East Austin College Prep

District Improvement Plan

2016-2017

Dr. Salvador Cavazos, Superintendent

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Comprehensive Data Analysis

Accountability Ratings

District/Campus Name	District Number	Year	Accountability Rating
EAST AUSTIN COLLEGE PREP	227824	2016	Met Standard
EAST AUSTIN COLLEGE PREP	227824	2015	Met Standard
EAST AUSTIN COLLEGE PREP	227824	2014	Met Standard
EAST AUSTIN COLLEGE PREP	227824	2013	Met Standard

Other Data 2014-15

Attendance: 96.7%

Drop Out Rate: 0%

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

Other Data 2015-16

Attendance: 94.0%

Drop Out Rate: 0%

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

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 (2013-2014)

Discipline Referrals	All	Male	Female
Tobacco, Alcohol, Drugs	0	0	0
Involving firearms	0	0	0

Discipline Referrals (2014-2015)

Discipline Referrals	All	Male	Female
Tobacco, Alcohol, Drugs	2	2	0
Involving firearms	0	0	0

Discipline Referrals (2015-2016)

Discipline Referrals	All	Male	Female
Tobacco, Alcohol, Drugs	4	4	0
Involving firearms	0	0	0

Discipline Data: Annual District Summaries

SECTION	HEADING NAME	YR16	YR15	YR14
A-PARTICIPATION	DISTRICT CUMULATIVE YEAR END ENROLLMENT	856	905	974
A-PARTICIPATION	DISTRICT DISCIPLINE POPULATION	285	125	104
A-PARTICIPATION	DISTRICT DISCIPLINE RECORD COUNT	246	116	137
B-DISCIPLINE DATA TRENDS	COUNT OF STUDENTS SUSPENDED IN SCHOOL	51	23	N/A
B-DISCIPLINE DATA TRENDS	STUDENTS SUSPENDED OUT OF SCHOOL	197	92	103
F-OUT OF SCHOOL SUSPENSIONS	HISPANIC/LATINO	136	71	105
K-SPEC. ED. OUT OF SCHOOL SUS.	SPEC. ED. STUDENTS OUT OF SCHOOL SUS.	33	13	17
K-SPEC. ED. OUT OF SCHOOL SUS.	SPEC. ED. OUT OF SCHOOL SUSPEN	39	13	27
K-SPEC. ED. OUT OF SCHOOL SUS.	NON SPEC. ED. OUT OF SCHOOL SUSPEN	146	88	107
P-ECO. DISADV. OUT OF SCHOOL SUS.	ECO. DISAD. STUDENTS OUT OF SCHOOL SUS	116	88	91
P-ECO. DISADV. OUT OF SCHOOL SUS.	ECO. DISAD. OUT OF SCHOOL SUSPEN	116	88	121
P-ECO. DISADV. OUT OF SCHOOL SUS.	NON ECO. DISAD. OUT OF SCHOOL SUSPEN	0	0	13
Q-ECO. DISADV. IN SCHOOL SUS.	ECO DISAD. STUDENTS SUSPEN IN SCHOOL	51	23	N/A
Q-ECO. DISADV. IN SCHOOL SUS.	AT RISK STUDENTS OUT OF SCHOOL SUS	79	40	62
U-AT RISK OUT OF SCHOOL SUS.	AT RISK OUT OF SCHOOL SUSPEN	98	58	83
U-AT RISK OUT OF SCHOOL SUS.	NON AT RISK OUT OF SCHOOL SUSPEN	52	30	39
U-AT RISK OUT OF SCHOOL SUS.	UNKNOWN AT RISK STATUS OUT OF SCH SUS	17	37	12
V-AT RISK IN SCHOOL SUS.	04-CONTROLLED SUBSTANCE/DRUGS	4	0	No report
V-AT RISK IN SCHOOL SUS.	21-VIOLATED LOCAL CODE OF CONDUCT	197	92	129
W-REASON INCIDENT COUNTS	05-OUT-OF-SCHOOL SUSPENSION	197	92	131
W-REASON INCIDENT COUNTS	06-IN-SCHOOL SUSPENSION	51	23	N/A

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.
4.2 Performance Indicator: Improve the overall wellness of students by promoting healthy lifestyles.

