

Carrollton-Farmers Branch Independent School District

Early College High School

2023-2024 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Postsecondary Readiness



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

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	8
Perceptions	11
Priority Problem Statements	13
Guiding Objectives	15
Guiding Objective 1: Optimize Engaging and Diverse Learning	15
Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs	21
Guiding Objective 3: Optimize Community Engagement	22
Guiding Objective 4: Optimize Social and Emotional Health of all students	27
Guiding Objective 5: Optimize All Available Resources	29
State Compensatory	33
Budget for Early College High School	33
Title I	34
1.1: Comprehensive Needs Assessment	34
2.1: Campus Improvement Plan developed with appropriate stakeholders	34
2.2: Regular monitoring and revision	34
2.3: Available to parents and community in an understandable format and language	34
2.4: Opportunities for all children to meet State standards	34
2.5: Increased learning time and well-rounded education	34
2.6: Address needs of all students, particularly at-risk	34
3.1: Annually evaluate the schoolwide plan	34
4.1: Develop and distribute Parent and Family Engagement Policy	35
4.2: Offer flexible number of parent involvement meetings	35
Campus Improvement Team	36

Comprehensive Needs Assessment

Demographics

Demographics Summary

Early College High School (ECHS) on the Dallas College- Brookhaven campus was established 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 358 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 (23-24 SY)

STUDENTS:

Students enrolled in each grade level are: 9th grade = 88; 10th grade = 101; 11th grade = 95; 12th grade = 81; total = 358
Total male students equal 141 while female students = 217 (61%).
Ethnicity counts include: 3 Native/Indian; 11 students identified 2+; 14 Asian; 42 black; 257 Hispanic; and 31 white.

The counts translate to 0.8%, 3%, 4.9%, 11.7%, 72%, and 8.6% respectively.
Total number of students coded in 2022-23 'At-Risk' equals 141 (41%) while students qualified to receive Free and Reduced lunch equal 270 or 76%.
Students served under IDEA number (23-24) 11 or 3% while students served under Section 504 (22-23) equal 27 or 7.6%.
Student mobility rate was approximately 0.8% (3 students enter/withdraw).

Attendance data shows the campus attendance rate to equal approximately 95.3%.

STAFF and FACULTY

Faculty gender: males = 10; females = 7.
Staff gender: males = 1; females = 4.
Total gender: males = 11; females = 11.
Ethnicity counts: 9 white faculty; 2 black, 3 Asian, 3 Hispanic.

In 2023-24 ECHS will employ 0 induction year teachers; 3 teachers with 1-5 years experience each while 2 teachers fall in the 6-10 years time frame. Six faculty have served 11-20 years while the remaining 6 held 20+ years teaching experience.

Demographics Strengths

Since 2020-21 school year faculty hires have increased by 21%. We grew from 14 to 17.

The large majority of faculty have 10+ years of teaching experience while 33% of faculty have more than 15 years experience.

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 Section 504 plan in the 23-24 SY will be 57% (from 7 to 15) and 12.5% (24 to 28) respectively.

At-Risk student numbers have remained stable at 141 (~40%).

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Campus attendance rates improved from 94.47% to 95.3%, meeting district and state averages. Specific 6-week cycles exist (4th; after New Years) whereby more chronic absenteeism occurs. **Root Cause:** Campus operation team continues to seek better home contact communications and strengthen Truancy accountability measures.

Problem Statement 2 (Prioritized): The student body continues to become more diverse. There still exists race-based/sexual orientation-based grievances or complaints. **Root Cause:** Methods to improve 'reporting' such as Anonymous Alerts have been taught. Students use the system more than prior years. A school-wide approach to address equity began in 2022-23 yet more actionable strategies need to be employed for the 2023-2024 school year.

Student Learning

Student Learning Summary

This year we had a 100% high school graduation rate (84 out of 84).

On May 13, 2023, 47 of the 84 seniors earned an associates of art/science (56%).

This represents a 16% drop from the previous year.

EOC results indicate all students approached USH and Biology levels of achievement (100%).

99% of English 2 students and 98% Algebra 1 students earned an approach or higher achievement rating.

95% of English 1 students earned an approach or higher achievement rating.

ESSER funds will be provided to purchase a full one FTE English 1 teacher thereby reducing class size for core English 3 to 12.

English Independent Study courses will be created for students needing tutorial support (HB4545) including incoming 9th grade cohort and the six students who did not approach the EOC English 1 (5) & 2 (1) tests.

Algebra 1: 1 did not meet (2%); 9 approached grade level (20%); 18 met grade level (40%); 17 mastered grade level (38%).

