

Promesa Public Schools
EAPrep Secondary School at MLK
2021-2022 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.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

East Austin College Prep Secondary Campus is a 7th-12th grade Title I campus located in the east side of Austin who serves minority students who aspire to attend college. The campus is made up of approximately 385 students with a 34% ESL population. Most families come from a low-socio economic background therefore the school prides itself on offering wrap around services.

Demographics Strengths

East Austin College Prep is a great source of pride for our families in the East Side where we commit that all graduates will be accepted to a college or university of their choice. This has been a promise that has been held since the first graduating class of 2016.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students classified as ESL and or SPED are overall under performing on statewide assessments administered previous to COVID 19 Virtual Learning. **Root Cause:** Newly enrolled students are coming to the campus with learning gaps in math, reading, science, and social studies.

Student Learning

Student Learning Summary

Prior to COVID-19, students were progressing with increased passing rate in all core subjects. Students were successfully passing dual credit courses both through the University of Texas and Austin Community College. Our ESL students were making gains in core areas, and the newcomer population was being served served both during and after school.

No Spring STAAR/EOC tests were administered due to COVID-19.

Student Learning Strengths

The graduating class of 2020 had a 100% graduation rate. Approximately 60% of students graduated on the distinguished graduation program.

ESL students showed growth in all core content areas as shown in 6 weeks/3 weeks assessments.

No Spring STAAR/EOC tests were administered due to COVID-19.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students on the campus performed lower than the state average on the state assessments. **Root Cause:** Newly enrolled students coming to the campus are coming with wide learning gaps in the core content areas.

School Processes & Programs

School Processes & Programs Summary

The 2019-2020 campus leadership and staff member of Eats Austin College Prep will work to develop, nurture, and support systems that facilitate implementation of rigor and elements of effective instruction. Professional Learning Communities will include data-driven decisions where high-yield strategies will be researched and practiced in the classroom or remote learning instructional setting.

East Austin College Prep's instructional development will include:

Appraiser support (TTESS)

Department Heads

ESL Coordinator

Counselor

SPED Coordinator

School Processes & Programs Strengths

Implementation of regularly scheduled Professional Learning Communities

Implementation of Hybrid schedule to assist students remotely and in person

Literacy Coach to assist campus wide writing strategies

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Multiple job duties assigned per admin team and support staff **Root Cause:** Low enrollment

Perceptions

Perceptions Summary

According to a survey conducted in the Winter of 2019, the majority of the staff feels supported by Admin and feels as if their opinions and concerns matter in decision making. The parents of EAPrep feel welcomed and empowered by programs and classes that are offered. The belief of EAPrep employees is that our students despite their soci-economic status or home situation are willing and able to complete course work that will promote learning for life and get them college ready.

Perceptions Strengths

Overall, the perception is that the work EAPrep teachers and staff do daily is rewarding and challenging. The TEAM has succumbed to negative factors that filtrate our school from our school community but ultimately the TEAM continues to persevere and empower our students with rigorous curriculum and options for a brighter future.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The community unless part of our organization are not aware of our successes. **Root Cause:** Our communication with others outside of our school community are limited

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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Section 504 data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Study of best practices
- Other additional data

Goals

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

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

Performance Objective 1: 70% of students in grades 3-12 will meet "approaches" on the yearly state assessment or end of year final exam.

El 70% de los estudiantes en los grados 3-12 cumpliran con los "enfoques" en la evaluacion estatal anual o el examen final de fin de ano.

Evaluation Data Sources: STAAR Exam for tested areas and end of year final exam for non-tested areas.

Examen STAAR para areas evaluadas y examen final de fin de ano para areas no evaluadas.

