

**Midland Independent School District
Early College High School
2024-2025 Campus Improvement Plan**



Mission Statement

In four years all ECHS@MC students will graduate with an associate's degree and a high school diploma; all students will graduate prepared for a bachelor's degree program while demonstrating commitment to self and community.

Vision

ECHS @ MC will create a culture that focuses on the following:

*core values of honesty, kindness, responsibility, integrity, desire and respect

*educational excellence for each student

*Strong Self Esteem and high personal expectations

Developing these skills is the corner stone of the education we offer. Students will have success for today and be prepared for tomorrow.

Motto:

Rising Above, Going Beyond, and Conquering All

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Comprehensive Needs Assessment

Demographics

Demographics Summary

ECHS@MC is a school of choice. We are a 9-12 grade campus, and our student population is as follows:

- 1. 9th Grade: 95 Students**
- 2. 10th Grade: 103 Students**
- 3. 11th Grade: 88 Students**
- 4. 12th Grade: 65 Students**

Our student population is broken down by program as follows:

1. 3.42% EB
2. 14.24% GT
3. .57% SPED
4. 1.99% Dyslexia
5. 100% Title One
6. 43% Eco Dis
7. 0% Homeless
8. 28.49% At Risk
9. 0.57% Immigrant
10. 3.99% Military Connected

Students choose to come to this campus as they are ready to pursue getting their Associate's Degree. 92% of our 2023-2024 graduating class received their Associate's Degree.

Discipline data by nine weeks:

1. First 9 Weeks: 10 ODRs
2. 2nd 9 Weeks: 13 ODRs
3. 3rd 9 Weeks: 11 ODRs
4. 4th 9 Weeks: 17 ODR's

The average class size is 26:1

Attendance rate is 97.15% from 8/23- 5/24.

First Semester: 9th: 98.0%

10th: 97.9%

11th: 98.7%

12th: 98.7%

Second Semester : 9th: 98.1%

10th: 97.7%

11th: 96.2%

12th: 95.8%

By Ethnicity (cum data):

1. Hispanic: 57.83%
2. Asian: 8.83%
3. Black: 12.25%
4. White: 20.23%
5. American Indian: 0%

Teacher Ethnicity:

61.1% White

33.3% Hispanic

0% Black

0.06% other

Graduation Rate: 100%

CCMR: 100%

Teacher Retention:

2 Retired

1 Teacher and counselor- will not be replaced due to the district's limited budget.

Demographics Strengths

We are located on the Midland College campus, and students are admitted based on a weighted lottery. Early College High School at Midland College students are given the opportunity to graduate from high school with an Associate's degree along with their High School diploma. ECHS @ MC is a choice school with all advanced curriculum from Honors, AP, and dual credit. All students are required to take 60 college hours toward an associate's. 92% of the 2024 graduating class obtained an associate of arts or an associate of science.

The ECHS@MC stakeholders include Midland College, ECHS Parents, ECHS Students, ECHS Staff, and the Midland Community. We work together formally with all stakeholders through an Advisory Council and our CEIC. In addition, we are supported by TEA and Educate Texas because of our designation as an Early College High School.

We obtain parent input through surveys, informational meetings, and newsletters and keep constant communication with our parents. We implement multiple sources of intervention and support through ECHS and Midland College.

Additional Strengths:

1. High Attendance Rate
2. 100% Graduation Rate
3. 100% CCMR

4. ECHS Demographics matches the district demographics

5. Low percentage of Office Discipline Referrals

Student Learning

Student Learning Summary

	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grad
Spring 2024 STAAR EOC,English I	90	51	4602	80.19%	98.89%	94.44%	50%
Economic Disadvantage	47	50	4543	77.76%	97.87%	91.49%	51.06%
Asian	11	52	4653	81.68%	100%	90.91%	54.55%
Black/African American	12	48	4472	74.48%	100%	91.67%	50%
Hispanic	44	51	4555	79.05%	100%	95.45%	38.64%
White	23	54	4735	84.65%	95.65%	95.65%	69.57%
Currently Emergent Bilingual	7	44	4373	68.75%	100%	57.14%	42.86%
First Year of Monitoring	5	55	4753	86.56%	100%	100%	60%
Second Year of Monitoring	2	53	4608	82.81%	100%	100%	50%