English 1: 5 did not meet (4.8%); 8 approached grade level (7.8%); 52 met grade level (50.5%); 38 mastered grade level (36.9%).

English 2: 1 did not meet (1%); 10 approached grade level (10.3%); 66 met grade level (68%); 20 mastered grade level (20.6%).

Biology: 0 did not meet (0%); 5 approached grade level (5.5%); 43 met grade level (47.8%); 42 mastered grade level (46.7%).

US History: 0 did not meet (0%); 9 approached grade level (11.1%); 36 met grade level (44.4%); 36 mastered grade level (44.4%).

Overall, seven students (1.72%) did not pass one of 407 EoC tests (n= 407). Only one student (11th grader) was a re-tester. One student that did not pass was served with an IEP and two students were served with a Section 504 plan. Four students are classified as Emergent Bilingual and served in an ESL program. Forty-one students approached grade level (10.1%), 215 met grade level (52.8%) and 141 students (34.6%) mastered the exam.

SAT October School-day scores have dropped steadily from 1081 (cohort 2021) to 1048 (cohort 2022) to 1007 (cohort 2023).

Math scores dropped 17 points to 517 from October 2021 to October 2022 and ERW scores dropped 26 points to 488. While this still eclipses state and district levels these multi-year drops are alarming.

PSAT/NMSQT scores for 11th graders (Cohort 2024) increased from 969 to 1006. This is a 37 point increase when Cohort 2023 to Cohort 2024 are compared. However, this same cohort (Cohort 2024) took the same test in their tenth grade year (October 2021) and earned a mean average of 937. They showed a '69 point' improvement from year to year.

Emergent Bilingual (EB) failures for all EoC exams dropped from 16 (2021) to 9 (2022) to 4 (2023). However, this year the % of EB students that 'did not approach' represented a lesser 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 equaled 61 or (15%).

Student Learning Strengths

ECHS Students collectively had less EoC test failures.

The number of students who failed (Did Not Approach) an EOC test(s) also dropped.
The number of students who failed one or more tests dropped from 28 (SY 20-21) to 13 (SY 21-22) to 6 (22-23).
English 1 EoC fails decreased from 14 (SY 20-21) to 6 (SY 21-22) to 5 (SY 22-23). This represents a 16.7% drop.
English 2 EoC fails decreased from 16 (SY 20-21) to 6 (SY 21-22) to 1 (SY22-23). This represents a 83.3% drop.
In terms of failure rates for Algebra (2%), US History (0%) and Biology (0%) EoC exams all dropped.
Given current conditions this school year, we made improvements in the ELAR content area.
Students showed gains in mastery level achievement on all EoC exams (English 1 - 150%; Biology - 89%, US History - 52%).
Algebra 1 and English 2 EoC mastery levels raise slightly.
All five exams showed increases in mastery levels of content achievement.

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 from the 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.

The of special education students has increased from 7 to 15 this school year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Because we only have a 1/2 FTE special education teacher who has to provide 30 minute in class support to two students and co-teach with an Algebra teacher we have decreased flexibility in meeting 'Learning Lab' times and the potential for decreased class room visits to the other 12 students increases. **Root Cause:** The number of special education students have increased while the FTE allocation has stayed the same.

Problem Statement 2 (Prioritized): SAT scores have dropped since 2021 (1081 to 1048 and to 1007). PSAT scores dropped from 1014 to 969 from 2022-2023. ACT scores have not been used as a School Day assesment.. **Root Cause:** Our faculty has provided a small focus on being academically prepared for these nationally-norm rigorous assessments no scheduled tutorials, mock exams, embedded content and exposure of a weekly basis within a teacher's weekly lesson. No SAT/PSAT professional faculty training occurred (2021-2013) in preparation for the tests. No student camps were funded.

School Processes & Programs

School Processes & Programs Summary

Staff Quality, Recruitment, and Retention

Eight out of 22 Upbeat* survey categories showed positive increases from the previous year.

The three largest category gains were:

Instructional Leadership = 4.6%

Work/Life Balance = 5.6%

Cultural Competence = 6.5%

One category had 100% positive rating and one category had a 99 rating. These areas were: Care & Commitment and Student Engagement.

The three lowest categories (yet still showing an average positive growth 11.3%) were:

Compensation and Career Path - 57 (-14.8%)

Diversity - 78 (no change)

School Safety and Order - 61/4/35 (-17.5%)

96% of respondents indicate they are satisfied with their ECHS jobs.

100% (Q38; gain 17.6%) of respondents indicated they would recommend ECHS and CFBISD as a good place to work.