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 TAPR, 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, 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

        ▪ Quality of professional development

        ▪ High number of new & first year teachers

        ▪ High number of alternative certified teachers

        ▪ Language barriers

        ▪ Lack of feedback (parents & staff)

        ▪ Not enough planning time/no cross curricular time designated for planning

        ▪ Reading/Writing classes

        ▪ Communication: school → parents / administration → teachers

        ▪ Newsletters

        ▪ High turnover of staff

        ▪ Aligned professional development

        ▪ Curriculum alignment with instruction

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:

504 folders	attendance records	Benchmark data
Campus (college)	Community meetings	Student portfolios
CPR/AED training	curriculum guides	data on Eduphoria
data reviewed for student achievement	TELPAS	discipline records
Division of labor	Eduphoria data for special populations	ESL Folders
Extracurricular activities	Faculty cell phone	Flyers
General parent / teacher / student attendance to school events	lesson plans	Letters
Mail outs	Monthly meetings – minimal attendance	More communication via web – website & Facebook
Open house events by grade level	Organizational chart	Parent liaison
Parent portal	Parent surveys	Phone calls
CIP	Report card grades	Report Card Night

Sign-in sheets	Six weeks tests	skills checks	
Snack sales	Social network / website feedback	SPED Folders	
STAAR Test results	Student grades / attendance		
supplemental resources	Survey – Title I Survey, Children's Promise, etc…		
Academic Field Trips	Website		

Target Objectives:

Objective 1:   All applicable populations with 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 94% ADA.

Curriculum/Instruction

Initiatives: Strategies/ (steps)	Person(s) Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/ Assessment)
Curriculum/Instruction (Across Content Areas) • TEKS Resource System Curriculum Components • English Language Proficiency Standards • Tutoring support • Implement Structured schedule • SPED/ESL Support • Feedback provided after all walkthroughs & observations • Tiered interventions • Summer intervention programs for STAAR & students below level • Hire staff appropriate to roles • Various Differentiated Instruction Strategies • Implement tiered RTI program for both low performing students and for students at the potential advanced academic achievement level • Encourage data driven instruction and provide structured time for teachers to interpret data. • Increase professional development in best practices of ESL strategies, vocabulary, and innovative research based instruction techniques (flipped classrooms, interactive notebooks, etc.) • Initiate skills checks earlier in year – BOY, MOY, EOY assessments aligned to the curriculum • Instructional coaching professional development for administrators • Professional Learning Communities implementation support for administrators • Stipends for teacher professional development outside of the normal school hours/work days • Instructional Coaching support for campus administrators (OARS process) • College and Career Readiness focus	Superintendent Assistant Superintendent Campus Principals Instructional Specialists Campus Educational Staff College and Career Readiness Teachers	08/15	07/16	State Funds Federal Funds State Compensatory Education Funds FSCS Grant RISE Grant Private Grants Priority Grant	**Formative:** 1) Professional development sign in sheets and certificates 2) Professional development surveys and reflections 3) Professional development materials 4) Classroom walkthrough data, PLC meeting agendas/minutes

Initiatives: Strategies/ (steps)	Person(s) Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/ Assessment)

Reading/ELA
• Improve reading instruction through implementing various research based strategies and teaching methods
• AP Novel sets
• Novel sets for English/Reading classes
• Literacy Grant support
    o Library at each campus
    o Librarian
    o iPads
    o Increased reading material
    o Kindles
    o Peg Writing
    o Chromebooks
    o iStation
• Purchase additional supplementary materials (Books, Technology/Current Resources, In House Tutors (teachers) and library)
• Summer reading lists
• Increased collaboration with science and social studies so that all subjects reinforce ELA TEKS, expectations, and graphic organizers
• Practice organizing & writing skills/APE strategy
• Use of supplemental aids (graphic organizers)
• Practice note taking (Dialectical journals/Cornell notes)
• ESOL Class for newcomers
• Targeted writing support for LEP learners
• Separate course for writing (6th, 7th and 8th Grade)
• Initiate skills checks earlier in year – BOY, MOY, EOY if needed
• Initiation/continuation of the Write for Texas grant
• Prescriptive tutoring groups
• Dual credit classes for 11th and 12th grades
• AP courses
• Student reading logs
• Grade-level scheduled visits to the library
• Hire tutors to work with students
	Superintendent
	
	Assistant Superintendent
	
	Campus Principals
	
	Instructional Specialists
	
	Campus Educational Staff
		08/15	07/16	State Funds
				Federal Funds
				State Compensatory Education Funds
				FSCS Grant
				RISE Grant
				Private Grants
				Priority Grant
					Formative:
					
					1) Lesson Plans
					
					2) Three weeks progress reports and six weeks grades
					
					3) Professional development sign in sheets and certificates

Initiatives: Strategies/ (steps)	Person(s) Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/ Assessment)
Math • Improve math instruction through implementing various research based strategies and teaching methods • Purchase additional supplementary materials (Books, Technology/Current Resources, In House Tutors (teachers) and library) • Provide background/ extension to the instruction • Increased use of Manipulatives • Multi-disciplinary instruction (focus with science/reading) • Transition to learner centered instruction • Additional training for and recruitment for high level math tutors and teachers • Additional training in Pre-AP and AP/ College Board Summer Institutes • Increase use of online resources for re-teach and interventions for at-risk students (Study Island, Edusmart, etc) • Teachers to offer Saturday tutoring, afterschool tutoring, and Saturday STAAR/EOC bootcamp test prep • Prescriptive tutoring groups • Dual credit classes for 11th grade and 12th grade • AP courses • Hire tutors to work with students	Superintendent Assistant Superintendent Campus Principals Instructional Specialists Campus Educational Staff	08/15	07/16	State Funds Federal Funds State Compensatory Education Funds FSCS Grant RISE Grant Private Grants Priority Grant	**Formative:** 1) Lesson Plans 2) Three weeks progress reports and six weeks grades 3) Professional development sign in sheets and certificates

