involved only when asked / volunteer parents (copying)
PEIMS 425 report	Phone calls	Report card grades
Report Card Night	Sign-in sheets	skills checks
Social network / website feedback	SPED Folders	STAAR Test results
Student grades / attendance	student portfolios	Survey – Title I Survey
Surveys	Surveys (Children's Promise)	Teacher referrals (write up & reports)
TELPAS	volunteer log	Witnessed activities

Target Objectives:

- Objective 1: All applicable populations will meet system safeguards as defined by TEA.
- Objective 2: EA Prep will meet standards for all four components of accountability as defined by TEA.
- Objective 3: At least 80 percent of the student population who have been at EAPREP at least two years meet or exceed acceptable or higher state performance standards in Reading/Language Arts.
- Objective 4: At least 80 percent of the student population who have been at EAPREP at least two years meet or exceed acceptable or higher state performance standards in Mathematics.
- Objective 5: At least 80 percent of the student population who have been at EAPREP at least two years meet or exceed acceptable or higher state performance standards in Science.
- Objective 6: At least 80 percent of the student population who have been at EAPREP at least two years meet or exceed acceptable or higher state performance standards in Social Studies.
- Objective 7: At least 80 percent of special population students who have been at EAPREP at least two years meet or exceed acceptable or higher state performance standards in Reading/Language Arts, Writing, Mathematics, Science and Social Studies
- Objective 8: All students will receive a rigorous education and will be college ready when they graduate from high school.
- Objective 9: No students will drop out of school while enrolled at EAPREP.
- Objective 10: Student attendance rate will meet or exceed 90% ADA.

Initiatives: Strategies/ (steps)	Person Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/ Assessment)
Curriculum/Instruction					
Reading/ELA <ul style="list-style-type: none"> Improve reading instruction through implementing various research based strategies and teaching methods – Forde-Ferrier, Fountas & Pinnell Independent reading every class/every day Novel sets for English/Reading classes Reading Counts student incentive reading program Literacy Grant support <ul style="list-style-type: none"> Library at each campus Librarian Chromebooks Leveled reading material 	Jamie Eubanks Principal Holly Jacko-Henry Lead Literacy Coach Elaine Stribling Instructional Support Specialist	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant RISE Grant Private Grants LEAD Grant Priority	Formative: <ol style="list-style-type: none"> Lesson Plans Three weeks progress reports and six weeks grades Staff meetings and training sign in sheets

<ul style="list-style-type: none"> • Provide background/ extension to the instruction • Purchase additional supplementary materials (Books, Technology/Current Resources, In House Tutors (teachers) and library) • SPED/ESL Inclusion • Various Differentiated Instruction Strategies • TCMPC TEKS RESOURCE SYSTEM Curriculum/Ignite Learning/ELPS • Tutoring support • Dyslexia Support • Istation assessment and intervention supports • Implement Structured schedule • More required reading. • More reading resources / textbooks • Increased collaboration with science and social studies so that all subjects reinforce ELA TEKS, expectations, and graphic organizers. • Feedback must be given after all walkthroughs & observation. • Practice organizing & writing skills • Writing Training for 3rd and 4th grade teachers • Judy Knight and Gretchen Barnebee training for editing and revising for 4th grade • More supplemental aids (graphic organizers) • Reading and Writing Integration • Targeted writing support for LEP learners and Dyslexia learners • Three Tiered interventions. • Extension activity. Enrichment / STAAR prep. • Skill readiness initiative (Read Naturally). • Summer program. • Summer enrichment. • Initiate skills checks, BOY, MOY, EOY, Benchmark Screeners • Prescriptive tutoring groups • Provide remediation for students who fail state assessments (math/ELA) • District initiative is writing across the curriculum • Writing curriculum alignment in grades 2-11 • Curriculum alignment across all 4 core areas 	<p>Adrianna De La Garza Bilingual/ESL Specialist</p> <p>Special Education Teacher</p> <p>ARD Facilitator Deanna Trevino</p> <p>Campus Educational Staff</p>				
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<ul style="list-style-type: none"> • Include special pops in planning meetings with core subjects • Inclusion staff for ESL/SpEd/Dyslexia • Skill checks • Benchmarking • More frequent planning in faculty & Professional Learning Communities (PLC) • Common planning period as much as possible • Vertical alignment with curriculum • REAL mentor reading program • OARS Instructional Coaching for Administration 					
Math <ul style="list-style-type: none"> • Improve math instruction through implementing various research based strategies and teaching methods – data driven instruction • Provide background/ extension to the instruction • Purchase additional supplementary materials (Books, Technology/Current Resources, In House Tutors (teachers) and library) • SPED/ESL Inclusion • Various Differentiated Instruction Strategies • TCMPC TEKS RESOURCE SYSTEM Curriculum • Tutoring support • Provide background/ extension to the instruction • Increased use of Manipulatives • Feedback must be given after all walkthroughs & observation. • Multi-disciplinary instruction (focus with science/reading) • Use of the English Language Proficiency Standards (ELPS) • Transition to learner centered instruction • Early targeting for remediation • Tiered interventions. • Extension activity. Enrichment / STAAR prep. • Excel for Spiral Review • Summer program. • Summer enrichment. • Initiate skills checks, BOY, MOY, EOY assessments, 	<p>Jamie Eubanks Principal</p> <p>Holly Jacko-Henry Lead Literacy Coach</p> <p>Elaine Stribling Instructional Support Specialist</p> <p>Adrianna De La Garza Bilingual/ESL Specialist</p> <p>Special Education Teacher</p> <p>ARD Facilitator Deanna Trevino</p> <p>Campus Educational Staff</p>	08/16	07/17	<p>State Funds</p> <p>Federal Funds</p> <p>State Compensatory Education Funds</p> <p>FSCS Grant</p> <p>LEAD Grant</p> <p>Private Grants Priority</p>	Formative: <p>1) Lesson Plans</p> <p>2) Three weeks progress reports and six weeks grades</p> <p>3) Staff meetings and training sign in sheets</p>