89% (Q40; drop 4.8%) of respondents feel loyalty to the team (campus).

94% (Q45 & Q46; gain 2.5%) of respondents stated they understood the campus vision and their own role to accomplish the vision.

94% (Q10; gain 8.3%) of respondents stated they trust the principal and believe he looks out for the well-being of the teachers.

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

The campus faculty has remain stable (maintained 1.5 FTE ESSER funding positions).

No faculty member has resigned from the campus due to a negative condition these past six years (change in life conditions).

The campus counselor and principal tend to 348 students (year average) both on the high school and college institutions.

Cultural Competence showed most gain (Campus Improvement Plan component; Black History Month; "I AM" Club; other events).

Newly employed experienced teachers (2) had mentor teachers who they consulted with throughout the year.

Off-campus professional development learning sessions were funded (AVID SI, APSI, district departmental training. CCRSM).

School-wide literacy goals were supported by content initiatives and monthly '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. designated 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; 100% graduation rate.

Organization and Administration

Bi-weekly Dallas College - Brookhaven liaison meetings occurred virtually all year.

Monthly Educational Partnership K-12 meetings occurred 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 occurred 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.

41.5% of the faculty are Caucasian.

50% of the faculty are male.

1.0 FTE nurse aide was added to staff permanently.

Communication structures include weekly newsletter to the campus, parent and student square messages and individual campus CANVAS communication.

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 GEM) serving approximately 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, Sp Ed, Title 1 responsibilities.

22 in-school and 12 out of school suspensions occurred. The in-school suspensions doubled.

Main offense was skipping class and one student acquired 24% of these displacements.

Four DAEP placements were made and one mandatory action not taken occurred (all drug or alcohol related).

55 students repeated a college class during the Fall 2022 to Summer 2023 school year (19, 26, 10).

School Processes & Programs Strengths

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

Three mentorship programs support close to 20% of the student body.
10% of the student population are support by counseling sessions with Children's Medical Center.
Strong loyalty exists amongst staff
Strong levels of engagement and commitment 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) sub populations 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 received 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 was spent on college tuition for students who failed, dropped, or withdrew from a college course. In 2022-2023 over \$15000 was spent of the same category. **Root Cause:** High school and college course (elective) offerings were limited thereby forcing students to re-enroll 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 2 (Prioritized): An increase in 504 plans (now 28), use of external counseling, and the increased use in online visits with Children's Health personnel has occurred. **Root Cause:** Academic stress coupled with adolescent growing pains this year appear escalated.

Problem Statement 3 (Prioritized): The student body has generated more racially-based grievances or complaints. Yet, these concerns were better reported to school administration **Root Cause:** Students continue to come into contact with a significant campus student population (%) change and have not completely been able to use discretion, kindness and or consideration for another student.

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 evidenced by Upbeat survey score of 97%. [trusting relations, work together with parents, parent confidence]
Trust and autonomy on campus is high (100%).
Collective efficacy amongst teachers and staff is strong (Upbeat = teacher trust - 97; meaningful work - 100; peer help - 97).
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 believe they are given extra responsibilities at school.
100% teachers believe they play an 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 create 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.

PANORAMA Student SURVEY RESULTS

Classroom Climate = 68 (-3)
Classroom Engagement = 47 (-4)
Classroom Rigorous Expectations = 72 (-5)
Classroom Teacher-Student Relationships = 66 (-3)
Pedagogical Effectiveness = 71 (-3)

Perceptions Strengths

Cultural events have returned in a strong way (large school events, door decorations, graduation, Honors Breakfast 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 Ribbon 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 (average just under two times a month)

Community partnerships hover between 15 to 20 entities.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Acquiring perceptions, beliefs, or concerns from our parents while improved last year due to a district survey well responded to by our parents did not materialize in an investigation or summary statement of the parent responses. **Root Cause:** PTSA officers were increasingly detached in February and March. The team ran out of time to collaborate and summarize parent data.

Problem Statement 2: Panorama student survey data suggests classroom engagement is the area that requires the greatest improvement (47%). Students rank this low but teachers rank classroom engagement high. While all indicators in this category showed small improvements, the 'eagerness' to participate is the lowest ranked question. **Root Cause:** Lack of open discussion in the classroom between teachers and students on the topic of 'Engagement'. Students do not see engagement in the same manner as the teachers. School belonging questions are low because students do not perceive their connection to teachers and classmates.

Priority Problem Statements

Problem Statement 1: The student body continues to become more diverse. There still exists race-based/sexual orientation-based grievances or complaints.

