

Galena Park Independent School District
Early College High School
2024-2025 Campus Improvement Plan



Board Approval Date: August 12, 2024

Mission Statement

Galena Park CTE Early College High School is committed to empowering students to develop and apply their skills in order to pursue knowledge and become productive college students as well as members of the global workforce.

Vision

To prepare students for the realities of the future through robust and rigorous course design.

Campus Profile

Galena Park Career Technical Education (CTE) Early College High School opened its doors in August 2015 to offer students from diverse backgrounds an opportunity to develop their technical skills and become mindful, productive citizens. Located on the north campus of San Jacinto College led by Dr. Jeff Hutchison for nine successful years, Early College High School has held six graduating classes, with 125 freshmen in its inaugural year. In collaboration with San Jacinto College, CTE Early College High School continues to offer students opportunities to achieve Associate Degrees and Certifications that place their students at the forefront of an ever-growing, competitive workforce.

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	6
School Processes & Programs	7
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	13
Goal 1: CTE ECHS will provide a safe, productive and healthy learning/working environment for students and staff.	13
Goal 2: CTE ECHS will provide information and opportunities to assist students in preparing for college, career, and military.	15
Goal 3: CTE ECHS will ensure student growth in the tested areas.	19
Goal 4: CTE ECHS will ensure students are provided quality enrichment/extracurricular programs and encourage their participation.	23
Goal 5: CTE ECHS will strive for 97% or higher student attendance and a 98% or higher staff attendance rate.	24
Goal 6: CTE ECHS will provide opportunities for parental/community engagement and business partnership.	27
Goal 7: CTE ECHS will ensure that high quality staff is employed.	33
Goal 8: CTE ECHS will provide superior operational services to best support students and staff success.	36
Title I	39
1.1: Comprehensive Needs Assessment	39
2.1: Campus Improvement Plan developed with appropriate stakeholders	39
2.2: Regular monitoring and revision	40
2.3: Available to parents and community in an understandable format and language	40
2.4: Opportunities for all children to meet State standards	40
2.5: Increased learning time and well-rounded education	40
2.6: Address needs of all students, particularly at-risk	41
3.1: Annually evaluate the schoolwide plan	41
4.1: Develop and distribute Parent and Family Engagement Policy	41
4.2: Offer flexible number of parent involvement meetings	41
Plan Notes	42
.....	46
GPISD CTE ECHS – CPAC/Faculty	46
Meeting Agenda	47
January 13, 2017	47
1:30	47
.....	48
GPISD CTE ECHS – CPAC/Faculty	48
Meeting Agenda	48
September 9, 2016	48

Comprehensive Needs Assessment

Revised/Approved: May 9, 2024

Demographics

Demographics Summary

As a campus of choice, Galena Park CTE Early College High School enrolls students through the use of a lottery system, where eligible students must attend one of the four middle schools in Galena Park ISD. Students choose the campus for the variety of programs available through a partnership with San Jacinto College. In May of 2024, CTE ECHS graduated its sixth cohort of students, with a graduation rate of 100%. Total enrollment for the campus in 2023-2024 was 476. Demographics for 2023-2024 consisted of Hispanic (92%), African-American (4%), Caucasian (1%), Asian (.05%), Mixed race (2%). All students (9-12) were enrolled in dual credit coursework during both semesters of the school year.

Demographics Strengths

Students attending CTE ECHS trade many of the aspects of a traditional high school for a college/career-driven curriculum provided in conjunction with San Jacinto College. Students can earn Associate Degrees, Technology Certificates, and Occupational Certificates during their 4-year enrollment, in a variety of programs. The graduating class of 2024 earned 51 Associate Degrees, 60 Certificates of Technology, and 1 Occupational Certificate. Parents are extremely supportive of their child's education while attending CTE ECHS, and business partners are excited to work with students while they are enrolled in school and after graduation.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Each year, a small percentage of students have difficulty transitioning from 8th grade to 9th grade, especially with college course requirements. **Root Cause:** CTE ECHS is still working with middle schools to create a robust transition program to address the varying needs of incoming 9th grade students. There is a district wide expectation that students who are selected to attend CTE ECHS will not struggle academically.