<ul style="list-style-type: none"> Benchmark screeners Prescriptive tutoring groups Provide remediation for students who fail state assessments (math/ELA) Curriculum alignment across all 4 core areas Include special pops in planning meetings with core subjects Inclusion staff for ESL/SpEd/Dyslexia Skill checks Benchmarking Continue portfolios More frequent planning in faculty & PLC's Common planning period as much as possible Increase activity based instruction Hands on resources-math manipulatives Vertical alignment with curriculum Click On TEKS Resources for teachers Math Read to integrate Reading 					
Science <ul style="list-style-type: none"> Improve science instruction through implementing various research based strategies and teaching methods Provide background/ extension to the instruction Purchase additional supplementary materials (Books, Technology/Current Resources, In House Tutors (teachers) and library) SPED/ESL Inclusion Various Differentiated Instruction Strategies Provide background/ extension to the instruction Hands-on lab experience in Science Lab TCMPC TEKS RESOURCE SYSTEM curriculum More feedback for teachers Tutoring support Increase activity based instruction Tiered interventions. Extension activity. Enrichment / STAAR prep. Summer program. Summer enrichment. Initiate skills checks, BOY, MOY, EOY assessments, 	<p>Jamie Eubanks Principal</p> <p>Holly Jacko-Henry Lead Literacy Coach</p> <p>Elaine Stribling Instructional Support Specialist</p> <p>Adrianna De La Garza Bilingual/ESL Specialist</p> <p>Special Education Teacher</p> <p>ARD Facilitator Deanna Trevino</p> <p>Campus Educational Staff</p>	08/16	07/17	<p>State Funds</p> <p>Federal Funds</p> <p>State</p> <p>Compensatory</p> <p>Education Funds</p> <p>FSCS Grant</p> <p>LEAD Grant</p> <p>Private Grants</p> <p>Priority</p>	<p>Formative:</p> <p>1) Lesson Plans</p> <p>2) Three weeks progress reports and six weeks grades</p> <p>3) Staff meetings and training sign in sheets</p>