Root Cause 1: Methods to improve 'reporting' such as Anonymous Alerts have been taught. Students use the system more than prior years. A school-wide approach to address equity began in 2022-23 yet more actionable strategies need to be employed for the 2023-2024 school year.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Campus attendance rates improved from 94.47% to 95.3%, meeting district and state averages. Specific 6-week cycles exist (4th; after New Years) whereby more chronic absenteeism occurs.

Root Cause 2: Campus operation team continues to seek better home contact communications and strengthen Truancy accountability measures.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Because we only have a 1/2 FTE special education teacher who has to provide 30 minute in class support to two students and co-teach with an Algebra teacher we have decreased flexibility in meeting 'Learning Lab' times and the potential for decreased class room visits to the other 12 students increases.

Root Cause 3: The number of special education students have increased while the FTE allocation has stayed the same.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: From August 2021 to August 2022 over \$10,000 was spent on college tuition for students who failed, dropped, or withdrew from a college course. In 2022-2023 over \$15000 was spent of the same category.

Root Cause 4: High school and college course (elective) offerings were limited thereby forcing students to re-enroll 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 5: An increase in 504 plans (now 28), use of external counseling, and the increased use in online visits with Children's Health personnel has occurred.

Root Cause 5: Academic stress coupled with adolescent growing pains this year appear escalated.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: The student body has generated more racially-based grievances or complaints. Yet, these concerns were better reported to school administration

Root Cause 6: Students continue to come into contact with a significant campus student population (%) change and have not completely been able to use discretion, kindness and or consideration for another student.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: SAT scores have dropped since 2021 (1081 to 1048 and to 1007).PSAT scores dropped from 1014 to 969 from 2022-2023. ACT scores have not been used as

a School Day assesement..

Root Cause 7: Our faculty has provided a small focus on being academically prepared for these nationally-norm rigorous assessments no scheduled tutorials, mock exams, embedded content and exposure of a weekly basis within a teacher's weekly lesson. No SAT/PSAT professional faculty training occurred (2021-2013) in preparation for the tests. No student camps were funded.

Problem Statement 7 Areas: Student Learning

Guiding Objectives






Revised/Approved: August 9, 2023









Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By September 30, 2022, the faculty will use SAT/PSAT/ACT student achievement data to establish small and whole campus student study groups to increase our Fall SAT and Spring 2023 SAT mean averages to 1030.

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

Summative Evaluation: Significant progress made toward meeting Goal

Strategy 1 Details	Reviews			
<p>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).</p> <p>Strategy's Expected Result/Impact: Expose students to SAT/PSAT/ACT type content questions in core course targeted tutorials, generate formative assessments and analyze subsequent quiz results.</p> <p>Staff Responsible for Monitoring: Department chairpersons</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: CFB personnel - 211 Title I - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Fund and staff SAT and ACT mock test days to prepare students for the two nationally norm assessments</p> <p>Strategy's Expected Result/Impact: Expose students to assessment content; improve test scores</p> <p>Staff Responsible for Monitoring: teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Test materials - 211 Title I - 211-11-6399-00-010-99-000 - \$7,800</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Fund all PSAT/ACT/TSIA/ and ACT test sessions</p> <p>Strategy's Expected Result/Impact: Enable students to access to college and secure scholarships</p> <p>Staff Responsible for Monitoring: Teachers and principal</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: Test materials - 211 Title I - 211-11-6399-00-010-99-000 - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Revamp TSIA 2.0 test preparation program</p> <p>Strategy's Expected Result/Impact: Increase student pass rates on the MATH and ELA TSIA test and thereby increasing student access to college courses and creating more opportunity for students to graduate with an associates degree.</p> <p>Staff Responsible for Monitoring: principal and AVID team</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1</p> <p>Funding Sources: TSIA supplies - 211 Title I - 211-11-6399-00-010-99-000 - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide supplemental programs and services including: state assessment remediation, EOC interventions, Core-subject Small Group Instruction, Emergent Bilingual Support, AVID, and core-curriculum field trips.</p> <p>Strategy's Expected Result/Impact: Increase in student achievement on state and local assessments. Increase college-course scores (achievement).</p> <p>Staff Responsible for Monitoring: Principal, AVID Team, Teachers</p> <p>Title I: 2.4, 2.6</p> <p>Funding Sources: Supplemental services and resources to support at-risk students (field excursions - 211 Title I - \$6,555, Instructional Specialists - 211 Title I - 211-11-6119-00-010-30-000 - \$2,555</p>	Formative			Summative
	Oct	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1 Problem Statements:

Student Learning

Problem Statement 2: SAT scores have dropped since 2021 (1081 to 1048 and to 1007).PSAT scores dropped from 1014 to 969 from 2022-2023. ACT scores have not been used as a School Day assesment.. **Root Cause:** Our faculty has provided a small focus on being academically prepared for these nationally-norm rigorous assessments no scheduled tutorials, mock exams, embedded content and exposure of a weekly basis within a teacher's weekly lesson. No SAT/PSAT professional faculty training occurred (2021-2013) in preparation for the tests. No student camps were funded.