Strategy 1 Details	Reviews			
<p>Strategy 1: Team Leaders and Principal will work with respective staff on Tuesday's during content/grade level meetings to ensure curriculum and instructional alignment, will review best instructional strategies, and will utilize data to drive instruction.</p> <p>Los lideres de equipo y el director trabajaran con el personal respectivo el martes durante las reuniones de nivel de contenido / grado para garantizar la alineacion del curriculo y la instruccion, revisaran las mejores estrategias de instruccion y utilizaran datos para impulsar la instruccion.</p> <p>Strategy's Expected Result/Impact: Lesson plans indicate alignment with state mandated curriculum and virtual learning best practices.</p> <p>Classroom walk throughs indicate alignment of curriculum and instruction.</p> <p>Los planes de lecciones indican la alineacion con el curriculo obligatorio del estado y las mejores practicas de aprendizaje virtual.</p> <p>Los recorridos por el aula indican la alineacion del curriculo y la instruccion.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Campus principal will utilize information from virtual learning platforms and share it with teachers and staff to embed best practices for online instruction for designated 504/SPED learners.</p> <p>El director del campus utilizara la informacion de las plataformas de aprendizaje virtual y la compartira con los maestros y el personal para incorporar las mejores practicas para la instruccion en linea para los estudiantes designados 504 / SPED.</p> <p>Strategy's Expected Result/Impact: Lesson plans indicate which high yield strategies used in class and virtual resources to engage learners.</p> <p>Classroom walk throughs and virtual learning platforms will indicate the use of high yield strategies and engaging resources.</p> <p>Los planes de lecciones indican que estrategias de alto rendimiento se utilizan en clase y recursos virtuales para involucrar a los alumnos.</p> <p>Los recorridos por el aula y las plataformas de aprendizaje virtual indicaran el uso de estrategias de alto rendimiento y recursos atractivos.</p> <p>Staff Responsible for Monitoring: Principal Teacher Leads</p> <p>Principal Directores de profesores</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus principal will continue to have D3 meetings (Deep, Data, Dive) every 3 weeks. Curriculum assessments will be analyzed to aid in prescription of instruction.</p> <p>El director del campus continuara teniendo reuniones D3 (Deep, Data, Dive) cada 3 semanas. Las evaluaciones curriculares seran analizadas para ayudar en la prescripcion de la instruccion.</p> <p>Strategy's Expected Result/Impact: Data debrief notes indicating next steps for success</p> <p>Data tracker sheet indicating improved student performance.</p> <p>Notas informativas de datos que indican los proximos pasos para el exito</p> <p>Hoja de seguimiento de datos que indica un mejor rendimiento de los estudiantes</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Content area PLCs and Grade level meetings will be conducted on a bi-weekly basis.</p> <p>Los PLC del area de contenido y las reuniones a nivel de grado se llevaran a cabo cada dos semanas.</p> <p>Strategy's Expected Result/Impact: Agendas Sign In Sheets Meeting Notes</p> <p>Agendas Hojas de inicio de sesion Notas de la reunion</p> <p>Staff Responsible for Monitoring: Campus Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Campus RTI team will participate in District RTI team to develop RTI processes/guidelines.</p> <p>RTI processes/guidelines will be implemented on the campus.</p> <p>El equipo de RTI del campus participara en el equipo de RTI del Distrito para desarrollar procesos / pautas de RTI.</p> <p>Los procesos / pautas de RTI se implementaran en el campus.</p> <p>Strategy's Expected Result/Impact: Debrief meeting notes indicating next steps for success</p> <p>Improved student performance on core content skill checks, six weeks assessment</p> <p>Notas informativas de la reunion que indican los proximos pasos para el exito</p> <p>Mejora del rendimiento de los estudiantes en las comprobaciones de habilidades de contenido basico, evaluacion de seis semanas</p> <p>Staff Responsible for Monitoring: Campus Principal Counselor</p> <p>Director del campus Consejero</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Core content area teachers will provide prescriptive tutoring during designated tutoring time.</p> <p>Los maestros del area de contenido basico proporcionaran tutoria prescriptiva durante el tiempo de tutoria designado.</p> <p>Strategy's Expected Result/Impact: Data notes indicating areas needing to be addressed and students chosen for tutoring for HB 4545 requirements.</p> <p>Improved student performance on core content skill checks, six weeks assessment</p> <p>Notas de datos que indican las areas que deben abordarse y los estudiantes elegidos para la tutoria para los requisitos de HB 4545.</p> <p>Mejora del rendimiento de los estudiantes en las comprobaciones de habilidades de contenido basico, evaluacion de seis semanas</p> <p>Staff Responsible for Monitoring: Teachers Principal</p> <p>Profesorado Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Campus/District administration will work with Literacy Coach to develop campus specific writing tools to utilize in each of content areas.</p> <p>Campus/District Administration, Literacy Coach, Instructional specialists will monitor implementation of writing tools.</p> <p>La administracion del campus / distrito trabajara con el entrenador de alfabetizacion para desarrollar herramientas de escritura especificas del campus para utilizar en cada una de las areas de contenido.</p> <p>La administracion del campus / distrito, el entrenador de alfabetizacion y los especialistas en instruccion supervisaran la implementacion de las herramientas de escritura.</p> <p>Strategy's Expected Result/Impact: Lesson plans indicating writing activities</p> <p>Increased STAAR and TELPAS writing scores</p> <p>Planes de lecciones que indican actividades de escritura</p> <p>Aumento de los puntajes de escritura STAAR y TELPAS</p> <p>Staff Responsible for Monitoring: Principal Literacy Coach</p> <p>Principal Coach de Alfabetizacion</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 8 Details	Reviews			
<p>Strategy 8: To meet the needs of the campus' higher achieving students, designated teachers will receive the following types of training: University of Texas Dual Credit Course Training.</p> <p>Principal will monitor the implementation of training strategies.</p> <p>Para satisfacer las necesidades de los estudiantes de mayor rendimiento del campus, los maestros designados recibiran los siguientes tipos de capacitacion: Capacitacion en cursos de credito dual de la Universidad de Texas.</p> <p>El director supervisara la aplicacion de las estrategias de capacitacion.</p> <p>Strategy's Expected Result/Impact: Engaged higher achieving students</p> <p>More students meeting and mastering on STAAR</p> <p>More students meeting TSI requirements</p> <p>Estudiantes comprometidos de mayor rendimiento</p> <p>Mas estudiantes que se reunen y dominan en STAAR</p> <p>Mas estudiantes que cumplen con los requisitos de la ETI</p> <p>Staff Responsible for Monitoring: Principal Counselor</p> <p>Principal Consejero</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 9 Details	Reviews			
<p>Strategy 9: Reading and Writing Integration across the curriculum with targeted writing support for LEP learners and Dyslexia learners. This will be done in the classroom and with class set chromebooks through the use of Read A-Z. The latter will help establish a benchmark of student reading levels from 1st grade to 5th grade.</p> <p>Integracion de lectura y escritura en todo el curriculo con soporte de escritura especifico para LEP aprendices y aprendices de dislexia. Esto se hara en el aula y con los chromebooks configurados en clase a traves de el uso de read A-Z. Esto ultimo ayudara establecer un punto de referencia de los niveles de lectura de los estudiantes de 1o grado a 5o grado.</p> <p>Strategy's Expected Result/Impact: Individual student's TELPAS writing scores show gain over previous year. Writing samples show improvements in sentence complexity and subject verb agreement Inclusion staff Schedules for ESL/SpEd/Dyslexia</p> <p>Los puntajes de escritura TELPAS de los estudiantes individuales muestran ganancia con respecto al ano anterior. Los ejemplos de escritura muestran mejoras en la oracion complejidad y concordancia entre sujetos y verbos Horarios del personal de inclusion para ESL/ SpEd / Dislexia</p> <p>Staff Responsible for Monitoring: Teachers Principal Literacy Coach</p> <p>Profesorado Principal Coach de Alfabetizacion</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Summative Assessments will be used in the classroom to monitor learning as it is happening in the classroom. Teachers will accomplish this through the use of exit tickets. Formative Assessments will be used to assess growth, determine accommodation needs and</p>	Formative			Summative
	Oct	Jan	Mar	June

