East Central Independent School District

East Central High School

2023-2024 Campus Improvement Plan

Accountability Rating: C

Distinction Designations:
Top 25 Percent: Comparative Academic Growth

Mission Statement

Together, we will inspire learning by creating interesting and meaningful experiences for every student - every minute - every day.

Vision

We envision a school in which every student graduates college, career, and life ready. Every graduate will be an effective problem solver, who is positive with a strong work ethic, are creative, technology competent, life long learners, gritty, resilient, goal oriented, calculated risk takers, and intrinsically motivated.

Value Statement

We value High Expectations for ALL, Growth Mindset (+1+), Optimism, Collaboration, and Teamwork.

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Comprehensive Needs Assessment

Engaged, Well Rounded Students

Engaged, Well Rounded Students Summary

The following reflects the status of campus efforts towards tracking Attendance Rates for the 2022-2023 school year:

Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
92.72	91.48	89.25	87.495	87.19	87.94	87.97	87.79	85.67	86.90

The automated system (ParentLink) to communicate with families about student attendance was not utilized until midway through the year. *The data shows the campus consistently struggles with attendance rates throughout the year.*

Engaged, Well Rounded Students Strengths

We are doing well with providing multiple opportunities for students to attend Attendance Recovery Sessions throughout the school year:

- Fall
  - 180 students recovered 254.5 days
  - Avg 1.4 Days
- Spring
  - 1139 students recovered 3263.75 days
  - Avg 2.87

Total Attendance Recovery Hours reclaimed by students:

- 349 students recovered 1271 days
- Avg 3.6 days

East Central HS offers a variety of clubs, organizations, extra-curricular activities, fine arts, and coursework to create a social environment that

validates multiple experiences and perspectives.

- [Clubs & Organizations](#)
- [Panorama Data](#)

Problem Statements Identifying Engaged, Well Rounded Students Needs

Problem Statement 1 (Prioritized): ECHS had an average attendance rate of 87% from August through May. **Root Cause:** Though ECHS has systems in place to encourage daily attendance, many students continue to struggle with consistent class attendance. Panorama data suggests students lack a sense of belonging.

Student Safety & Well Being

Student Safety & Well Being Summary

- Panorama Data (ECISD presentation)
- Student Disciplinary Data (fall 2022 Discipline CIP Report)
- Tier 1, Tier 2, Tier 3 Data
- Bubs Data

Discipline

The drug incidents doubled and assault incidents tripled.

2021 - 2022			2022 - 2023	
Referrals	1827		Referrals	1499
Minors	1124		Minors	1242
Top Two Admin	Rodriguez 263 / Trainer 241		Top Two Admin	Rodriguez 147 / Briseno 144
PBSI - 708 Referrals	1087 days		PBSI - 570 Referrals	790 days
OSS - 539	1344 days		OSS - 469 Referrals	1169 days
Top Two Offenses / Tobacco - 43 / Drugs 52	** Truancy - 974 / C. Disruption - 53		Top Two Offenses	** Truancy - 585 / Drugs - 105
Rebound / DAEP (RTC) & JJAP	91 Placements / 174 Placements		Rebound / RTC & JJAP	187 Placements / 141 Placements

** **Truancy** includes the following: out of assigned area, truancy, leaving without permission
Other Info: This year we had less DAEP (RTC) seats and most of the rebound placements are mandatory (ei. drugs). We have no where to place other students for attendance or other disruptions.

Student Safety & Well Being Strengths

What we are doing well:

- finding creative solutions to address RTC challenges on the high school campus to best serve students and work within the logistics of staffing schedules

Problem Statements Identifying Student Safety & Well Being Needs

Problem Statement 1 (Prioritized): There is a low percentage of students who feel connected to and/or belonging with the campus (according to Panorama data).   **Root Cause:** Tier 1 Behavior Systems were inconsistent in 22-23 school year. Building positive relationships with students can be a challenge with large class sizes and constant changes to schedules.

Student Learning and Progress

Student Learning and Progress Summary

Findings from [ESF Diagnostic Summary Tool](#) around "Effective Classroom Instructional Strategies"

Professional Development focused on classroom culture occurs at the beginning of the year. The teachers indicated a need for more professional development in the area of classroom management. The teachers shared a Tier 1 intervention is in place, but the campus lacks set procedures and consequences for cell phones and students refusing to comply with expectations. Classroom visits provided minimal evidence of teachers building relationships with students, maximizing instruction time, or providing time for student discourse and feedback.

Historical [STAAR EOC Data](#)

In prior years, ECHS has performed at or below the state average in approaches, meets, masters in all subjects. Preliminary data for the 22-23 school year does show an increase however, we have not compared to similar demographic pops at this time.

State	Spring 2023 STAAR English I Online Form	STAAR Summative	EOC	STAAR EOC Spring 2023 RLA	516
ESC	Spring 2023 STAAR English I Online Form	STAAR Summative	EOC	STAAR EOC Spring 2023 RLA	457
District	Spring 2023 STAAR English I Online Form	STAAR Summative	EOC	STAAR EOC Spring 2023 RLA	11
State	Spring 2023 STAAR English II Online Form	STAAR Summative	EOC	STAAR EOC Spring 2023 RLA	468

ESC	Spring 2023 STAAR English II Online Form	STAAR Summative	EOC	STAAR EOC Spring 2023 RLA	414
District	Spring 2023 STAAR English II Online Form	STAAR Summative	EOC	STAAR EOC Spring 2023 RLA	10
State	Spring 2023 STAAR Biology Online Form	STAAR Summative	EOC	STAAR EOC Spring 2023 Sci & SS	46
ESC	Spring 2023 STAAR Biology Online Form	STAAR Summative	EOC	STAAR EOC Spring 2023 Sci & SS	40
District	Spring 2023 STAAR Biology Online Form	STAAR Summative	EOC	STAAR EOC Spring 2023 Sci & SS	1
State	Spring 2023 STAAR Algebra I Online and ASL Forms	STAAR Summative	EOC	STAAR EOC Spring 2023 Math	470
ESC	Spring 2023 STAAR Algebra I Online and ASL Forms	STAAR Summative	EOC	STAAR EOC Spring 2023 Math	42
District	Spring 2023 STAAR Algebra I Online and ASL Forms	STAAR Summative	EOC	STAAR EOC Spring 2023 Math	1
State	Spring 2023 STAAR U.S. History Online Form	STAAR	EOC	STAAR EOC Spring 2023 Sci &	38

State	Spring 2023 STAAR U.S. History Online Form	Summative	EOC	Spring 2023 Sci & SS	38
ESC	Spring 2023 STAAR U.S. History Online Form	STAAR Summative	EOC	STAAR EOC Spring 2023 Sci & SS	34
District	Spring 2023 STAAR U.S. History Online Form	STAAR Summative	EOC	STAAR EOC Spring 2023 Sci & SS	7

MAP Growth: ECHS Reading Growth Fall to Spring: 103% ECHS Math Growth Fall to Spring: 105% ECHS Combined Growth: 104%

MAP proficiency: ELAR: 63% Approaches 48% Meets 6% Masters

Student Learning and Progress Strengths

According to the Effective School Framework feedback, we are doing well in the following areas:

Lever #4: High-Quality Instructional Materials and Assessments

Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.