Spring 2024 STAAR EOC,Algebra I	44	44	4607	75.04%	100%	93.18%	61.36%
Economic Disadvantage	27	43	4504	72.13%	100%	88.89%	55.56%
Asian	5	49	4862	83.73%	100%	100%	80%
Black/African American	7	44	4552	74.09%	100%	85.71%	71.43%
Hispanic	22	44	4567	74.35%	100%	95.45%	54.55%
White	10	43	4607	72.88%	100%	90%	60%
Currently Emergent Bilingual	6	47	4731	78.81%	100%	83.33%	66.67%
First Year of Monitoring	1	45	4522	76.27%	100%	100%	100%
Second Year of Monitoring	1	52	4938	88.14%	100%	100%	100%

Spring 2024 STAAR EOC, Biology	91	37	4588	70.54%	100%	94.51%	52.75%
Economic Disadvantage	47	36	4500	67.20%	100%	93.62%	42.55%
Asian	11	36	4518	68.27%	100%	90.91%	45.45%
Black/African American	13	35	4472	65.89%	100%	92.31%	53.85%
Hispanic	44	36	4515	68.35%	100%	95.45%	43.18%
White	23	42	4828	78.42%	100%	95.65%	73.91%
Currently Emergent Bilingual	7	32	4330	60.11%	100%	71.43%	28.57%
First Year of Monitoring	5	38	4574	70.94%	100%	100%	60%
Second Year of Monitoring	2	37	4501	68.87%	100%	100%	0%

Spring 2024 STAAR EOC, English II	99	51	4545	79.37%	97.98%	97.98%	23.23%
Economic Disadvantage	41	50	4479	77.36%	97.56%	97.56%	17.07%
Asian	9	53	4650	83.51%	100%	100%	44.44%
Black/African American	17	52	4579	80.79%	100%	100%	23.53%
Hispanic	55	49	4478	77.10%	96.36%	96.36%	18.18%
Two or More Races	1	55	4711	85.94%	100%	100%	0%
White	17	53	4661	82.72%	100%	100%	29.41%
Currently Emergent Bilingual	4	42	4211	65.63%	75%	75%	0%
First Year of Monitoring	2	54	4621	83.59%	100%	100%	50%
Second Year of Monitoring	1	54	4654	84.38%	100%	100%	0%
Special Ed Indicator	1	26	3762	40.63%	0%	0%	0%

Spring 2024 EOC, US History	84	53	4522	67.32%	100%	95.24%	55.95%
Economic Disadvantage	29	51	4474	65.96%	100%	96.55%	55.17%

Spring 2024 EOC, US History	84	53	4522	67.32%	100%	95.24%	55.95%
Asian	6	53	4592	67.31%	100%	100%	50%
Black/African American	7	47	4317	59.89%	100%	100%	28.57%
Hispanic	52	53	4523	67.63%	100%	92.31%	57.69%
Two or More Races	1	59	4710	75.64%	100%	100%	100%
White	18	54	4568	68.87%	100%	100%	61.11%
Second Year of Monitoring	1	56	4603	71.79%	100%	100%	100%

STAAR EOC- 4 yr Comparison

		English 1	English II	Algebra 1	Biology	US History	
Spring 2024	DNM	1	2	0	0	0	
	Appr	99	98	100	100	100	
	Meets	94	98	93	95	95	
	Masters	50	23	61	53	55	
Spring 2023	DNM	0	0	0	0	0	
	Appr	100	100	100	100	100	
	Meets	99	99	90	96	91	
	Masters	39	30	71	47	54	
Spring 2022	DNM	0	0	0	0	0	
	Appr	100	100	100	100	100	
	Meets	95	95	93	100	94	
	Masters	29	24	70	56	65	
Spring 2021	DNM	4	1	4	1	1	
	Appr	96	99	96	99	99	
	Meets	82	96	61	79	89	
	Masters	17	31	30	29	53	

TSIA2 DATA:

YEAR	GRADE		# STUDENTS	READING	WRITING	MATH
23-24	9		97	80%	99%	58%
23-24	10		103	96%	99%	83%
23-24	11		88	100%	100%	100%
23-24	12		65	100%	100%	100%

