

Dallas Independent School District

090-Dr. Wright L. Lassiter Jr Early College High School

2024-2025 Campus Improvement Plan



Mission Statement

All students will earn an associate degree.

Vision

Transforming lives and communities through higher education.

Value Statement

Character | Community | Higher Education

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Lassiter Early College High School (ECHS) strives to recruit and enroll students who are historically underrepresented. The targeted student (Benchmark 3.1) sub-population vastly recruited by Lassiter ECHS are: first-generation college students, students categorized with a low socioeconomic status, At-risk learners, English Learners, and students with disabilities. Students are selected via a weighted lottery from the pool of students who meet the target population. This year Lassiter ECHS has increased the participation of our two campus counselors and promoted their presence on the campus of in-district and out-of-district middle schools. Lassiter's students and staff members take pride in the legacy that has been created and showcase this pride by continuing to maintain a 100% high school graduation rate and a 100% associate's degree attainment. Helping students achieve their academic goals is a shared vision embedded in the heart of Lassiter culture. Currently, Lassiter staff members are comprised of a head principal, an assistant principal, a dean of operations, two counselors, one coordinator, one office manager, a data register, a financial clerk/ parent liaison, one nurse, one teacher assistant, and 12 teachers. Lassiter started the school year with 13 teachers but lost one Science teacher during the first semester of school and will retire a Veteran Math teacher at the end of the school year. Lassiter will however hire three new teachers for the upcoming school year to supplement the loss of staff members. All teachers have at least a minimum of four years experience at Lassiter ECHS. The principal has 2 years experience at Lassiter ECHS. The assistant principal has 9 years experience at Lassiter ECHS.

We currently have five dual-credit credentialed faculty members who teach EDUC-1300, ENGL-1301/1302, SPAN -1411/1412, HIST-1301/1302, Humanities 1302, and Art Appreciation. We also have a faculty member working on completing credentials to teach Humanities 1301 for the 2024-2025 school year. We have an adequate number of teachers to be able to provide our students with a quality academic experience. We need a dual credit teacher, we create job posts for a candidate who possesses a master's degree.

Lassiter current student demographics can be found below (pulled from MyDataPortal).

Grade	Ethnicity (%)								
	All	White	African American	Hispanic	American Indian	Asian	Hawaiian	Multi-Race	Not Reported
09	71	0 (0.0)	9 (12.7)	60 (84.5)	1 (1.4)	0 (0.0)	0 (0.0)	1 (1.4)	0 (0.0)
10	78	1 (1.3)	4 (5.1)	73 (93.6)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
11	67	0 (0.0)	6 (9.0)	60 (89.6)	0 (0.0)	1 (1.5)	0 (0.0)	0 (0.0)	0 (0.0)
12	65	0 (0.0)	3 (4.6)	61 (93.8)	0 (0.0)	0 (0.0)	0 (0.0)	1 (1.5)	0 (0.0)
All	281	1 (0.4)	22 (7.8)	254 (90.4)	1 (0.4)	1 (0.4)	0 (0.0)	2 (0.7)	0 (0.0)

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Grade	Gender (%)	
	Male	Female
09	31 (43.7)	40 (56.3)
10	22 (47.2)	24 (52.8)
11	23 (47.7)	25 (52.3)
12	23 (47.7)	25 (52.3)
All	100 (47.7)	109 (52.3)

10	33 (42.3)	42 (51.1)
11	25 (37.3)	42 (62.7)
12	21 (32.3)	44 (67.7)
All	110 (39.1)	171 (60.9)

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EB (%)							
Grade	EB Total	BE	ESL	Shelt	Den	Not Serv	EB SPED
09	33	2 (6.1)	31 (93.9)	18 (54.5)	0 (0.0)	0 (0.0)	1 (3.0)
10	35	4 (11.4)	29 (82.9)	18 (51.4)	2 (5.7)	0 (0.0)	0 (0.0)
11	30	1 (3.3)	26 (86.7)	22 (73.3)	3 (10.0)	0 (0.0)	0 (0.0)
12	14	0 (0.0)	9 (64.3)	6 (42.9)	5 (35.7)	0 (0.0)	0 (0.0)
All	112	7 (6.2)	95 (84.8)	64 (57.1)	10 (8.9)	0 (0.0)	1 (0.9)

EB Total includes students whose EB program information is missing.
Students enrolled in sheltered English/language arts courses ("Shelt") are not included in the counts for bilingual education ("BE") or ESL.