identify students requiring additional instructional time and practices.

Las evaluaciones sumativas se utilizaran en el aula para monitorear el aprendizaje a medida que sucede en el aula. Los maestros lograran esto mediante el uso de billetes de salida.

Las evaluaciones formativas se utilizaran para evaluar crecimiento, determinar las necesidades de alojamiento y identificar a los estudiantes que requieren mas tiempo de instruccion y practicas.

Strategy's Expected Result/Impact: Teachers will use exit tickets to monitor students understanding of skills being taught.

Six weeks test are aligned with curriculum and STAAR

Benchmark test will be the previous year's released tests.

Six Weeks Tests show steady gains in passing levels and average scores.

Assessments scores are used for Tier I grouping, tutoring.

Los maestros usaran boletos de salida para monitorear a los estudiantes comprension de las habilidades que se ensenan.

Seis semanas de prueba estan alineadas con el plan de estudios y STAAR

La prueba de referencia sera la del ano anterior pruebas liberadas.

Las pruebas de seis semanas muestran ganancias constantes en la aprobacion niveles y puntuaciones medias.

Los puntajes de las evaluaciones se utilizan para la agrupacion de Nivel I, Tutoria.

Staff Responsible for Monitoring: Teachers

Counselor

Principal

Literacy Coach

Profesorado

Consejero

Principal

Coach de Alfabetizacion



No Progress



Accomplished



Continue/Modify



Discontinue

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 2: EAPrep Campus will reach 95% attendance rate on a daily basis.