Initiatives: Strategies/ (steps)	Person(s) Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/ Assessment)
Science • 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) • Purchase additional supplementary materials (Books, Technology/Current Resources, In House Tutors (teachers) and library) • Provide students and teachers with a proper science laboratory to meet the state goal of 60% lab/field instruction. Implement tiered RTI program for both low performing students and for students at the potential commended level. • Offer more field work/field trips to support scientific engagement and research. • Additional training for and recruitment for high level science tutors and teachers • Additional training in Pre-AP and AP/ College Board Summer Institutes • Increase use of online resources for re-teach and interventions for at-risk students (Study Island, Edusmart, etc) • Link science to STEM programming (summer enrichment, afterschool) • Provide secondary teachers and students with an opportunity to participate in Science Fair. • Provide teachers with the opportunity to attend regional, state, and national science teacher conferences (NSTA, CAST, Etc.) • Teachers to offer Saturday tutoring, afterschool tutoring, and Saturday STARR/EOC bootcamp test prep. • Dual credit classes for 11th grade and 12th grade • AP courses • Hire tutors to work with students	Superintendent Assistant Superintendent Campus Principals Instructional Specialists Campus Educational Staff	08/15	07/16	State Funds Federal Funds State Compensatory Education Funds FSCS Grant RISE Grant Private Grants Priority Grant	**Formative:** 1) Lesson Plans 2) Three weeks progress reports and six weeks grades 3) Professional development sign in sheets and certificates
Initiatives:	**Person(s)**	**Begin**	**End**	**Resource**	**Evaluation**

Strategies/ (steps)	Responsible	Time	Time		(Documentation/ Assessment)
Social Studies • Improve Social Studies instruction through implementing various research based strategies and teaching methods • Purchase additional supplementary materials (Books, Technology/Current Resources, In House Tutors (teachers) and library) • Reading materials / maps. • Supplemental aids (graphic organizer, manipulative). • Prescriptive tutoring groups • Dual credit classes for 11th and 12th grades • AP courses • Implementation of social studies related educational field trips • Hire tutors to work with students	Superintendent Assistant Superintendent Campus Principals Instructional Specialists Campus Educational Staff	08/15	07/16	State Funds Federal Funds State Compensatory Education Funds FSCS Grant RISE Grant Private Grants Priority Grant	**Formative:** 1) Lesson Plans 2) Three weeks progress reports and six weeks grades 3) Professional development sign in sheets and certificates
Accountability: TAIS/AYP Turnaround Principals and Critical Success Factors • 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.	Superintendent Assistant Superintendent Campus Principals Instructional Specialists Campus Educational Staff	08/15	07/16	State Funds Federal Funds State Compensatory Education Funds FSCS Grant RISE Grant Private Grants Priority Grant	1) Staff meetings/training sign in sheets, agendas and handouts 2) Recorded student mastery 3) Administrator professional development sign in sheets and training materials 4) Records extended learning opportunities 5) Attendance and participation records
Special Programs					

Initiatives: Strategies/ (steps)	Person(s) Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/ Assessment)

Special Education
Continue services to identified Special Education students
   • Policies/Procedures/Notification
   • Establish/Update Operating Guidelines
   • ARD's, annual and as needed
   • Implementation of IDEA requirements
    >FAPE
    >Initial testing / placement
    >Least restrictive environment
    >Related services (OT, PT, Speech & VI)
    >Three year evaluation/ follow-up
    >Classroom modifications/accommodations
    >Assistive technology, as needed
   • Instruction as needed: Inclusion/CM/Resource
   • Prescriptive tutoring groups
   • Include special populations representatives in planning meetings with core subjects
   • Inclusion staff to provide Special Education Services
   • Hire staff appropriate to roles
   • Inclusion teachers to be certified in content area of support. Specifically, higher level math and science SPED support.
   • Inclusion teachers to offer Saturday tutoring, afterschool tutoring, and Saturday STAAR/EOC bootcamp support.
   • Hire tutors to work with students and to implement IEP
   • Utilize online management system for the ARD decision making process
   • ARD Facilitator to provide program support
	Superintendent
	
	Assistant Superintendent
	
	Campus Principals
	
	ARD Facilitator
	
	Instructional Specialists
	
	Campus Educational Staff
		08/15	07/16	State Funds
				Federal Funds
				State Compensatory Education Funds
				FSCS Grant
				RISE Grant
				Private Grants
				Priority Grant
					Formative:
					
