

Valere Public Schools
East Austin Prep At MLK
2024-2025 Campus Improvement Plan



Mission Statement

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

Vision

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

Core Beliefs

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

Table of Contents

Comprehensive Needs Assessment 4

Demographics 4

Student Learning 6

School Processes & Programs 7

Perceptions 8

Priority Problem Statements 11

Comprehensive Needs Assessment Data Documentation 12

Goals 13

Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in all core academic areas. Todos los estudiantes alcanzaran altos estandares, como minimo alcanzando la competencia o mejor en todas las areas academicas basicas. 13

Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in all core academic areas. 16

Goal 3: All students will be educated in learning environments that are safe, drug-free, and conducive to learning. 18

Goal 4: All students will be college ready. 22

Comprehensive Needs Assessment

Demographics

Demographics Summary

The East Austin College Prep at MLK is located in the eastside of Austin, Texas. It is a secondary campus serving students in grades 6-12 and is part of the Valere Public Schools. As per TAPR 2022, the school has a total enrollment of 268 students. The student population is identified as 11.2% african-american; 86.6% hispanic; 1.9% white; and less than 1% two or more races. Furthermore, the student population is identified as 90.3% economically disadvantaged, 8.4% section 504; and 30.6% emergent bilinguals. Further description of our population includes 97.4% Title I, 76.9% at-risk, and 6.0% students with dyslexia. At East Austin College Prep, we believe in meeting the students at their point of need, 30.2% of the population is served by ESL program and 8.2% are served by special education program. Total mobility rate is 10.5% with Hispanic students having the highest mobility rate at 9.3%.

At East College Prep there is a total of 29.1 staff members of which 77.1% (16.9) are teachers, 13.7% are professional support, and 4.6% (1) school administration. Additionally, teacher ethnicity is 23.1% african-american, 29.5% hispanic, and 47.4% white. The teacher's over all average years of experience is 11.3 years and 5.3 with the district. The school leadership average years of experience is 5.3 over all and with district. Teacher's average salary is \$59,949 which is above the state and campus leadership average salary is \$101, 295 which also above state average.

Student attendance rates for 20-21 school year was 92.5%. The 4-year longitudinal graduation rate for Class of 2021 is 92.5% with hispanics at 94%; eco-dis at 91.8%; and emergent bilinguals at 84.6%. The annual drop-out rates are 2.1% for 7-8; and 0.4% for 9-12. Federal graduation rates are at 92.6%; hispanics at 94.1%; eco-dis at 91.8%; and emergent bilinguals at 84.6%. Moreover, 32.7% graduates received distinguished level of achievement; and 67.3% received a high school foundations diploma with no endorsement.

Of the annual graduates in 2021, 40.8% graduated College, Career, and Military Ready. 100% of CCMR credits are acquired through College Ready Indicators (TSI, AP, and Dual Credit).

Class size averages are 21.2:1 in ELAR; 22:1 Foreign Languages; 20:1 Mathematics; 19.5:1 Science; and 21.1:1 in Social Studies.

Demographics Strengths

Strengths in the demographic data include teacher experience is more than state average; teacher and administrator salaries are both above state average. 100% of CCMR points are acquired through College Ready indicators. Federal Graduation rates are higher than state average: campus is at 92.6% and state at 90.0%. The diversity in teaching staff is above state average.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Teachers are lacking understanding/training on various sub populations and their educational/emotional needs. **Root Cause:** EB and Sped. teacher leaders have not provided early training for teachers.

Student Learning

Student Learning Summary

East Austin College Prep is a B (80) rated campus with a C (70) in Student Achievement; B (84) in School Progress; and C (70) in Closing the Gaps by State Accountability System in the 2021-22 school year. For 2022-23 school year, STAAR data has been released; however, due to the new accountability refresh, the campus is waiting for A-F ratings to be announced in October, 2023. Based on analysis of the STAAR achievement data, the campus is projected to be a F (56) in Domain I Student Achievement. STAAR performance data comparisons indicate that there was an increase in performance of Algebra and Biology in 2023 when compared to 2022. Additionally, there was an increase in the meets performance level in Science and an increase at the approaches grade level in English I and English II. There was a regression in all levels of performance in 8th grade Reading Language Arts, 8th grade Mathematics, and 8th grade Social Studies from 2022 to 2023. Further study of the data showed that 7th grade reading and math scores decreased at the approaches and meets grade level of performance, 8th grade Science at the approaches and masters grade level, and English I and II at the meets and masters grade level performance in 2023 when compared to 2022.

Federal Accountability report shows that the ALL-students group's proficiency levels are below the state average in all areas. Consequently, student subset group are also performing below state average as well with a few exceptions.

