Carrollton-Farmers Branch Independent School District

Early College High School

2022-2023 Campus Improvement Plan

Mission Statement

The Mission of CFBISD, a diverse community of global learners, is to empower scholars to acquire life-long knowledge, skills, and values that prepare them to compete in the world marketplace while contributing to their community.

Vision

CFBISD will be an exceptional learning community where all graduates impact and excel in a complex, interconnected, and ever-changing world.

Value Statement

CFBISD BELIEVES IN...

- Excellence in ALL learning opportunities
- Respecting differences by embracing diversity
- A growth mindset for students, faculty, and staff
- Ongoing partnerships with the community
- Support and love of the whole student

Motto

High Expectations for ALL

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Comprehensive Needs Assessment

Revised/Approved: June 22, 2022

Demographics

Demographics Summary

Early College High School (ECHS) on the Dallas College- Brookhaven campus was establish in 2006 as one of 15 Texas schools with an ECCHS designation. This suburban school is the smallest public high school in the Carrollton-Farmers Branch ISD with a staff of 23 (17 faculty, 1 counselor, 5 staff, and 1 principal) serving 360 students. Most enrolled students come from district middle schools while 8% do not. The general purpose of an innovative early college high school is to enable students simultaneously earn a high school diploma and an Associates of Arts or Science degree (60 college credit hours). Students do not pay one penny for the 60 college credit hours. ECHS students and staff obligate themselves to create a transformative educational experience that drives inspiration, innovation and dedication.

DEMOGRAPHIC DATA (22-23 SY)

STUDENTS:

Students enrolled in each grade leve are: 9th grade = 107; 10th grade = 98; 11th grade = 79; 12th grade = 84; total = 368
Total male students equal 140 while female students = 228 (62%).
Ethnicity counts include: 3 Native/Indian; 11 students identified 2+; 18 Asian; 38 black; 272 Hispanic; and 26 white.

The counts translate to 0.8%, 3%, 4.9%, 10.3%, 74%, and 7% respectively.
Total number of students coded 'At-Risk' equaks 164 (44.6%) while students qualified to received Free and Reduced lunch equal 291 or 79%.
Students served under IDEA number 7 or 2% while students served under 504 equal 22 or 6%.
Student mobility rate was approximately 2.6% (9 students enter/withdraw).

Attendance data shows the campus attendance rate to equal approximately 91.2%.
In order from highest to lowest are the ethnicity rates: 97.7% Amer Indian(1 student); 93.7% Asian (21 students); 91.6% Black (~27 students); 91.1% Hispanic (~258 students); 90.8% white (18 students); 86.8% 2+ (10 students).

STAFF and FACULTY

Faculty gender: males =9; females = 9.
Staff gender: males = 1; females = 4.
Total gender: males = 10; females = 12.
Ethnicity counts: 9 white faculty; 3 black, 2 asian, 3 Hispanic.

ECHS emlpyed 1 induction year teacher; 2 teachers with 4 years experience each while the remaining 14 had greater than 13 years teaching experience.

Demographics Strengths

Since 2019-2020, faculty increased by 1.5 FTE or 10%.

The large majority of faculty have 10+ years of teaching experience while 66% of faculty have more than 15 years experience.
Two years in a row ECHS faculty have either were the CFBISD Secondary Teacher of the Year or the semi-finalist recipient.

The number of white and black students have risen creating a more diverse student population.

The number of students qualified for 'Free and Reduced' lunch has remained stable yet significant enough to qualify the school for federal Title 1 funds.

The number of students served by Special Education or a 504 plan have increased by 75% and 22% respectively.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Campus attendance rate is below 92% as are four out of six ethnic subpopulations (AA, W, Hisp, 2+). **Root Cause:** CoVid 19 related symptoms were quickly identified and rigorously tracked. Consequently, students were directed to stay at home to ensure the campus remained healthy.

Problem Statement 2 (Prioritized): The student body has generated more racially-based grievances or complaints. **Root Cause:** Campus ethnicity rates have increased for non-Hispanic subpopulations (white an black). Even though this has been the case for the past two years, in-person learning has brought students back into the classroom. Advisory, AVID, core subject faculty and the principal have not committed to a campus-wide approach to address the perceived insensitivities.

Student Learning

Student Learning Summary

This year we had a 100% high school graduation rate (81 out of 81).
On May 13, 2022, 58 of the 81 seniors earned an associates of art/science (72%).
This represents a 2% from the previous year.
EOC results indicate

ESSER funds were provided to purchase a full FTE English 1&2 teacher thereby reducing class size for core English 1 (23 to 19) and English 2 (23 to 16)
Additionally, an English Independent Study class for 10th graders who did not 'Approach Grade Level' on the English 1 EoC exam was created.
77% of these students (n=13) met (8) or appraoched (2) grade level. Three students did not pass the EoC 1 retest and the EoC II exam.

Overall, six students (6%) did not pass the EoC I test (n= 97). Three of them were 10th grade retesters. Two students that did not pass were served with an IEP. The sixth student, (a 9th grader) was classified as EB and served in an ESL program. 15.5% students approached grade level, 57.7% met grade level and 20.6% students mastered the exam.