Key Practice	Success Criteria	Analysis	Evidence Summary

| Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence. | ❏ Campus Instructional Planning Calendar includes dedicated time for assessment, pre-teaching, and re-teaching

❏ Assessments address the standards with at least the same rigor as the top-line assessment (STAAR, ACT, AP, etc.) in | ❏ **Substantially in place and functioning**
❏ Work is underway
❏ No evidence | The Campus Instructional Planning Calendar includes screening, quarterly and state assessment windows. Formative assessments are aligned. The ILT shared they are working to ensure Exit tickets are aligned with the lesson and level of the TEK. |

Lever #5: Effective Instruction

Essential Action 5.3: Data-driven instruction

| Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. | ❏ Assessment calendars include windows for data analysis

❏ Campus instructional leaders meet after each relevant assessment period to disaggregate and review data in order to make data informed decisions

❏ Coaching and support of teachers is informed by data | ❏ **Substantially in place and functioning**
❏ Work is underway
❏ No evidence | The Design Team Meeting protocol contains a weekly and quarterly planning guide for teachers. The weekly protocols provide a structured format for reporting individual teacher/student data and responses. |

Problem Statements Identifying Student Learning and Progress Needs

Problem Statement 1 (Prioritized): Historically, EOC scores across content areas have been at or below the state average for approaches, meets, and masers.   **Root Cause:** Although we have systems firmly in place around planning and providing meaningful opportunities, variability remains between the learning target, evidence of learning, and alignment to the rigor of the standard.

Post-Secondary Readiness

Post-Secondary Readiness Summary

We are tracking the status of campus efforts using the [ECHS 2023 Go Center Tracker](#) for the following areas (plus many more CCMR areas):
FAFSA, ApplyTX, Military enlistment, Dual Credit, TX College Bridge, Alamo Academies, ASVAB, etc.

According to [Contigo Ed feedback](#), ECHS/EC *for actionable steps for 2023-24; **see the rest of the PDF for [Key Recommendations](#) specificity

Summary of Key Recommendations

1 Prioritize advanced coursework participation and build systems for student identification, recruitment, offerings, and success.

2 Strengthen the existing family-school partnership to more effectively engage families in student success.

3 Continue iterating on TSI Readiness strategy through test prep intentionality and teacher investment.

4 Broaden access to current CCMR data and train staff on how to use data to

Post-Secondary Readiness Strengths

According to [Contingo Ed feedback](#), ECHS/EC is doing well in the following areas:

- While college enrollment has historically been below state avg., **enrollment has increased more than ten percentage points from 2014 (43%) to 2022 (57% - above state avg.),** a time when state overall saw a decrease
- East Central ISD graduates are **graduating from college at the same or higher rates than their peers who enroll at the same college**
- ~80% of 2022 seniors were completers / concentrators, and ~45% were completers (well above state and region averages)
    - **District is well-positioned for future CTE accountability changes** given all IBC's earned are not sunsetting, and 95% of 2022 graduates who earned an IBC are all completers / concentrators

However, ~20% of graduates were partially TSI ready, and of these students ~40% were very close to meeting TSI requirements in their missing subject

- District IBC attainment increased from 2020 to 2022

Students are having more success in becoming TSI-ready through the TSIA

- FAFSA participation is **ahead of state average** and is currently in line with this time last year
- While college enrollment has historically been below state avg., **enrollment has increased more than ten percentage points from 2014 (43%) to 2022 (57% - above state avg.),** a time when state overall saw a decrease
- East Central ISD graduates are **graduating from college at the same or higher rates than their peers who enroll at the same college**

Encouragingly 95% of 2022 graduates who earned an IBC were

CTE completers / concentrators in an aligned program of study

- **Metrics above SPED state average**
  - Coherent Sequence Coursework
  - Completed IEP and Workforce Readiness
- **Metrics in line with SPED state average**
  - College Enrollment of SPED graduates (classes 2019-2020) – *may be above state avg given recent enrollment increases*
  - Advanced Diploma <u>OR</u> IEP / Workforce Readiness

East Central ISD SPED Graduates Enrolled at TX Institute of Higher Education at a higher rate than state and region average in 2020

District CTE Coherent Sequence for SPED Graduates was ahead of state and region SPED average in 2020

64% of seniors meet one or more college, career, or military indicators by graduation.

DISTRICT GOAL

22-23: 35% of seniors meeting one or more CCMR indicators and counting as of 5.15.23

21-22: 38% of seniors met one or more CCMR indicators

Focal areas of college, career, and military indicators:

College Readiness exams (ACT, SAT, or TSI)

22-23: 23% and counting as of 5.15.23

21-22: 11%

Industry Based Certifications

22-23:18% and counting as of 5.15.23

21-22: 22%

3 hours of dual credit math/eng or 9 total of dual credit

22-23: 3%

21-22: 3%

Problem Statements Identifying Post-Secondary Readiness Needs

Problem Statement 1 (Prioritized): Only 16% of students are compliant through TSI, ACT, and/or SAT; and only 46% of graduating seniors met CCMR indicators. **Root Cause:** There are systems and internal processes in place to ensure all students have the opportunity to take the TSI, ACT, and/or SAT, however, we are not systematically requiring all students to engage in these processes and providing the adequate supports for student success.

Quality/Commitment of Staff

Quality/Commitment of Staff Summary

We know the status of the campus efforts given:

- Retention Data tracked: 60 resignations out of 287 salaried and hourly
- ESF Report- teacher support

Campus leaders implement targeted and personalized strategies to support and retain staff, particularly high-performing staff.	❑ High-performing teachers are identified based on improving student outcomes and willingness to learn and develop ❑ Personalized strategies are employed to retain high performing staff including leadership opportunities, recognition, and/or financial reward	❑ Substantially in place and functioning ❑ <mark>Work is underway</mark> ❑ No evidence	The ILT shared strategies used to celebrate teachers correlated to the campus values. The teacher focus group related a concern for the number of teacher vacancies and teachers leaving the campus/profession. There was not a unified belief that strategies are in place for teacher/staff retention. Currently, East Central HS has 36 teachers with 0-1 years of experience.
Grade-level and content-area teams have strong, supported teacher leaders trained in adult learning facilitation and team dynamics.	❑ Selection and assignment of teacher leaders is based on demonstrated track record of student achievement and adult leadership skills ❑ Targeted training includes adult facilitation and team dynamics ❑ Ongoing support includes administrative observation/modeling of meeting facilitation and performance coaching	❑ Substantially in place and functioning ❑ <mark>Work is underway</mark> ❑ No evidence	The Faculty Focus group stated peer leaders are chosen based on communication, organization, and past leadership demonstrations. Core curriculum teams have on-going support from the Deans of Instruction and other content areas have Instructional Facilitators. The principal stated training for team leaders in the area of adult learning facilitation will be a future goal.

Jul 3, 2023: 90% of the exempt staff and 85% nonexempt that was employed on Jun 3, 2024 will be retained with the intent of returning for the 24-25 school year.

Quality/Commitment of Staff Strengths

We are doing well in the following areas (rounding, check-ins, ECU, etc...):

- Rounding (re-recruiting high performing individuals and/or teams)
- Conducting Quarterly check-ins with faculty and staff members
- Cultivating long-term partnerships
- Providing opportunities for different layers of support, such as mentor & buddy teachers for mentees/new teachers, New Teacher Academy, EC University, etc.
- Having the flexibility in hiring given our DOI status
- Promoting health and wellness support (with gyms, healthcare access, Basecampus supports)

ESF Diagnostic Summary Tool - 2.1 Summary Evidence:

- The campus actively recruits teachers throughout the year by growing their own, peer referrals, and job fairs.

Problem Statements Identifying Quality/Commitment of Staff Needs

Problem Statement 1 (Prioritized): There is a disconnect between the type of support teachers are requesting and the support that is provided (as evidenced by the ESF data).   **Root Cause:** Although we have systems in place to provide coaching, ongoing professional development, and recognition, we need to be more responsive to the various challenges teachers face and voice throughout the school year in order give the relevant support that is needed and requested.