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Others (%)					
Grade	BE not EB	EB Exit	Special Education	TAG	Economically Disadvantaged
09	0 (0.0)	1 (1.4)	2 (2.8)	30 (42.3)	55 (77.5)
10	0 (0.0)	6 (7.7)	0 (0.0)	39 (50.0)	70 (89.7)
11	0 (0.0)	5 (7.5)	0 (0.0)	26 (38.8)	51 (76.1)
12	0 (0.0)	17 (26.2)	0 (0.0)	23 (35.4)	57 (87.7)
All	0 (0.0)	29 (10.3)	2 (0.7)	118 (42.0)	233 (82.9)

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Demographics Strengths

Historically, Lassiter has lagged behind in male enrollment but has managed to enroll 31 male students increasing the total male population to 110 vs. the total female population of 170. This year's new cohort also enrolled holding the highest percentage of African American students at 12.7% between all four campus grade levels: with a total sub-population of 22. Lassiter is attaining high graduation numbers with less than half of the students identified as (42%) TAG students. Two hundred and thirty-three students are classified as Economically Disadvantaged and are performing as expected. Although our school primarily serves economically disadvantaged students, we perform above average of other schools that cater to magnet programs.

Problem Statements Identifying Demographics Needs

Problem Statement 1: How can we ensure that our students are nationally ranked with competitive SAT scores? **Root Cause:** SAT courses need to be restructured on when it is offered and reexamine which grade levels need to take the course

Problem Statement 2 (Prioritized): Creating a culture that naturally elicits more parent communication, support, and involvement **Root Cause:** Hosting more events that are appealing to families, parents, students. Creating a parent/student weekly newsletter.

Problem Statement 3: How can we ensure that all students pass Reading, Writing and Math sections of TSIA 2 before Senior year? **Root Cause:** Not strategically exposing students to interventions starting 9th grade year. Create a plan for tutoring sessions with TSIA 2 curriculum.

Problem Statement 4: The number of African American and male students continues to be lower than 11% of the district average. **Root Cause:** With other ECHS options closer to their home neighborhood, intentional recruitment and engagement opportunities for more communities need to be provided.

Student Learning

Student Learning Summary

Data Source: ACP, EOC, SAT, PowerBI/Dallas College grade reporting

The 2023-2024 STAAR EOC data from the December and May administrations reveal the following information: English I 99% Approaches (passing), 93% Meets, 36% Masters performance; English II 100% Approaches, 99% Meets, 22% Masters performance; Biology 99% Approaches, 72% Meets, 31% Masters performance; Algebra I 90% Approaches (passing), 35% Meets, 15% Masters performance; and US History 100% Approaches (passing), 100% Meets, 89% Masters performance.

Average Written Composition scores for English I: Not available at the time of creating this CNA. However, writing scores on the EOC's have not been a concern and remain above the district average.

ACP results remain above District average in all tested subjects for both passing rate and average scale score.

SAT Composite Score (Critical Reading & Math): 86% of the Class of 2024 met the reading benchmark by scoring a 538 or above and 47% met the math benchmark by scoring a 527 or above. The 2024 student average composite score is 1065. The average SAT score of co-hart 2025 is 1097.

96% of students remained academically eligible in their dual credit courses (up from 91% in previous year). As a result, 4 students were placed on Academic Suspension from Dallas College and no longer eligible to enroll in college classes until the Fall semester. In the first year of the Class of 2024 cohort, 2 of the students were exited from the Lassiter ECHS program due to academic reasons. In the first three years of the Class of 2024 cohort, 2 students have been exited from the Lassiter ECHS program for academic reasons. This represents 4% of the original cohort.