SAT School Day Spring 2024

School	Grade Level	Number of Test Takers	# Test Takers Met Both Benchmarks	% Test Takers Met Both Benchmarks
Early College HS	11th grade	84	60	71%
% Test Takers Met ERW Benchmark				
82%				
% Test Takers Met Math Benchmark				
80%				
Total Score (400-1600)			Section Scores (200-800)	
1136			560	576

PSAT/NMSQT Fall 2023/ All Grades

Group	Grade Level	# Test Takers	% Met Both Benchmarks	% Meets or Exceeds ERW Bnmk	% Meets or Exceeds Math Bnmk
School	All grades	248	56%	82%	60%

AP TESTING:

	2019	2020	2021	2022	2023

Total AP Students	95	126	194	141	195
Number of Exams	101	126	194	141	195
AP Students with Scores 3+	20	39	31	35	42
% of Total AP Students with Scores 3+	21.05	30.95	15.98	24.82	21.54

Student Learning Strengths

ECHS students had 98% that met Approaches in all EOC tested subjects, 93% that met Meets level in all EOC tested subjects, and 50% or over that met Masters level in 4 of the 5 EOC tested areas.

ECHS 10th graders have successfully met TSIA2 College Readiness in Reading with 96% and Writing with 99%. ECHS 9th graders have successfully met TSIA2 College Readiness in Reading with 80% and Writing with 99%.

71% of ECHS Juniors who took SAT School Day Spring 2024 Met Both Benchmarks. The average score for our students was 1136 while the national average was approximately 1023. 56% of ECHS students grades 9-11 met Both Benchmark.

The number of students who took AP courses and tested increased from 2022 to 2023, as did the number of students with Scores of 3+.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 40% of 9th and 16% of 10th graders have not passed the TSIA 2 Math assessment. **Root Cause:** Students have not mastered core standards in TSIA math before testing. Some content has not been introduced in Alg.1.

Problem Statement 2 (Prioritized): 19% of 9th and 1% of 10th graders have not passed the TSIA 2 Reading assessment. **Root Cause:** Lexile below grade level. Vocabulary is also below grade level. Students struggle with inference and context clues.

Problem Statement 3 (Prioritized): The percentage of students earning D's in high school or college classes at the end of semester 1 is 26%--12th grade, 19%--11th grade, and 6%--12th grade. The percentage of students earning F's in high school or college classes at the end of semester 1 is 11%--12th grade, 6%--11th grade, and 2%--10th grade. **Root Cause:** Student attendance in college classes and college grades had not been able to be monitored.

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction:

ECHS utilizes district-adopted materials, new state-adopted TEKS and alignments, College Board AP YAGs, and additional support materials. The teachers develop lesson plans that are TEKS-focused and district-aligned. These plans include reteaching, acceleration, differentiation, monitoring, and assessing. Teachers utilize various methods to maximize learning. They use technology to assist and target areas that may need reinforcement. Teacher table, peer tutoring, after-school tutoring, group work, projects, labs, journaling, etc., are all utilized strategies, plus many more.

All students take EAS, AP, and Dual Credit courses. ECHS offers support to our EL, SPED, and 504 students to ensure success in their courses. In addition, we direct parents and students to the appropriate department at Midland College for support by the college.

In addition, our department leads will meet with the Midland College deans to revisit ECHS students' strengths and/or academic concerns. Our teachers must plan not only for the state curriculum but also for the skills and knowledge needed to prepare our students for their dual credit courses.

Scheduling:

ECHS utilizes a block schedule with 80-minute class periods. High school classes also meet on Mondays and Wednesdays or Tuesdays and Thursdays to allow students to integrate Midland College classes throughout their school day. In addition, the ECHS academic school calendar parallels Midland College's academic calendar. Student attendance is important not only for ADA but also for attending college classes so as not to miss out on college content.

Leadership & Decision Making Processes:

ECHS has one counselor, one principal, and one assistant principal. Because ECHS is on the Midland College campus and our students take 60 college hours as dual credit, it is imperative that the leadership team stay heavily involved with Midland College staff. Advisory meetings are scheduled with MC to discuss calendars, professors, pathways, presentations, student issues and/or supports, safety, building issues, financials, etc. We share data and ideas to ensure student success.

Organization and Content:

ECHS provides numerous opportunities to keep our parents involved and ask for their support. We begin with incoming freshmen who have been selected from a lottery by holding a Summer Bridge. This is an opportunity for the new students to get a tour, meet student leaders, and get involved with multiple activities. At the same time, they are scheduled in TSIA review sessions each day before administering reading, writing, and mathematics assessments.