Problem Statement 2 (Prioritized): Teachers do not see a connection between the retention strategies designed by the ILT and the actual impact on all staff members (per Effective Schools Framework Diagnostic: East Central HS Final Report).   **Root Cause:** Communication is not consistently clear and/or intentional or strategic enough in how targeted and personalized strategies to retain high-performing staff are implemented and aligned with the school's vision, mission, values, and goals.

Community Engagement & Partnerships

Community Engagement & Partnerships Summary

We know the status of the campus efforts by tracking partnerships through a log: [CIA Contract and Payment Log Tracker](#)

District Goal: 100% of partnerships are identified as mutually beneficially by both EC and our partner.

Community Engagement & Partnerships Strengths

We are doing well in the following areas:

- have long-standing partnerships in place that are 100% beneficial
- there is a plan for systemic growth, for example, adding one partnership for PTECH per year
    - we are keeping to an established blueprint of the PTECH model
- we are constantly and consistently eliciting faculty and staff interaction with parents or community members through a Google Form (sent through ECHS by Ruiz)

Problem Statements Identifying Community Engagement & Partnerships Needs

Problem Statement 1 (Prioritized): There are areas across campus within various departments where there is a lack of mutually beneficial partnerships that create confusion and challenges. **Root Cause:** The geographic location of the high school creates challenges in transportation access to viable partnerships.

Fiscal & Operational System

Fiscal & Operational System Summary

We know the status of the campus efforts by...

- Budget - BK

District Goal: 100% of 2023-24 budget will be aligned to Identified Needs and 75% spent in achieving identified goals (All Campuses & Departments)

100% of non-consumable and fixed assets will be accounted for in inventory management systems by June 3, 2024
(All Campuses & Departments)

and

"To ensure accurate student coding throughout the year, on June 3, 2024, 99% of key student's records will be accurate to include to the following codes:
504
Bilingual Program
CTE
Discipline
Dyslexia
EEA
Emergent Bilingual
ESL Program
Gifted Program
Special Education Program
State Compensatory Education

(Campuses, CIA, & Student Services)"

Fiscal & Operational System Strengths

We are doing well in the following areas:

- Alignment of budget to identified goals and on track to exceed 75% spending in achieving goals
- Follett Inventory
-

Problem Statements Identifying Fiscal & Operational System Needs

Problem Statement 1 (Prioritized): The sheer quantity of items and lack of consistency in following protocols around inventory creates issues in fiscal and operational systems.
Root Cause: There is a lack of consistency in the accountability and alignment for executing inventory systems on the campus.

Priority Problem Statements

Problem Statement 1: Historically, EOC scores across content areas have been at or below the state average for approaches, meets, and masers.

Root Cause 1: Although we have systems firmly in place around planning and providing meaningful opportunities, variability remains between the learning target, evidence of learning, and alignment to the rigor of the standard.

Problem Statement 1 Areas: Student Learning and Progress

Problem Statement 2: ECHS had an average attendance rate of 87% from August through May.

Root Cause 2: Though ECHS has systems in place to encourage daily attendance, many students continue to struggle with consistent class attendance. Panorama data suggests students lack a sense of belonging.

Problem Statement 2 Areas: Engaged, Well Rounded Students

Problem Statement 3: Only 16% of students are compliant through TSI, ACT, and/or SAT; and only 46% of graduating seniors met CCMR indicators.

Root Cause 3: There are systems and internal processes in place to ensure all students have the opportunity to take the TSI, ACT, and/or SAT, however, we are not systematically requiring all students to engage in these processes and providing the adequate supports for student success.

Problem Statement 3 Areas: Post-Secondary Readiness

Problem Statement 4: There is a disconnect between the type of support teachers are requesting and the support that is provided (as evidenced by the ESF data).

Root Cause 4: Although we have systems in place to provide coaching, ongoing professional development, and recognition, we need to be more responsive to the various challenges teachers face and voice throughout the school year in order give the relevant support that is needed and requested.

Problem Statement 4 Areas: Quality/Commitment of Staff

Problem Statement 5: Teachers do not see a connection between the retention strategies designed by the ILT and the actual impact on all staff members (per Effective Schools Framework Diagnostic: East Central HS Final Report).

Root Cause 5: Communication is not consistently clear and/or intentional or strategic enough in how targeted and personalized strategies to retain high-performing staff are implemented and aligned with the school's vision, mission, values, and goals.

Problem Statement 5 Areas: Quality/Commitment of Staff

Problem Statement 6: There are areas across campus within various departments where there is a lack of mutually beneficial partnerships that create confusion and challenges.

Root Cause 6: The geographic location of the high school creates challenges in transportation access to viable partnerships.

Problem Statement 6 Areas: Community Engagement & Partnerships

Problem Statement 7: The sheer quantity of items and lack of consistency in following protocols around inventory creates issues in fiscal and operational systems.

Root Cause 7: There is a lack of consistency in the accountability and alignment for executing inventory systems on the campus.

Problem Statement 7 Areas: Fiscal & Operational System

Problem Statement 8: There is a low percentage of students who feel connected to and/or belonging with the campus (according to Panorama data).

Root Cause 8: Tier 1 Behavior Systems were inconsistent in 22-23 school year. Building positive relationships with students can be a challenge with large class sizes and constant changes to schedules.

Problem Statement 8 Areas: Student Safety & Well Being

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)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Effective Schools Framework data
- Federal Report Card and accountability data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- State-developed online interim assessments
- 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
- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records

- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: July 27, 2023

Goal 1: Engaged, Well Rounded Students

Key Question 1: To what degree does ECISD provide diverse experiences to meet the needs and interests of all students?

Initial Status: Maintain

Summative Evaluation: Q1: On Track- ECHS provides robust opportunities for students to get involved based on individual interests. Students are able attend industry based field trips, certifications, and competitions Examples include FFA, Electrathon, EC Green Team, Odyssey of the Mind, HOSA, Criminal Justice, Athletics, Interact Club, and many more.
Q2: On Track- ECHS provides robust opportunities for students to get involved based on individual interests. Students are able attend industry based field trips, certifications, and competitions Examples include FFA, Electrathon, EC Green Team, Odyssey of the Mind, HOSA, Criminal Justice, Athletics, Interact Club, and many more.

Goal 1: Engaged, Well Rounded Students

Key Question 2: To what degree is student voice valued and reflected in student experiences?

Initial Status: Maintain

Summative Evaluation: Q1: On Track. Students have opportunities to share experiences through robust extracurricular activities as well as electives on campus.
Q2: On Track. Students have opportunities to share experiences through robust extracurricular activities as well as electives on campus

Goal 1: Engaged, Well Rounded Students

Key Question 3: To what degree are all students engaged in our schools and the community?

Initial Status: Minor Change

System Response 1 Details	Reviews			
System Response 1: ECHS will refine systems to increase student attendance from 88% to 92% in an effort to support a positive teaching and learning environment	**Formative**			**Summative**
Evidence of Success: ECHS will reach a 92.0% attendance rate for the 2023-24 school year	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible: Jason Taylor, Shannon Bracken, Daniel Christian	Adjustments Taking Place	Adjustments Taking Place		
Problem Statements: Engaged, Well Rounded Students 1				

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

Strategy 1: Q1 - Utilize the Talking Points platform/app to make more frequent contact with students' families about attendance.