100% (65/65) of the Class of 2024 earned their Associate Degree by the end of the Spring semester.

Areas of Need

The greatest areas of need are Algebra 1, English I, English 2, and Biology EOC Masters performance level. Algebra 1 earned a Master level of 3%, English 1 earned a Master level of 36%, English II earned 22% Master and Biology earned 31% Master. According to Historical data all areas are lower in terms of relative performance. Also, 4 students failed to meet the EOC Approaches Metric.

Students should be encouraged to score a Math SAT average score of 600 and above and 500 or above in the Reading section of the SAT.

TSIA 2 - All of the class of 2024 met TSIA requirements. Currently, only 24 students, grades 9-11 need to pass only one section of the TSIA. Compared to past attendance data there has been an increase in students missing school more frequently. Also, the number of failed courses has doubled since last year's data was reported.

Student Learning Strengths

99.7% of students passed the EOC at the Approaches level (up from 99%) for the 2022-2023 administrations. 93% of students passed the EOC at the Meets level. 51% of the students passed the EOC at the Masters level. This is well above the district average. EOC results indicate that all students (Ethnicity, ED, At Risk) are performing at the top levels with no performance gaps. College Readiness remains well above the district average.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): A decrease in student performance at the Masters level on ALG1 AND BIO EOC test. **Root Cause:** Content teachers lack focus on vertical alignment concepts, structured PLC procedures that result in engaging activities, team collaboration and support, and how to delegate tasks evenly between teammates.

Problem Statement 2: Freshmen are not 100% TSI Reading/Writing met and sophomores are entering junior year not 100% TSI Math met. **Root Cause:** Improve first instruction aligned to college readiness standards. Provide the best first instruction from day one partnered with a strategic testing plan. Allow teachers to embed SAT strategies

Problem Statement 3: How can we ensure that our students out rank competitors with competitive SAT scores **Root Cause:** SAT courses need to be restructured on when it is offered and reexamine which grade levels need to take the course

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction, and Assessment

Data Source -STAAR, Benchmarks, ACPs, EOC

For the 2023-2024 school year Lassiter started the school year with all 14 teaching positions filled but lost a dual credit Science teacher in January. DCCCD supplied two professors; a dual credit biology professor and a dual credit environmental professor to fill the position. This arrangement allowed Lassiter students to remain in dual credit and AP science classes. Lassiter staff members pulled together to compensate for the unfilled position and helped cover the advisory class and progress monitoring of the dual credit/ AP students. At the end of the 2023-2024 school year, 13 of the 14 teachers received an average SPOT observation rating of 2.0 or higher on Lesson Objectives, Demonstrations of Learning, Purposeful Instruction, and Student Engagement in Rigorous Activities. For the 2023-2024 school year, observation data shows faltering scores falling slightly below 2.0 in the area of Mastery. Teachers were challenged this year with new goals focused on both campus and departmental Mastery scores. Our campus goal is 2.0 in all areas. Lassiter ECHS uses the Dallas ISD-adopted curriculum. For Advanced Placement courses, a combination of Dallas ISD recommended resources and AP College Board resources are used. The teachers use the approved Dallas College El Centro Curriculum for the Dual Credit courses.

Lassiter ECHS supports its incoming 9th-grade students with a one-week Summer Bridge program that will take place in July. During this program, students are given the chance to take pride and help build the culture of their new campus by reporting to campus for a week to learn the ins and outs of campus protocols, learn about the daily life of Lassiter students is during the school day, meet their teachers, and are prepped for the TSIA-2 Reading and Writing exams. Students who do not pass the TSIA-2 Reading test during the summer and will need additional TSI support receive differentiated intervention throughout the school year. The mandatory advisory period is used for in-class study hall twice per week, progress monitoring as well as preset curriculum on improving academic behaviors such as time management, self-monitoring of progress, stress management, academic progress checks (HS and College), etc. Teachers have been trained on a new system on how to check students' high school and college grades. This system is new to students and teachers but has provided one system for the entire campus to use. Juniors and seniors are encouraged to meet with the College Access Provider (CAP) via Education is Freedom. The EIF liaison works with students on college applications (Apply Texas, Common App), scholarship opportunities, and FASFA/TASFA completion.

