

Valere Public Schools

East Austin Prep At Southwest Key

2024-2025 Campus Improvement Plan



Mission Statement

Mission Statement

East Austin College Prep Elementary Administration, Faculty & Staff will advocate, collaborate and facilitate individual and system change to ensure every student has the knowledge and skills necessary for academic success and personal growth. We strive to empower students to embrace their full potential and to achieve their personal and academic aspirations

Vision

Vision Statement

East Austin College Prep Elementary Administration, Faculty & Staff is dedicated to empowering every student to achieve academic success, personal and social growth, wellness and college and career exploration.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The East Austin College Prep at SWK is located in the eastside of Austin, Texas. It is a primary campus serving students in Pre-K – 6th grade and is part of the Valere Public Schools. As per TAPR 2022, the school has a total enrollment of 179 students. The student population is identified as 7.3% african-american; 90.5% hispanic; 1.7% white; and less than 1% two or more races. Furthermore, the student population is identified as 81.6% economically disadvantaged, 1.1% section 504; and 26.3% emergent bilinguals. Further description of our population includes 98.9% Title I, and 70% at-risk, At East Austin College Prep at SWK, we believe in meeting the students at their point of need, 25.7% of the population is served by ESL program and 6.7% are served by special education program. Total mobility rate is 17.4% with Hispanic students having the highest mobility rate at 13.9%.

At East College Prep at SWK, there are 13.6 staff members of which 74.3% (16.9) are teachers, 14.7% are professional support, and 3.7% (1) school administration. Additionally, teacher ethnicity is 20.81% african-american, and 79.2% hispanic. The teacher's overall average years of experience is 8.4 years and 4.5 with the district. The school leadership average years of experience is 5.3 overall and with district. Teacher's average salary is \$58,780 which is slightly above the state and campus leadership average salary is \$41,200 which is well below state average.

Student per teacher 17.7: 1. Student attendance rates for 20-21 school year was 87.8%.

Demographics Strengths

The class size ratios is below state required ratio of 22:1. Teacher salary is above state average. Teacher experience overall is 8.4 years.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 6.7% of population is served by Special Education which is above state cap. **Root Cause:** There was no structure for student RTIs.

Problem Statement 2 (Prioritized): Student Attendance for 2023-24 was 93%. **Root Cause:** The importance of student instruction time in class was not effectively communicated to parents. Lack of consequences for excessive absences.

Student Learning

Student Learning Summary

East Austin College Prep at SWK is a F (59) rated campus with a F(49) in Student Achievement; F (54) in School Progress; and F (43) 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 () in Domain I Student Achievement. STAAR performance data comparisons indicate that there was an increase in performance of in 3rd grade Math, 5th grade Math, and 5th grade Science in all levels of performance in 2023 when compared to 2022. Additionally, there was an increase in the meets performance level in 3rd grade Reading and an increase at the masters grade level in 3rd grade Reading. There was a regression in all levels of performance in 4th grade Reading. Further study of the data showed that 4th grade Math and 6th grade reading and math scores decreased at the meets grade level of performance when compared to 2022. Fifth grade reading decreased in the approaches level of performance.

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 with a few exceptions.

East Austin College Prep at SWK currently enrolls students in grades PreK-6th grade. Pre-Kinder effectiveness report shows that 38.5% of students who attended Pre-K were deemed Kinder ready, this includes 45.5% students in Hispanic student group. Additionally, 50% of all students assess were deemed Kinder Ready, this includes 53.9% Hispanic and 42.9% economically disadvantaged as per Kinder Readiness Report in TAPR 2022.]

Student Learning Strengths

There was an increase in performance of 3rd and 5th grade Math; and 5th grade Science in all levels of performance in 2023 when compared to 2022. There were increases in student performance at the meets and masters grade level in 3rd grade Reading. Kinder readiness report shows that hispanic Kinder students were highest student group deemed Kinder ready.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): All student groups proficiency level is below state average as per Federal Report Card **Root Cause:** Professional development was not prioritized for the campus administration as such teachers were not given sufficient curriculum training.