ECHS also hosts a parent night to discuss the various pathways their child may choose while in the early college program. ECHS and Midland College schedule a second evening to enroll our students in Midland College, which then grants our students a college account and college email.

Technology Integration:

ECHS teachers use either AP Classroom and/or CANVAS since Midland College professors require our students to use it as their platform for assignments and grades. Midland ISD and Midland College both do great at providing all of the tools and software needed to ensure student success. Each ECHS student will have two separate emails from each organization.

Since ECHS students are enrolled as Midland College students, they receive additional support from Midland College that is equally provided for their traditional students.

School Processes & Programs Strengths

Teachers and administrative staff are diligent about ensuring their students receive instruction aligned with state TEKS and follow a YAG. Teachers use their scheduled PLC time to develop learning targets for students and track their progress. They share the data with each student and make them accountable for their own progress.

We currently have support classes for students that were not successful on STAAR /EOC/ TSIA. Our College/Career Path teachers also help monitor student grades and students with missing assignments. We have meetings with parents at the end of the six weeks if we see students struggling and schedule them in for mandatory tutorials..

We added rewards for perfect attendance and Core Value winners. This also contributes to low discipline issues and adds to a positive culture.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Parents and students do not understand that TEA regulates the attendance policy and the importance of content missed by missing school. **Root Cause:** Parents believe that absences are only a problem if they are unexcused. Missing school does not affect learning. Parents and students do not fully understand the impact on academic success.

Perceptions

Perceptions Summary

MISD uses K12 Insight to administer surveys to students, parents, and staff throughout the school year.

Parents/Guardians

Lowest Ranking Items:

1. (31% Disagree) The school offers a variety of courses and co-curricular/extracurricular activities.
2. (31% Disagree) This school provides opportunities for its community (family, staff, and students) to provide input on how to improve the school environment/experience.

Highest Ranking Items:

1. (100% Agree) The school is clean and well-maintained.
2. (94% Agree) Teachers set high expectations for all students.

Secondary Students

Lowest Ranking Items:

1. (38% Disagree) The school offers a variety of courses and co-curricular/extracurricular activities.
2. (38% Disagree) Teachers successfully show students how lessons relate to life outside of school.

Highest Ranking Items:

1. (97% Agree) Teachers set high expectations for all students.
2. (95% Agree) Students are academically challenged by their schoolwork.

Campus-based Staff

Lowest Ranking Items:

1. (20% Disagree) Students treat staff members with respect.
2. (20% Disagree) Students treat each other with respect.

Highest Ranking Items:

1. (100% Agree) This school is a supportive place for students to learn.
2. (100% Agree) This school is an inviting place for students to learn.

Perceptions Strengths

Overall from all stakeholders ECHS does provide academic support, student support, and we provide a safe and secure environment,.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 25% of Parents/Guardians Strongly Disagree or Disagree that this school provides opportunities for its community (families, staff, and students) to provide input on how to improve the school environment/experience. **Root Cause:** ECHS students' schedules are extremely tight with very little flexibility due to them attending various college courses on campus and being on various pathways.

Priority Problem Statements

Problem Statement 1: 40% of 9th and 16% of 10th graders have not passed the TSIA 2 Math assessment.

Root Cause 1: Students have not mastered core standards in TSIA math before testing. Some content has not been introduced in Alg.1.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 19% of 9th and 1% of 10th graders have not passed the TSIA 2 Reading assessment.

Root Cause 2: Lexile below grade level. Vocabulary is also below grade level. Students struggle with inference and context clues.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The percentage of students earning D's in high school or college classes at the end of semester 1 is 26%--12th grade, 19%--11th grade, and 6%--12th grade. The percentage of students earning F's in high school or college classes at the end of semester 1 is 11%--12th grade, 6%--11th grade, and 2%--10th grade.

Root Cause 3: Student attendance in college classes and college grades had not been able to be monitored.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Parents and students do not understand that TEA regulates the attendance policy and the importance of content missed by missing school.

Root Cause 4: Parents believe that absences are only a problem if they are unexcused. Missing school does not affect learning. Parents and students do not fully understand the impact on academic success.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: 25% of Parents/Guardians Strongly Disagree or Disagree that this school provides opportunities for its community (families, staff, and students) to provide input on how to improve the school environment/experience.