Currently, 13 teachers remain at Lassiter ECHS. Historically, teacher retention has been high. During the teacher mid-year conferences, all teachers indicated that they plan on returning. However, two teachers will not be returning for the 2024-2025 school year. Joining the team for the 2024-2025 school year will be teachers who will be coming from an in-district middle school, one will serve as an intervention specialist and one will serve as a math teacher for AP precalculus and Algebra 2 math classes. We will also add a novice teacher who will serve as the facilitator for the senior environmental science class and will be a senior progress monitor. 31% of our teachers have one to five years of experience, 6% have at least six to ten years of experience, 38% have eleven to twenty years of experience, and 25% have more than twenty years of experience. The administration attends job fairs as needed to interview and recommend highly qualified teachers for vacancies when they occur. The administration provides new hires with the school's historical data (MyDataPortal/School Report Card/Campus Data Packet), philosophy, vision, and mission during the orientation process. Lassiter ECHS is a two-time recipient of the National Blue Ribbon Schools award and has an excellent academic record which enables the campus to attract and retain highly qualified applicants.

Areas of needs

TSIA-2 Math results, EOC mastery results, and student math grades indicate a need to address math gaps. More math minutes are needed to be built into the master schedule. EOC Mastery results for all EOC tested contents indicate a need for teachers to focus on vertical alignment, campus, and departmental/ grade common campus strategies, to increase the level of processing skills across contents and grade levels. This year teachers were challenged with working together when planning and during the implementation of instructional delivery. This year the instructional lead teachers within each content planned, facilitated, and provided ongoing teacher support through instructional planning and professional development. Teacher leads were charged with the task of supporting the development of CIF/instructional framework and ensuring schoolwide coherence; as well as serving on CILT.

School Context and Organization

Data Source: master schedules, student and parent feedback, counselor records, on-track records

Lassiter ECHS is on an accelerated schedule following four nine-week cycles (quarters). The official high school hours are 8:30 am- 3:20 pm. 9th-grade students are expected to arrive on campus by 8:00 am every day and to check into their assigned area daily. 10th-12th grade students are expected to report to class during 2nd per at 9:20 am or to their college class if earlier than suggested times.

Lassiter ECHS leadership consists of one principal, one assistant principal, and two counselors. Lassiter ECHS has 13 teachers (5 of which teach dual credit college classes), and 3 administrative staff members/clerks.

Lassiter ECHS leases classroom space from Dallas College El Centro. These classrooms are equipped with modern technology (internet access, document cameras, projectors, etc.) Lassiter has 3 Computers on Wheels (COWs) for teacher use during classroom instruction and for student use during independent study time (when needed), as well as Promethean boards in each classroom.

Areas of needs

The master schedule has changed for the 2023-2024 school year and has come with a new set of challenges. 2025 seniors will need to take both their 3rd and 4th year science class by December for ranking status. However, the class course schedule allows for students in their junior year to not encounter high levels of stress their junior year. There is an opportunity to increase structured support and decrease stress by adding additional staff members. The high degree of individualized degree plans, along with the high degree of pressure on students, indicates a need for 2 counselors.

Technology

Data Source: Inventory list, TIPWebIT

100% of students and faculty have a device.

Lassiter ECHS is dependent on Dallas College wifi and must VPN to access Dallas ISD Oracle and Chancery systems while in the main building. The LECHS administrative area has a DISD wifi hot spot eliminating the need to VPN

Areas of needs

The campus needs DISD WIFI in the main building to better facilitate district platform access.

Every staff member plays a role in supporting student success and progress monitoring. Only faculty and some staff are provided a laptop, preventing some staff members from supporting students and families outside of school.