School Processes & Programs







Problem Statement 1: From August 2021 to August 2022 over \$10,000 was spent on college tuition for students who failed, dropped, or withdrew from a college course. In 2022-2023 over \$15000 was spent of the same category. **Root Cause:** High school and college course (elective) offerings were limited thereby forcing students to re-enroll 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 1: Optimize Engaging and Diverse Learning

Goal 2: By August 2024, 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;

Summative Evaluation: Significant progress made toward meeting Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct two degree audits for 12th graders and at least one degree audit for the junior class. Strategy's Expected Result/Impact: Identify all students who have met the CCMR indicator. Staff Responsible for Monitoring: Counselor and CCMR Dean</p> <p>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: Dallas College personnel - 211 Title I - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2 Problem Statements:





School Processes & Programs
<p>Problem Statement 1: From August 2021 to August 2022 over \$10,000 was spent on college tuition for students who failed, dropped, or withdrew from a college course. In 2022-2023 over \$15000 was spent of the same category. Root Cause: High school and college course (elective) offerings were limited thereby forcing students to re-enroll 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.</p>






Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: By May 12, 2024, all students will generate two reading goals, select two reading books for their own personal home libraries, generate a year-long reading log and give a book study presentation to their classmates.

Evaluation Data Sources: Semi-annual reading goal reviews; reading logs; notes from students on book presentations

Summative Evaluation: Some progress made toward meeting Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Generate two SMART Reading Goal by the end of August; lead goal-review discussions during advisory periods; complete reading logs.</p> <p>Strategy's Expected Result/Impact: A progress monitor/log tracker system coupled with a goal review will hold students and teachers accountable for silent sustained reading progress and an increase in Lexile levels as measured by MAP test results</p> <p>Staff Responsible for Monitoring: Faculty</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>Funding Sources: CFB personnel - 211 Title I - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Purchase two personal reading books for their home libraries.</p> <p>Strategy's Expected Result/Impact: Increase home library editions; motivate students' love of reading and raising nationally-norm percentiles and word exposure</p> <p>Staff Responsible for Monitoring: Faculty</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1</p> <p>Funding Sources: Bookstore books - 211 Title I - 211-11-6329-00-010-99-000 - \$6,300</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Purchase 50 - 100 new reading books/magazines/newspapers to stock their classroom libraries.</p> <p>Strategy's Expected Result/Impact: Increase student choice of what books to read; stimulate critical conversations about literacy.</p> <p>Staff Responsible for Monitoring: all teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1</p> <p>Funding Sources: Bookstore books - 211 Title I - 211-11-6329-00-010-99-000 - \$6,251</p>	Formative			Summative
	Oct	Jan	Mar	June
		N/A		
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3 Problem Statements:

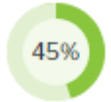





Student Learning
<p>Problem Statement 2: SAT scores have dropped since 2021 (1081 to 1048 and to 1007).PSAT scores dropped from 1014 to 969 from 2022-2023. ACT scores have not been used as a School Day assesement.. Root Cause: Our faculty has provided a small focus on being academically prepared for these nationally-norm rigorous assessments no scheduled tutorials, mock exams, embedded content and exposure of a weekly basis within a teacher's weekly lesson. No SAT/PSAT professional faculty training occurred (2021-2013) in preparation for the tests. No student camps were funded.</p>
School Processes & Programs
<p>Problem Statement 1: From August 2021 to August 2022 over \$10,000 was spent on college tuition for students who failed, dropped, or withdrew from a college course. In 2022-2023 over \$15000 was spent of the same category. Root Cause: High school and college course (elective) offerings were limited thereby forcing students to re-enroll 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.</p>

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 95% 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; faculty meeting reports every three weeks.