Overall, six students (7%) did not pass the EoC II test (n=87). Four six students are coded Emergent Bilingual (EB).
12.6% students approached grade level, 69% met grade level and 11.5% mastered grade level.

Overall, three students (7.5%) did not approach grade level on the Algebra 1 EoC exam (n=40). Of those students was a retester and two of three were Emergent Bilingual (EB). 30% appraoched grade level, 15% met grade level, and 47.5% mastered grade level.

Overall, four students (5.2%) did not approach grade level on the Biology EoC exam (n=77). Two students were 11th grade retesters, both EB. One of the tenth graders was Emergent Bilingual. 9.1% approached grade level. 39% met grade level and 46.8% mastered grade level.

Overall, one student (1.2%; EB) did not approach grade level on the US History EoC exam (n=85). 9.4% approached grade level, 34.1% met grade level and 61% mastered grade level.

SAT scores dropped 33 points from 1081 (Chort 2021 in Oct 2021) to 1048 (Cohort 2022). Math scores were 20 points high than the same test year ERW scores. This was true in the previous year.
However, the SAT scores when comparing the same cohort over a six month time show a gain from 1033 (March 2021 to 1048 (Oct 2021).
PSAT/NMSQT scores for 11th graders (Cohor 2023) dropped to 969. This is a 45 point drop from the previous year. However, this same cohort took the same test in their tenth grade year. This year's NMSQT score was13 points better with 7 less students taking the exam (n=76).

Emergent Bilingual (EB) failures for all EoC exams dropped from 16 to 9. However, this year the % of EB 'did not approach' represented a greater proportion of students who failed a test when compared to last year (69% to 57%).
The number of EB students who mastered an EoC exam increased from 9 to 13. This represents a 44% increase between the last two years.

Student Learning Strengths

ECHS Students collectively had less EoC test failures (decrease 44%).
The number of students who failed (Did Not Approach) an EOC test(s) also dropped 44%.
The number of students who failed one or more tests dropped from 28 (SY 20-21) to 13 (SY 21-22).
English 1 EoC fails decreased from 14 (SY 20-21) to 6 (SY 21-22). This represents a 57% drop.
English 2 EoC fails decreased from 16 (SY 20-21) to 6 (SY 21-22). This represents a 62.5% drop.
In terms of failure rates for Algebra, US History and Biology EoC exams they remained the same.
Given current conditions this school year, we made improvements in the ELAR content area.
Students showed gains in mastery level achievement on three EoC exams (English 1 - 150%; Biology - 89%, US Histoy - 52%).
Algebra 1 and English 2 EoC mastery levels raise slightly.
All five exams showed increases in mastery levels of content achivement.

High school graduation rate remained at 100%.

College degrees earned showed a 2% increase from the previous year.

SAT scores for the graduating Cohort 2022 improved fromthe Spring of their junior year to the Fall of their senior year (1033 to 1048 over a 7 month period).

The ESSER created English as an Independent Study position produced 77% 'Approach or higher' scores on the English 2 EoC exam.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): When comparing cohorts 2022 to 2021, the SAT scores dropped from 1081 to 1048 and when comparing cohorts 2023 to 2022, the PSAT/NMSQT scores decreased from 1014 to 969. **Root Cause:** Across the campus, less focus was placed on training for either nationally normed tests. No SAT/PSAT summer training occurred in of 2020 or 2021 in preparation for the tests. No cohesive effort was made on campus to address the target content and question type. Little conversation was held and no specific focused tutorial sessions were conducted by the faculty and school administrator.

Problem Statement 2 (Prioritized): The levels of Emergent Bilingual (EB) students who 'did not Approach' and have 'Mastered' EoC results, while improving slightly from last year, still show they achieve lower non-EB students. **Root Cause:** A concerted instructional effort was made by late Fall 2021 to focus on EB student learning needs. A limited presentation on their learning gaps may not have been rigorously explored in August. This application may have been a couple months late, too. A loss of traction addressing their needs over the year became less emphasized throughout the rest of the year.

School Processes & Programs

School Processes & Programs Summary

Staff Quality, Recruitment, and Retention

Every Upbeat* survey category showed positive increases from the previous year.
The three largest category gains were:
    Work/Life balance - 26.5%
    Compensation and Career Path - 22.1%
    Appreciation - 18.5%
Three categories has 100% postive rating. These areas were: equity, inclusion, and autonomy.
The three lowest categories (yet still showing an average positive growth 11.3%) were:
    Compensation and Career Path - 72
    Diversity - 79
    School Safety and Order - 81

98% of respondents indicate they are satisfied with their ECHS jobs.
100% of respondents indicated they would recommend ECHS and CFBISD as a good place to work.
100% of respondents feel loyalty to the team (campus).
100% of respondents stated they understood the campus vision and thier own role to accomplish the vision.
100% of respondents stated they trust the principal and beleive he looks out for the well-being of the teachers.

Besides Compensation and Career Path, the School Safety and Order category had the most signifacnt negative results per question..

The campus faculty has grown by 2.5 FTE's (1.5 from ESSER funding).
No faculty member has resigned from the campus due to a negative condition these past five years (change in live conditions).