Staff Quality, Recruitment, and Retention

Data Source: 13 experienced teachers, TEI

There are 13.5 teachers at Lassiter ECHS. Teacher retention is high. During the teacher mid-year conferences, all teachers indicated that they plan on returning. For the current school year, the Alternative Certification Social Studies teacher will not be returning due to certification reasons. An experienced, Distinguished Teacher, has been hired for the Social

Studies position. 31% of our teachers have one to five years of teaching experience, 6% have at least six to ten years of experience, 38% have eleven to twenty years of experience, and 25% have more than twenty years of experience. The administration attends job fairs as needed to interview and recommend highly qualified teachers for vacancies when they occur. The administration provides new hires with the school's historical data (MyData Portal/School Report Card/Campus Data Packet), philosophy, vision, and mission during the orientation process. Lassiter ECHS is a two-time recipient of the National Blue Ribbon Schools award and has an excellent academic record which enables the campus to attract and retain highly qualified applicants.

Areas of needs

With our high level of experience, Lassiter lacks diversity in instructional delivery. Building a culture centered on growth and joy is a need.

School Processes & Programs Strengths

All teachers, with one exception, are performing at the Proficient 1 level or higher. There are currently 10 DTR teachers on campus. Student technology issues centering on availability in the past are no longer a concern. School processes are in place to ensure high academic achievement and low student discipline. The ECHS program is rated as "Mature" by the current TEA ECHS Consultant. Lassiter ECHS met the TEA ECHS Outcome-Based Measures at the Distinguished level.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Academic achievement data shows an increase of high school failure rate of 48 more students than the previous year. **Root Cause:** A need for an additional personnel, processes, and systems directly targeted as supporting student success.

Perceptions

Perceptions Summary

School Culture and Climate

Data Source: PowerSchool attendance reports, staff climate and culture survey, student surveys, discipline reports

Lassiter Early College is very intentional about the way that we do business. Currently we serve 281 students with over 90% of students being from under-represented populations in higher education (minority), economically disadvantaged, at risk, and first-generation college goers. Student attendance and progress monitoring are ways in which we are able to target students struggling academically, as well as students who have personal issues at home. Lassiter ECHS yearly attendance rate has dropped for the year.

Lassiter Early College does not have a high turnover rate and has only replaced two teachers in two years. The 2023-2024 Spring Campus Climate Survey is not available at the time of the CNA. 13 teachers are proud to serve our students on the Lassiter campus, and this is reflective in our 2023- 2024 Spring Student Survey. According to the results of the 2023 Student Survey, Classroom Climate , Rigorous Expectations, Pedagogical Effectiveness (90%), were the highest domains with Student Engagement , Teacher-Student Relationships being the weaker domains.

Lassiter ECHS has as total of 52 student discipline referrals for the current school year.

Areas of needs

While climate and culture results are not in yet, we know that 70% of teachers report the intention to return to the district if given a similar offer in another district. This is a key indicator we would like to see at 100% as it speaks to overall belief of, and love of, Lassiter.

Family and Community Involvement

Data source: Parent surveys, SBDM minutes and feedback, participation in community events

Parents do participate in our campus events- Fun Fridays, Holiday Tamale Night, Eagle Day Awards and Fall Festival , Thanksgiving potluck , Homecoming Dance, Black History program, Art Auction, Campus Talent Show , Senior Decision day and the Fall Carnival.

Parent survey results indicate a strong positive school perception among families with 94% of responses being positive.

Areas of needs

We do have an active PTO and SMDM board, however, the number of parents involved on our campus on a regular basis is limited to the same 8-10 parents due to the location of our school. We do not have a parking lot like traditional high schools and parking and driving downtown is often a challenge for our parents. Parking is not free for our parents and presents as a challenge for our parents.

Parent surveys indicate a need to be more intentional when creating a welcoming campus environment. A parent focus group will be held to provide a community- buiding experence for all stakeholders. This will allow all stake- holders to take ownership, participation and agency when creating the how to guide on how to build a more welcoming campus culture and environment.

Perceptions Strengths

Student discipline issues are confined to typical teenage level 1 offenses, occasionally encountering one or two level 2/3 offenses.