EAPrep Campus alcanzara una tasa de asistencia del 95% diaria.

Evaluation Data Sources: ADA report

reporte de ADA

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus will use school messenger and parent portal on daily basis to notify parent of student absences.</p> <p>El campus utilizara el mensajero de la escuela y el portal para padres a diario para notificar a los padres sobre las ausencias de los estudiantes.</p> <p>Strategy's Expected Result/Impact: Increased Student Attendance</p> <p>Aumento de la asistencia de estudiantes</p> <p>Staff Responsible for Monitoring: Principal Registrar Counselor</p> <p>Principal Registrador Consejero</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Campus will reward students for attendance.</p> <p>Individual Student Attendance Homeroom Attendance Grade Level Attendance</p> <p>El campus recompensara a los estudiantes por su asistencia.</p> <p>Asistencia individual de estudiantes Asistencia a la sala de clases Asistencia a nivel de grado</p> <p>Strategy's Expected Result/Impact: Increased student attendance</p> <p>Aumento de la asistencia de los estudiantes</p> <p>Staff Responsible for Monitoring: Principal Registrar Counselor</p> <p>Principal Registrador Consejero</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: 75% of English Learner students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in all core academic areas.

El 75% de los estudiantes de English Learner se volveran competentes en ingles y alcanzaran altos estandares academicos, como minimo alcanzando el dominio o mejor en todas las areas academicas basicas.

Performance Objective 1: 75% of limited English proficient students in grades K-12 will increase a minimum of one proficiency level descriptor on each of the TELPAS assessments.

El 75% de los estudiantes con dominio limitado del ingles en los grados K-12 aumentaran un minimo de un descriptor de nivel de competencia en cada una de las evaluaciones TELPAS.

Evaluation Data Sources: TELPAS

Strategy 1 Details	Reviews			
<p>Strategy 1: Professional Development will be provided to develop and expand repertoire of learning strategies to facilitate the ELL learner meeting grade-level expectations across the foundation and enrichment curriculum. Literacy coaches (Past RISE2) will provide PDs and mentoring for staff, to assist with data driven targeted intervention for at risk students.</p> <p>Se proporcionara desarrollo profesional para desarrollar y ampliar el repertorio de estrategias de aprendizaje para facilitar que el alumno de ELL cumpla con las expectativas de nivel de grado en todo el curriculo basico y de enriquecimiento. Los entrenadores de alfabetizacion (Past RISE2) proporcionaran PD y tutoria para el personal, para ayudar con la intervencion dirigida basada en datos para estudiantes en riesgo.</p> <p>Strategy's Expected Result/Impact: Strategy's Expected Result/Impact: Teachers will meet the linguistic and educational needs of the ELL student by using varied learning strategies.</p> <p>Resultado / impacto esperado de la estrategia: Los maestros satisfaran las necesidades linguisticas y educativas del estudiante de ELL mediante el uso de estrategias de aprendizaje variadas.</p> <p>Staff Responsible for Monitoring: Principal Teachers Counselor Literacy Coach</p> <p>Principal Profesorado Consejero Coach de Alfabetizacion</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: All Elementary, Middle School and High School Teachers will complete the ELPS Academy Modules through TEALearn to promote the understanding and effectiveness of intentional planning for our ESL/BE students. Teachers will implement ESL instructional strategies in their classroom with fidelity and oversight from principal and on campus leaders who are trained through Ensemble Learning.</p> <p>Todos los maestros de primaria, secundaria y preparatoria completaran los modulos de la Academia ELPS a traves de TEALearn para promover la comprension y la efectividad de la planificacion intencional para nuestros estudiantes de ESL / BE. Los maestros implementaran estrategias de instruccion de ESL en su aula con fidelidad y supervision del director y los lideres del campus que estan capacitados a traves de Ensemble Learning.</p> <p>Strategy's Expected Result/Impact: Increased student performance on TELPAS and STAAR</p> <p>Aumento del rendimiento de los estudiantes en TELPAS y STAAR</p> <p>Staff Responsible for Monitoring: Campus Principal Literacy Coach</p> <p>Director del campus Coach de Alfabetizacion</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: ESL teacher will provide prescriptive tutoring to students in need during scheduled instructional time or tutoring time. Elementary Teachers will provide prescriptive tutoring for students from 3:00 pm-4: 00 pm and Secondary Teachers will provide prescriptive tutoring from 3:30-4:30 pm.</p> <p>El maestro de ESL proporcionara tutoria prescriptiva a los estudiantes necesitados durante el tiempo de instruccion programado o el tiempo de tutoria. Los maestros de primaria proporcionaran tutoria prescriptiva para los estudiantes de 3:00 pm a 4: 00 pm y los maestros de secundaria proporcionaran tutoria prescriptiva de 3:30 a 4:30 pm.</p> <p>Strategy's Expected Result/Impact: Data notes indicating areas needing to be addressed and students chosen for tutoring</p> <p>Improved student performance on core content skill checks and six weeks assessments.</p> <p>Notas de datos que indican las areas que deben abordarse y los estudiantes elegidos para la tutoria</p> <p>Mejora del rendimiento de los estudiantes en las comprobaciones de habilidades de contenido basico y las evaluaciones de seis semanas.</p> <p>Staff Responsible for Monitoring: Principal ESL Teacher Teachers Literacy Coach</p> <p>Principal Profesor de ESL Profesorado Coach de Alfabetizacion</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Campus principal, Counselor, Literacy Coach and ESL Teacher will develop a plan for LEP students to practice listening and speaking skills on a consistent basis.</p> <p>El director del campus, el consejero, el entrenador de alfabetizacion y el maestro de ESL desarrollaran un plan para que los estudiantes de LEP practiquen las habilidades de escuchar y hablar de manera consistente.</p> <p>Strategy's Expected Result/Impact: Increased levels in listening and speaking.</p> <p>Aumento de los niveles de escucha y expresion oral.</p> <p>Staff Responsible for Monitoring: Principal Literacy Coach ESL Teacher Teachers Counselor</p> <p>Principal Coach de Alfabetizacion Profesor de ESL Profesorado Consejero</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
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 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.