Intended Audience: Students and Families

Provider / Presenter / Person Responsible: Faculty and Staff

Date(s) / Timeframe: Beginning September - ongoing

Collaborating Departments: SEL

Delivery Method: digital

Staff Responsible: Faculty and Staff

Strategy 2: Q1-Q4 Monitor student absences in relation to excessive absence thresholds beyond 90/10 rule

Intended Audience: Staff & Students

Provider / Presenter / Person Responsible: Jason Taylor, Deborah Hernandez, and Daniel Christian

Date(s) / Timeframe: Beginning August 21, 2023 continuing weekly on Monday's or following business day

Collaborating Departments: Academic Deans, Assistant Principals, Counselors

Delivery Method: Digital

Staff Responsible: Jason Taylor (primary), Shannon Bracken, & Daniel Christian (supporting role)

Strategy 3: Q1 -Q4 Implement attendance recovery program

Intended Audience: Staff & Students

Provider / Presenter / Person Responsible: Jason Taylor and Attendance Recovery Staff

Date(s) / Timeframe: Weekly beginning September 12 through May 2024

Collaborating Departments: Administrative Team

Delivery Method: Digital

Staff Responsible: Jason Taylor & Attendance Recovery Staff

Strategy 4: Q1 - 20 Day Attendance Challenge

Intended Audience: Staff & Students

Provider / Presenter / Person Responsible: Jason Taylor

Date(s) / Timeframe: Beginning August 14 - September 11, 2023

Collaborating Departments: Administrative Team

Delivery Method: Digital

Staff Responsible: Jason Taylor & Attendance Recovery Staff

Strategy 5: Q2: 18-Day Attendance Grade Level Contest

Intended Audience: ECHS Students

Provider / Presenter / Person Responsible: Jason Taylor

Date(s) / Timeframe: 11/28/23-12/21/23

Collaborating Departments: Admin/Counselors

Delivery Method: Digital

Staff Responsible: Jason Taylor

Key Question 3 Problem Statements:

Engaged, Well Rounded Students

Problem Statement 1: ECHS had an average attendance rate of 87% from August through May.   **Root Cause**: Though ECHS has systems in place to encourage daily attendance, many students continue to struggle with consistent class attendance. Panorama data suggests students lack a sense of belonging.

Goal 2: Student Safety & Well Being

Key Question 1: To what degree are students safe and feel secure at school, physically and socially/emotionally?

Initial Status: Minor Change

Summative Evaluation: Q1: Adjustments taking place: Number of responses for BOY Panorama increased, however School Climate remained relatively the same. Tier 1 team met on October 4th, present update to staff on 10/16, and will meet again on 11/1
https://docs.google.com/spreadsheets/d/1KEIJNYqIfiN2Q2lcZ_JkrHzRDLAhgEtoEU41-5CFK9c/edit?usp=sharing
Q2: On Track- Tier 1 behavior team meeting monthly and working to implement Tier 1 strategies across the campus, focusing on Reach and respond. Plan to compare BOY data to MOY data after the wind opens in mid January

System Response 1 Details		Reviews			
System Response 1: ECHS will utilize Tier 1 approach using Emergent Tree resources to positively impact school climate.		**Formative**			**Summative**
Evidence of Success: EOY Panorama data for ECHS will show a 15% increase for "School Climate"		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible: Sergio Lopez & Erin Hawthorn **Problem Statements:** Student Safety & Well Being 1		Adjustments Taking Place	On Track		
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue					

Strategy 1: Q1: Develop a system for training, supporting, and monitoring Tier 1 strategies to support school climate

Intended Audience: ECHS Staff and Students

Provider / Presenter / Person Responsible: Erin Hawthorn& Sergio Lopez

Date(s) / Timeframe: Quarter 1 Strategy (July 17th- October 13th)

Collaborating Departments: Representatives from each department for the ECHS Tier 1 Committee

Delivery Method: August: Attend Emergent Tree Training
August: Provide Tier 1 training to the campus
August:Create a tier 1 behavior team with reps from each dept
August: Gather panorama data from 22-23 to organize and analyze to inform decisions
September:With team create a tier 1 system to support student social, emotional, physical well being and school climate
September: Set date and plan roll out of BOY Panorama Survey to ensure 90% participation
July: Develop training and set date for staff (new and returning) to train on Tier 1
August- October: Tier 1 team meet monthly to brainstorm strategies and track implementation

Staff Responsible: ECHS Tier 1 Committee

Strategy 2: Q2: Tier 1 committee meets and provides regular resources to staff implement Tier 1 strategies.

Intended Audience: ECHS Staff and Students

Provider / Presenter / Person Responsible: Erin Hawthorn& Sergio Lopez

Date(s) / Timeframe: Quarter 2 Strategy (October 16th- December 21st)

Collaborating Departments: Representatives from each department for the ECHS Tier 1 Committee

Delivery Method: October: Gather panorama data from BOY 23-24 to organize/analyze to inform decisions
November :With team reflect on data and make adjustments to systems to support student social, emotional, physical well being and school climate
December: Set date and plan roll out of MOY Panorama Survey to ensure 90% participation
December: Potentially Develop refresher PD for staff in January
October- December: Tier 1 team meet monthly to brainstorm strategies and track implementation and create plan for celebrations

Staff Responsible: ECHS Tier 1 Committee

Strategy 3: Q3: Tier 1 committee meets and provides regular resources to staff implement Tier 1 strategies.

Intended Audience: ECHS Staff and Students

Provider / Presenter / Person Responsible: Erin Hawthorn& Sergio Lopez

Date(s) / Timeframe: Quarter 3 Strategy (January 5th- March 8th)

Collaborating Departments: Representatives from each department for the ECHS Tier 1 Committee

Delivery Method: January: Gather panorama data from MOY 23-24 to organize/analyze to inform decisions
February :With team reflect on data and make adjustments to systems to support student social, emotional, physical well being and school climate
February: Share MOY Panorama Data with Campus Leadership Team
January- March: Tier 1 team meet monthly to brainstorm strategies and track implementation and create plan for celebrations

Staff Responsible: ECHS Tier 1 Committee

Strategy 4: Q4: Tier 1 committee meets and provides regular resources to staff implement Tier 1 strategies.

Intended Audience: ECHS Staff and Students

Provider / Presenter / Person Responsible: Erin Hawthorn& Sergio Lopez

Date(s) / Timeframe: Quarter 4 Strategy (March 18th- May 23rd)

Collaborating Departments: Representatives from each department for the ECHS Tier 1 Committee

Delivery Method: March :With team reflect on data and make adjustments to systems to support student social, emotional, physical well being and school climate
April: Set date and plan roll out of EOY Panorama Survey to ensure 90% participation
March- May: Tier 1 team meet monthly to brainstorm strategies and track implementation and create plan for celebrations

Key Question 1 Problem Statements:

Student Safety & Well Being
Problem Statement 1: There is a low percentage of students who feel connected to and/or belonging with the campus (according to Panorama data). **Root Cause**: Tier 1 Behavior Systems were inconsistent in 22-23 school year. Building positive relationships with students can be a challenge with large class sizes and constant changes to schedules.

Goal 2: Student Safety & Well Being

Key Question 2: To what degree are we able to respond, both proactively and reactively, to crisis situations?

Initial Status: Maintain

Summative Evaluation: Q1: Adjustments taking place. After Action Review was completed along with additional training provided to staff based on experiences during crisis situation
Q2: Adjustments taking place- 30-60-90 day plan put in place

Goal 2: Student Safety & Well Being

Key Question 3: To what degree do we provide support services for staff, students, and families on an ongoing basis and in a crisis?