Summative Evaluation: Significant progress made toward meeting Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Generate daily absence list between the nurse aide, attendance clerk and staff. Generate three-week Chronic Absenteeism reports to share with faculty.</p> <p>Strategy's Expected Result/Impact: Identify students with excessive absences. 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: principal and attendance clerk</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 1 Funding Sources: CFB personnel - 211 Title I - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1 Problem Statements:


Demographics
<p>Problem Statement 1: Campus attendance rates improved from 94.47% to 95.3%, meeting district and state averages. Specific 6-week cycles exist (4th; after New Years) whereby more chronic absenteeism occurs. Root Cause: Campus operation team continues to seek better home contact communications and strengthen Truancy accountability measures.</p>





Guiding Objective 3: Optimize Community Engagement

Goal 1: By May 2024, create and conduct administer one parent 'Campus Climate' survey (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

Summative Evaluation: Some progress made toward meeting Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish a PTSA + Campus Improvement Team (CIT) survey steering committee to generate the one new parent survey that will meet in August, October, January, February, April and June.</p> <p>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 for new and previous survey. Make school-based recommendations after survey administration our on-campus leadership teams, the PTSA general populace and the Campus Improvement Committee (CIC).</p> <p>Staff Responsible for Monitoring: Title 1 community liaison, and principal</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2 - School Processes & Programs 2</p> <p>Funding Sources: Assistant - Parent and Community Liaison - 211 Title I - 211-61-6129-00-010-30-000 - \$35,310</p>	Formative			Summative
	Oct	Jan	Mar	June
		N/A		

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 1 Problem Statements:

Demographics
<p>Problem Statement 2: The student body continues to become more diverse. There still exists race-based/sexual orientation-based grievances or complaints. Root Cause: Methods to improve 'reporting' such as Anonymous Alerts have been taught. Students use the system more than prior years. A school-wide approach to address equity began in 2022-23 yet more actionable strategies need to be employed for the 2023-2024 school year.</p>

School Processes & Programs





Problem Statement 2: An increase in 504 plans (now 28), use of external counseling, and the increased use in online visits with Children's Health personnel has occurred. **Root Cause:** Academic stress coupled with adolescent growing pains this year appear escalated.

Guiding Objective 3: Optimize Community Engagement

Goal 2: By May 18, 2024, fund and staff a Parent-based group that meets for 8 months whose purpose is to teach parents how to better relate to their teenage children.

Evaluation Data Sources: Saturday rosters; meeting agenda

Summative Evaluation: No progress made toward meeting Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Fund and staff the Adults Relating to Kids program and staff parent learning experience with two ECHS employees.</p> <p>Strategy's Expected Result/Impact: Help parents and students understand one another over the 8 month school year.</p> <p>Staff Responsible for Monitoring: Two operation team members and principal.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2 - School Processes & Programs 2</p> <p>Funding Sources: Extra Duty two ECHS employees - 211 Title I - 211-11-6117-00-010-30-000 - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2 Problem Statements:









Demographics
<p>Problem Statement 2: The student body continues to become more diverse. There still exists race-based/sexual orientation-based grievances or complaints. Root Cause: Methods to improve 'reporting' such as Anonymous Alerts have been taught. Students use the system more than prior years. A school-wide approach to address equity began in 2022-23 yet more actionable strategies need to be employed for the 2023-2024 school year.</p>
School Processes & Programs
<p>Problem Statement 2: An increase in 504 plans (now 28), use of external counseling, and the increased use in online visits with Children's Health personnel has occurred. Root Cause: Academic stress coupled with adolescent growing pains this year appear escalated.</p>

Guiding Objective 3: Optimize Community Engagement

Goal 3: By May 26, 2024 leverage our campus volunteers to provide guidance on how to strengthen our students' relations with the community during two large Volunteer Appreciation events set to occur in late Fall or early winter and after school.

Evaluation Data Sources: CIC meeting rosters; community partnerships; senior parent and 'new' high school committee agendas; event attendance rosters

Summative Evaluation: Some progress made toward meeting Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Form a 'New High School' steering committee by September 2023 so that plans can be made to move the old high school into the new high school.</p> <p>Strategy's Expected Result/Impact: Strengthen the communities connection to the school as evidence by better parent and community attendance at all school events.</p> <p>Staff Responsible for Monitoring: Principal and community Title 1 liaison</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 2</p> <p>Funding Sources: parents and CFB personnel - 211 Title I - 211-61-6117-00-010-30-000 - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
		N/A		
Strategy 2 Details	Reviews			
<p>Strategy 2: Fund the attendance and all other related costs of our Campus Title 1 Liaison the Navigating the Future Parent and Family Engagement conference in Corpus Christi TX in October 2023.</p> <p>Strategy's Expected Result/Impact: Strengthen network between the Director of Strategic Initiatives and two other CFBISD campus liaisons. Generate new and more effective programs to attach parents and community members tio the campus.</p> <p>Staff Responsible for Monitoring: Liaison and Principal</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Funding Sources: Parent and Family Engagement conference - 211 Title I - 211-61-6411-00-010-99-000 - \$800</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3 Problem Statements:










School Processes & Programs

Problem Statement 2: An increase in 504 plans (now 28), use of external counseling, and the increased use in online visits with Children's Health personnel has occurred. **Root Cause:** Academic stress coupled with adolescent growing pains this year appear escalated.