Root Cause 5: ECHS students' schedules are extremely tight with very little flexibility due to them attending various college courses on campus and being on various pathways.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: Board Goal: 3

The percentage of English I and II students who MEET OR EXCEED their Reading Language Arts STAAR Annual Growth will increase from an average of 78% to 88% by 2028.

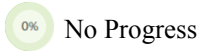
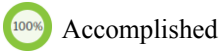
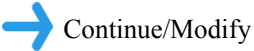
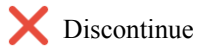
Performance Objective 1: The percentage of English I students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from 68% to 73% by 2025.

The percentage of English II students who meet or exceed their Reading annual growth goals on the NWEA MAP assessment will increase from 88% to 89% by 2025.

Evaluation Data Sources: NWEA MAP, Interim assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: ECHS will create a schedule that allows PLCs to have frequent and recurring data meetings led and supported by the Instructional Coach.</p> <p>Strategy's Expected Result/Impact: Increase in teacher efficacy and student performance.</p> <p>Staff Responsible for Monitoring: Instructional Staff, Instructional Coaches, and Administration</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Coaches - 211 Title 1 - \$3,800</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Students with learning gaps will be placed in an English EOC intervention class.</p> <p>Strategy's Expected Result/Impact: Students scoring at the Meets or higher performance level on English I and II EOC will increase.</p> <p>Staff Responsible for Monitoring: English teachers, Administration</p> <p>Title I: 2.4, 2.6</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: Instructional Equipment and Resources - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: 19% of 9th and 1% of 10th graders have not passed the TSIA 2 Reading assessment. Root Cause: Lexile below grade level. Vocabulary is also below grade level. Students struggle with inference and context clues.</p>


Goal 2: Board Goal: 4


The percentage of Algebra 1 students who MEET or EXCEED their Math STAAR Annual Growth will increase from 97% to 100% by 2028.


Performance Objective 1: The percentage of Algebra I students who meet or exceed their Math annual growth goals on the NWEA MAP assessment will increase from 97% to 98% by 2025

Evaluation Data Sources: NWEA MAP, Interim Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: ECHS will create a schedule that allows PLCs to have frequent and recurring data meetings led and supported by the Instructional Coach.</p> <p>Strategy's Expected Result/Impact: Increase in teacher efficacy and student performance.</p> <p>Staff Responsible for Monitoring: Instructional Staff, Instructional Coaches, and Administration</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Coaches - 211 Title 1 - \$3,800</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students with learning gaps will be placed in an Algebra 1 EOC intervention class.</p> <p>Strategy's Expected Result/Impact: Students scoring at the Meets or higher performance level on Algebra I EOC will increase.</p> <p>Staff Responsible for Monitoring: English teachers, Instructional Coach, Administration</p> <p>Title I: 2.4, 2.6</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 1</p> <p>Funding Sources: Instructional Equipment and Resources - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: 40% of 9th and 16% of 10th graders have not passed the TSIA 2 Math assessment. **Root Cause:** Students have not mastered core standards in TSIA math before testing. Some content has not been introduced in Alg. 1.





Goal 3: Board Goal: 5

The percentage of the graduating class MEETING one or more CCMR indicators will remain at 100% through the year 2028.

Performance Objective 1: The percentage of students earning 6 or more credits by the end of their first year in high school will increase from 90% to 92% by 2025.

The percentage of students in their second year of high school earning 6 or more credits will increase from 90% to 92% by 2025.

Evaluation Data Sources: High School and Midland College credits are reflected on transcripts, 6-week high school report cards, 16-week college grades, and credit recovery data.

Strategy 1 Details	Reviews			
<p>Strategy 1: All core instructional staff and Instructional Coaches will create and assign credit recovery for the first six-week period of the semester. In addition, summer school credit recovery will be provided.</p> <p>Strategy's Expected Result/Impact: 9th and 10th graders earning 6 or more credits will increase.</p> <p>Staff Responsible for Monitoring: Faculty and staff, Instructional Coaches, Counselor, and Administration</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Board Goal: 5

The percentage of the graduating class MEETING one or more CCMR indicators will remain at 100% through the year 2028.

Performance Objective 2: The number of students that complete an associate's degree will increase from 87.7% (Class of 2022) to 90% (Class of 2023) by 2025.