Todos los estudiantes seran educados en entornos de aprendizaje que sean seguros, libres de drogas y propicios para el aprendizaje.





Performance Objective 1: 100% of EAPrep faculty, staff and students will contribute to a safe environment and participate in positive school culture and climate programming. Restorative practices will continue to be implemented. District social worker to be a point of contact for social and emotional needs of our students and to provide information and guidance.

El 100% de los profesores, el personal y los estudiantes de EAPrep contribuiran a un entorno seguro y participaran en la cultura escolar positiva y la programacion climatica. Se seguiran aplicando practicas restaurativas. Trabajador social del distrito para ser un punto de contacto para las necesidades sociales y emocionales de nuestros estudiantes y para proporcionar informacion y orientacion.

Evaluation Data Sources: discipline referral count
 significant incident reports
 attendance rate
 PBIS efforts (student and Staff)
 Counselor

recuento de referencias de disciplina
 informes de incidentes significativos
 tasa de asistencia
 Esfuerzos de PBIS (estudiante y personal)
 Consejero

Strategy 1 Details	Reviews			
<p>Strategy 1: Full implementation of School Wide PBIS /Restorative Practices initiative (discipline management and school climate efforts).</p> <p>Strategy's Expected Result/Impact: Decrease in discipline referrals Increase the positive reward system and student recognition</p> <p>Staff Responsible for Monitoring: Campus Principal PBIS committee Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Review of Crisis Management Plan and practice monthly prevention strategies (safety drills and monthly meetings) as applicable. the school year will begin remotely. Internet safety strategies will be embedded into the LMS platform.</p> <p>Strategy's Expected Result/Impact: Increase school safety and decrease significant incident report.</p> <p>Staff Responsible for Monitoring: Campus Principal PBIS Committee Safety Committee</p> <p>Title I Schoolwide Elements: 2.4</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: College and Career classes and Advisory will be utilized to implement Social Emotional Learning curriculum including Character Education, Community Service Learning, Bullying, Suicide and Drug Prevention.</p> <p>Strategy's Expected Result/Impact: Increasing the students awareness of SEL and empowering them to make positive and healthy choices.</p> <p>Staff Responsible for Monitoring: Campus Principal PBIS committee College and Career Teachers Counselor</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Campus will reinforce student and staff positive behavior through: Tiger Bucks, Student of the Weeks, Senior Spotlight, Teacher of the Month and Staff Spotlight.</p> <p>Strategy's Expected Result/Impact: Increase in campus morale</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Todos los estudiantes seran educados en entornos de aprendizaje que sean seguros, libres de drogas y propicios para el aprendizaje.

Performance Objective 2: Parents of students attending EAPrep will be actively involved in the campus.

Los padres de los estudiantes que asisten a EAPrep participaran activamente en el campus.