While the number may be small, the parents who are involved are highly motivated.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parent Involvement is limited. **Root Cause:** Lack of intentional outreach and communication to drive parent interest in participation

Problem Statement 2 (Prioritized): Student, staff, and parent culture has grown but more improvements can be added **Root Cause:** Root Cause Lack of intentionality to provide experiences and incentives that create shared experiences that build an even stronger culture.

Problem Statement 3: Some parents report not knowing where to find information/resources and not knowing student progress or status. **Root Cause:** Root Cause Lack of intentional parent training/onboarding to platforms and systems

Priority Problem Statements

Problem Statement 1: A decrease in student performance at the Masters level on ALG1 AND BIO EOC test.

Root Cause 1: Content teachers lack focus on vertical alignment concepts, structured PLC procedures that result in engaging activities, team collaboration and support, and how to delegate tasks evenly between teammates.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Academic achievement data shows an increase of high school failure rate of 48 more students than the previous year.

Root Cause 2: A need for an additional personnel, processes, and systems directly targeted as supporting student success.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Creating a culture that naturally elicits more parent communication, support, and involvement

Root Cause 3: Hosting more events that are appealing to families, parents, students. Creating a parent/student weekly newsletter.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Parent Involvement is limited.

Root Cause 4: Lack of intentional outreach and communication to drive parent interest in participation

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Student, staff, and parent culture has grown but more improvements can be added

Root Cause 5: Root Cause Lack of intentionality to provide experiences and incentives that create shared experiences that build an even stronger culture.

Problem Statement 5 Areas: Perceptions

Goals





Goal 1: STUDENT OUTCOME GOAL: Student achievement on state assessments in all subjects in Domain 1 will increase from 46% to 58% by June 2025.

Performance Objective 1: 1. Student achievement on the EOC will earn a minimum of 96% meets level of performance and a combined 55% at masters.

High Priority

Evaluation Data Sources: District ACP exams, Fall 2023 and Spring 2024 STAAR EOC results

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will participate in structured PLC's focusing on student work to identify misconceptions and create next steps for instruction, intervention, and extension. Staff will identify their highly struggling students and track student progress. Horizontal and vertical alignment will ensure best practices are being shared and intervention and extensions are provided to all students. Supplies will be purchased as copy paper, markers, folders, binders, poster paper, poster ink, etc. to help students' instructional learning in all subjects.</p> <p>Strategy's Expected Result/Impact: High student achievement through quality instruction, data driven instruction, and student monitoring systems</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Coordinator, CILT department chairs</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: Instructional Materials - 211 - Title I, Part A - 211-11-6399-2R-090-2-30 - \$8,000</p>	Formative		
	Oct	Feb	June

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Close academic gaps through various means of support (personalized intervention contracts, before/after school tutoring, specialized schedule/enrollment, etc) within student groups (EL, ED, SPED, and at-risk) based on EOC and District ACP.</p> <p>Strategy's Expected Result/Impact: increased student achievement</p> <p>Staff Responsible for Monitoring: Coordinator, Assistant Principal</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 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative		
	Oct	Feb	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>			

Performance Objective 1 Problem Statements:





Student Learning
<p>Problem Statement 1: A decrease in student performance at the Masters level on ALG1 AND BIO EOC test. Root Cause: Content teachers lack focus on vertical alignment concepts, structured PLC procedures that result in engaging activities, team collaboration and support, and how to delegate tasks evenly between teammates.</p>
School Processes & Programs
<p>Problem Statement 1: Academic achievement data shows an increase of high school failure rate of 48 more students than the previous year. Root Cause: A need for an additional personnel, processes, and systems directly targeted as supporting student success.</p>

Goal 1: STUDENT OUTCOME GOAL: Student achievement on state assessments in all subjects in Domain 1 will increase from 46% to 58% by June 2025.

Performance Objective 2: Increase staff climate and culture surveys and student survey results by 15%.