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus administrative staff will create attendance incentives and implement attendance interventions as needed.</p> <p>Strategy's Expected Result/Impact: Increase in attendance rates for high school and college courses.</p> <p>Staff Responsible for Monitoring: Campus administrative staff, Instructional Coaches, and Administration.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Printed Materials for Parents - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Career to Path teachers will schedule and conduct probationary meetings with their grade-level students who fail a high school course or get a D or F in a college class.</p> <p>Strategy's Expected Result/Impact: Students will pass their courses and obtain the appropriate credits.</p> <p>Staff Responsible for Monitoring: Path teachers, Instructional Coaches, Teachers, and Administrators.</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p> <p>Funding Sources: Instructional Materials - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 3: The percentage of students earning D's in high school or college classes at the end of semester 1 is 26%--12th grade, 19%--11th grade, and 6%--12th grade. The percentage of students earning F's in high school or college classes at the end of semester 1 is 11%--12th grade, 6%--11th grade, and 2%--10th grade. **Root Cause:** Student attendance in college classes and college grades had not been able to be monitored.

School Processes & Programs

Problem Statement 1: Parents and students do not understand that TEA regulates the attendance policy and the importance of content missed by missing school. **Root Cause:** Parents believe that absences are only a problem if they are unexcused. Missing school does not affect learning. Parents and students do not fully understand the impact on academic success.

Goal 3: Board Goal: 5


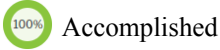
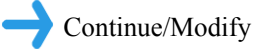

The percentage of the graduating class MEETING one or more CCMR indicators will remain at 100% through the year 2028.

Performance Objective 3: The number of students that meet TSI criteria on BOTH reading and math on SAT, ACT, TSIA2, STAAR, or College Bridge/Prep course will increase from 98.6% (Class of 2022) to 100% (Class of 2023) by 2025.

Evaluation Data Sources: TSIA reports, SAT score reports, and EOC requirements.

Strategy 1 Details	Reviews			
<p>Strategy 1: All core instructional staff and Instructional Coaches will plan, create, and organize a two-day TSIA Summer Bridge program for incoming freshmen.</p> <p>Strategy's Expected Result/Impact: The percentage of incoming freshmen students who pass the TSIA test will increase.</p> <p>Staff Responsible for Monitoring: Faculty and staff, Instructional Coaches, Counselor, Ambassadors, and Administration.</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Materials and Printed Materials - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: All incoming freshmen who did not pass the Summer Bridge TSIA reading will be scheduled for a TSIA support class for reading/writing.</p> <p>Strategy's Expected Result/Impact: An increase in freshmen students passing the TSIA assessments will also increase.</p> <p>Staff Responsible for Monitoring: TSIA teachers, Instructional Coaches, Counselor, and Administration.</p> <p>Title I: 2.5, 2.6</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: Curriculum Resources - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Performance Objective 3 Problem Statements:





Student Learning
<p>Problem Statement 2: 19% of 9th and 1% of 10th graders have not passed the TSIA 2 Reading assessment. Root Cause: Lexile below grade level. Vocabulary is also below grade level. Students struggle with inference and context clues.</p>

Goal 3: Board Goal: 5

The percentage of the graduating class MEETING one or more CCMR indicators will remain at 100% through the year 2028.

Performance Objective 4: The number of students that score a 3 or higher on an AP exam will increase from 21.9% (Class of 2022) to 24% (Class of 2023) by 2025.

Evaluation Data Sources: AP score reports and mock exams.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will use data from their mock exams and district pre-tests to identify areas of concern and develop after-school support.</p> <p>Strategy's Expected Result/Impact: Increase in students obtaining a score of 3 or Higher on their AP exams.</p> <p>Staff Responsible for Monitoring: AP teachers, Instructional Coaches, and Administration.</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Board Goal: 5

The percentage of the graduating class MEETING one or more CCMR indicators will remain at 100% through the year 2028.


Performance Objective 5: The four-year longitudinal graduation rate will remain 100% (Class of 2022) to (Class of 2023) by 2025.

High Priority


HB3 Goal

Evaluation Data Sources: Students completing a high school diploma.