<ul style="list-style-type: none"> Benchmark screeners Prescriptive tutoring groups Provide remediation for students who fail state assessments (math/ELA) Curriculum alignment across all 4 core areas Include special pops in planning meetings with core subjects Inclusion staff for ESL/SpEd/Dyslexia Skill checks Benchmarking More frequent planning in faculty & PLC's Common planning period as much as possible Vertical alignment with curriculum Science Showdown to enhance content vocabulary 					
Social Studies <ul style="list-style-type: none"> Improve Social Studies instruction through implementing various research based strategies and teaching methods Provide background/ extension to the instruction Purchase additional supplementary materials (Books, Technology/Current Resources, In House Tutors (teachers) and library) SPED/ESL Inclusion Various Differentiated Instruction Strategies Provide background/ extension to instruction TCMPC TEKS RESOURCE SYSTEM Tutor Support More reading materials / maps. More supplemental aids (graphic organizer, manipulative). Tiered interventions. Extension activity. Enrichment / STAAR prep. Summer program. Summer enrichment. Initiate skills checks, BOY, MOY, EOY assessments Prescriptive tutoring groups Curriculum alignment across all 4 core areas Include special pops in planning meetings with core subjects 	<p>Jamie Eubanks Principal</p> <p>Holly Jacko-Henry Lead Literacy Coach</p> <p>Elaine Stribling Instructional Support Specialist</p> <p>Adrianna De La Garza Bilingual/ESL Specialist</p> <p>Special Education Teacher</p> <p>ARD Facilitator Deanna Trevino</p> <p>Campus Educational Staff</p>	08/16	07/17	<p>State Funds</p> <p>Federal Funds</p> <p>State</p> <p>Compensatory</p> <p>Education Funds</p> <p>FSCS Grant</p> <p>LEAD Grant</p> <p>Private Grants</p> <p>Priority</p>	Formative: <p>1) Lesson Plans</p> <p>2) Three weeks progress reports and six weeks grades</p> <p>3) Staff meetings and training sign in sheets</p>

<ul style="list-style-type: none"> Inclusion staff for ESL/SpEd/Dyslexia Skill checks Benchmarking More frequent planning in faculty & PLC's Common planning period Vertical alignment with curriculum Integrations with Reading Social Studies Weekly to integrate reading STRIVE- Project with UT 					
Accountability: TAIS/AYP Turnaround Principals and Critical Success Factors <ul style="list-style-type: none"> Providing strong leadership Ensuring that teachers are effective and able to improve instruction. Redesigning the school day, week, or year to include additional time for student learning and teacher collaboration. Strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards. Using data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data. LEA level activities designed to assist campuses in addressing Turnaround Principles and Critical Success Factors. 	Jamie Eubanks Principal Campus Educational Staff	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant LEAD Grant RISE Grant Private Grants Priority	1) Staff meetings/training sign in sheets, agendas and handouts 2) Recorded student mastery 3) Lesson plans 4) Records of tutoring 5) Attendance and participation records
Programs:					
Special Education Continue services to identified Special Education students: <ul style="list-style-type: none"> Policies/Procedures/Notification ARD's, annual and as needed Implementation of IDEA requirements <ul style="list-style-type: none"> >Initial testing / placement >Least restrictive environment >Related services (OT, PT, Speech & VI) >Three year evaluation/ follow-up >Classroom modifications/accommodations >Assistive technology, as needed Inclusion instruction 	Jamie Eubanks Principal Campus Educational Staff ARD Facilitator Deanna Trevino	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant LEAD Grant RISE Grant Private Grants Priority	Formative: 1) Student FIE 2) Annual ARD Meetings 3) Support and services documentation

<ul style="list-style-type: none"> • Response to Intervention • Prescriptive tutoring groups • Include special pops in planning meetings with core subjects • Inclusion staff for ESL/SpEd • More frequent planning in faculty & team meeting • Hire staff appropriate to roles • Common planning period • Ipads 					
English Language Learners <ul style="list-style-type: none"> • Home Language Survey • Policies/Procedures/ Notification • Parent Consultation • Screening / testing • LPAC (Language Proficiency Assessment Committee) • Translations • Interpreters • Follow-up (Exited Students) • Intensive Interventions • ELL Student Resources (workbooks and teacher guide) 	Jamie Eubanks Principal Adrianna De La Garza Bilingual/ESL Specialist Campus Educational Staff	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant LEAD Grant RISE Grant Private Grants Priority	Formative: 1) Enrollment lists 2) LPAC Meeting Dates 3) LPAC Documentation
Dyslexia <ul style="list-style-type: none"> • Policies/Procedures/Notification • Parent Notification/Consent • Identification/Student Assessment • Program/Activities • Staff Development • Early Identification • Accommodations • Student Support Team (RTI) 	Jamie Eubanks Principal Holly Jacko-Henry Lead Literacy Coach Nina Janes Dyslexia Teacher Campus Educational Staff	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant LEAD Grant RISE Grant Private Grants Priority	Formative: 1) Policies and Procedures 2) Student program plans for Section 504 services
At Risk <ul style="list-style-type: none"> • Policies/Procedures/ Notification • Student Identification 	Jamie Eubanks Principal	08/16	07/17	State Funds Federal Funds State	Formative: 1) Student list of all at-risk students