East Austin College prep currently enrolls students in grades 7-12. The graduation rate for Class of 2021 was 92.5% and 0.4% annual drop out rate for 9-12, and 2.8% drop out rate for 7-8. Furthermore, the 2022 TAPR shows that 40.8% of seniors graduated College, Career, and Military Ready. 100% of CCMR points were earned by College Readiness Indicators. Additionally, 46.9% of students in grades 11-12 grades completed an advanced/dual credit course in any subject; 8.2% completing a dual credit course in English Language Arts, 11.8% in mathematics; 29.7% in Science and 6.3% in social studies. 36.1% of 2020 graduates enrolled in a Texas Institution of Higher Ed as per TAPR 2022.

Student Learning Strengths

Performance indicators show that there has been an increase in student academic performance in high school Science. There has also been an increase in approaches for English I and English II. 100% of CCMR were earned by College Readiness Indicators.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Student performance data is not broken down/analyzed by different student sub. populations. **Root Cause:** Lack of training. Lack of follow through by counselor, coordinator, principal.

Problem Statement 2: There is a lack of urgency for high levels of rigor and expectations for all students. **Root Cause:** Possible lack of teacher understanding regarding state and federal accountability. Need for more oversight by principal and coordinator.

School Processes & Programs

School Processes & Programs Summary

The campus uses the TEKS Resource System as a guide for TEKS implementation. For 6-8 Math, teachers use HQIM Carnegie Math; 6-8 RLA uses HMH as their main resource; 6-8 Science uses Stemscores, and 6-8 Social Studies relies on different resources to teach lessons. 9-12 teachers use TEKS Resource System to guide lesson and other resources to supplement lessons. Supplemental materials are used as test prep such as Measuring UP.

The campus relies heavily on Region 13 for professional learning offerings. Teachers attended sheltered instruction, RBIS, Eureka training at the beginning of school year. Writing Across the Curriculum for all teachers. The campus has one principal and one counselor and one elementary instructional coach who has dual role of 4/5 RLA. Leadership roles and decision making processes are left to a few staff members identified when needed.

The campus athletic program offers: flag football for middle and high school students; cheerleading and dance team; volleyball for middle and high school; soccer; basketball; baseball. There is a student council group but no other clubs. After school activities are offered through the ACE program. There is a middle and high school band during the school day as well as Orchestra.

The campus is a 1:1 device. Most classrooms are equipped with a projector and document camera. Every teacher has access to a laptop for classroom use. The campus uses CLEVER as a single-sign to access their software programs prodigy; kahoot; quizzes; quill;_____.

Support services are provided through contracted personnel such as Diagnosticians; Speech Pathologist/therapist, and LSSPs. There is plan for ESL interventionist to be hired for push-in services in the ESL classrooms.

School Processes & Programs Strengths

The campus has devices for each student from 4th - high school. Fine Arts offering of Orchestra program. The use of HQIM materials in Mathematics.

Perceptions

Perceptions Summary

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

Vision: To serve as a model school with rigorous curriculum that successfully prepares all students, regardless of economic background, for graduation and success in college and career, while also instilling a commitment to community service

Core Beliefs: 1) All students will succeed 2) More time for student learning is key to success 3) Result are the bottom line

Parent engagement activities were coordinated in collaboration with ACE program.

Parent survey was sent out in at the end of the 2022 - 2023 academic school year. There were 69 responses recorded. Perceptions captured in data include parent satisfaction with child's performance and academic work, communication, opportunities for parent engagement in school, curriculum, and student progress on social skills, school safety, and cleanliness.

Academics

Parental satisfaction with student's child performance at school was at 90% while 9% of parents indicated "maybe". 96% of parents indicated that their child is making progress; while 1% disagree and 3% were neutral. The majority of responses indicated the school curriculum was good and updated regularly (96%) while 1% disagreed and 13% were neutral. 14% of parents felt that their student had too much academic work after school; while 75% felt that they did not; and 9% indicated "maybe".

Communication/Engagement

Majority of parents who responded to the survey indicated that there was good communication between school and home (82%); while 7% disagreed; and 9% were neutral. 70% of parent responses indicated that school offers opportunities for parent-teacher or program meetings that encourage parent engagement; while 20% responded No; and 7% responded "maybe". Additionally, parent survey data indicated that 81% were extremely involved in their child's education; while 17% indicated "somewhat involved" and 1% neutral. 83% of the parent indicated that they regularly attend parent-teacher meetings/programs at school while 10% said no and 7% answered "maybe".