					1) Student FIE
					
					2) Annual ARD Meetings
					
					3) Support and services documentation
					
					4) SPP Indicators
					
					5) Folder Review Audits
					
					6) eSTAR reports

Initiatives: Strategies/ (steps)	Person(s) Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/ Assessment)
English Language Learners • Home Language Survey • Policies/Procedures/ Notification • Establish clearly defined vision for Bilingual/ESL program and share with all staff and members of community • Develop written policy regarding program criteria to ensure programs are being operated in compliance with state and federal guidelines • Utilize online management system for the LPAC process • LPAC (Language Proficiency Assessment Committee) • Required members of LPAC be trained on a yearly basis and proper documentation maintained. • Follow-up (Exited Students) • Intensive Interventions • Ensure coordination of services for LEP students between and among other programs such as special education, CATE and/or with content area teachers. • Professional development for staff includes training in TELPAS proficiency levels and the language acquisition process. • Scheduled follow-up walk throughs to observe for sheltered instruction strategies and research-based best practices. • Incorporate progress monitoring tools to ensure that students are making necessary gains to meet goals and objectives. • ESOL Classes - Use state-adopted materials • All staff to attain ESL Endorsement • Provide additional materials and anchors of support to students and teachers (Billingual materials, curriculum guides, manipulatives, technology etc.) • Hire tutor to work with ELLs	Superintendent Assistant Superintendent Campus Principals Instructional Specialists Campus Educational Staff	08/15	07/16	State Funds Federal Funds State Compensatory Education Funds FSCS Grant RISE Grant Private Grants Priority Grant	**Formative:** 1) Enrollment lists 2) LPAC Meeting Dates 3) LPAC Documentation 4) eSTAR Reports 5) Folder Review Audits

Initiatives: Strategies/ (steps)	Person(s) Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/ Assessment)
Dyslexia • Policies/Procedures/Notification • Parent Notification/Consent (Scottish Rite Dyslexia program as needed) • Identification/Student Assessment • Program/Activities • Staff Development • Early Identification • Accommodations • Student Support Team (RTI)	Assistant Superintendent Campus Principals Instructional Specialists Campus Educational Staff	08/15	07/16	State Funds Federal Funds State Compensatory Education Funds FSCS Grant RISE Grant Private Grants Priority Grant	**Formative:** 1) Policies and Procedures 2) Student program plans for Section 504 services

At Risk
• Program Activities (such as Saturday School and Saturday Seminars)
• Staff Development
    o At-Risk Criteria
    o Services/Programs
    o Confidentiality
• Tutoring
• State Compensatory Education supplemental services
• Provide 1 to 1 case management supported by the student support services team
• Implementation of Trauma Informed Care model
• Provide restorative justice groups for at risk students
• Provide gender based programs afterschool for at risk students
• Provide STAAR/EOC Courses for remediation and acceleration
• College and Career Readiness Focus class
• Academic Hour After School Programming
	Assistant Superintendent
	
	Campus Principals
	
	Instructional Specialists
	
	School Counselors
	
	School Social Worker
	
	Student Support Services Team
	
	Parent Coordinator
	
	Campus Educational Staff
	
	College and Career Readiness Teachers
	
	STAAR/EOC Tutors
		08/15	07/16	State Funds
				Federal Funds
				State Compensatory Education Funds
				FSCS Grant
				LEAD Grant
				RISE Grant
				Private Grants
				Priority Grant
					Formative:
					
					1) Student list of all at-risk students
					
					2) Three weeks progress reports and six weeks grades
					
					3) Policies and Procedures

Initiatives: Strategies/ (steps)	Person(s) Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/ Assessment)
Homeless Provide services to identified homeless students: • Review Policies/Procedures • Identify Homeless Liaison • Student Identification • Programs/Services • Provide 1 to 1 case management supported by the counseling and resource team • Same instructional and support opportunities as the At-risk students	Assistant Superintendent Campus Principals School Counselors School Social Worker Student Support Services Team Campus Educational Staff	08/15	07/16	State Funds Federal Funds State Compensatory Education Funds FSCS Grant LEAD Grant RISE Grant Private Grants Priority Grant	**Formative:** 1) District list of homeless students
Monitoring Student Progress • Review students progress • Afterschool and in school tutoring • Portfolios • Skill checks in core subjects • Benchmarks to drive instruction • Implement a tiered RTI program and train teachers on RTI strategies. • All teachers to offer tutoring/remediation at least one day afterschool. • Provide time for teachers to use and review data to drive instruction.	Superintendent Assistant Superintendent Campus Principals School Counselors	08/15	07/16	State Funds Federal Funds State Compensatory Education Funds FSCS Grant LEAD Grant RISE Grant Private Grants Priority Grant	**Formative:** 1) Lesson Plans 2) Three weeks progress reports and six weeks grades 3) Staff meetings and training sign in sheets
Professional Development Provide appropriate staff development to meet the needs of all staff • 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 • ELPS Training & TALA	Superintendent Assistant Superintendent Campus Principals Instructional Specialists	08/15	07/16	State Funds Federal Funds State Compensatory Education Funds FSCS Grant LEAD Grant RISE Grant Private Grants Priority Grant	**Formative:** 1) Staff training calendar 2) Staff training evaluation of training attended 3) Staff training survey 4) Staff training logs, certificates and reflections