<ul style="list-style-type: none"> Program Activities (such as Saturday School and Saturday Seminars) Staff Development <ul style="list-style-type: none"> At-Risk Criteria Services/Programs Confidentiality Tutoring State Compensatory Education supplemental services 	Campus Educational Staff			Compensatory Education Funds FSCS Grant LEAD Grant RISE Grant Private Grants Priority	2) Three weeks progress reports and six weeks grades 3) Policies and Procedures
Homeless Provide services to identified homeless students: <ul style="list-style-type: none"> Review Policies/Procedures Identify Homeless Liaison Student Identification Programs/Services Same instructional and support opportunities as the At-risk students	Jamie Eubanks Principal Campus Educational Staff	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant Private Grants Priority	Formative: 1) Student list of homeless students
Monitoring Student Progress <ul style="list-style-type: none"> Review students' progress Afterschool and in school tutoring Skill checks in core subjects Benchmarks to drive instruction Benchmarks Provide tutoring to all students not on grade level in the instructional day & targeted bubble kids- Saturday tutoring Eduphoria 	Jamie Eubanks Principal Campus Educational Staff	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant LEAD Grant RISE Grant Private Grants Priority	Formative: 1) Lesson Plans 2) Three weeks progress reports and six weeks grades 3) Staff meetings and training sign in sheets
Staff Development Provide appropriate staff development to meet the needs of all staff <ul style="list-style-type: none"> Admin oversee PD opportunities based on need for improvement Emphasis on pedagogy and serving minority and low socio economic populations of high risk On-Campus Staff Development Needs of special populations Technology training 	Jamie Eubanks Principal Campus Educational Staff	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant LEAD Grant RISE Grant Private Grants Priority	Formative: 1) Staff training calendar 2) Staff training evaluation of training attended 3) Staff training survey

<ul style="list-style-type: none"> • ELPS Training & TALA • TCMPC TEKS RESOURCE SYSTEM Training • RTI & Special Education • TAKS Rubric Training • ESL/Reading & Writing Workshops • How to develop cross-curricular activities. • How to address reading deficits. • Reading across the curriculum strategies • How to teach note taking. • How to utilize technology. • Eduphoria • ELL & SPED strategies / differentiation • Inclusion / special ed support / small group modeling • Procedures training • leadership • communication • Dyslexia training • Monthly content meetings • Teacher-peer observation 					
Assessments Based on teacher input, develop/administer appropriate assessments to monitor student progress <ul style="list-style-type: none"> • Benchmark Assessments • STAAR, EOC, AP • Classroom Assessments • Reporting results to parents • Initiate skills checks, BOY, MOY, EOY assessments, • Skill checks • Istation - Literacy • Benchmarking • TEKS mastery progress monitoring • Use other resource to create pre-STAAR benchmarks (STAAR One) • STAAR Boot Camps 	Jamie Eubanks Principal Campus Educational Staff	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant LEAD Grant RISE Grant Private Grants Priority	Formative: 1) Three weeks progress reports and six weeks grades 2) Staff meetings and training sign in sheets

Dropout Prevention Continue to provide Dropout Prevention strategies/activities: <ul style="list-style-type: none"> • Truancy • Specialized tutorials • College prep • Home visits • Service Learning • more extracurricular interests and electives to engage multiple intelligences 	Jamie Eubanks Principal Counselor School Social Worker	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant LEAD Grant Private Grants Priority	Formative: 1) Dates of activities
Technology Use Continue to expand the use of technology for instruction and educational management <ul style="list-style-type: none"> • E-mail/Internet Access/Web • Technology Modules • Globaloria • Eduphoria 	Jamie Eubanks Principal Technology Specialist	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant LEAD Grant Private Grants Priority	Formative: 1) Technology Campus Plan
Staff Issues/Personnel <ul style="list-style-type: none"> • Conduct monthly meeting to discuss staff issues • Open door policy • Provided tutoring to all students not on grade level & targeted bubble kids-Saturday tutoring, 4pm tutoring & pull-outs • Hire staff appropriate to roles • Common planning period • Regular communication meetings 	Jamie Eubanks Principal	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant LEAD Grant Private Grants Priority	Formative: 1) Staff roster and classroom assignments 2) Staff meeting sign in sheets