Initial Status: Maintain

Summative Evaluation: Q1: On Track- The campus utilized ecumenical center to support both staff and students after a crisis. Counselors adjusted calendars to be available for students in designated spaces. Communication was sent out to staff, students, and families on how to access these services.
Q2: : On Track- The campus utilized ecumenical center to support both staff and students after a crisis. Counselors adjusted calendars to be available for students in designated spaces. Communication was sent out to staff, students, and families on how to access these services.

Goal 3: Student Learning and Progress

Key Question 1: To what degree do we support student learning and progress?

Initial Status: Major Change

Summative Evaluation: Adjustments taking place: PFs and Deans will meet to review and sort the list of students who have not completed the BOY screener. A time frame will be set to complete the BOY testing and teachers will be provided a list of the students that need to test.

System Response 1 Details		Reviews			
System Response 1: ECHS will strive to close achievement gaps for students identified for Tier 2 and/or Tier 3 academic interventions by monitoring student growth (and adjusting instruction as necessary) as evidenced by student performance on MAP (from BOY to EOY).		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Evidence of Success: 42% of students identified for Math or Reading Tier 2 or Tier 3 services will close their achievement gap by increasing their scores from BOY to EOY by 3 percentile rank. **Staff Responsible:** Baca (& Bolton) **Problem Statements:** Student Learning and Progress 1		Adjustments Taking Place	Adjustments Taking Place		
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue					

Strategy 1: Q1: Ensure the maximum amount of students take the BOY MAP in English 1, English 2, and Algebra 1.

Intended Audience: Teachers, Students

Provider / Presenter / Person Responsible: Academic Dean(s) and/or Program Facilitator(s)

Date(s) / Timeframe: By the end of the BOY screener window. *See District Assessment Calendar.
Q1

Collaborating Departments: English, Math

Delivery Method: In-person on Chromebooks (via NWEA MAP assessment portal)

Staff Responsible: English 1, English 2, Algebra 1 teachers, Academic Dean(s), and/or Program Facilitator(s)

Strategy 2: Q1: ECHS will use MAP BOY screener and Edmentum to provide students who receive Tier II instruction through AI with individualized curriculum that teachers progress monitor through the use of Branching Minds

Intended Audience: Teachers, Students

Provider / Presenter / Person Responsible: Academic Dean(s) and/or Program Facilitator(s)

Date(s) / Timeframe: By the end of Semester 1 / beginning of Semester 2.
Q1-Q4 ongoing

Collaborating Departments: English, Math

Delivery Method: in-person and digitally

Staff Responsible: Primary: Academic Dean(s), and/or Program Facilitator(s)
Secondary: English 1, English 2, Algebra 1 teachers

Strategy 3: Q4: Ensure the maximum amount of students take the EOY MAP in English 1, English 2, and Algebra 1.

Intended Audience: Teachers, Students

Provider / Presenter / Person Responsible: Academic Dean(s) and/or Program Facilitator(s)

Date(s) / Timeframe: Q4: By the end of the EOY screener window. *See District Assessment Calendar.

Collaborating Departments: English, Math

Delivery Method: In-person on Chromebooks (via NWEA MAP assessment portal)

Staff Responsible: English 1, English 2, Algebra 1 teachers, Academic Dean(s), and/or Program Facilitator(s)

Strategy 4: Q1-Q4 PFs will compile a Comprehensive Case Management list based on students receiving Tier 2 services.

Intended Audience: Teachers, Students

Provider / Presenter / Person Responsible: Program Facilitators

Date(s) / Timeframe: Semester 1, prior to EOC retesting
Q1-Q4 ongoing

Collaborating Departments: Comprehensive Case Management / MTSS team

Delivery Method: online

Staff Responsible: Comprehensive Case Management / MTSS team

Key Question 1 Problem Statements:

Student Learning and Progress
Problem Statement 1: Historically, EOC scores across content areas have been at or below the state average for approaches, meets, and masers.   **Root Cause**: Although we have systems firmly in place around planning and providing meaningful opportunities, variability remains between the learning target, evidence of learning, and alignment to the rigor of the standard.

Goal 3: Student Learning and Progress

Key Question 2: To what degree is a growth mindset a part of how we do business?

Initial Status: Maintain

Summative Evaluation: Q1: On Track: Growth Mindset is one of our campus values. Faculty and staff implement standards-based grading as a practice to encourage an academic and behavioral growth mindset in students by providing feedback intended to show students and their families the progress and acquisition of skills on proficiency scales.
Q2: On Track: Growth Mindset is one of our campus values. Coaching cycles are practiced from the bottom up.

Goal 3: Student Learning and Progress

Key Question 3: To what degree are students growing and achieving academically and behaviorally?

Initial Status: Minor Change

System Response 1 Details	Reviews			
System Response 1: ECHS will ensure students are achieving academic growth goals through progress monitoring in EOC testable subject areas. ECHS will ensure students are achieving behavior growth goals through SEL based instruction such as the implementation of Character Strong and our Behavior expectations of being Safe, Respectful, & Responsible.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Evidence of Success: By July 2024, East Central ISD will earn a minimum of a "met standards rating C" with ECHS scoring at least 70% approaches, 40% meets, 20% masters on STAAR. **Staff Responsible:** Academic Deans & Assistant Principals **Problem Statements:** Student Learning and Progress 1	Adjustments Taking Place	Adjustments Taking Place		
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Strategy 1: -ECHS will monitor progress of students receiving special education services as it pertains to EOC requirements.
-Special education case managers will monitor formative assessment data to inform decisions regarding supports.
-By July 2024, ECHS students receiving special education services will improve performance on assessments requiring retesting.

Intended Audience: Students, core content teachers, ARD committees.

Provider / Presenter / Person Responsible: SPED case managers.

Date(s) / Timeframe: Ongoing

Collaborating Departments: SPED & core

Staff Responsible: Daniel Christian

Strategy 2: Coaching, Lesson Plans, and SMARTER Process, Classroom Visits

Intended Audience: Staff

Provider / Presenter / Person Responsible: Erin Hawthorn

Date(s) / Timeframe: Q1

August: Identify teachers who will receive feedback on Lesson Plans
August: Implement Lesson Plan process and feedback
August: Train new teaches on the SMARTER process
August: Q1 Planning training (CMP)
August/ September: Refine system for Campus Classroom visits
September- October: Coaching sessions with Kasper
September- October: Attend design meetings, classroom visits, LP feedback and meet weekly with Deans
Q2
October- Review SMARTER process before Q3 planning
November-ER Interim data dive
October-December- track and calibrate on Coaching cycles
December-refine ILT around student data and coaching (look at impact of coaching on student outcomes)
Identify Hot Spot Teacher and implement targeted coaching
Q3
January- WIN scheduling for AI based on Dec. EOC scores
February- review SMARTER for Q4 planning and Data Dive
January- March: calibrate on coaching and respond to student data

Collaborating Departments: Administration Team

Delivery Method: Digital

Staff Responsible: Administrative Team

Key Question 3 Problem Statements:

Student Learning and Progress
Problem Statement 1: Historically, EOC scores across content areas have been at or below the state average for approaches, meets, and masers.   **Root Cause**: Although we have systems firmly in place around planning and providing meaningful opportunities, variability remains between the learning target, evidence of learning, and alignment to the rigor of the standard.

Goal 3: Student Learning and Progress

Key Question 4: To what degree do we assure student success by building on student strengths?