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

Goal 1: By May 1, 2024, 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: Attendance rosters; grievance documentation; event programs

Strategy 1 Details	Reviews			
<p>Strategy 1: Enable our community partner 'Shake Shack' to sponsor the Fall Open House thereby enabling a message of inclusion to be seen and felt during the event.</p> <p>Strategy's Expected Result/Impact: Students will engage in event conversations and post even conversations that focus on diversity in the workplace.</p> <p>Staff Responsible for Monitoring: I AM club, the sponsor and principal.</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2 - School Processes & Programs 3</p> <p>Funding Sources: CFB personnel - 211 Title I - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Produce three or four culture events such as a Black History and Hispanic Heritage month events;</p> <p>Strategy's Expected Result/Impact: Students participation in events increases and leads to stronger personal ties to classmates that rises students' belief's that they matter (evidence in Panorama scores)</p> <p>Staff Responsible for Monitoring: Club sponsors</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2 - School Processes & Programs 3</p> <p>Funding Sources: CFB personnel for cultural events - 211 Title I - \$0, Special speakers for cultural events - 211 Title I - 211-61-6299-00-010-99-000 - \$2,500</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1 Problem Statements:

Demographics

Problem Statement 2: The student body continues to become more diverse. There still exists race-based/sexual orientation-based grievances or complaints. **Root Cause:** Methods to improve 'reporting' such as Anonymous Alerts have been taught. Students use the system more than prior years. A school-wide approach to address equity began in 2022-23 yet more actionable strategies need to be employed for the 2023-2024 school year.

School Processes & Programs



Problem Statement 3: The student body has generated more racially-based grievances or complaints. Yet, these concerns were better reported to school administration **Root Cause:** Students continue to come into contact with a significant campus student population (%) change and have not completely been able to use discretion, kindness and or consideration for another student.





Guiding Objective 5: Optimize All Available Resources







Goal 1: By May 2024 decrease by 50% 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

Summative Evaluation: Significant progress made toward meeting Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: 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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: AVID teachers (6)</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: AVID Training - 211 Title I - 211-13-6411-00-010-99-000 - \$50</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Identify students who are struggling with their college course(s) and assign them mandatory tutorial sessions during the week, on Saturday morning and during Dallas College Course ECHS Summer School. All AP test exams will be covered with the hope that students can recover college course credits. Progress monitor checks will occur for these students weekly</p> <p>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).</p> <p>Staff Responsible for Monitoring: Instructional facilitator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Tutorial sessions - 211 Title I - 211-11-6117-00-010-30-000 - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Communicate and and implement an enforced 'No Drop' college course policy.</p> <p>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.</p> <p>Staff Responsible for Monitoring: counselor and principal</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: CFBISD and Dallas College personnel - 211 Title I - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Host mandatory a parent meeting prior to giving any student who dropped from a course or failed the course.</p> <p>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.</p> <p>Staff Responsible for Monitoring: counselor and principal</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: - 211 Title I - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
	 50%	 50%		
Strategy 5 Details	Reviews			
<p>Strategy 5: Use Title One funds to pay tuition costs for repeated courses</p> <p>Strategy's Expected Result/Impact: Enable students to progress in their Associate Degree pathway</p> <p>Staff Responsible for Monitoring: principal</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Associate Degree Courses - 211 Title I - 211-11-6299-00-010-99-000 - \$10,000</p>	Formative			Summative
	Oct	Jan	Mar	June
	 35%	 50%		
Strategy 6 Details	Reviews			
<p>Strategy 6: Require Students retaking a college course during the school year will be to attend Saturday School or ZAP sessions weekly or unit mastery of college course content is demonstrated.</p> <p>Strategy's Expected Result/Impact: Passing more college classes; reduce repeat takers</p> <p>Staff Responsible for Monitoring: principal and counselor</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1</p> <p>Funding Sources: Dual Credit Retakes - 211 Title I - 211-11-6117-00-010-30-000 - \$8,000</p>	Formative			Summative
	Oct	Jan	Mar	June
	 50%	 30%		



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1 Problem Statements:

Student Learning

Problem Statement 2: SAT scores have dropped since 2021 (1081 to 1048 and to 1007).PSAT scores dropped from 1014 to 969 from 2022-2023. ACT scores have not been used as a School Day assesment.. **Root Cause:** Our faculty has provided a small focus on being academically prepared for these nationally-norm rigorous assessments no scheduled tutorials, mock exams, embedded content and exposure of a weekly basis within a teacher's weekly lesson. No SAT/PSAT professional faculty training occurred (2021-2013) in preparation for the tests. No student camps were funded.