Transition Continue activities to transition students successfully through the educational process <ul style="list-style-type: none"> One on one with students about the importance of going to college and goal setting Speaker series – Early career awareness (guest speakers brought into the classroom to talk about their college and career journey) Executive Cabinet to coordinate services Engage students in programs outside of EAPREP that are geared towards early college and career awareness 	Jamie Eubanks Principal Counselor Student Service Counselor Johanna Trevino Campus Educational Staff	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant LEAD Grant Private Grants Priority	Formative: 1) Dates of activities
Higher Education Provide information on higher education opportunities: <ul style="list-style-type: none"> local college trips College bound student surveys Student group college visitation and tours Career counseling aligned to college Engage students in programs outside of EAPREP that are geared towards early college and career awareness Promote college-readiness 	Jamie Eubanks Principal Campus Educational Staff	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant LEAD Grant Private Grants Priority	Formative: 1) Dates of activities
Attendance Continue strategies/activities to assure high student attendance <ul style="list-style-type: none"> Phone calls One Call follow up Attendance incentives Attendance/Appeals committee action Truancy filing Use parent support specialist Home visits Automated mass communication system Better communication with staff, parents and teachers about Improved attendance Accurate and frequent monitoring 	Jamie Eubanks Principal Campus Educational Staff	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant LEAD Grant Private Grants Priority	Formative: 1) Attendance records 2) PEIMS records Summative: <ul style="list-style-type: none"> TAKS/STAAR AEIS –TAPR TAIS AYP PBMAS FIRST Surveys – Staff, Students and Parents

Long Range Goal #2: Parent/Community Involvement: All parents, community members, and educators at our campus will be active partners in the education of our students.

Summary of Needs Assessment Findings:

- ❖ Training, Volunteering and Involvement
- ❖ Communication and Coordination
- ❖ Evaluation of Services
 - Reasons for shortcoming based on review of data:
 - Lack of proper planning prior to school year
 - Language barriers
 - Parent phone #s often change
 - Lack of feedback (parents & staff)
 - Social networking management
 - Lack of communication
 - Teacher portal updates
 - Grades missing from reports
 - Not enough planning
 - Survey current with our specific locations
 - Stronger, more democratic PTSA / parent support
 - Better feedback / parent mentors/volunteers
 - Language classes
 - Communication: school → parents / administration → teachers
 - Newsletters
 - More bilingual speaking personnel (principal)
 - Student handbook online (copy)
 - Challenges – digital divide
 - Low volunteer recruitment due to apathy & limited insight for needs
 - No communication from teachers for needs → no parent knowledge of needs
 - New staff & new systems
 - High turnover of staff
 - New grade level & new parent s (2nd)
 - Low volunteer recruitment due to apathy & limited insight for needs
 - Communication from teachers for needs → no parent knowledge of needs (not consistent across staff)
 - New staff & new systems
 - High turnover of staff
 - Poor communication
 - Short notice flyers sent home
 - Lack of volunteer opportunities

- Lack of consistent communication teacher to parent and parent to teacher
- Lack of planning
- Lack of opportunities for parents and community members to provide feedback (i.e. suggestion boxes, flyers sent about school board meetings, feedback on campus website, make school board agendas more inclusive and encourage attendance and create school events via feedback)
- More announcements and regular postings of event happenings
- Newsletters need to highlight changes, events and reflect the school population served

Documenting Evidence: (Data Collected/Analyzed)

Logs and sign-in sheets for community partner inclusion and activities with students and staff are recorded and analyzed. Looked at last year's SBDM Data work.

Additional data reviewed includes:

# of behavior contracts	# of discipline committee meetings	# of incident reports
# of times the police have been called & on campus	504 folders	Applications
Attendance records	Back to school night attendance	Benchmark data
Call logs	Clearly written procedures in every classroom for students to see	Climate survey
Community events	Community meetings	Curriculum guides
data on Eduphoria	data reviewed for student achievement	DIBELS
Division of labor	Eduphoria data for special populations	Enrollment forms
ESL Folders	eye witness account	Flyers
Front office staff – front line – communicates & picks up the phone!	General parent / teacher / student attendance to school events	HR information
lesson plans	Letters	Mail outs
meeting attendance	Monthly meetings – minimal attendance	More communication via web – website & Facebook
No official group / parents work very late	Open house / community programs-ESL, GED (Spanish), Zumba/Yoga, Adult Classes, Food drives, etc.	Open house events by grade level
Organizational chart	Parent academy attendance	Parent liaison coordinates
Parent portal	Parent surveys	Parents involved only when asked / volunteer parents (copying)
PEIMS 425 report	Phone calls	Report card grades
Report Card Night	Sign-in sheets	skills checks
Social network / website feedback	SPED Folders	STAAR Test results
Student grades / attendance	student portfolios	Survey – Title I Survey
Surveys	Surveys (Children's Promise)	Teacher referrals (write up & reports)
TELPAS	volunteer log	Witnessed activities

Target Goals:

Increase the community partner involvement in school activities and participation by non-parenting individuals by 50% in numbers of individuals included and instances of involvement.