The campus counselor and principal tended to 332 student (year average) both on the high school and college institutions.

Collaboration and Instructional Leadership rank high with scores of 97 and 92 respectively.
Professional Development scored an 86% showing a 17.8% increase from the previous year.

New induction year hire (1) and newly employed experienced teacher (1) had mentor teachers who they consulted with throughout the year.

Off-campus professional development learning sessions were funded (AVID SI, APSI, district departmental trainings).
School-wide literacy goals were supported by content initiatives and mothly 'Data Dialogue - vertical' collaborations.

Curriculum, Instruction and Assessment

EOC, MAP, and district benchmark assessment data are regularly analyzed and discussed at both the campus and departmental levels.
Assessment support programs (i.e. desingated tutorials, Saturday School session, Mock exams) for the PSAT/SAT/TSIA/AP/ACT tests were built into AVID class sessions as well.

Tutorial attendance was tracked and funded by Title 1 dollars.
CANVAS, Advanced Placement, and AVID curricular resources were used throughout the year.
Faculty generated student TELPAS samples as embedded elements in their scope and sequence.

100% students met CCMR criteria

Organization and Adminstrative

Bi-weekly Dallas College - Brookhaven liaison meetings occured virtually all year.
Monthly Eudcational Partnership K-12 meetings occured throughout the year with Dallas College and all other high school partners.
Quarterly meetings (Institutes) with the Dallas County Promise (DCP) team, CFBISD CCMR personnel and all DCP schools occurred.
Semi-annual ECHS Advisory board meetings occured with CFBISD district administrators, campus personnel, college and business partners.
Monthly department chairperson meetings occurred.
Faculty meetings occurred (focus on writing and literacy).
Operations team meetings met weekly.
AVID site team meetings occur every month.

50% of the faculty are caucasian.
50% of the faculty are male.

0.8 FTE nurse aide was added to staff (temporary).

Communication structures include weekly newsletter to the campus, parent and student square messages and individual campus CANVAS communitcation.
Parent meetings with teachers were held in-person and virtually.

77.7% student population are Hispanic with 33% Hispanic staff.
8.0% student populations are black and 14% black staff.
6.6% student population are asian with 4.7% asian staff.
5.3% student population are white with 43% white staff.
2.7% student population identify 2+ with 4.7% 2+ staff.

76.4% of student body qualify for F&R lunch.
Three mentor programs exist (Big Bear/Little Bear, LAM, and GEM)serving apprximately 60 students across all grade levels.

One counselor attends to all college and high scheduling along with other Social and Emotional Learning lessons and support.
One administrator attends to all testing functions, TELPAS, LPAC, 504, SpEd, Title 1 responsibilities.

11 in school and 11 out of school suspensions occurred.
Four DAEP placements were made and one mandaotry action not taken occurred (all drug or alcohol related).

19 students repeated a college class during college summer sessions I and II.
39 repeated college courses occurred during the Fall and Spring semesters.

School Processes & Programs Strengths

Regular meeting struccture for multiple constituents including students on executive councils and in clubs.

Three mentorship programs support close to 20% of the sudent body.
10% of the student population are support by counsling sessions with CHildren's Medical Center.
Strong loyalty exists amongst staff
Strong levels of engagement and committment by staff to support all students is evident.

Student enrollment (by ethnicity) has become slightly more diverse (rise in white (38% gain) and black (18% gain) subpopulations since 19-20 SY) while Hispanic enrollment decline by 5%.

Strong emphasis on writing across all content areas which drove 'Data Dialogue' discussion six times during the year.
AVID site team (7), Advanced Placement teachers (3), and Laying the Foundation faculty (2) received extensive professional development.
All faculty recieved Emergent Bilingual, ELA literacy (sentence composition), and NEWSELA training.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): From August 2021 to August 2022 over $10,000 will be spent on college tuition for students who failed, dropped, or withdrew from a college course. **Root Cause:** High school and college course (elective) offerings were limited thereby forcing students to reenroll in a failed course. Secondly, a rigorous progress monitoring program for students not performing well in college classes did not exist. College tutorials were not leveraged. Thirdly, in cohort classes, high school teachers qualified to monitor these college classes did not track students.

Perceptions

Perceptions Summary

Complete set of cultural documents (Vision, Mission, Motto, Crest, Code of Ethics, and Core Values). Alma Mater does not exist.
Strong parent relations/communication as evidence by Upbeat survey score of 97%. [trusting relations, work together with parents, parent confidence]
Trust and autonomy on campus is high (97%).
Collective efficacy amongst teachers and staff is strong (Upbeat = teacher trust - 100; meaningful work - 100; peer help - 92).
Strong feelings of success (Upbeat = success as teacher - 92; support students academically - 100; support student SEL - 100).
Campus vision awareness and responsibility to reach it scores 100.

75% teachers beleive they are given extra responsibilities at school.
100% teachers beleive they play and active role in shaping school policies and 92% believe they can take on leadership roles.

Rules for student behavior are mostly enforced by teachers (Upbeat = 75%).
Safety within and around campus is graded at 75%.
Teachers and students are routinely recognized for outstanding work (Upbeat = 100%). Quarterly academic awards programs and 8 week Ring the Bell ceremonies are performed.