Strategy 1 Details	Reviews			
<p>Strategy 1: All core instructional staff and coaches will create and assign credit recovery for the first six weeks of the semester. Students will also have the opportunity to recover credits during Summer Learning opportunities.</p> <p>Strategy's Expected Result/Impact: 9th graders will earn six or more credits and be on track to obtain all high school credits for graduation.</p> <p>Staff Responsible for Monitoring: Instructional Staff, Instructional Coaches, and Administration.</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Supplemental Instructional Materials - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: College to Career Path teachers will schedule Probationary meetings with students, teachers, parents, and administrators to place students in mandatory after school tutorials if they fail a six-week grading period or a college class.</p> <p>Strategy's Expected Result/Impact: Students will be successful in their classes and obtain credits with tutorial support.</p> <p>Staff Responsible for Monitoring: Path teachers, teachers, parents, administrators.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 5 Problem Statements:





Student Learning

Problem Statement 3: The percentage of students earning D's in high school or college classes at the end of semester 1 is 26%--12th grade, 19%--11th grade, and 6%--12th grade. The percentage of students earning F's in high school or college classes at the end of semester 1 is 11%--12th grade, 6%--11th grade, and 2%--10th grade. **Root Cause:** Student attendance in college classes and college grades had not been able to be monitored.

Goal 4: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

Performance Objective 1: Strengthen instructional practices to improve student academic performance across all grades, cultivating a culture of continuous improvement.

Evaluation Data Sources: Accountability Ratings





Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will attend professional development throughout the school year and summertime. Strategy's Expected Result/Impact: Student outcomes will improve as teachers utilize new learning in the classroom. Staff Responsible for Monitoring: Teachers, Staff, Instructional Coaches, and Administration.</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

Performance Objective 2: 100% of PLCs will use student data effectively to inform instructional decisions and personalize learning experiences. PLCs will analyze assessment data, identify student needs and learning gaps, and develop targeted interventions and enrichment activities to support student growth and achievement.

Evaluation Data Sources: PLCs will demonstrate the ability to analyze assessment data, identify student needs and learning gaps, and develop targeted interventions and enrichment activities that are tailored to individual student needs. This personalized approach to instruction will support student growth and achievement, leading to improved academic outcomes and increased student engagement and success.

PLC data scorecards will show improvement. Student Achievement.





Strategy 1 Details	Reviews			
<p>Strategy 1: All core content teachers will have common PLC times to work with their departments to share instructional strategies, disaggregate data, or provide peer feedback.</p> <p>Strategy's Expected Result/Impact: Continuous improvement in teacher instruction will improve student outcomes.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Administration.</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

Performance Objective 3: Research, plan and implement new school safety infrastructure, facility updates and transportation operations that maximize instructional time.

High Priority

Evaluation Data Sources: Students will experience a safer and more conducive learning environment, with increased opportunities for uninterrupted instruction and academic engagement.

Strategy 1 Details	Reviews			
<p>Strategy 1: ECHS Leadership Team will train all staff in the safety processes and procedures, make revisions for continued improvements, and collaborate with Midland College to ensure our protocols align with their staff and facility.</p> <p>Strategy's Expected Result/Impact: Staff and students will know the most updated protocols for safety drills and emergencies.</p> <p>Staff Responsible for Monitoring: Midland College students, Instructional Coaches, Counselor, and Administration.</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: Instructional Coaches - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				


Goal 4: Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.


Performance Objective 4: 100% of the district's safety policies will be implemented.


High Priority


Evaluation Data Sources: Safety drills and Audits.

Strategy 1 Details	Reviews			
<p>Strategy 1: ECHS will schedule and execute all emergency management drills, evaluate and review the efficiency and effectiveness, and consult with Midland College and Midland ISD for updates.</p> <p>Strategy's Expected Result/Impact: All stakeholders will proactively monitor students and situations in accordance with Texas School Safety recommendations.</p> <p>Staff Responsible for Monitoring: Teachers and Staff, Counselor, Midland College and Midland ISD police dispatcher, and Administration.</p> <p>Title I: 2.5</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Feb	Apr	June

 0% No Progress

 100% Accomplished

 Continue/Modify





 Discontinue

Goal 5: Through Growing & Developing Staff we will build retention and recruitment practices to promote professional growth that yields and rewards high-impact staff, improving student outcomes.

Performance Objective 1: Recruit & onboard highly-qualified staff that effectively serve all students and the broader community.