• RTI & Special Education • ESL/Reading & Writing Workshops • How to develop cross-curricular activities. • How to teach note taking. • How to utilize technology. • Eduphoria • ELL & SPED strategies / differentiation • Inclusion / special ed support / small group modeling • AP/PreAP Training • ELL/SIOP Strategies • Social and emotional learning for student achievement • Academic Vocabulary strategies					

Initiatives: Strategies/ (steps)	Person(s) Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/ Assessment)
Assessments Based on teacher input, develop/administer appropriate assessments to monitor student progress • Benchmark Assessments • STAAR, EOC, AP • Classroom Assessments • Reporting results to parents • Initiate skills checks earlier in year – BOY, MOY, EOY if needed • Skill checks • Benchmarking • PSAT/SAT prep courses • TSI Prep and assessment • Aptitude and Interest inventory survey • Learning styles assessment • Physical health assessment • Suicide assessment	Assistant Superintendent Campus Principals Campus Testing Coordinators Instructional Specialists School Counselors School Social Worker	08/15	07/16	State Funds Federal Funds State Compensatory Education Funds FSCS Grant LEAD Grant RISE Grant Private Grants Priority Grant	**Formative:** 1) Three weeks progress reports and six weeks grades 2) Staff meetings and training sign in sheets

Initiatives: Strategies/ (steps)	Person(s) Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/ Assessment)
Dropout Prevention Continue to provide Dropout Prevention strategies/activities: • Truancy • Specialized tutorials • College prep • Home visits • Service Learning • More extracurricular interests and electives to engage multiple intelligences • Afterschool small group counseling activities • Provision of truancy prevention program through a third party providers • Credit recovery programs	Assistant Superintendent Campus Principals School Counselors School Social Worker Student Support Services Team Parent Coordinator Campus Educational Staff	08/15	07/16	State Funds Federal Funds State Compensatory Education Funds FSCS Grant LEAD Grant RISE Grant Private Grants Priority Grant	**Formative:** 1) Dates of activities 2) No Show Lists 3) School start window verification lists 4) Home visit logs
Technology Use Continue to expand the use of technology for instruction and educational management • E-mail/Internet Access/Web • Technology Modules • Keyboarding • Lego Robotics • Digital Photography w/Adobe Photoshop • Globaloria • Eduphoria • iStation • CareerCruising • Gradpoint	Superintendent Assistant Superintendent Campus Principals Instructional Specialists	08/15	07/16	State Funds Federal Funds State Compensatory Education Funds FSCS Grant LEAD Grant RISE Grant Private Grants Priority Grant	**Formative:** 1) Technology District Plan
Human Resources /Personnel • Conduct monthly meeting to discuss staff issues • Open door policy • Hire staff appropriate to roles • Common planning period • Start recruiting teachers early spring	Superintendent Assistant Superintendent Executive Assistant Campus Principals	08/15	07/16	State Funds Federal Funds State Compensatory Education Funds FSCS Grant LEAD Grant RISE Grant Private Grants Priority Grant	**Formative:** 1) Staff roster and classroom assignments 2) District meeting sign in sheets 3) Recruitment calendar

Initiatives: Strategies/ (steps)	Person(s) Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/ Assessment)
Transition Continue activities to transition students successfully through the educational process. • 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) • Student council • Engage students in programs outside of EAPREP that are geared towards early college and career awareness • Provide a transition camp from elementary to middle school and from middle to high school	Superintendent Assistant Superintendent Campus Principals School Counselors College & Career Readiness Coordinator ARD Facilitator	08/15	07/16	State Funds Federal Funds State Compensatory Education Funds FSCS Grant LEAD Grant RISE Grant Private Grants Priority Grant	**Formative:** 1) Dates of activities
Higher Education Provide information on higher education opportunities: • College bound student surveys • Admission and Financial Aid Opportunities • 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 • Dual credit classes for 11th and 12th grades (ACC/UT) • AP courses & concurrent enrollment • PSAT/SAT prep courses • College resources available @ MLK library • Career Fair • College Fair • Saturday/Afterschool workshops • College application support • College & Career Class (NCLR Escalera & CASA Curriculum) • Guest Speakers (8th – 12th grades) • FAFSA Support • College recruiters to visit campus and speak to students	Superintendent Assistant Superintendent Campus Principals School Counselors College & Career Readiness Coordinator ARD Facilitator	08/15	07/16	State Funds Federal Funds State Compensatory Education Funds FSCS Grant LEAD Grant RISE Grant Private Grants Priority Grant NCLR Grants	**Formative:** 1) Dates of activities