Problem Statement 2: Freshmen students may realize in the first semester that CTE ECHS was not the right choice for their academic and emotional goals. **Root Cause:** A few select students do not realize the rigor and requirements of being a dual credit student full time.

Student Learning

Student Learning Summary

Students enrolled at CTE Early College High School performed above expectations for year eight of the program. In the 2023-2024 school year, students were tested in five subjects (Algebra I, Biology, English I, English II, and US History) and achieved 93% and above in all subjects. There was an increased effort to improve Texas Success Initiative Assessment (TSIA) scores, specifically in juniors and seniors, due to Career and College Readiness School Models (CCRSM) Outcome Based measures (OBM) data, as well as San Jacinto College shared data. The campus saw a 26% increase in TSIA Math achievement and a 31% increase in TSIA Reading scores. The Class of 2024 had 67 of 114 total students who were designated "college ready" as a result of passing all parts of the TSIA exam.

EOC Results from 2023-2024:

	Appr.	Meets	Masters
Algebra I -	95	75	41
English I	94	86	29
English II	93	84	11
Biology	99	64	16
US History	98	79	47

Student Learning Strengths

An atmosphere of rigorous learning and increased achievement is present at GPISD CTE ECHS. Students challenge each other to perform at high levels on EOCs and the TSIA exam. Students also perform well in college-level coursework and exams. Members of the Class of 2024 performed well on college exams and national certification exams at the end of the spring semester. Technical trades such as welding, diesel technology, and the Medical Assisting program are becoming more popular at ECHS.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students identified as LEP or First Year Monitoring continue to struggle academically, specifically with writing. **Root Cause:** Students communicate more in their native language, making it difficult to write effectively in English.

Problem Statement 2: Students who have difficulty with college course work or are placed on Academic suspension by San Jacinto College can become frustrated and begin to miss school. **Root Cause:** Student may not be prepared for rigor of college coursework.

School Processes & Programs

School Processes & Programs Summary

CTE Early College High School experiences little attrition throughout the year, with only a few students requesting to return to their home campus. Students reported that they thoroughly enjoy the college experience and want to remain enrolled for all 4 years. Stakeholders enjoy the college atmosphere, as well as the small class sizes and the ability to get to know each student and teacher personally. ECHS provides ample opportunities for students to enjoy the college campus and enjoy social activities of their interest. All retention efforts for year one were highly successful.

All members of the ECHS staff were integral in the continued development and success of ECHS in year nine as a complete campus. Staff flexibility has ensured that students are content as well as the members of the San Jacinto College community, allowing for the school climate to be positive.

CTE Early College High School provides a strong curriculum and quality instruction to facilitate student learning and achievement. All ECHS students will be enrolled in one or more dual credit classes in partnership with San Jacinto College. ECHS will continue to offer a hybrid brand of Pre-AP coursework with evidence of differentiation for all levels of learners. Students receive assistance with both college and high school coursework when necessary. There exists a common, resounding, theme of success at CTE ECHS. The staff meets every Friday afternoon in a formal PLC setting to discuss strengths and needs. CTE ECHS officially has four graduating classes, with all students receiving numerous college hours, Associates Degrees, and Certificates of Technology.

School Processes & Programs Strengths

- Small enrollment numbers (476 in 2023-2024)
- Teachers and students forge good working relationships
- Teachers and staff collaborate and assist in the decision-making process with the Principal
- The College campus has many features not found on the traditional high school campus
- Students are identified as college students which allows for maturity levels to increase at a more rapid rate
- Current students took complete ownership of the new program

All students enrolled at ECHS receive instruction at the PreAP level (where applicable). Instruction is delivered by highly qualified, flexible teachers who are dedicated to the campus initiatives. Current classes offer a high level of rigor and expectation

- Attendance remains high and a strong point for ECHS
- Teachers are trained and implement Fundamental 5 and Kagan components in their classrooms as part of the daily routine
- Teachers receive support from district specialists in core subject areas, as well as PreAP and college readiness
- 67 seniors reached college-ready status as per the TSIA exam in the 2023-2024 school year

The community supports the program and is excited about the possibilities offered by ECHS and San Jacinto College. Galena Park ISD funds the entire program and there is no cost to families

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: School processes can be difficult depending on amount of assistance from San Jacinto College personnel and services. **Root Cause:** Specific college personnel still have difficulty accepting dual credit students sharing the college campus.