Initial Status: Maintain

Summative Evaluation: Q1. On Track: Faculty and staff implement standards-based grading as a practice to emphasize the academic and behavioral growth mindset in students with feedback provided to show the progress and acquisition of skills on proficiency scales. Teachers adapt lesson plans to tailor material to students' strengths for making content timely and relevant.
Q2. On Track: Faculty and staff implement standards-based grading as a practice to emphasize the academic and behavioral growth mindset in students with feedback provided to show the progress and acquisition of skills on proficiency scales. Teachers adapt lesson plans to tailor material to students' strengths for making content timely and relevant.

Goal 4: Post-Secondary Readiness

Key Question 1: To what degree are students ready to make a meaningful life and living?

HB3 Goal

Initial Status: Major Change

System Response 1 Details			Reviews		
System Response 1: To improve TSI Readiness as a CCMR indicator, ECHS will create a Texas College Bridges WIN periods for seniors and juniors in order to prepare them for success on TSI/ACT testing. **Evidence of Success:** 100% of identified seniors and juniors will be enrolled in a TCB WIN period. **Staff Responsible:** Deans **Problem Statements:** Post-Secondary Readiness 1		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
		Adjustments Taking Place	Adjustments Taking Place		

Strategy 1: Seniors and juniors who have not successfully completed the TSI will be enrolled in TCB WIN as long as they are not in need of accelerated instruction.

Provider / Presenter / Person Responsible: Dunn

Date(s) / Timeframe: August 2023

Collaborating Departments: CCMR Department

Staff Responsible: Deans

Strategy 2: Train deans and identified teachers on Texas College Bridges system for appropriate student use and monitoring.

Provider / Presenter / Person Responsible: Dunn

Date(s) / Timeframe: August 2023

Collaborating Departments: CCMR Department (L. Brehm-Long)

Staff Responsible: L. Brehm-Long and Deans

Strategy 3: Train counselors on use of CCMR tracker and proper course placement for seniors.

Provider / Presenter / Person Responsible: Dunn

Date(s) / Timeframe: September 2023

Collaborating Departments: CCMR Department (L. Brehm-Long)

Staff Responsible: CCMR Department

System Response 2 Details		Reviews			
System Response 2: To improve TSI Readiness as a CCMR indicator, ECHS will phase in TSI testing for all students starting their freshman year.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Evidence of Success: 100% of identified students will be TSI tested for Math and Eng.		On Track	Adjustments Taking Place		
Staff Responsible: PFs and Deans					
Problem Statements: Post-Secondary Readiness 1					

Strategy 1: All identified 2023 cohort freshman will be tested for TSI: Math through their geometry course.

Provider / Presenter / Person Responsible: Dunn

Date(s) / Timeframe: December 2023

Staff Responsible: Campus CCMR, PFs, and Deans

Strategy 2: All identified 2023 cohort sophomores will be tested for TSI: ELA through their English II course.

Provider / Presenter / Person Responsible: Dunn

Date(s) / Timeframe: January 2024

Staff Responsible: Campus CCMR, PFs, and Deans

Strategy 3: All seniors who have completed TCB will be TSI tested.

Provider / Presenter / Person Responsible: Dunn

Date(s) / Timeframe: December 2023

Collaborating Departments: CCMR Department

Staff Responsible: Campus CCMR, PFs, and Deans

Strategy 4: Train coaches to incorporate WIN Athletics (11-12) to TCB platform

Intended Audience: Athletic coaches

Provider / Presenter / Person Responsible: Deans

Date(s) / Timeframe: by Dec. 21st

Collaborating Departments: CCMR

Delivery Method: Video Conference

Staff Responsible: Deans

TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college

System Response 3 Details	Reviews			
System Response 3: To improve TSI Readiness as a CCMR indicator, ECHS will continue TSI testing for seniors as needed and provide ACT testing for juniors.	**Formative**			**Summative**
Evidence of Success: 100% of identified students will have taken either the TSI or ACT test.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible: PFs and Deans	On Track	On Track		
Problem Statements: Post-Secondary Readiness 1				

Strategy 1: All 2023 cohort juniors will take the ACT test.

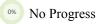**Provider / Presenter / Person Responsible:** Dunn

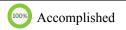**Date(s) / Timeframe:** March 2024

Staff Responsible: PFs and Deans

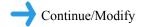**Strategy 2:** Continue TSI testing for seniors as they complete TCB.
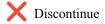
Provider / Presenter / Person Responsible: Dunn

Date(s) / Timeframe: Jan-Mar 2024

System Response 4 Details	Reviews			
System Response 4: To improve TSI Readiness as a CCMR indicator, ECHS will continue TSI testing for seniors as needed and analyze testing data for proper student placement.	**Formative**			**Summative**
Evidence of Success: 100% of identified students will have taken either the TSI or ACT test. 100% of tested students will be identified as having met CCMR compliant or identified for additional support and testing.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible: Campus CCMR, PFs and Deans	On Track	On Track		
Problem Statements: Post-Secondary Readiness 1				

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

Strategy 1: Continue TSI testing for seniors as needed.

Provider / Presenter / Person Responsible: Dunn

Date(s) / Timeframe: May 2024

Staff Responsible: Campus CCMR

Strategy 2: Analyze testing data to identify students who have met CCMR compliance or need additional support.

Provider / Presenter / Person Responsible: Dunn

Date(s) / Timeframe: May 2024

Collaborating Departments: CCMR Department

Staff Responsible: Campus CCMR and Deans

Key Question 1 Problem Statements:

Post-Secondary Readiness
Problem Statement 1: Only 16% of students are compliant through TSI, ACT, and/or SAT; and only 46% of graduating seniors met CCMR indicators.   **Root Cause**: There are systems and internal processes in place to ensure all students have the opportunity to take the TSI, ACT, and/or SAT, however, we are not systematically requiring all students to engage in these processes and providing the adequate supports for student success.

Goal 4: Post-Secondary Readiness

Key Question 2: To what degree are students planning for post-secondary and executing their plans?

Initial Status: Maintain

Summative Evaluation: Q1 On Track: Counselors and the Go Center staff frequently meet with students to review their individual graduation plans and adjust accordingly to ensure students are on track to meet their goals.

Q2- Adjustments taking place: introduction of TCB into Eng 3 and Eng 4 classrooms once a week to increase post secondary readiness numbers. ILT will monitor teacher progress monitoring

Goal 4: Post-Secondary Readiness

Key Question 3: To what degree are students ready for citizenship and civic duty?

Initial Status: Maintain

Summative Evaluation: Q1: On Track: CTE provides students with career certifications to prepare students. Voter registration representatives were present on campus to register all eligible voters. The campus provides FAFSA nights to inform and work with students and their families for filling out government paperwork. Students receive Digital Citizenship lessons to learn about responsible use of social media, technology, and internet presence.
Q2: On Track: CTE provides students with career certifications to prepare students. Voter registration representatives were present on campus to register all eligible voters. The campus provides FAFSA nights to inform and work with students and their families for filling out government paperwork. Students receive Digital Citizenship lessons to learn about responsible use of social media, technology, and internet presence

Goal 4: Post-Secondary Readiness

Key Question 4: To what degree does the system reflect "all means all"?

Initial Status: Maintain

Summative Evaluation: Q1: On Track: The system reflects "all means all" with our open approach for providing all students with access to advanced academics, extra-curricular engagement, and programs and organizations as an intentional drive to be inclusive and equitable for every student (and staff member). Comprehensive Case Management involves multiple parties in the school setting (counselors, program facilitators, Assistant Principals, Academic Deans, teachers, case managers, coaches, etc.) to progress monitor students' status in their academic endeavors and behaviors.
Q2: On Track: The system reflects "all means all" with our open approach for providing all students with access to advanced academics, extra-curricular engagement, and programs and organizations as an intentional drive to be inclusive and equitable for every student (and staff member). Comprehensive Case Management involves multiple parties in the school setting (counselors, program facilitators, Assistant Principals, Academic Deans, teachers, case managers, coaches, etc.) to progress monitor students' status in their academic endeavors and behaviors.