Initiatives: Strategies/ (steps)	Person(s) Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/ Assessment)
Attendance **Continue strategies/activities to assure high student attendance** • Phone calls • One Call follow up • Attendance incentives • Implement a 12 week program for students and parents who are at risk for truancy • Truancy filing for those who do not successfully complete the truancy prevention program • Use parent support specialist • Home visits • Automated mass communication system • Better communication with staff, parents and teachers about Improved attendance • Tardy sweeps • Accurate and frequent monitoring	Assistant Superintendent Campus Principals School Counselors School Social Worker Student Support Services Team Parent Coordinator Campus Educational Staff	08/15	07/16	State Funds Federal Funds State Compensatory Education Funds FSCS Grant LEAD Grant RISE Grant Private Grants Priority Grant	**Formative:** 1) Attendance records 2) PEIMS records <u>Summative:</u> 1. STAAR 2. TAPR 3. TAIS 4. AYP 5. PBMAS 6. FIRST 7. 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:
    ▪ Language barriers
    ▪ Parent phone numbers often change
    ▪ Lack of feedback (parents & staff)
    ▪ Teacher portal updates with ongoing maintenance and updates
    ▪ Grades missing from reports – progress and report card audits
    ▪ Stronger, more democratic PTSA / parent support
    ▪ Better feedback / parent mentors/volunteers – may improve with regularly scheduled meetings
    ▪ Language classes
    ▪ Communication: school → parents / administration → teachers
    ▪ Newsletters
    ▪ Challenges – digital divide between school and families
    ▪ Need to educate parents on programs
    ▪ Lack of structured opportunities for volunteering
    ▪ No communication from teachers for needs → no parent knowledge of needs
    ▪ High turnover of staff
    ▪ Bilingual website that's user friendly
    ▪ Organize regular parent meetings
    ▪ Electrical renewal or enrollment applications to help gather student up to date information
    ▪ Need a list of volunteer options for parents.
    ▪ Send parents an updated contact list for all staff

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:

504 folders	Mail outs	Sign-in sheets
Back to school night attendance	Monthly meetings – minimal attendance	Social network / website feedback
Beautification events	More communication via web – website & Facebook	student portfolios
Climate survey	Open house events by grade level	Survey – Title I Survey
Community meetings	Organizational chart	Surveys
Division of labor	Parent academy attendance	Surveys (Children's Promise)
Extracurricular activities	Parent portal	Website-school/social networking
Flyers	Parent surveys	
General parent / teacher / student attendance to school events	Phone calls	
Letters	Report Card Night	

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.

Initiatives: Strategies/ (steps)	Person(s) Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/ Assessment)
Parental Involvement (General) Continue numerous approaches to assure open communication between the school and home • Newsletters – campus & Children's Promise (needed in English and Spanish) • Website (needed in English and Spanish) • Surveys • Open House by grade level and general assemblies • Parent/teacher conferences • Back to School Night • Letters to Parents • Student Portfolio Meetings • Automated system o One Call System • Open lines of all communication between teachers/parents/admin/students • More opportunities for open forum • More community input on content of surveys • Parent portal training • Update personal info of parents • Establish need for appointments • Send parent communications error free & on time • Check & re-check mail outs early • More home visits • Appointments for parent/teacher • Newsletter	Superintendent Assistant Superintendent Campus Principals School Counselors School Social Worker Student Support Services Team Parent Coordinator Campus Educational Staff	08/15	07/16	State Funds Federal Funds State Compensatory Education Funds FSCS Grant LEAD Grant RISE Grant Private Grants Priority Grant	**Formative:** 1) Newsletters 2) Participation sign-in 3) Dates of activities
Teacher/Parent Conferences • Conduct teacher/parent conferences • Document conferences • Open house meetings • Frequent follow up with parents • Portfolio meetings with parent • Parent portal					

Initiatives: Strategies/ (steps)	Person(s) Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/ Assessment)
Parental Engagement Opportunities Continue opportunities for parents and community members to be actively involved in the programs of the school. • Field Trip Chaperones • Campus Volunteers • Parent University • Good Neighbor's Program (Cafecitos) • Service Saturdays • Parent College Workshops	Superintendent Assistant Superintendent Campus Principals Parent Coordinator Campus Educational Staff	08/15	07/16	State Funds Federal Funds State Compensatory Education Funds FSCS Grant LEAD Grant RISE Grant Private Grants Priority Grant	**Formative:** 1) Participation sign-in 2) Dates of activities
Parent Training/ Information Sessions Provide numerous opportunities for sharing information or training with parents • Parent Night • Open Houses • Parent Training/Parent Academy	Superintendent Assistant Superintendent Campus Principals Parent Coordinator	08/15	07/16	State Funds Federal Funds State Compensatory Education Funds FSCS Grant LEAD Grant RISE Grant Private Grants Priority Grant	**Formative:** 1) Newsletters 2) Participation sign-in 3) Dates of activities
Planning Opportunities Plan activities/events at least two weeks in advance. The activities need to be organized and structured. Provide opportunities for parents and community members to be involved in the planning process • SBDM Committee • PBM Committee • Comprehensive Planning • Parent Involvement Policy • School/Parent Compact Continue / expand partnerships with local businesses and organizations • LULAC • Local Business	Superintendent Assistant Superintendent Campus Principals Children's Promise Team Parent Coordinator Campus Educational Staff	08/15	07/16	State Funds Federal Funds State Compensatory Education Funds FSCS Grant LEAD Grant RISE Grant Private Grants Priority Grant	**Formative:** 1) Newsletters 2) Participation sign-in 3) Dates of activities