Problem Statement 2: There was a decrease in all levels of performance in 4th Reading **Root Cause:** Academic Rigor and data analysis was not prioritized.

Problem Statement 3: Kinder Readiness reports shows that 38.5% of students who attended Pre-K program were deemed Kinder ready. **Root Cause:** Teacher professional

development and curriculum training was not prioritized.

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction

The campus uses the TEKS Resource System as a guide for TEKS implementation. For K-5, teachers use HQIM Eureka for Math and Amplify for RLA. K-5 Science uses Stemscores, and K-5 Social Studies relies on different resources to teach lessons. 6th grade teachers use TEKS Resource System to guide lessons. 6th grade utilizes Carnegie Math, HMH for RLA, Stemscores for Science and other resources for Social Studies.

Professional Development

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.

Leadership & Decision-making processes:

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.

After school activities are offered and coordinated through ACE program.

Technology

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; Istation (will be phased out in October);

Support Services

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 provides a 1:1 device for 4th and 5th grade students. ACE grant awarded in cycle . Professional Learning in RBIS and Writing Across the Curriculum.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Limited professional development opportunities. **Root Cause:** Administration did not prioritize the need for professional development.

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 _____. 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 in _____. 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 57% of the staff experienced job satisfaction; while 43% were somewhat satisfied. Survey data indicated that 57% staff members were satisfied with how their contribution were valued by administrators and 29% were somewhat satisfied; while, 14% remained neutral.

Additionally, 71% of staff member responses indicated being very satisfied with the level of support extended by administrators while 29% were somewhat satisfied. When asked about the most important factor in the overall happiness at work, 57% of staff members indicated feeling that their work is meaningful and 29% 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: 18% Percent of Parents participated in parent survey. **Root Cause:** There was a lack of parent follow up after parent communication was initiated

Priority Problem Statements

Problem Statement 1: All student groups proficiency level is below state average as per Federal Report Card

Root Cause 1: Professional development was not prioritized for the campus administration as such teachers were not given sufficient curriculum training.

Problem Statement 1 Areas: Student Learning

Problem Statement 8: Student Attendance for 2023-24 was 93%.

Root Cause 8: The importance of student instruction time in class was not effectively communicated to parents. Lack of consequences for excessive absences.

Problem Statement 8 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

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

Performance Objective 1: 65% of students in all tested areas including yearly state assessments where applicable will achieve "meets grade level performance".

High Priority

HB3 Goal

Evaluation Data Sources: Yearly state assessments and STAAR

Strategy 1 Details	Reviews			
Strategy 1: Provide a minimum of 2 professional opportunities per semester or 4 per school year. Include HQIM Eureka and Carnegie; Amplify Reading and Strong Foundation Math Strategy's Expected Result/Impact: This will increase the academic rigor currently provided to help ensure teachers are confident in the subject area they teach, as evident in student performance in assessments. Staff Responsible for Monitoring: Principal, Teachers, Coordinator of Teaching and Learning, Instructional Coach TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Oct	Feb	May	July
Strategy 2 Details	Reviews			
Strategy 2: Data analysis will be conducted every three weeks and student performance results will be posted in classrooms and hallways. Strategy's Expected Result/Impact: Data analysis will help to influence teacher planning and intervention. Staff Responsible for Monitoring: Principal, Teachers, Coordinator of Teaching and Learning, Instructional Coach TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Oct	Feb	May	July

Strategy 3 Details	Reviews			
Strategy 3: Address Learning Gaps through intentional targeted tutorials Strategy's Expected Result/Impact: Increase students performing at grade level. Staff Responsible for Monitoring: Principal, Teachers, Coordinator of Teaching and Learning, Instructional Coach Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Feb	May	July
Strategy 4 Details	Reviews			
Strategy 4: Provide opportunities for job-embedded professional growth through Coaching Strategy's Expected Result/Impact: Increase in Academic Rigor, effective classroom instruction, and student achievement. Staff Responsible for Monitoring: DCSI, Principal, Coordinator of Teaching and Learning Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Feb	May	July
Strategy 5 Details	Reviews			
Strategy 5: EA Prep at SWK will execute a Targeted Improvement Plan with E3 Alliance, in conjunction with ESC 13 and TEA. Strategy's Expected Result/Impact: Aligned language, planning, and improved outcomes for all students. Staff Responsible for Monitoring: DCSI, Principal, Coordinator	Formative			Summative
	Oct	Feb	May	July
 No Progress  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 reading/language arts and mathematics.