Evaluation Data Sources: Vacancy reports, District Accountability.

Strategy 1 Details	Reviews			
<p>Strategy 1: ECHS will regularly use social media to promote student and staff successes, demonstrate the opportunities our students and staff have to participate in clubs/organizations and celebrate our campus academic achievements.</p> <p>Strategy's Expected Result/Impact: An increase in highly qualified applicants will consider our school and district as a place of employment.</p> <p>Staff Responsible for Monitoring: Teachers, Staff, Students, Parents, Community, and Administration.</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Materials needed to set up an environment to host parent meetings. - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:


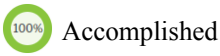
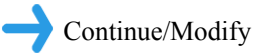

Perceptions
<p>Problem Statement 1: 25% of Parents/Guardians Strongly Disagree or Disagree that this school provides opportunities for its community (families, staff, and students) to provide input on how to improve the school environment/experience. Root Cause: ECHS students' schedules are extremely tight with very little flexibility due to them attending various college courses on campus and being on various pathways.</p>

Goal 5: Through Growing & Developing Staff we will build retention and recruitment practices to promote professional growth that yields and rewards high-impact staff, improving student outcomes.

Performance Objective 2: Develop and implement talent pipelines and professional learning for all staff with systems of support that cultivate continuous learning, staff recognition and incentives, enhance job satisfaction, promote staff retention, and foster a culture of growth, well-being, work-life balance and career progression.

Evaluation Data Sources: Pipeline data, and retention reports.

Strategy 1 Details	Reviews			
<p>Strategy 1: ECHS faculty and staff will be highlighted in the ECHS newsletters and social media, implementing innovative teaching strategies with their students in their content areas.</p> <p>Strategy's Expected Result/Impact: Increase the positive culture on our campus with a focus on celebrating teachers' planning and implementation of successful strategies.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Administration.</p> <p>Title I: 2.4</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>	Formative			Summative
	Nov	Feb	Apr	June










Goal 6: Through Engaging & Acting we will engage the entire Midland community through clear and actionable communication that cultivates trust and partnership.

Performance Objective 1: Promote proactive and transparent data sharing and improve communication practices, ensuring clear follow-up and promoting a culture of openness and accountability.

Evaluation Data Sources: Committing to timely responses and transparent reporting of feedback outcomes holds the district accountable for addressing stakeholder concerns and implementing suggested improvements. This accountability reinforces trust in the district's leadership and ensures that actions are taken to address identified needs.

Strategy 1 Details	Reviews			
<p>Strategy 1: ECHS will host events throughout the school year, such as: informational meetings, student-led conferences, and various clubs/organizational activities. In addition, campus information will be sent to stakeholders through monthly newsletters.</p> <p>Strategy's Expected Result/Impact: Increase in parent participation at events, parent communication, and well-informed decisions on their child's education.</p> <p>Staff Responsible for Monitoring: Teachers, Staff, Instructional Coaches, Counselor, and Administration.</p> <p>Title I: 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Materials to create Student Informational Folders - 211 Title 1</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: 25% of Parents/Guardians Strongly Disagree or Disagree that this school provides opportunities for its community (families, staff, and students) to provide input on how to improve the school environment/experience. Root Cause: ECHS students' schedules are extremely tight with very little flexibility due to them attending various college courses on campus and being on various pathways.</p>

Campus Funding Summary

211 Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Coaches		\$3,800.00
1	1	2	Instructional Equipment and Resources		\$0.00
2	1	1	Instructional Coaches		\$3,800.00
2	1	2	Instructional Equipment and Resources		\$0.00
3	2	1	Printed Materials for Parents		\$0.00
3	2	2	Instructional Materials		\$0.00
3	3	1	Instructional Materials and Printed Materials		\$0.00
3	3	2	Curriculum Resources		\$0.00
3	5	1	Supplemental Instructional Materials		\$0.00
4	3	1	Instructional Coaches		\$0.00
5	1	1	Materials needed to set up an environment to host parent meetings.		\$0.00
6	1	1	Materials to create Student Informational Folders		\$0.00
Sub-Total					\$7,600.00
Budgeted Fund Source Amount					\$33,709.00
+/- Difference					\$26,109.00
Grand Total Budgeted					\$33,709.00
Grand Total Spent					\$7,600.00
+/- Difference					\$26,109.00