Teacher /Parent Conferences <ul style="list-style-type: none"> Conduct teacher/parent conferences during after school time (4pm-4:45pm) Document conferences Open house meetings Frequent follow up with parents Parent portal 	Jamie Eubanks Principal Parent Coordinator Bernie Diaz Campus Educational Staff	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant LEAD Grant Private Grants Priority	Formative: 1) Participation sign-in 2) Dates of activities
Involvement Opportunities Continue opportunities for parents and community members to be actively involved in the programs of the school <ul style="list-style-type: none"> Field Trip Chaperones Campus Volunteers Alignment of PTA/PTSA at both campuses Service Saturdays 	Jamie Eubanks Principal Parent Coordinator Bernie Diaz Campus Educational Staff	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant LEAD Grant Private Grants Priority	Formative: 1) Newsletters 2) Participation sign-in 3) Dates of activities
Training/ Information Sessions Provide numerous opportunities for sharing information or training with parents <ul style="list-style-type: none"> Parent Night Open Houses Parent Training/Parent Academy 	Jamie Eubanks Principal Parent Coordinator Bernie Diaz Campus Educational Staff	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant LEAD Grant Private Grants Priority	Formative: 1) Newsletters 2) Participation sign-in 3) Dates of activities
Planning Opportunities Provide opportunities for parents and community members to be involved in the planning process <ul style="list-style-type: none"> SEIC Committee PBM Committee Comprehensive Planning Parent Involvement Policy School/Parent Compact 	Jamie Eubanks Principal Parent Coordinator Bernie Diaz Campus Educational Staff	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant LEAD Grant Private Grants Priority	Formative: 1) Newsletters 2) Participation sign-in 3) Dates of activities

Continue / expand partnerships with local businesses and organizations <ul style="list-style-type: none"> Chamber of Commerce Local Business Associations Newspapers Boys & Girls Club Job Coaches (Chase) NCLR (Service Learning) 					
Surveys Disseminate a survey to collect information /input for planning and school improvement <ul style="list-style-type: none"> Staff Parent Students 	Jamie Eubanks Principal Parent Coordinator Bernie Diaz Campus Educational Staff	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant LEAD Grant Private Grants Priority	Formative: 1) Surveys and Survey Summary
Rights and Responsibilities Ensure that parents and students are informed of their rights and responsibilities <ul style="list-style-type: none"> Student Handbook & Student Code-of-Conduct Parental Involvement Policy School/Parent Compact Special Education Rights Parents Right-to-Know 	Jamie Eubanks Principal Parent Coordinator Bernie Diaz Campus Educational Staff	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant LEAD Grant Private Grants Priority	Formative: 1) Policies and procedures

Staff Development Strategies Continue to provide training/ strategies in the following areas: <ul style="list-style-type: none"> Classroom Management Coordination with parents and community members PD on what is available (i.e. communication services) Procedures training Communication Cultural & sensitivity training for staff 	Jamie Eubanks Principal Parent Coordinator Bernie Diaz Campus Educational Staff	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant LEAD Grant Private Grants Priority	Formative: 1) Training schedule 2) Staff sign-in roster 3) Training evaluations
Accountability: TAIS/AYP Turnaround Principals and Critical Success Factors <ul style="list-style-type: none"> Establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs. 	Jamie Eubanks Principal Campus Educational Staff	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant LEAD Grant Private Grants Priority	1) Staff meetings/training sign in sheets, agendas and handouts
					Summative Evaluation: <ul style="list-style-type: none"> Parental Involvement Records School/Parent Compact Parental Involvement Policy Survey Information

Long Range Goal # 3 – Safe and Orderly Environment: Our school will have a safe, orderly environment that promotes successful student learning.