Other

Majority of parents indicated that their child feels safe and happy at school (62% strongly agree and 30% agree); while 6% disagree; and 1% neutral. 76% of parents indicated the school has improved their child's social skills (43% strongly agree and 33% agree) while 4% disagree and 7% neutral. Most of parents agree that school is clean and welcoming (72% strongly agree and 26% agree); while 1% remained neutral.

STAFF SURVEY RESULTS:

Staff survey was conducted at the end of the 2022 - 2023 academic school year. The staff survey captured perceptions in job satisfaction, satisfaction with how contributions are valued by administrator, and satisfaction with level of administrator support.

The survey results indicated 39% of the staff experienced job satisfaction; while 46% were somewhat satisfied and 15% remained neutral. Survey data indicated that 46% staff members were satisfied with how their contribution were valued by administrators and 39% were somewhat satisfied; while, 15% remained neutral. Additionally, 46% of staff member responses indicated being very satisfied with the level of support extended by administrators while 46% were somewhat satisfied and 8% remained neutral. When asked about the most important factor in the overall happiness at work, 69% of staff members indicated feeling that their work is meaningful; while 15% indicated being paid well; and 8% attributed happiness to having administrators who value their work.

New staff members to the campus include 4 teachers and 1 counselor.

At East Austin College Prep there are multiple community partnerships that include Upward Bound, ACE Program partners; Austin Community College for Dual Credit opportunities, Austin Soundwaves - Orchestra; Integral CARE for wraparound services, JKL (Just Keep Living) Grant for Health and Wellness.

Communication data includes 2 Meet the Principal Meetings in Summer 2023; Weekly Social Media Posts - Student of the Week, Weekly Newsletters to teachers - Week at a Glance, Staff Meetings as needed.

Perceptions Strengths

The strengths identified in perceptions include parent satisfaction with communication, and school cleanliness. SEL is being addressed and improvement is noted by parent. The number of school and community partnerships that offer a variety of support to students. School safety is a noted strengths.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Teacher, student, and parent perceptions may not be considered in planning the school year. **Root Cause:** Lack of parent, teacher, student surveys during the school year.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Effective Schools Framework data

Goals

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

Todos los estudiantes alcanzaran altos estandares, como minimo alcanzando la competencia o mejor en todas las areas academicas basicas.

Performance Objective 1: 70% of all EA Prep students will show growth in performance based on benchmarks, interim assessments, and TTAP tests.

High Priority

Evaluation Data Sources: All interim assessments throughout the year, including STAAR.

Strategy 1 Details	Reviews			
Strategy 1: The Coordinator of Teaching and Learning will analyze assessment data with all STAAR-tested teachers regularly and after each interim assessment. Data will be tracked and monitored. Strategy's Expected Result/Impact: Teachers will monitor and adjust instruction based on data collected. They will also support students to measure their own progress and to set realistic learning goals. Staff Responsible for Monitoring: Principal Coordinator of Teaching and Learning Instructional Staff Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Feb	May	July

Strategy 2 Details		Reviews			
Strategy 2: Teachers will post current assessment and/or performance data in each classroom. Campus leadership will post performance measures in the hallways. Strategy's Expected Result/Impact: Students and teachers will see the sense of urgency. They will be able to speak to improvement efforts. Staff Responsible for Monitoring: Principal Coordinator Counselor Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Feb	May	July
Strategy 3 Details		Reviews			
Strategy 3: The district is partnering with E3Alliance through the ESF-F grant to provide targeted support for all teachers with a focus on ESF 5.2 and 5.3. Strategy's Expected Result/Impact: Teachers will be provided aligned PD which will use a common language across the campus. Staff Responsible for Monitoring: District Leadership Principal Coordinator Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Feb	May	July

Strategy 4 Details	Reviews			
Strategy 4: Campus staff will be trained in Thinking Strategies throughout the year, so that teachers can begin to ask higher-level questions, to guide students in critical thinking, to and to help students "productively struggle" with their thinking. Strategy's Expected Result/Impact: Teachers will be more comfortable in pushing students' critical thinking. Teachers will have access to more strategies and tools to use in their own content. Staff Responsible for Monitoring: Coordinator Thinking Strategies Team Prinicpal Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Feb	May	July
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

Performance Objective 1: 75% of Limited English Proficient students at EA Prep will increase a minimum of one proficiency level descriptor on each of the TELPAS assessments.