Active engagement and support from Dallas College (multiple meetings - mostly virtual).

Parents are regularly invited or engaged with school matters (volunteer, Open House,book clubs, luncheons, celebrations).
Students actively attend and creat extra-curricular clubs (D&D, Interact, Be Kind club, Kaci's Run, etc).
Students use Executive Council forums to advocate for their classmates and impact school activities.

Use of Panorama Student survey data showed classroom rigorous expectation as the greatest strength while classroom engagement (76%) to be area fro greatest improvement (49%)

Perceptions Strengths

Cultural events have returned in a strong way (large school events, door decorations, graduation, Honors Breakfastm Senior Awards on campus).
Constant analysis of Parent Square communications occur by the principal and the community title 1 liaison.
Grade-level mandatory parent meetings and success orientation sessions occur for all parents.
Active Campus Improvement Committee collaborates with school and college personnel to provide guidance on school data, events and programs.
Community service requirements informally exist for all students (~40 hours annually).

Teachers possess a strong collective efficacy about the impact they have on student success (evidence Upbeat and National Blue Riboon award)

Strong PTSA membership earning 14 membership awards out of a total of 18.
Recipient of the 2020-2022 National PTA School of Excellence.
More than 15 large events occur at the high school where parents participate (avergae just under two times a month)

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Acquiring perceptions, beliefs, or concerns from our parents is limited. There are very few to no surveys created to capture these data. **Root Cause:** For many years academic success has been very strong and traditionally no parent surveys were done (outside of the National PTA School of Excellence survey). Lack of knowledge, systemic plan to implement and will to create surveys exists.

Problem Statement 2 (Prioritized): Panorama survey data suggests classroom engagement is the area for greatest improvement (49%). While all indicators in this category show improvements, the 'eagernesss' to participate is the lowest ranked question. **Root Cause:** Focus on 'Accountable Talk' norms has waned these past two years were a high proportion of learning occurred virtually.

Priority Problem Statements

Problem Statement 3: Campus attendance rate is below 92% as are four out of six ethnic subpopulations (AA, W, Hisp, 2+).

Root Cause 3: CoVid 19 related symptoms were quickly identified and rigorously tracked. Consequently, students were directed to stay at home to ensure the campus remained healthy.

Problem Statement 3 Areas: Demographics

Problem Statement 1: When comparing cohorts 2022 to 2021, the SAT scores dropped from 1081 to 1048 and when comparing cohorts 2023 to 2022, the PSAT/NMSQT scores decreased from 1014 to 969.

Root Cause 1: Across the campus, less focus was placed on training for either nationally normed tests. No SAT/PSAT summer training occurred in of 2020 or 2021 in preparation for the tests. No cohesive effort was made on campus to address the target content and question type. Little conversation was held and no specific focused tutorial sessions were conducted by the faculty and school administrator.

Problem Statement 1 Areas: Student Learning

Problem Statement 4: From August 2021 to August 2022 over $10,000 will be spent on college tuition for students who failed, dropped, or withdrew from a college course.

Root Cause 4: High school and college course (elective) offerings were limited thereby forcing students to reenroll in a failed course. Secondly, a rigorous progress monitoring program for students not performing well in college classes did not exist. College tutorials were not leveraged. Thirdly, in cohort classes, high school teachers qualified to monitor these college classes did not track students.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 6: Acquiring perceptions, beliefs, or concerns from our parents is limited. There are very few to no surveys created to capture these data.

Root Cause 6: For many years academic success has been very strong and traditionally no parent surveys were done (outside of the National PTA School of Excellence survey). Lack of knowledge, systemic plan to implement and will to create surveys exists.

Problem Statement 6 Areas: Perceptions

Problem Statement 5: The student body has generated more racially-based grievances or complaints.

Root Cause 5: Campus ethnicity rates have increased for non-Hispanic subpopulations (white an black). Even though this has been the case for the past two years, in-person learning has brought students back into the classroom. Advisory, AVID, core subject faculty and the principal have not committed to a campus-wide approach to address the perceived insensitivities.

Problem Statement 5 Areas: Demographics

Problem Statement 2: The levels of Emergent Bilingual (EB) students who 'did not Approach' and have 'Mastered' EoC results, while improving slightly from last year, still show they achieve lower non-EB students.

Root Cause 2: A concerted instructional effort was made by late Fall 2021 to focus on EB student learning needs. A limited presentation on their learning gaps may not have been rigorously explored in August. This application may have been a couple months late, too. A loss of traction addressing their needs over the year became less emphasized throughout the rest of the year.

Problem Statement 2 Areas: Student Learning

Problem Statement 7: Panorama survey data suggests classroom engagement is the area for greatest improvement (49%). While all indicators in this category show improvements, the 'eagernesss' to participate is the lowest ranked question.

Root Cause 7: Focus on 'Accountable Talk' norms has waned these past two years were a high proportion of learning occurred virtually.