High Priority

Evaluation Data Sources: Staff Climate and Culture Survey, Student Perception Survey

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement distributive leadership teams consisting of a Curriculum Alignment Team, School Climate Action Team, and Data analysis team in order to increase the level and quality of team experiences staff members have with one another. Teams will regularly review and monitor the progress of the CIP and provide feedback to the stakeholders.</p> <p>Strategy's Expected Result/Impact: Increased engagement, culture, and student achievement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Strategic Leadership Team Members</p> <p>Title I: 2.6, 4.1, 4.2</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: Perceptions 2</p>	Formative		
	Oct	Feb	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>			

Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 2: Student, staff, and parent culture has grown but more improvements can be added Root Cause: Root Cause Lack of intentionality to provide experiences and incentives that create shared experiences that build an even stronger culture.</p>

Goal 1: STUDENT OUTCOME GOAL: Student achievement on state assessments in all subjects in Domain 1 will increase from 46% to 58% by June 2025.





Performance Objective 3: The percent of families engaged in a minimum of two school-sponsored engagement events and 4 grade-level specific events will be 80%.

High Priority

Evaluation Data Sources: Event Sign-in

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Campus will make CIP available to parents and community in an understandable and uniform format and language. Plan4Learning and/or the District's Translation Department will provide translated plans, when needed.</p> <p>Strategy's Expected Result/Impact: improved community engagement and student achievement</p> <p>Staff Responsible for Monitoring: Strategic leadership team, parent liaison</p> <p>Title I: 4.1, 4.2</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: Demographics 2 - Perceptions 2</p>	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The committee will evaluate the strategies and action steps based on the timeline indicated in the plan and provide feedback to the campus staff, administrators and parents on a quarterly basis.</p> <p>Strategy's Expected Result/Impact: increased school culture and student achievement</p> <p>Staff Responsible for Monitoring: Principal, assistant principal, strategic leadership team</p> <p>Title I: 2.6, 4.2</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2 - Perceptions 2</p>	Formative		
	Oct	Feb	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Parent meetings, training, and activities are held on multiple days and times to ensure parents have the opportunity to be involved in their children's academic success. Pastries, coffee, snacks, and drinks will be purchased during SBDM, parent, and principal meetings. Supplies like copy paper, pens, parent board decorations, etc. will be bought for workshops with parents to connect the families to our community and school district.</p> <p>Strategy's Expected Result/Impact: Increased parent engagement, school culture, and student achievement</p> <p>Staff Responsible for Monitoring: Strategic leadership team, parent liaison</p> <p>Title I: 2.6, 4.2</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: - 211 - Title I, Part A - \$2,000</p>	Formative		
	Oct	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Implement system by which social media footprint is visible and enlarged in order to increase school to home communication, parental involvement and access to teachers through Twitter, Facebook, Instagram, including flexible parent nights to discuss STAAR data, Terra Nova, CIP progress.</p> <p>Strategy's Expected Result/Impact: Increased community engagement, school culture, and student achievement</p> <p>Staff Responsible for Monitoring: Strategic leadership team, parent liaison</p> <p>Title I: 2.6, 4.2</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2 - Perceptions 2</p>	Formative		
	Oct	Feb	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: The CIP committee will evaluate the strategies and action steps based on the timeline indicated in the plan and provide feedback to the campus staff, administrators and parents on a quarterly basis.</p> <p>Strategy's Expected Result/Impact: Increased engagement, culture, and student achievement</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Coordinator</p> <p>Title I: 2.6, 4.1, 4.2</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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Perceptions 2</p>	Formative		
	Oct	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: CIP is developed with the involvement of stakeholder committee members and parents are given the opportunity to review and revise the CIP in order to provide the best opportunities for the students.</p> <p>Strategy's Expected Result/Impact: Increased engagement and reach</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Coordinator</p> <p>Title I: 2.6, 4.1, 4.2</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 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 2 - Perceptions 2</p>	Formative		
	Oct	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 2: Creating a culture that naturally elicits more parent communication, support, and involvement Root Cause: Hosting more events that are appealing to families, parents, students. Creating a parent/student weekly newsletter.</p>

Perceptions





Problem Statement 2: Student, staff, and parent culture has grown but more improvements can be added **Root Cause:** Root Cause Lack of intentionality to provide experiences and incentives that create shared experiences that build an even stronger culture.