Summary of Needs Assessment Findings:

- ❖ School Climate
- ❖ Discipline Management
- ❖ Facilities and Safety Issues
- ❖ Crisis – Violence Prevention, Bullying, Child Abuse Prevention, Suicide Prevention and Texas Behavior Support Initiatives & Peer mediation program
 - Reasons for shortcoming based on review of data:
 - Lack of proper planning prior to school year
 - High number of new & first year teachers
 - Many new teachers with little experience
 - Parent phone #s often change
 - Lack of feedback (parents & staff)
 - Lack of communication
 - Not enough planning
 - School discipline
 - More admin presence
 - Communication: school → parents / administration → teachers
 - Traffic & cars cutting through parking lot
 - More bilingual speaking personnel (principal)
 - Student handbook online (copy)
 - Consistency & follow through
 - Following through & seriousness
 - Consistency
 - Better documentation
 - Organization of discipline files
 - Locks
 - Bells
 - PA System
 - New staff & new systems
 - High turnover of staff
 - Need additional quality staff development
 - Poor communication
 - Lack of planning

Documenting Evidence: (Data Collected/Analyzed)

PEIMS 425 Report as well as teacher and administrator student disciplinary write-ups and reports. Previous CIPs and Needs Assessment. Additional data reviewed includes:

# of behavior contracts	# of discipline committee meetings	# of incident reports
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# of times the police have been called & on campus	504 folders	Applications
Attendance records	Back to school night attendance	Benchmark data
Call logs	Clearly written procedures in every classroom for students to see	Climate survey
Community events	Community meetings	Curriculum guides
data on Eduphoria	data reviewed for student achievement	DIBELS
Division of labor	Eduphoria data for special populations	Enrollment forms
ESL Folders	eye witness account	Flyers
Front office staff – front line – communicates & picks up the phone!	General parent / teacher / student attendance to school events	HR information
lesson plans	Letters	Mail outs
meeting attendance	Monthly meetings – minimal attendance	More communication via web – website & Facebook
No official group / parents work very late	Open house / community programs-ESL, GED (Spanish), Zumba/Yoga, Adult Classes, Food drives, etc.	Open house events by grade level
Organizational chart	Parent academy attendance	Parent liaison coordinates
Parent portal	Parent surveys	Parents involved only when asked / volunteer parents (copying)
PEIMS 425 report	Phone calls	Report card grades
Report Card Night	Sign-in sheets	skills checks
Social network / website feedback	SPED Folders	STAAR Test results
Student grades / attendance	student portfolios	Survey – Title I Survey
Surveys	Surveys (Children's Promise)	Teacher referrals (write up & reports)
TELPAS	volunteer log	Witnessed activities
Target Goals: Reduce the number of students listed for disciplinary action on the 425 report by 50% reduction.		

Initiatives: Strategies/ (steps)	Person Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/ Assessment)
Discipline Management Revise/improve the campus: <ul style="list-style-type: none"> • Student Code of Conduct • Student Handbook • Orientation • Enforcement of campus rules & expectations. • Assemblies / speakers • Continue One Call • Positive Behavioral Intervention & Supports • Offer text & email services (One Call) • Contact logs – central location • posters • Regular communication meetings 	Jamie Eubanks Principal Campus Educational Staff	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant LEAD Grant Private Grants Priority	Formative: <ol style="list-style-type: none"> 1) Policies and Procedures 2) Code of Conduct; 3) Student Handbook; 4) Signed Parent/Student Compact Forms
Crisis Mgt./Violence Prevention Identify/maintain <ul style="list-style-type: none"> • Crisis Management/ Response Plan • Staff Orientation to Emergency Drills: Building Evacuation (Fire); Shelter In Place (Tornado); Lockdown; BASE (Building Active Shooter Emergency); Site Evacuation • Practice Drills • Assemblies / speakers • Continue One Call • Offer text & email services (One Call) • posters • Regular communication meetings 	Jamie Eubanks Principal Parent Coordinator Bernie Diaz Campus Educational Staff	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant LEAD Grant Private Grants Priority	Formative: <ol style="list-style-type: none"> 1) Policies and Procedures 2) Code of Conduct; 3) Student Handbook; 4) Signed Parent/Student Compact Forms 5) Drill Documentation

Facilities Develop a timeline to do the annual upkeep and improvements on the campus facilities <ul style="list-style-type: none"> Classroom Design Technology Uses Office Space Funding for more space 	Jamie Eubanks Principal Campus Educational Staff	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant LEAD Grant Private Grants Priority	Formative: 1) Policies and Procedures 2) Campus Classroom Assignment chart
Climate Issues Continue to encourage and develop a positive and nurturing climate for students, parents, and teachers <ul style="list-style-type: none"> Climate Survey Family Information Night Meet the Teacher Night Open House PBIS 	Jamie Eubanks Principal Kristel Sans School Counselor Johanna Trevino Student Service Counselor Aleah Penn District Social Worker Campus Educational Staff	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant LEAD Grant Private Grants Priority	Formative: 1) Survey Results