Problem Statement 7 Areas: Perceptions

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 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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- 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 including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion 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
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Guiding Objectives

Revised/Approved: June 22, 2022

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By April 2023, the faculty will use EoC results, district common formative assessment scores and MAP student achievement data to establish small and whole campus student study groups to move all 9 Emergent Bilingual 'Did not Approach - EoC' students (100%) to 'Approach Grade Level' by May 2023.

Evaluation Data Sources: December EoC retest scores; MAP data; DCFA scores; ALC/AI documented tutorial attendance sheets and tracking journals

Strategy 1 Details	Reviews			
Strategy 1: Create a 80-minute department PD session by September 5 2022 to discuss and analyze EoC data and then embed content specific questions into formative assessments (three week cycles).	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Expose students to EoC type content questions in core course targeted tutorials, generate formative assessments and analyze subsequent quiz results. **Staff Responsible for Monitoring:** Instructional Facilitator and principal **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 - Perceptions 2 **Funding Sources:** After school tutorials - 211 Title I - $18,000, Summer Success Camp for freshmen (transport) - 199 General Budget - $3,000, Teacher library books - 211 Title I - $7,500, Professional Development (i.e. AVID, AP, LTF) - 211 Title I - $5,500				

Strategy 2 Details	Reviews			
Strategy 2: Compare and analyze TELPAS results and EoC test scores from the targeted nine EB students to create focused tutorials (scope and sequence).	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: The 30 tutorial hours will increase academic competence for the December retest.
All nine students will pass the December retest.
    Staff Responsible for Monitoring: ESSER teacher and instructional facilitator
 	
    TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction
    Problem Statements: Student Learning 2 - Perceptions 2				

Strategy 3 Details	Reviews			
Strategy 3: Design and proctor shorter mock SAT/PSAT and EoC tests in late September and November respectively. Instructors will add on a 90 minute review of the mock test after results are tabulated.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Students will be exposed to the pace and content of these test conditions. Focused instruction will enable students to review their own depth of understanding and levels of skill mastery.
    Staff Responsible for Monitoring: Math and ELAR department chair
 	
    Problem Statements: Student Learning 1 - Perceptions 2
    Funding Sources: Funding to pay for after school tutorials - 211 Title I - $2,000, Copies/Supplies for the mock exams - 199 General Budget - $300, Student Book fair - 211 Title I - $10,000, Subject specific field trips - 211 Title I - $3,000, Louder than a Bomb in-house resident - 211 Title I - $2,000				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 1 Problem Statements:

Student Learning
Problem Statement 1: When comparing cohorts 2022 to 2021, the SAT scores dropped from 1081 to 1048 and when comparing cohorts 2023 to 2022, the PSAT/NMSQT scores decreased from 1014 to 969. **Root Cause**: Across the campus, less focus was placed on training for either nationally normed tests. No SAT/PSAT summer training occurred in of 2020 or 2021 in preparation for the tests. No cohesive effort was made on campus to address the target content and question type. Little conversation was held and no specific focused tutorial sessions were conducted by the faculty and school administrator.
Problem Statement 2: The levels of Emergent Bilingual (EB) students who 'did not Approach' and have 'Mastered' EoC results, while improving slightly from last year, still show they achieve lower non-EB students. **Root Cause**: A concerted instructional effort was made by late Fall 2021 to focus on EB student learning needs. A limited presentation on their learning gaps may not have been rigorously explored in August. This application may have been a couple months late, too. A loss of traction addressing their needs over the year became less emphasized throughout the rest of the year.

Perceptions
Problem Statement 2: Panorama survey data suggests classroom engagement is the area for greatest improvement (49%). While all indicators in this category show improvements, the 'eagernesss' to participate is the lowest ranked question. **Root Cause**: Focus on 'Accountable Talk' norms has waned these past two years were a high proportion of learning occurred virtually.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By September 1, 2022, the faculty will use SAT/PSAT student achievement data to establish small and whole campus student study groups to increase our Fall SAT and Spring 2023 SAT mean averages to 1028.

Evaluation Data Sources: College Board SAT and PSAT data; mock test data; formative assessment scores gathered from tutorial sessions.

Strategy 1 Details		Reviews		
Strategy 1: Create a 80-minute department PD session in early August to discuss embedded SAT/PSAT/ACT type content and associated questions into formative assessments (3 week cycles).	**Formative**			**Summative**
Strategy's Expected Result/Impact: Expose students to PSAT/SAT/ACT questions during the 12 weeks prior to the October 2022 SAT/PSAT test day and administer a mock exam. **Staff Responsible for Monitoring:** Instructional facilitator and principal **Problem Statements:** Student Learning 1 - Perceptions 2 **Funding Sources:** Technology purchases (software) - 211 Title I - $1,200	**Oct**	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2 Problem Statements:

Student Learning
Problem Statement 1: When comparing cohorts 2022 to 2021, the SAT scores dropped from 1081 to 1048 and when comparing cohorts 2023 to 2022, the PSAT/NMSQT scores decreased from 1014 to 969. **Root Cause**: Across the campus, less focus was placed on training for either nationally normed tests. No SAT/PSAT summer training occurred in of 2020 or 2021 in preparation for the tests. No cohesive effort was made on campus to address the target content and question type. Little conversation was held and no specific focused tutorial sessions were conducted by the faculty and school administrator.