Performance Objective 1: 65% of limited English proficient students in grades K-12 will increase a minimum of one proficiency level descriptor on each of the TELPAS assessments.

High Priority
Evaluation Data Sources: TELPAS Results

Strategy 1 Details	Reviews			
Strategy 1: Increase analysis of TELPAS data during staff development/embedded teacher data discussions. Strategy's Expected Result/Impact: Data analysis will influence teacher planning and intervention for EB students. Staff Responsible for Monitoring: Professional learning communities and ESL personnel TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Feb	May	July
Strategy 2 Details	Reviews			
Strategy 2: Provide access to effective and academically rigorous curriculum for new comers including on-line programs to assist with language development. Strategy's Expected Result/Impact: Effective and rigorous curriculum will increase student achievement and performance in proficiency levels. Staff Responsible for Monitoring: Principal, Teachers, Coordinator of Teaching and Learning, Instructional Coach TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Feb	May	July

Strategy 3 Details	Reviews			
Strategy 3: Ensure that teachers who specialize in Emergent Bilingual instruction have thoroughly trained the faculty and staff on student needs. Strategy's Expected Result/Impact: Increased performance in proficiency levels and student achievement Staff Responsible for Monitoring: Principal, Coordinator, EB specialists Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	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.

High Priority

Evaluation Data Sources: Discipline referrals, perceptual data.

Strategy 1 Details	Reviews			
Strategy 1: Facilitate teacher training that focuses on student social emotional learning. Strategy's Expected Result/Impact: A decrease in student behavior referrals and an increase in student engagement. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Oct	Feb	May	July
Strategy 2 Details	Reviews			
Strategy 2: Acquire and implement safety software that provides appropriate monitoring of the school environment. Strategy's Expected Result/Impact: Parent concerns are alleviate and visitor data is accurately recorded Staff Responsible for Monitoring: Staff Safety Committee, Principal, Technology lead TEA Priorities: Improve low-performing schools	Formative			Summative
	Oct	Feb	May	July
Strategy 3 Details	Reviews			
Strategy 3: Students and staff will be aware of the appropriate measures and expectations to ensure the safety of all involved Strategy's Expected Result/Impact: Principal and Staff Safety Committee TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Feb	May	July

Strategy 4 Details	Reviews			
Strategy 4: Staff, students, and parents will be surveyed two times per year to provide perceptual data on campus safety. Strategy's Expected Result/Impact: Increased confidence in the safety of the campus. More information on stakeholders' concerns. Staff Responsible for Monitoring: Principal, Coordinator Title I: 4.1	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: 75% percent of students will be deemed Kinder Ready who attended Pre-Kinder as per Pre-Kinder effectiveness data reported in TAPR

High Priority

HB3 Goal

Evaluation Data Sources: Ready Set Kinder (RSK), review and analysis of incremental growth every 9 weeks, Beginning and End of the year assessment.

Strategy 1 Details	Reviews			
Strategy 1: Increase academic success & percentage of academic readiness. Collection and analysis of PK Readiness Data. Strategy's Expected Result/Impact: Increase academic success & percentage of academic readiness. Staff Responsible for Monitoring: Principal, Counselor, PK Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Oct	Feb	May	July
Strategy 2 Details	Reviews			
Strategy 2: Provide ongoing professional opportunities for PK/Kinder teachers regarding curriculum materials, instruction, and assessments. Strategy's Expected Result/Impact: This will increase the academic rigor currently provided to help ensure teachers are confident in the subject area they teach, as evident in student performance in assessments. Staff Responsible for Monitoring: Principal, Coordinator, PK Teachers TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools	Formative			Summative
	Oct	Feb	May	July
0% No Progress 100% Accomplished Continue/Modify Discontinue				