Goal 5: Quality/Commitment of Staff

Key Question 1: To what degree does staff positively impact students according to need?

Initial Status: Maintain

Summative Evaluation: Q1: On Track - Instructionally, one of the campus focuses is 2.1 of T-TESS. Staff collects and responds to daily data collection and adjusts as necessary.
Q2. Adjustments taking place- Tiered teachers (hot spots) based on student data. Adjustments in ILT standing agenda to examine student outcomes in relation to teacher actions.

Goal 5: Quality/Commitment of Staff

Key Question 2: To what degree do our staff members exemplify the Profile of an EC Learning Leader?

Initial Status: Maintain but Consider a Change

Summative Evaluation: Q1: On Track - Staff regularly attend Design Team (PLC) meetings where they collaborate with other members of their teams. Teachers practice strategies for upcoming lessons and collaborate on best practices for their content.
Q2: On Track - Staff regularly attend Design Team (PLC) meetings where they collaborate with other members of their teams. Teachers practice strategies for upcoming lessons and collaborate on best practices for their content.

Goal 5: Quality/Commitment of Staff

Key Question 3: To what degree do we train and develop new and existing staff?

Initial Status: Minor Change

System Response 1 Details		Reviews			
System Response 1: We will train, develop and retain high quality staff.		**Formative**			**Summative**
Evidence of Success: From Jul 3, 2023, 90% of the exempt staff and 85% nonexempt that was employed on Jun 3, 2024 will be retained with the intent of returning for the 24-25 school year.		**Nov**	**Jan**	**Mar**	**June**
		On Track	On Track		
Problem Statements: Quality/Commitment of Staff 1, 2					

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

Strategy 1: Onboarding through New Teacher Academy.

Intended Audience: First year teachers and new teachers to the district.

Provider / Presenter / Person Responsible: Baca

Date(s) / Timeframe: July 26 - Aug 1 New Teacher Academy
Monthly New Teacher Academy meetings

TEA Priorities:
Recruit, support, retain teachers and principals

Strategy 2: Mentors and Buddies

Intended Audience: First year teachers and new to the district.

Provider / Presenter / Person Responsible: Baca

Date(s) / Timeframe: July 26 - Newbies meet mentors and buddies
Monthly meeting with mentors and mentees

TEA Priorities:
Recruit, support, retain teachers and principals

Strategy 3: Quarter check-ins

    Intended Audience: All teachers

    Provider / Presenter / Person Responsible: Briseno

    Date(s) / Timeframe: Gather Quarterly Data - Q1: September 29 - October 13
Q1 ILT Data Review - October 17
Gather Quarterly Data - Q2: December 11 - December 21
Q2 ILT Data Review - January 5
Gather Quarterly Data - Q3: February 26 - March 8
Q3 ILT Data Review - March 18
Gather Quarterly Data - Q4: May 6 - May 23
Q4 ILT Data Review - June 2024

    Delivery Method: Face to face conference

    Staff Responsible: Admin Team

    TEA Priorities:
Recruit, support, retain teachers and principals

Strategy 4: Campus wide Teacher Recognition

    Intended Audience: All Teachers

    Provider / Presenter / Person Responsible: Vigil

    Date(s) / Timeframe: Traveling awards
Q1: October 16
Q2: February 5
Q3: March 22 (Virtual)
Q4: May 23

Values Champion
September 22
November 27
January 5
February 12
April 12

Staff Appreciation Weeks
TBD

    TEA Priorities:
Recruit, support, retain teachers and principals

Strategy 5: Aspiring Leaders Monthly Meetings

    Intended Audience: Aspiring Leaders Cohort

    Provider / Presenter / Person Responsible: Vigil/BK

    Date(s) / Timeframe: Calendar Monthly Meetings

    Delivery Method: Face to face meetings

    TEA Priorities:
    Recruit, support, retain teachers and principals

Key Question 3 Problem Statements:

Quality/Commitment of Staff
Problem Statement 1: There is a disconnect between the type of support teachers are requesting and the support that is provided (as evidenced by the ESF data).   **Root Cause**: Although we have systems in place to provide coaching, ongoing professional development, and recognition, we need to be more responsive to the various challenges teachers face and voice throughout the school year in order give the relevant support that is needed and requested.
Problem Statement 2: Teachers do not see a connection between the retention strategies designed by the ILT and the actual impact on all staff members (per Effective Schools Framework Diagnostic: East Central HS Final Report).   **Root Cause**: Communication is not consistently clear and/or intentional or strategic enough in how targeted and personalized strategies to retain high-performing staff are implemented and aligned with the school's vision, mission, values, and goals.

Goal 5: Quality/Commitment of Staff

Key Question 4: To what degree is staff empowered to realize the mission of the district?

Initial Status: Maintain

Summative Evaluation: Q1: On Track - Mission and Vision are regularly uplifted by the principal in staff meetings. A sub-committee has been formed to monitor the communication of the mission as expressed in T-TESS 4.4.
Q2: On Track - Mission and Vision are regularly uplifted by the principal in staff meetings. A sub-committee has been formed to monitor the communication of the mission as expressed in T-TESS 4.4.

Goal 6: Community Engagement & Partnerships

Key Question 1: To what degree do we cultivate mutually beneficial partnerships?

Initial Status: Maintain but Consider a Change

Summative Evaluation: Q1 Adjustments Taking Place: "ECHS will increase community partner engagement data.   Community partner engagement data will include community partner feedback, participation and attendance data with stakeholder in selected community outreach events, post-secondary readiness indicators, and authentic learning opportunities offered by and with partners.
Q2 On track

System Response 1 Details		Reviews			
System Response 1: Describe the overarching work your staff will do this quarter.		**Formative**			**Summative**
Evidence of Success: ARMS 100% of partnerships are identified as mutually beneficially by both EC and our partner. **Staff Responsible:** Chase **Problem Statements:** Community Engagement & Partnerships 1		**Nov**	**Jan**	**Mar**	**June**
		Adjustments Taking Place	On Track		
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue					

Strategy 1: "Plan and execute community engagement events, such as: open house, student orientation, college visits, get it together-family events, fish camp, FAFSA nights, DC information night, P-TECH information night, ASVAB testing, TSI testing, SAT testing, and partner surveys, parent surveys, students performances, athletic parent meetings, GT parent night, booster club meetings, JROTC competitions/event, senior showcase(s), FFA competitions/events, student organizations events and competitions, band performances, choir performances, guest speakers, career day, industry based presentations within CTE classrooms, and work-based learning experiences, internships, Field Trips.

Intended Audience: Community Members-All Stakeholders-Parents-Students

Provider / Presenter / Person Responsible: Chase, Embry, Christian, partners, staff, faculty, coaches, admin, and campus invited visitors.

Date(s) / Timeframe: 1. Retrieve baseline data for all previous events (July).
2. Create standard feedback form for all stakeholders to complete at events.
3. Distribute Google form to ILT.
4. Collect engagement data following events.
 5. Analyze data at the end of each quarter.

Collaborating Departments: All campus departments.athletics, clubs, and organizations. (ALL stakeholders)

Delivery Method: All community and engagement events are held in person throughout the school year.