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Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: By August 2023, 100% percentage of graduates will meet at least one college, career, or military readiness indicator within the A-F accountability framework (excluding the CTE Coherent Sequence criterion that is scheduled to be discontinued as a CCMR indicator).

Evaluation Data Sources: Dual credit audits; Dallas College CCMR tool;

Strategy 1 Details	Reviews			
Strategy 1: Conduct two degree audits for 12th graders and at least one degree audit for the junior class.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Identify all students who have met the CCMR indicator	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** School Processes & Programs 1 **Funding Sources:** College workshops - 211 Title I - $1,000				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 3 Problem Statements:

School Processes & Programs
Problem Statement 1: From August 2021 to August 2022 over $10,000 will be spent on college tuition for students who failed, dropped, or withdrew from a college course. **Root Cause**: High school and college course (elective) offerings were limited thereby forcing students to reenroll in a failed course. Secondly, a rigorous progress monitoring program for students not performing well in college classes did not exist. College tutorials were not leveraged. Thirdly, in cohort classes, high school teachers qualified to monitor these college classes did not track students.

Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

Goal 1: By May 2023, increase the campus annual attendance rate from 92% to 97% by implementing a timely and organized campus communication infrastructure that provides a three week snapshots of student absenteeism.

    Evaluation Data Sources: TEAMS attendance data; attendance committee documentation; attendance clerk parent contacts

Strategy 1 Details	Reviews			
Strategy 1: Generate daily absence list between the nurse aide, attendance clerk and staff	**Formative**			**Summative**

Strategy's Expected Result/Impact: Identify early in the day students who will be known 'verified' absent.
    Staff Responsible for Monitoring: Attendance clerk and nurse aide
 	
    ESF Levers:
Lever 1: Strong School Leadership and Planning
    Problem Statements: Demographics 1
    Funding Sources: Materials (paper) - 199 General Budget - $500
	Oct	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Notify every teacher (cc- principal) who has not taken attendance for any period during the day to complete the state-mandated task.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Each teacher will have better attendance data because they will have received an alert.
    Staff Responsible for Monitoring: Attendance clerk and principal.
 	
    Problem Statements: Demographics 1
	Oct	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Publish student attendance records to all staff members every three weeks whereby students with elevated absenteeism can be placed on the counselor's 'At-Risk' list to be included in staff and faculty meetings.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Identify students with excessive absences.	**Oct**	**Jan**	**Mar**	**June**

Deliver communication to students and parents about loss of instruction and its implications.
Begin proceedings to host attendance committee meetings with parents
Staff Responsible for Monitoring: attendance clerk and principal.

ESF Levers:
Lever 1: Strong School Leadership and Planning
Problem Statements: Demographics 1

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Goal 1 Problem Statements:

Demographics
Problem Statement 1: Campus attendance rate is below 92% as are four out of six ethnic subpopulations (AA, W, Hisp, 2+). **Root Cause**: CoVid 19 related symptoms were quickly identified and rigorously tracked. Consequently, students were directed to stay at home to ensure the campus remained healthy.

Guiding Objective 3: Optimize Community Engagement

Goal 1: By May 2023, create and conduct two parent 'Campus Climate' surveys (paper or electronic) similar to an Upbeat Teacher or K12 Insight survey with a grade level response rate greater than 60%.

    Evaluation Data Sources: Parent Self-serve and Google Survey Forms; paper completed surveys; K12 Insight survey templates; PTSA steering committee and staff focused notes

Strategy 1 Details	Reviews			
Strategy 1: Acquire three or more K12 Insight survey templates from CFBISD personnel (P. Pena and J Smith) by July 31, 2022	**Formative**			**Summative**
	Oct	Jan	Mar	June

Strategy's Expected Result/Impact: Spearhead strategic conversations on the production and content of the ECHS survey(s).
    Staff Responsible for Monitoring: Secretary and principal
 	
    ESF Levers:
    Lever 3: Positive School Culture
    Problem Statements: Perceptions 1
    Funding Sources: Access to K-12 Insight program - 199 General Budget - $0, Employ Community Parent Title 1 Liaison - 211 Title I - $34,050				

Strategy 2 Details	Reviews			
Strategy 2: Establish a PTSA + Campus Improvement Team (CIT) survey steering committee to generate the two parent surveys that will meet in August, October, January, February, April and June.	**Formative**			**Summative**
	Oct	Jan	Mar	June

Strategy's Expected Result/Impact: Design survey structure and decide on content.
Create a communication structure for all school constituents so that they can complete the survey.
Analyze survey data and publish results.
Make school-based recommendations after each survey administration our on-campus leadership teams, the PTSA general populace and the Campus Improvement Committee (CIC).
    Staff Responsible for Monitoring: PTSA designated member; Title 1 Community-Parent liaison
 	
    ESF Levers:
    Lever 3: Positive School Culture
    Problem Statements: Perceptions 1
    Funding Sources: Access to Chromebooks and Parent Square platform - 199 General Budget - $0, Purchase Parent Education Programs - 211 Title I - $3,000, Parent student Book Study - 211 Title I - $600				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1 Problem Statements:

Perceptions
Problem Statement 1: Acquiring perceptions, beliefs, or concerns from our parents is limited. There are very few to no surveys created to capture these data. **Root Cause**: For many years academic success has been very strong and traditionally no parent surveys were done (outside of the National PTA School of Excellence survey). Lack of knowledge, systemic plan to implement and will to create surveys exists.