High Priority
HB3 Goal
Evaluation Data Sources: TELPAS, other formative measures

Strategy 1 Details	Reviews			
Strategy 1: EB lead teachers will meet regularly with Principal and Coordinator to track student progress in all classes. Strategy's Expected Result/Impact: Improved Staff Responsible for Monitoring: Principal Coordinator EB lead teachers Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Feb	May	July
Strategy 2 Details	Reviews			
Strategy 2: At least two EB parent events will be scheduled throughout the year; one in the fall, and one in the early spring prior to TELPAS testing. Strategy's Expected Result/Impact: Parents and students informed about TELPAS and English proficiency. Staff Responsible for Monitoring: Principal Coordinator EB Lead Teachers Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Feb	May	July

Strategy 3 Details	Reviews			
Strategy 3: All teachers will receive EB training early in the school year for a strong understanding in how to support their EB students. Strategy's Expected Result/Impact: Teachers will be informed on how to support their students; student performance will improve. Staff Responsible for Monitoring: Principal EB Lead teachers Title I: 2.4, 2.6, 4.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Feb	May	July
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

Performance Objective 1: 100% of staff will be trained in and provide effective and aligned classroom management and schoolwide discipline procedures.

Strategy 1 Details	Reviews			
Strategy 1: Staff development trainings will address classroom management procedures, classroom expectations, incentives, consequences, parent contact process, etc. Strategy's Expected Result/Impact: Aligned procedures across the campus. Staff Responsible for Monitoring: Principal Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Feb	May	July
Strategy 2 Details	Reviews			
Strategy 2: A Student of the Week is selected by teachers; name is announced; yard sign provided. Strategy's Expected Result/Impact: Public recognition motivates students, and yard signs are on display to the community. Staff Responsible for Monitoring: Admin. Assistant Teachers ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Feb	May	July

Strategy 3 Details	Reviews			
Strategy 3: Student awards ceremonies during the year highlight ethical behaviors and student achievement. Strategy's Expected Result/Impact: Students support each other, and students are motivated. Staff Responsible for Monitoring: Counselor Teachers Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Feb	May	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: 100% of staff will be trained in and will practice protocols for fire, tornado, and other active threats.

High Priority

HB3 Goal

Evaluation Data Sources: Region 13 and law enforcement agendas, sign-in sheets, and other materials. Campus staff development agendas and materials. Evidence of practices with staff and with students.

Strategy 1 Details	Reviews			
Strategy 1: Region 13 has contracted with the campus to ensure protocols for emergencies are in place. The Region 13 safety trainer will meet with the campus Safe and Secure team to develop process, and to schedule emergency drills for the year. Strategy's Expected Result/Impact: Proper and aligned emergency responses rehearsed with the faculty and staff. Staff Responsible for Monitoring: Principal Coordinator Counselor Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Feb	May	July
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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

Performance Objective 3: Parents will actively partner with the campus in the instruction of their child.

HB3 Goal

Evaluation Data Sources: Parent meeting/event sign-in sheets, agendas, phone logs, surveys, etc.

Strategy 1 Details	Reviews			
Strategy 1: Back-to-School Day will be held Saturday, August 10, 2024. Strategy's Expected Result/Impact: Parents will receive information on the campus, meet teachers, purchase materials, etc. Staff Responsible for Monitoring: Admin Assistant Back-to-School Planning committee Principal Title I: 4.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Feb	May	July
Strategy 2 Details	Reviews			
Strategy 2: Campus leadership and teachers will communicate regularly with families through various means, including Talking Points, School Messenger, email, phone calls, surveys, etc. Strategy's Expected Result/Impact: Increased communication will result in more disseminated information; more satisfied parents. Staff Responsible for Monitoring: Teachers Principal Title I: 4.1 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Feb	May	July
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 4: All students will be college ready.

Performance Objective 1: 100% of East Austin College Prep students will participate in college exploration programs.

Evaluation Data Sources: College and Career courses on the master schedule, transcripts, report cards.

Strategy 1 Details	Reviews			
Strategy 1: All high school students are enrolled in College and Career courses. This year, all middle school students will take College and Career as well. All high school students will apply for financial aid. Strategy's Expected Result/Impact: Students will learn about college life, and understand the associated costs for housing, etc. Staff Responsible for Monitoring: College and Career teachers Counselor Title I: 2.5 - TEA Priorities: Connect high school to career and college	Formative			Summative
	Oct	Feb	May	July
Strategy 2 Details	Reviews			
Strategy 2: High school students who are lacking credits will be referred to the teacher in charge of credit recovery. Strategy's Expected Result/Impact: Early correction of missing credits, more students graduating on time, more students able to earn a diploma with Distinction, more students college ready. Staff Responsible for Monitoring: Counselor Credit Recovery teacher Title I: 2.5 - TEA Priorities: Connect high school to career and college, Improve low-performing schools	Formative			Summative
	Oct	Feb	May	July
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 4: All students will be college ready.

Performance Objective 2: Students will