Bullying Prevention <ul style="list-style-type: none"> Social Emotional Learning (SEL) -Second Step Service Learning Student Code of Conduct (PBIS) Staff Training Documentation of Investigation and Follow up 	Jamie Eubanks Principal Kristel Sans School Counselor Johanna Trevino Student Service Counselor Aleah Penn District Social Worker Campus Educational Staff	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant LEAD Grant Private Grants Priority	Formative: <ol style="list-style-type: none"> 1) Policies and Procedures 2) Code of Conduct; 3) Student Handbook; 4) Training Documentation
Suicide Prevention <ul style="list-style-type: none"> Social Emotional Learning (SEL) -Second Step Staff Training Parent Training 	Jamie Eubanks Principal Kristel Sans School Counselor Johanna Trevino Student Service Counselor Aleah Penn District Social Worker Bernando Diaz Parent Coordinator Campus Educational Staff	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant LEAD Grant Private Grants Priority	Formative: <ol style="list-style-type: none"> 1) Policies and Procedures 2) Training Documentation
Child Abuse Prevention <ul style="list-style-type: none"> Training 	Jamie Eubanks Principal	08/16	07/17	State Funds Federal Funds	Formative:

<ul style="list-style-type: none">• Student Code of Conduct• Staff Training	<p>Kristel Sans School Counselor</p> <p>Johanna Trevino Student Service Counselor</p> <p>Aleah Penn District Social Worker</p> <p>Campus Educational Staff</p>			<p>State Compensatory Education Funds FSCS Grant LEAD Grant Private Grants Priority</p>	<p>1) Policies and Procedures</p> <p>2) Training Documentation</p>
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Positive Behavioral Intervention & Supports <ul style="list-style-type: none"> System for safe student restraint Crisis prevention – CPI Classroom Management 	Jamie Eubanks Principal Kristel Sans School Counselor Campus Educational Staff	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant LEAD Grant Private Grants Priority	Formative: <ol style="list-style-type: none"> 1) Policies and Procedures 2) Student Handbook; 3) Training Documentation
Staff Development/Strategies <ul style="list-style-type: none"> Discipline Management Classroom Management Campus Safety Bullying Prevention Suicide Prevention Child Abuse Prevention Positive Behavioral Interventions & Supports Progressive Discipline Plan Classroom management PD PD on what is available (i.e. communication services) Procedures training Leadership Communication 	Jamie Eubanks Principal Campus Educational Staff	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant LEAD Grant Private Grants Priority	Formative: <ol style="list-style-type: none"> 1) Policies and Procedures 2) Code of Conduct; 3) Student Handbook; 4) Signed Parent/Student Compact Forms 5) Training Documentation
Safety Issues The campus will conduct monthly Disaster Drills <ul style="list-style-type: none"> Fire Tornado Violence Maintain building security <ul style="list-style-type: none"> Locked hallway/classroom doors Visitor sign-in/badges Student/Teacher sign-out Security Maintain a safe traffic flow for students	Jamie Eubanks Principal Campus Educational Staff	08/16	07/17	State Funds Federal Funds State Compensatory Education Funds FSCS Grant LEAD Grant Private Grants Priority	Formative: <ol style="list-style-type: none"> 1) Policies and Procedures 2) Code of Conduct; 3) Student Handbook; 4) Signed Parent/Student Compact Forms 5) Training Documentation 6) Drill Documentation

<ul style="list-style-type: none"> • Drop-off and pick-up • Designate No Parking Zones • Parent Communications • Traffic Signs • Teachers/Student Advisors on Duty <p>Maintain a communication system between classrooms and office for emergency situations</p> <p>Ensure student safety by contacting parents when a child is absent</p>					
<p>Turnaround Principals and Critical Success Factors</p> <ul style="list-style-type: none"> • Establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs. 	<p>Jamie Eubanks Principal</p> <p>Campus Educational Staff</p>	08/16	07/17	<p>State Funds Federal Funds State Compensatory Education Funds FSCS Grant LEAD Grant Private Grants Priority</p>	<p>1) Staff meetings/training sign in sheets, agendas and handouts</p>
					<p>Summative:</p> <ul style="list-style-type: none"> • Technology Plan/ Inventory • Crisis Plan • Student Code of Conduct • PEIMS Data • TAPR