Evaluation Data Sources: Parent Engagement Specialist

Meeting Agendas

Sign In Sheets

Parent Surveys

ACE sign in sheets

Especialista en Participacion de los Padres





Agendas de reuniones

Hojas de inicio de sesion

Encuestas para padres

Hojas de inicio de sesion ACE

Strategy 1 Details	Reviews			
<p>Strategy 1: Parents will be given the opportunity to participate in virtually scheduled "Chats with the Principal".</p> <p>Strategy's Expected Result/Impact: Increased participation.</p> <p>Staff Responsible for Monitoring: ACE Team Member Translator Principal Parent Engagement Specialist</p> <p>Title I Schoolwide Elements: 3.2</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Parents will participate in Title I activities to include but not limited to: development of school compact, development of parental involvement policy, development of school wide improvement plan, comprehensive needs assessment.</p> <p>Strategy's Expected Result/Impact: Increased parent feedback and engagement</p> <p>Staff Responsible for Monitoring: Campus Principal Parent Engagement Specialist Counselor</p> <p>Title I Schoolwide Elements: 3.1</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Various means of communication in English and Spanish will be used to involve parents.</p> <p>Strategy's Expected Result/Impact: All parents will receive pertinent information via facebook, instagram, talking points, memorandums and school website.</p> <p>Staff Responsible for Monitoring: Campus Principal ACE Team Parent Engagement Specialist</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: When students graduate from EAPrep, 100% will accepted to a college/university of their choice and be college ready.

Cuando los estudiantes se graduen de EAPrep, el 100% sera aceptado en un colegio / universidad de su eleccion y estara listo para la universidad.

Performance Objective 1: 100% of 12th grade students will be college ready prior to leaving East Austin College Prep Secondary School.

El 100% de los estudiantes de 12o grado estaran listos para la universidad antes de salir de East Austin College Prep Secondary School.

Evaluation Data Sources: Graduation rate

ACT/SAT Scores

TSI Scores

AP Scores

Dual Credit hours

Graduation Plan

Tasa de graduacion

Puntajes ACT/SAT

Puntuaciones de la ETI

Puntajes AP

Horas de credito dual

Plan de Graduacion

Strategy 1 Details	Reviews			
<p>Strategy 1: All 12th grade students will be enrolled in College Prep class where process of getting ready for college occurs.</p> <p>Strategy's Expected Result/Impact: Student schedules</p> <p>Staff Responsible for Monitoring: Counselor College Prep Teacher Campus Principal</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All 12th grade students will apply to a minimum of two colleges/universities by December 2021 while in their College Prep class.</p> <p>Strategy's Expected Result/Impact: College/University Applications</p> <p>Staff Responsible for Monitoring: Counselor College Prep Teacher Upward Bound Team Campus Principal</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: 12th grade students will participate in TSI, SAT, ACT support during their remote embedded college prep time and through Upward Bound when applicable.</p> <p>Strategy's Expected Result/Impact: Improved college entrance test scores</p> <p>Staff Responsible for Monitoring: Counselor College Prep teacher Upward Bound Team</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: 100% of students enrolled in dual credit courses will pass courses they are taking</p> <p>Strategy's Expected Result/Impact: Dual credit for course</p> <p>Staff Responsible for Monitoring: Counselor College Prep Teacher</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: 100% of Seniors and their parent/guardian will virtually attend the mandatory Senior informational events for the 2021-2022 Academic Year.</p> <p>Strategy's Expected Result/Impact: Seniors will be aware of the following components of being college ready: TAFSA FAFSA College essays Student life Scholarships/grants</p> <p>Staff Responsible for Monitoring: College Prep Teacher Counselor Upward Bound Team ACE Team</p> <p>Title I Schoolwide Elements: 2.6, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: 100% of seniors will apply to a minimum of two scholarships by January 2020.</p> <p>Strategy's Expected Result/Impact: Scholarship Applications</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative			Summative
	Oct	Jan	Mar	June

College Prep Teacher
Upward Bound Team

Title I Schoolwide Elements: 2.6



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 4: When students graduate from EAPrep, 100% will accepted to a college/university of their choice and be college ready.

Quando los estudiantes se graduen de EAPrep, el 100% sera aceptado en un colegio / universidad de su eleccion y estara listo para la universidad.





Performance Objective 2: Students at EAPrep will receive a robust college and career education in grades 6th-12th.

Los estudiantes de EAPrep recibiran una solida educacion universitaria y profesional en los grados 6o-12o.