Associations • Newspapers • Boys & Girls Club • Job Coaches (Chase) • NCLR (Service Learning)					
Initiatives: **Strategies/ (steps)**	**Person(s)** **Responsible**	**Begin** **Time**	**End** **Time**	**Resource**	**Evaluation** **(Documentation/ Assessment)**
Surveys Disseminate a survey to collect information/input for planning and school improvement • Staff • Parent • Students	Assistant Superintendent Children's Promise Team Campus Principals	08/15	07/16	State Funds Federal Funds State Compensatory Education Funds FSCS Grant LEAD Grant RISE Grant Private Grants Priority Grant	**Formative:** 1) Surveys and Survey Summary
Rights and Responsibilities Ensure that parents and students are informed of their rights and responsibilities • Student Handbook & Student Code–of–Conduct • Parental Involvement Policy • School/Parent Compact • Special Education Rights • Parents Right-to-Know	Superintendent Assistant Superintendent Campus Principals Parent Coordinator ARD Facilitator LPAC Coordinators	08/15	07/16	State Funds Federal Funds State Compensatory Education Funds FSCS Grant LEAD Grant RISE Grant Private Grants Priority Grant	**Formative:** 1) Policies and procedures
Staff Development/Strategies Continue to provide training/ strategies in the following areas: • Classroom Management • Coordination with parents and community members • Training for staff and parents on using the parent portal • Parent University • NCLR Padres Comprometidos Program (Elementary & Middle School)	Superintendent Assistant Superintendent Campus Principals Parent Coordinator	08/15	07/16	State Funds Federal Funds State Compensatory Education Funds FSCS Grant LEAD Grant RISE Grant Private Grants Priority Grant	**Formative:** 1) Training schedule 2) Staff sign-in roster 3) Training evaluations

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:
    - ▪ High number of new & first year teachers
    - ▪ Many new teachers with little experience
    - ▪ Parent phone numbers often change
    - ▪ Lack of feedback (parents & staff)
    - ▪ Lack of communication
    - ▪ School discipline
    - ▪ Communication: school → parents / administration → teachers
    - ▪ Student handbook online (copy)
    - ▪ Consistency & follow through
    - ▪ Following through & seriousness
    - ▪ Consistency
    - ▪ Better documentation
    - ▪ Organization of discipline files
    - ▪ Locks
    - ▪ New staff & new systems
    - ▪ High turnover of staff

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	discipline records	Organizational chart	Survey – Title I Survey
# of discipline committee meetings	Division of labor	Parent academy attendance	Surveys
# of incident reports	Extracurricular activities	Parent portal	Surveys (Children's Promise)

# of times the police have been called & on campus	Flyers	Parent surveys	Teacher referrals (write up & reports)
504 folders	General parent / teacher / student attendance to school events	PEIMS 425 report	Website-school/social networking
Clearly written procedures in every classroom for students to see	Letters	Phone calls	
Climate survey	Mail outs	Sign-in sheets	
Community meetings	Monthly meetings – minimal attendance	Snack sales	
CPI	communication via web – website & Facebook	Social network / website feedback	
CPR/AED training	Open house events by grade level	student portfolios	

Target Goals:
Reduce the number of students listed for disciplinary action on the 425 report by a 10% reduction.

Initiatives: Strategies/ (steps)	Person(s) Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/ Assessment)
Discipline Management Revise/improve the campus: • Student Code of Conduct • Student Handbook • Orientation • Enforcement of campus rules & expectations. • Assemblies / speakers • Continue One Call • Offer text & email services (One Call) • Contact logs – central location • posters • Regular communication meetings • Positive Behavior Intervention Support System • Restorative Circles	Superintendent Assistant Superintendent Campus Administration Parent Coordinator	08/15	07/16	State Funds Federal Funds State Compensatory Education Funds FSCS Grant LEAD Grant RISE Grant Private Grants Priority Grant	**Formative:** 1) Policies and Procedures 2) Code of Conduct; 3) Student Handbook; 4) Signed Parent/Student Compact Forms
Crisis Management/Violence Prevention Identify/maintain • 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	Superintendent Assistant Superintendent Campus Principals	08/15	07/16	State Funds Federal Funds State Compensatory Education Funds FSCS Grant LEAD Grant RISE Grant Private Grants Priority Grant	**Formative:** 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 • Classroom Design • Technology Uses • PA system • Capital campaign for new school	Superintendent Assistant Superintendent Campus Principals	08/15	07/16	State Funds Federal Funds Private Grants	**Formative:** 1) Policies and Procedures 2) Campus Classroom Assignment chart