Staff Responsible: Chase

Key Question 1 Problem Statements:

Community Engagement & Partnerships
Problem Statement 1: There are areas across campus within various departments where there is a lack of mutually beneficial partnerships that create confusion and challenges. **Root Cause**: The geographic location of the high school creates challenges in transportation access to viable partnerships.

Goal 6: Community Engagement & Partnerships

Key Question 2: To what degree do our partnerships positively impact stakeholders?

Initial Status: Maintain

Summative Evaluation: Q1: On Track - CTE utilizes partners for student internships which prepare our students for certifications. CTE supports many clubs where professionals from that industry will lead students to success in projects. Partners in the community have generously donated items for attendance incentives to encourage students to go to and stay in school.
Q2 On Track - CTE utilizes partners for student internships which prepare our students for certifications. CTE supports many clubs where professionals from that industry will lead students to success in projects. Partners in the community have generously donated items for attendance incentives to encourage students to go to and stay in school.

Goal 6: Community Engagement & Partnerships

Key Question 3: To what degree do we connect with workforce needs?

Initial Status: Maintain

Summative Evaluation: Q1: On Track - EC students are prepared for college, career, or military through many services offered at the high school. Our students are prepared for the workforce through CTE preparation and certifications. CCMR counselors prepare the students for Military service by supporting recruiters and assisting with ASVAB testing. All students will graduate with FAFSA and TSI completion to prepare them for a college option.
Q2 On Track - EC students are prepared for college, career, or military through many services offered at the high school. Our students are prepared for the workforce through CTE preparation and certifications. CCMR counselors prepare the students for Military service by supporting recruiters and assisting with ASVAB testing. All students will graduate with FAFSA and TSI completion to prepare them for a college option.

Goal 7: Fiscal & Operational System

Key Question 1: To what degree do we align resources to high priority goals?

Initial Status: Maintain but Consider a Change

System Response 1 Details		Reviews			
System Response 1: East Central High school will align our needs assessment/goals/strategies with our budget.		**Formative**			**Summative**
Evidence of Success: 100% of 2023-24 budget will be aligned to Identified Needs and 75% spent in achieving identified goals. **Staff Responsible:** Barnett Kocian **Problem Statements:** Fiscal & Operational System 1		**Nov**	**Jan**	**Mar**	**June**
		Adjustments Taking Place	Adjustments Taking Place		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue					

Strategy 1: Q1: Review Budget/Purchases to ensure alignment to the campus needs and goals.

Intended Audience: District

Provider / Presenter / Person Responsible: BK

Date(s) / Timeframe: Quarter 1

Collaborating Departments: Campus Book Keeper, CO Budget Dept., Admin and their respective Chairs/depts.

Delivery Method: Aug 2023: Review PO request process with all pertinent staff
Aug: Train clubs, organizations on student activity account
September: Provide budgets to Department Chairs
Aug, Sept, Oct: Review all submitted purchase orders weekly
Aug, Sept, Oct: Review account balances

Staff Responsible: BK, Nancy Resendez

Strategy 2: Q2: Review Budget/Purchases to ensure alignment to the campus needs and goals.

Intended Audience: District

Provider / Presenter / Person Responsible: BK

Date(s) / Timeframe: Quarter 2

Collaborating Departments: Campus Book Keeper, CO Budget Dept., Admin and their respective Chairs/depts.

Delivery Method: Nov, Dec, Jan: Review all submitted purchase orders weekly
Nov, Dec, Jan: Review account balances

Staff Responsible: BK, Nancy Resendez

Strategy 3: Q3: Review Budget/Purchases to ensure alignment to the campus needs and goals.

Intended Audience: District

Provider / Presenter / Person Responsible: BK

Date(s) / Timeframe: Quarter 3

Collaborating Departments: Campus Book Keeper, CO Budget Dept., Admin and their respective Chairs/depts.

Delivery Method: Feb, March, April: Review all submitted purchase orders weekly
Feb, March, April : Review account balances
April: Create the 24-25 budget

Staff Responsible: BK, Nancy Resendez

Strategy 4: Q4: Review Budget/Purchases to ensure alignment to the campus needs and goals.

Intended Audience: District

Provider / Presenter / Person Responsible: BK

Date(s) / Timeframe: Quarter 4

Collaborating Departments: Campus Book Keeper, CO Budget Dept., Admin and their respective Chairs/depts.

Delivery Method: May, June, July: Review all submitted purchase orders weekly
May, June, July: Review account balances

Staff Responsible: BK, Nancy Resendez

Key Question 1 Problem Statements:

Fiscal & Operational System
Problem Statement 1: The sheer quantity of items and lack of consistency in following protocols around inventory creates issues in fiscal and operational systems.   **Root Cause**: There is a lack of consistency in the accountability and alignment for executing inventory systems on the campus.

Goal 7: Fiscal & Operational System

Key Question 2: To what degree are we fiscally and operationally efficient and transparent?

Initial Status: Maintain but Consider a Change

Summative Evaluation: Adjustments taking place. ILT members will designate time to examine PEIMS coding and respond to the corrections that have been provided by departments in the district. The associate principal will follow up with individuals to ensure the corrections were made.

System Response 1 Details		Reviews			
System Response 1: ECHS will have 100% fidelity to the district financial management system		**Formative**			**Summative**
Evidence of Success: ARMS		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible: T. Rodriguez		Adjustments Taking Place	Adjustments Taking Place		
Problem Statements: Fiscal & Operational System 1					

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

Strategy 1: We will gather all the systems and inventory data from last year to create a baseline and an action plan to continue the inventory of all fix assets.

Intended Audience: Principal

Provider / Presenter / Person Responsible: T. Rodriguez

Date(s) / Timeframe: Q1:
* establish a team
* review procedures and create new systems as needed to ensure all assets are accounted for
* gather inventory data
* identify all asset management systems and current inventory
* identify all outside departments that delivery inventory to ECHS and their procedures
* ensure inventory is correctly labeled
* ensure new items are labeled and appropriately documented

Q2:
* continue to manage assets through a systemic approach to account for all purchased/budgeted
* identify all asset management systems and current inventory
* ensure inventory is correctly labeled
* ensure new items are labeled and appropriately documented
* implement new systems if needed

Q3:
* continue to manage assets through a systemic approach to account for all purchased/budgeted

Q4:
* complete inventory and begin review protocols and systems for next year

Collaborating Departments: Library and District

Delivery Method: Digital

Staff Responsible: T. Rodriguez

Strategy 2: ECHS will receive data verification reports from Information Systems office every six weeks. Associate principal will ensure that the appropriate staff member reviews each report, notes errors in red ink on reports, and verifies that necessary corrections are coded in ASCENDER. Associate principal will follow-up with staff and verify that the annotated reports and signature sheets are returned to the Information Systems office by the date specified.

Intended Audience: Information Systems

Provider / Presenter / Person Responsible: T. Rodriguez

Date(s) / Timeframe: Every six weeks

Collaborating Departments: Attendance
504 - PFs
 CTE - Go-Center & Counseling
Discipline - Admin
Dyslexia - PFs
EEA
Emergent Bilingual - PFs
ESL Program - PFs
Gifted Program - PFs
Special Education Program - SPED
State Compensatory Education - Vigil

Delivery Method: Paper Report

Staff Responsible: T. Rodriguez

Key Question 2 Problem Statements:

Fiscal & Operational System
Problem Statement 1: The sheer quantity of items and lack of consistency in following protocols around inventory creates issues in fiscal and operational systems.   **Root Cause**: There is a lack of consistency in the accountability and alignment for executing inventory systems on the campus.