Evaluation Data Sources: Grades
College and Career Platform
Surveys

Grados
Plataforma Universitaria y Profesional
Encuestas

Strategy 1 Details	Reviews			
Strategy 1: All students will college and career instruction embedded in their schedule. Strategy's Expected Result/Impact: Schedules Staff Responsible for Monitoring: Counselor Title I Schoolwide Elements: 2.6	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: All students will attend at least one college/university and one career oriented field trip throughout the school year. Strategy's Expected Result/Impact: Trip Survey Staff Responsible for Monitoring: College & Career Teacher Title I Schoolwide Elements: 2.5, 2.6	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: All students will utilize college and career platform, Naviance in order to align, research and create college ready materials such as essays and logging community service hours. Strategy's Expected Result/Impact: Platform post test Staff Responsible for Monitoring: College & Career Teacher Counselor Upward Bound Team Title I Schoolwide Elements: 2.6	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: 8th grade students will participate in a transition camp prior to entering 9th grade.</p> <p>12th grade students will participate in a transition camp prior to going to college/university.</p> <p>Strategy's Expected Result/Impact: Increased knowledge</p> <p>Staff Responsible for Monitoring: College & Career Teacher Counselor</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: All high school students will conduct their own transcript and graduation plan audits once a semester facilitated by their college and career teacher on a semester basis.</p> <p>Strategy's Expected Result/Impact: Transcript Graduation plan</p> <p>Staff Responsible for Monitoring: College and Career Teacher Counselor</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: College & Career Instructional Specialist and Counselor will develop CCMR tracker.</p> <p>College & Career teachers, school counselor and students will track CCRM readiness through the tracker.</p> <p>Staff Responsible for Monitoring: Counselor Upward Bound Team College Prep Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	5	Campus RTI team will participate in District RTI team to develop RTI processes/guidelines. RTI processes/guidelines will be implemented on the campus. El equipo de RTI del campus participara en el equipo de RTI del Distrito para desarrollar procesos / pautas de RTI. Los procesos / pautas de RTI se implementaran en el campus.
1	1	9	Reading and Writing Integration across the curriculum with targeted writing support for LEP learners and Dyslexia learners. This will be done in the classroom and with class set chromebooks through the use of Read A-Z. The latter will help establish a benchmark of student reading levels from 1st grade to 5th grade. Integracion de lectura y escritura en todo el curriculo con soporte de escritura especifico para LEP aprendices y aprendices de dislexia. Esto se hara en el aula y con los chromebooks configurados en clase a traves de el uso de read A-Z. Esto ultimo ayudara establecer un punto de referencia de los niveles de lectura de los estudiantes de 1o grado a 5o grado.
2	1	1	Professional Development will be provided to develop and expand repertoire of learning strategies to facilitate the ELL learner meeting grade-level expectations across the foundation and enrichment curriculum. Literacy coaches (Past RISE2) will provide PDs and mentoring for staff, to assist with data driven targeted intervention for at risk students. Se proporcionara desarrollo profesional para desarrollar y ampliar el repertorio de estrategias de aprendizaje para facilitar que el alumno de ELL cumpla con las expectativas de nivel de grado en todo el curriculo basico y de enriquecimiento. Los entrenadores de alfabetizacion (Past RISE2) proporcionaran PD y tutoria para el personal, para ayudar con la intervencion dirigida basada en datos para estudiantes en riesgo.
2	1	2	All Elementary, Middle School and High School Teachers will complete the ELPS Academy Modules through TEALearn to promote the understanding and effectiveness of intentional planning for our ESL/BE students. Teachers will implement ESL instructional strategies in their classroom with fidelity and oversight from principal and on campus leaders who are trained through Ensemble Learning. Todos los maestros de primaria, secundaria y preparatoria completaran los modulos de la Academia ELPS a traves de TEALearn para promover la comprension y la efectividad de la planificacion intencional para nuestros estudiantes de ESL / BE. Los maestros implementaran estrategias de instruccion de ESL en su aula con fidelidad y supervision del director y los lideres del campus que estan capacitados a traves de Ensemble Learning.