Guiding Objective 4: Optimize Social and Emotional Health of all students

Goal 1: By October 1, 2022, students and staff collaborate to develop and implement a systemic 'Excellence through Diversity' initiative to address mean, unfriendly and prejudicial behavior so much so that less than three formal complaints are lodged per semester with school personnel.

> **Evaluation Data Sources:** TEAMS referrals and/or written complaints; Steering committee agenda and minutes; Published scope and sequence of diversity programs per semester.

Strategy 1 Details	Reviews			
Strategy 1: Form an 'Excellence though Diversity' steering committee that meets monthly comprised of students, staff, faculty, district personnel and community members whose purpose is to discover the depth of campus prejudice and then design a year-long program with specific ambitious goals to improve school constituent relations (Core Values 1, 2, and 4)	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Development of campus wide goals to improve relations. Develop student leadership skills at all levels.				
Staff Responsible for Monitoring: Steering committee faculty member, principal				
ESF Levers: Lever 3: Positive School Culture				
Problem Statements: Demographics 2				
Funding Sources: Equity and Diversity Field trips - 211 Title I - $1,000				

Strategy 2 Details	Reviews			
Strategy 2: Steering committee participates in a book study on how to create a more diverse accepting school community.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will read for a specific purpose and be able to strategically apply the new knowledge to campus concerns.				
Staff Responsible for Monitoring: Steering committee chairperson				
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture				
Problem Statements: Demographics 2				
Funding Sources: Purchase of a designated book for study - 211 Title I - $500				

	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 1 Problem Statements:

Demographics

Problem Statement 2: The student body has generated more racially-based grievances or complaints. **Root Cause**: Campus ethnicity rates have increased for non-Hispanic subpopulations (white an black). Even though this has been the case for the past two years, in-person learning has brought students back into the classroom. Advisory, AVID, core subject faculty and the principal have not committed to a campus-wide approach to address the perceived insensitivities.

Guiding Objective 5: Optimize All Available Resources

Goal 1: By May 2023 decrease by 50% (n=26) the amount of students who have to repeat a college course within a full school year.

Evaluation Data Sources: College credit audit data; parent conferences; progress monitoring documentation; student goal-setting; special college-based presentations; increased high school and college electives; high school and college tutorial attendance sheets; high school - Dallas College facilitators notes; school funding expenditures

Strategy 1 Details	Reviews			
Strategy 1: Recruit the Dallas College - Brookhaven Academic Coach and the Senior Manager for Educational Partnerships to discuss in small select groups each semester what impact(s) a repeated course has on a student's financial aide value and their credit earning power/GPA.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: ECHS students will be knowledgeable about how to leverage their academic college resources as they pursue an associates degree. Students will be able to predict the loss of GPA power if they repeated have to retake a course. Students will be made aware how financial aide money will be restricted as they continue failing then retaking a course.
    Staff Responsible for Monitoring: school counselor and AVID coordinator
 	
    TEA Priorities:
Connect high school to career and college
    Problem Statements: School Processes & Programs 1				

Strategy 2 Details	Reviews			
Strategy 2: Encourage, promote, support and recruit high school AVID teachers to become annually trained college course facilitators so that they can monitor restricted ECHS-cohort courses for a semester.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Teachers will become more aware of the progress students are making in their college course thereby nourishing rigorous conversations with the student and teacher about the scholar's progress. Also, students will be more quickly identified and supported for mandatory tutorial help.
    Staff Responsible for Monitoring: Principal and AVID coordinator.
 	
    TEA Priorities:
Connect high school to career and college
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning
    Problem Statements: School Processes & Programs 1
    Funding Sources: College related Field trips - 211 Title I - $1,000				

Strategy 3 Details	Reviews			
Strategy 3: Identify students who are struggling with their college course(s) and assign them mandatory tutorial sessions during the week and on Saturday morning. Progress monitor checks will occur for these students weekly.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Struggling students will receive additional 'time on task' during the week to improve their college course grades. Communication structures will be refined in order to get proper grade data to campus personnel (e.g. principal, counselor, and parents). **Staff Responsible for Monitoring:** Saturday School and ZAP supervisor and counselor **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1 **Funding Sources:** College Summer School - 211 Title I - $3,000				

Strategy 4 Details	Reviews			
Strategy 4: Communicate and and implement an enforced 'No Drop' college course policy.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will have to work very hard to keep up with their assignments. They will have to show documented evidence that they sought both high school teacher, AVID tutor, and college academic coach support during the semester. **Staff Responsible for Monitoring:** Counselor **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** School Processes & Programs 1 - Perceptions 2				