School Processes & Programs

Problem Statement 1: From August 2021 to August 2022 over \$10,000 was spent on college tuition for students who failed, dropped, or withdrew from a college course. In 2022-2023 over \$15000 was spent of the same category. **Root Cause:** High school and college course (elective) offerings were limited thereby forcing students to re-enroll 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.

State Compensatory

Budget for Early College High School

Total SCE Funds: \$1.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

The supplemental programs and services provided with SCE funds include activities such as: state assessment remediation, EOC interventions, Core-Subject Small Group Instruction, Emergent Bilingual Support, Credit Recovery Labs, AVID, and Summer School.

Title I

1.1: Comprehensive Needs Assessment

A comprehensive needs assessment is conducted on an annual basis. Multiple data sources are used from various stakeholders (parents, administrators, teachers, and community members) via surveys, meeting participation, etc. The areas of assessment include demographics, student achievement, school processes and programs, and perceptions. The school-wide focus is on academic student achievement as measured by growth throughout the school year.

2.1: Campus Improvement Plan developed with appropriate stakeholders

A campus improvement plan is developed based on the comprehensive needs assessment findings. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the district's website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

2.2: Regular monitoring and revision

Throughout the year the campus improvement plan is monitored and adjusted to best support student achievement and related initiatives. The campus Leadership Team and Early College High School's Campus Improvement Committee are involved in monitoring and adjusting the campus improvement plan.

2.3: Available to parents and community in an understandable format and language

Information is available to parents and community members in an understandable format and language. The district and campus websites include a feature which translates all content. Fliers that are sent home include both English and Spanish. Community meetings are held in English and Spanish.

2.4: Opportunities for all children to meet State standards

Progress monitoring data including End of Course, Grades, and State and Local assessments, is used to determine students in need of academic support. SNAP meetings are held regularly to determine which students are in need of Tier 2 & Tier 3 interventions. Parents are provided resources to help support student progress.

2.5: Increased learning time and well-rounded education

Based on need as identified via the SNAP process, additional learning time is provided during the school day and/or outside of the school day. Designated intervention times limit students missing core instruction.

2.6: Address needs of all students, particularly at-risk

Early College High School's CIP includes strategies to support all students, with an area of focus for students struggling with social emotional balance, bilingual emergent students and students receiving special education services.

3.1: Annually evaluate the schoolwide plan

A campus improvement plan is developed based on the comprehensive needs assessment finding. The plan is monitored throughout the year and adjustments are made to support the goals outlined in the CIP. Copies of the CIP are posted on the district's website and are shared with various stakeholders during meetings where adequate notice of meeting dates and participation is welcomed and encouraged.

4.1: Develop and distribute Parent and Family Engagement Policy

Annually stakeholders, including parents, staff, and administrators, jointly develop a parent and family engagement policy to encourage partnership and participation in activities that foster relationships which support student achievement. Input is gathered via Campus Improvement Committee meetings and online survey, during the spring of the previous school year. Updated policies are reviewed and disseminated at the beginning of the school year via ParentSquare and orientation meetings.

4.2: Offer flexible number of parent involvement meetings

There are multiple opportunities offered to parents in order to encourage participation in campus community meetings. These opportunities span different hours of the day in order to accommodate different schedules and they also span different formats including virtual meetings, face to face meetings, and recorded presentations.

Campus Improvement Team

Committee Role	Name	Position
Administrator	Timothy Isaly	Principal
Non-classroom Professional	Kathryn Barton	Counselor
Classroom Teacher	Colette Hampton	Special Education Teacher
Paraprofessional	Minerva Saenz	Secretary
Parent	Walker Moore	Parent
Parent	Veronica Sosa	Parent
Classroom Teacher	Brian Martin	Teacher
Student	Ezequiel Nestor	Student
Student	Fernanda Aquilar	Student
Institute Higher Education - Dallas College	Chazmen Kidd	IHE - Dallas College representative
Institute Higher Education - Dallas College	Maira Martinez-Prado	IHE - Dallas College representative
Community Representative	Kari Gould	Community representative
Parent	Roland Castaneda	Parent - 12th grade