2	1	4	Campus principal, Counselor, Literacy Coach and ESL Teacher will develop a plan for LEP students to practice listening and speaking skills on a consistent basis. El director del campus, el consejero, el entrenador de alfabetizacion y el maestro de ESL desarrollaran un plan para que los estudiantes de LEP practiquen las habilidades de escuchar y hablar de manera consistente.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	5	Campus RTI team will participate in District RTI team to develop RTI processes/guidelines. RTI processes/guidelines will be implemented on the campus. El equipo de RTI del campus participara en el equipo de RTI del Distrito para desarrollar procesos / pautas de RTI. Los procesos / pautas de RTI se implementaran en el campus.
1	1	9	Reading and Writing Integration across the curriculum with targeted writing support for LEP learners and Dyslexia learners. This will be done in the classroom and with class set chromebooks through the use of Read A-Z. The latter will help establish a benchmark of student reading levels from 1st grade to 5th grade. Integracion de lectura y escritura en todo el curriculo con soporte de escritura especifico para LEP aprendices y aprendices de dislexia. Esto se hara en el aula y con los chromebooks configurados en clase a traves de el uso de read A-Z. Esto ultimo ayudara establecer un punto de referencia de los niveles de lectura de los estudiantes de 1o grado a 5o grado.
2	1	1	Professional Development will be provided to develop and expand repertoire of learning strategies to facilitate the ELL learner meeting grade-level expectations across the foundation and enrichment curriculum. Literacy coaches (Past RISE2) will provide PDs and mentoring for staff, to assist with data driven targeted intervention for at risk students. Se proporcionara desarrollo profesional para desarrollar y ampliar el repertorio de estrategias de aprendizaje para facilitar que el alumno de ELL cumpla con las expectativas de nivel de grado en todo el curriculo basico y de enriquecimiento. Los entrenadores de alfabetizacion (Past RISE2) proporcionaran PD y tutoria para el personal, para ayudar con la intervencion dirigida basada en datos para estudiantes en riesgo.
2	1	2	All Elementary, Middle School and High School Teachers will complete the ELPS Academy Modules through TEALearn to promote the understanding and effectiveness of intentional planning for our ESL/BE students. Teachers will implement ESL instructional strategies in their classroom with fidelity and oversight from principal and on campus leaders who are trained through Ensemble Learning. Todos los maestros de primaria, secundaria y preparatoria completaran los modulos de la Academia ELPS a traves de TEALearn para promover la comprension y la efectividad de la planificacion intencional para nuestros estudiantes de ESL / BE. Los maestros implementaran estrategias de instruccion de ESL en su aula con fidelidad y supervision del director y los lideres del campus que estan capacitados a traves de Ensemble Learning.
2	1	4	Campus principal, Counselor, Literacy Coach and ESL Teacher will develop a plan for LEP students to practice listening and speaking skills on a consistent basis. El director del campus, el consejero, el entrenador de alfabetizacion y el maestro de ESL desarrollaran un plan para que los estudiantes de LEP practiquen las habilidades de escuchar y hablar de manera consistente.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
2	1	1	Professional Development will be provided to develop and expand repertoire of learning strategies to facilitate the ELL learner meeting grade-level expectations across the foundation and enrichment curriculum. Literacy coaches (Past RISE2) will provide PDs and mentoring for staff, to assist with data driven targeted intervention for at risk students. Se proporcionara desarrollo profesional para desarrollar y ampliar el repertorio de estrategias de aprendizaje para facilitar que el alumno de ELL cumpla con las expectativas de nivel de grado en todo el curriculo basico y de enriquecimiento. Los entrenadores de alfabetizacion (Past RISE2) proporcionaran PD y tutoria para el personal, para ayudar con la intervencion dirigida basada en datos para estudiantes en riesgo.
2	1	2	All Elementary, Middle School and High School Teachers will complete the ELPS Academy Modules through TEALearn to promote the understanding and effectiveness of intentional planning for our ESL/BE students. Teachers will implement ESL instructional strategies in their classroom with fidelity and oversight from principal and on campus leaders who are trained through Ensemble Learning. Todos los maestros de primaria, secundaria y preparatoria completaran los modulos de la Academia ELPS a traves de TEALearn para promover la comprension y la efectividad de la planificacion intencional para nuestros estudiantes de ESL / BE. Los maestros implementaran estrategias de instruccion de ESL en su aula con fidelidad y supervision del director y los lideres del campus que estan capacitados a traves de Ensemble Learning.
2	1	4	Campus principal, Counselor, Literacy Coach and ESL Teacher will develop a plan for LEP students to practice listening and speaking skills on a consistent basis. El director del campus, el consejero, el entrenador de alfabetizacion y el maestro de ESL desarrollaran un plan para que los estudiantes de LEP practiquen las habilidades de escuchar y hablar de manera consistente.

Addendums