Strategy 5 Details	Reviews			
Strategy 5: Host mandatory a parent meeting prior to giving any student who dropped from a course or failed the course.	**Formative**			**Summative**
Strategy's Expected Result/Impact: This meeting will inform parents on the 'Retake' policies and assist them in planning for their child's extra time on task: 1) send weekly grade reports to the counselor, 2) attend 2 hours of extra time on campus studying in the repeated course, 3) submit to weekly progress monitoring with parents, teachers and the counselor.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor				
TEA Priorities: Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** School Processes & Programs 1 - Perceptions 1 **Funding Sources:** Parent Education programs (college related) - 211 Title I - $1,000				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 1 Problem Statements:

Student Learning
Problem Statement 1: When comparing cohorts 2022 to 2021, the SAT scores dropped from 1081 to 1048 and when comparing cohorts 2023 to 2022, the PSAT/NMSQT scores decreased from 1014 to 969. **Root Cause**: Across the campus, less focus was placed on training for either nationally normed tests. No SAT/PSAT summer training occurred in of 2020 or 2021 in preparation for the tests. No cohesive effort was made on campus to address the target content and question type. Little conversation was held and no specific focused tutorial sessions were conducted by the faculty and school administrator.
Problem Statement 2: The levels of Emergent Bilingual (EB) students who 'did not Approach' and have 'Mastered' EoC results, while improving slightly from last year, still show they achieve lower non-EB students. **Root Cause**: A concerted instructional effort was made by late Fall 2021 to focus on EB student learning needs. A limited presentation on their learning gaps may not have been rigorously explored in August. This application may have been a couple months late, too. A loss of traction addressing their needs over the year became less emphasized throughout the rest of the year.
School Processes & Programs
Problem Statement 1: From August 2021 to August 2022 over $10,000 will be spent on college tuition for students who failed, dropped, or withdrew from a college course. **Root Cause**: High school and college course (elective) offerings were limited thereby forcing students to reenroll in a failed course. Secondly, a rigorous progress monitoring program for students not performing well in college classes did not exist. College tutorials were not leveraged. Thirdly, in cohort classes, high school teachers qualified to monitor these college classes did not track students.
Perceptions
Problem Statement 1: Acquiring perceptions, beliefs, or concerns from our parents is limited. There are very few to no surveys created to capture these data. **Root Cause**: For many years academic success has been very strong and traditionally no parent surveys were done (outside of the National PTA School of Excellence survey). Lack of knowledge, systemic plan to implement and will to create surveys exists.

Perceptions
Problem Statement 2: Panorama survey data suggests classroom engagement is the area for greatest improvement (49%). While all indicators in this category show improvements, the 'eagernesss' to participate is the lowest ranked question. **Root Cause**: Focus on 'Accountable Talk' norms has waned these past two years were a high proportion of learning occurred virtually.

State Compensatory

Budget for Early College High School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

No SCE funds are used at Early College High School.

Title I Personnel

Name	Position	Program	FTE
Ivett Bocanegra	Comm Parent-teacher and Student liaison	Title 1	1

Campus Improvement Team

Committee Role	Name	Position
Paraprofessional	Ivett Bocanegra	Title 1 Parent-Teacher-Student Liaison
Institute Higher Education - Dallas College	Lindsay Bangert	Dean, Educational Partnerships K-12
Parent	Roland Ray Castaneda	Parent - 11th grade
Classroom Teacher	Collette Hampton	Special Education teacher
Administrator	Timothy Isaly	Principal
Non-classroom Professional	Stacy Jones	Counselor
Classroom Teacher	Nabil Khawla	Science teacher
Business Representative	Gabrielle Madison	Director, Public Relations
Institute Higher Education - Dallas College	Maira Martinez	Senior Manager, Educational Partnerships
Parent	Marisol Nichols	Parent - 9th grade
Parent	Minerva Saenz	Parent - 11th grade
Student	Bryan Becerra	Student - 12th grade
Student	Perla Guzman	Student - 12th grade

Campus Funding Summary

			211 Title I		
Guiding Objective	**Goal**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Professional Development (i.e. AVID, AP, LTF)		$5,500.00
1	1	1	After school tutorials		$18,000.00
1	1	1	Teacher library books		$7,500.00
1	1	3	Funding to pay for after school tutorials		$2,000.00
1	1	3	Subject specific field trips		$3,000.00
1	1	3	Student Book fair		$10,000.00
1	1	3	Louder than a Bomb in-house resident		$2,000.00
1	2	1	Technology purchases (software)		$1,200.00
1	3	1	College workshops		$1,000.00
3	1	1	Employ Community Parent Title 1 Liaison		$34,050.00
3	1	2	Parent student Book Study		$600.00
3	1	2	Purchase Parent Education Programs		$3,000.00
4	1	1	Equity and Diversity Field trips		$1,000.00
4	1	2	Purchase of a designated book for study		$500.00
5	1	2	College related Field trips		$1,000.00
5	1	3	College Summer School		$3,000.00
5	1	5	Parent Education programs (college related)		$1,000.00
				Sub-Total	$94,350.00
				Budgeted Fund Source Amount	$94,350.00
				+/- Difference	$0.00
				Grand Total Budgeted	$94,350.00
				Grand Total Spent	$94,350.00
				+/- Difference	$0.00