Initiatives: Strategies/ (steps)	Person(s) Responsible	Begin Time	End Time	Resource	Evaluation (Documentation/ Assessment)
LEA Climate Continue to encourage and develop a positive and nurturing climate for students, parents, and teachers • Climate Survey • Open House by grade level • Back to School Night • Parent-Teacher Conferences	Superintendent Assistant Superintendent Campus Principals	08/15	07/16	State Funds Federal Funds State Compensatory Education Funds FSCS Grant LEAD Grant RISE Grant Private Grants Priority Grant	**Formative:** 1) Survey Results
Bullying Prevention • Character Education • Service Learning • Student Code of Conduct • Staff Training • Documentation of Investigation and Follow up • Parent/school compact sent home and signed	Assistant Superintendent Campus Principals School Counselors School Social Worker Student Support Services Team	08/15	07/16	State Funds Federal Funds State Compensatory Education Funds FSCS Grant LEAD Grant RISE Grant Private Grants Priority Grant	**Formative:** 1) Policies and Procedures 2) Code of Conduct; 3) Student Handbook; 4) Training Documentation
Suicide Prevention • Character Education • Student Code of Conduct • Staff Training	Assistant Superintendent Campus Principals School Counselors School Social Worker Student Support Services Team	08/15	07/16	State Funds Federal Funds State Compensatory Education Funds FSCS Grant LEAD Grant RISE Grant Private Grants Priority Grant	**Formative:** 1) Policies and Procedures 2) Training Documentation
Child Abuse Prevention • All staff training • Training	Assistant Superintendent Campus Principals	08/15	07/16	State Funds Federal Funds State Compensatory	**Formative:** 1) Policies and Procedures 2) Training Documentation

Student Code of Conduct • Staff Training	School Counselors School Social Worker Student Support Services Team			Education Funds FSCS Grant LEAD Grant RISE Grant Private Grants Priority Grant	
Initiatives: **Strategies/ (steps)**	**Person(s) Responsible**	**Begin Time**	**End Time**	**Resource**	**Evaluation** **(Documentation/ Assessment)**
Health & Wellness/Health Education • Use of technology (iPads, FitBits, Heart Monitors, Polarized watch and band system) • Catch and Spark PE Curriculum • High School health class • Just Keep Living after school program • Gym Equipment • First Aid and Safety • Fitness Gram • School Health Advisory Committee (SHAC)	Assistant Superintendent Campus Principals SHAC Children's Promise Team	8/15	7/16	State Funds Federal Funds State Compensatory Education Funds FSCS Grant LEAD Grant Private Grants Priority Grant	**Formative:** 1) Lesson Plans 2) Sign In Sheets 3) Reports
Staff Development/Strategies • Discipline Management • Classroom Management • Campus Safety • Bullying Prevention • Suicide Prevention • Child Abuse Prevention • Positive Behavior Interventions and Support (PBIS) • Progressive Discipline Plan	Superintendent Assistant Superintendent Campus Principals	08/15	07/16	State Funds Federal Funds State Compensatory Education Funds FSCS Grant LEAD Grant RISE Grant Private Grants Priority Grant	**Formative:** 1) Policies and Procedures 2) Code of Conduct; 3) Student Handbook; 4) Signed Parent/Student Compact Forms 5) Training Documentation

Resource Allocation Chart
2016-2017
East Austin College Prep

Program Area	Fund Code	Program Code	EAPrep ES Allocation/FTE	EAPrep SS Allocation/FTE	Total Allocation/FTE
State Regular	420	XX	$1,539,293 / 8	$4,447,579 / 27	$5,986,872 / 44
State Special Education	420	23	$56,522 / 1	$243,599 / 4	$300,121 / 6
State Bilingual/ESL	420	25	$55,385 / 1	$44,912 / 1	$100,297 / 2
State Compensatory Education	420	24	$10,000 / 0	$360,780 / 7	$370,780 / 7
Title I, Part A	211-00	XX	$80,419 / 1	$259,081 / 4	$339,500 / 6
Title II, Part A	255	XX	$15,206 / 0	$35,480 / 0	$50,686 / 0
Title III, ESL	263	XX	$6,707 / 0	$15,649 / 0	$22,356 / 0
IDEA B-Formula	224	XX	$14,977 / .1	$134,796 / .9	$149,773 / 1
Private Grants (NCLR, JKL)		XX	$2,000 / 0	$50,000 / 0	$52,000 / 0
State Grants (ACE)	265	XX	$319,900 / 2	$302,174 / 2	$622,074 / 4
Federal Grants (LEAD, RISE)		XX	$157,087 / 1.8	$314,838 / 3.2	$471,926 / 5
Title I, Part A - Priority	211-01	XX	$65,000 / 1	$0	$65,000 / 1