Goal 2: STUDENT OUTCOME GOAL: Student achievement on the third-grade state assessment in reading at the Meets performance level or above will increase from 40% to 56% by June 2025.

Performance Objective 1: English II EOC will score at 98% Meets level of performance and 40% Masters level on Spring 2024 EOC.

High Priority

Evaluation Data Sources: High student achievement through quality instruction, data driven instruction, and student monitoring systems.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Grade-level teachers will engage in high-quality professional development targeted at interdisciplinary literacy, Common Instructional Framework, and college board readiness standards delivered in the campus professional development learning cycle.</p> <p>Strategy's Expected Result/Impact: High student achievement through quality instruction, data driven instruction, and student monitoring systems.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Coordinator, CILT department chairs</p> <p>Title I: 2.4, 2.5, 2.6</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, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative		
	Oct	Feb	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>			

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: A decrease in student performance at the Masters level on ALG1 AND BIO EOC test. Root Cause: Content teachers lack focus on vertical alignment concepts, structured PLC procedures that result in engaging activities, team collaboration and support, and how to delegate tasks evenly between teammates.</p>

Goal 3: STUDENT OUTCOME GOAL: Student achievement on third-grade state assessment in mathematics at the Meets performance level or above shall increase from 42.3% to 56.0% by June 2025.

Goal 4: STUDENT OUTCOME GOAL: Middle-grade student achievement (grades 6-8) on state assessments in all subjects in Domain 1 will increase from 40% to 50% by June 2025.





Goal 5: STUDENT OUTCOME GOAL: The percent of graduates who are college, career, or military ready (CCMR) from Domain 1 will increase from 42% to 67% by June 2025.

Performance Objective 1: Percent of graduates enrolled in ECHS who earn 60 hours or attain an Associates degree will remain above 98% by Spring 2024.

High Priority

Evaluation Data Sources: Dallas College Advising Report

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Fund a second full-time counselor position for the 2023-2024 school year</p> <p>Strategy's Expected Result/Impact: 100% graduation rates for both high school and college</p> <p>Staff Responsible for Monitoring: Principal</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 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2 - School Processes & Programs 1</p>	Formative		
	Oct	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Partner with selected campus access provider to assist students in completing college applications, scholarship submissions, and college entrance exam preparation.</p> <p>Strategy's Expected Result/Impact: College acceptance and financial aid / scholarship completion for all students.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, CCAP Liaison</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative		
	Oct	Feb	June

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Students will be tracked systematically and provided targeted intervention instruction, both during and beyond the instructional day, along with incentives to participate.</p> <p>Strategy's Expected Result/Impact: High student achievement through high-quality instruction</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, Teachers</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1</p>	Formative		
	Oct	Feb	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>			

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: Creating a culture that naturally elicits more parent communication, support, and involvement Root Cause: Hosting more events that are appealing to families, parents, students. Creating a parent/student weekly newsletter.</p>
Student Learning
<p>Problem Statement 1: A decrease in student performance at the Masters level on ALG1 AND BIO EOC test. Root Cause: Content teachers lack focus on vertical alignment concepts, structured PLC procedures that result in engaging activities, team collaboration and support, and how to delegate tasks evenly between teammates.</p>
School Processes & Programs
<p>Problem Statement 1: Academic achievement data shows an increase of high school failure rate of 48 more students than the previous year. Root Cause: A need for an additional personnel, processes, and systems directly targeted as supporting student success.</p>

Campus Funding Summary

211 - Title I, Part A					
Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Materials	211-11-6399-2R-090-2-30	\$8,000.00
1	3	3			\$2,000.00
Sub-Total					\$10,000.00
Budgeted Fund Source Amount					\$2,000.00
+/- Difference					-\$8,000.00
Grand Total Budgeted					\$2,000.00
Grand Total Spent					\$10,000.00
+/- Difference					-\$8,000.00