Perceptions

Perceptions Summary

CTE Early College High School has officially graduated its sixth cohort of students (Class of 2024), with graduates receiving numerous college hours, Associates Degrees, and Certificates of Technology. Members of CTE ECHS staff truly believe that students are capable of fulfilling the requirements of both high school graduation and college coursework that could lead to an industry certification. Parents and the community finally have to buy in and understand the true benefits of the campus. Recruitment has been fine-tuned over four years as the campus seeks students who are interested in pursuing industry certification that will lead to better-paying jobs for individuals upon high school graduation. At no cost to families, the support they give to the CTE ECHS is outstanding.

Perceptions Strengths

After six graduating classes and the successful recruitment of Cohort #10, community perception is strong for CTE ECHS. More parents are requesting information and attending the informative presentations offered throughout the year. CTE ECHS showcases the achievements of graduated seniors as proof that the program is strong and delivering as promised 9 years ago. ECHS continues to work in collaboration with its Institute of Higher Education (IHE) partner, San Jacinto College, on a full-time basis.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: A belief by some college personnel that dual credit opportunities are not for ALL students, only those with academic prowess. **Root Cause:** A traditional belief among certain college personnel that coursework is too rigorous for students who have not graduated from high school.

Priority Problem Statements

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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement 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
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- 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
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community 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
- Action research results
- Other additional data

Goals

Goal 1: CTE ECHS will provide a safe, productive and healthy learning/working environment for students and staff.

Performance Objective 1: Provide regular communication for students, parents and staff.

Evaluation Data Sources: Website, Remind 101, and social media outlets will guide communication with all stakeholders. Minutes from weekly faculty and CPAC meetings will be shared in English and Spanish, when needed.

Strategy 1 Details	Reviews			
Strategy 1: Train staff in emergency procedures. Strategy's Expected Result/Impact: Staff awareness of college protocol. Staff Responsible for Monitoring: Administrators San Jacinto College personnel	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
Strategy 2: Conduct annual Crisis Management training during August Staff Development. Strategy's Expected Result/Impact: Staff and student awareness. Counselor becomes key personnel with implementation. Staff Responsible for Monitoring: Administrators, Counselor	Formative			Summative
	Sept	Dec	Feb	May
<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 1: CTE ECHS will provide a safe, productive and healthy learning/working environment for students and staff.

Performance Objective 2: Teach safety practices and protocols to students and staff.

Evaluation Data Sources: ECHS will continue to utilize the AM Advisory period to instruct students on violence prevention and intervention, as well as other important character issues. ECHS counseling department will be charged with oversight.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide counseling to students who are involved in violent dating relationships, when applicable.</p> <p>Strategy's Expected Result/Impact: Student awareness and ability to report in a timely manner.</p> <p>Staff Responsible for Monitoring: Campus counselor San Jacinto College Dean of Student Affairs</p>	Formative			Summative
	Sept	Dec	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: CTE ECHS will provide information and opportunities to assist students in preparing for college, career, and military.

Performance Objective 1: Provide students with multiple college and career awareness opportunities.

Evaluation Data Sources: Sign-in sheets, field trip rosters.

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement Counselor's Corner program during lunches to give students access to college and career information.</p> <p>Strategy's Expected Result/Impact: Students have one-on-one opportunities to work with Counselor to gain firm understanding of college requirements.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Funding Sources: - 199 - Local</p>	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide opportunities to learn about post-secondary options to include college and career choices for students.</p> <p>Strategy's Expected Result/Impact: Inform students and parents about options for post high school opportunities.</p> <p>Staff Responsible for Monitoring: Counselors, Administrators</p> <p>Funding Sources: - 199 - Local</p>	Formative			Summative
	Sept	Dec	Feb	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Organize College Campus visits each semester.</p> <p>Strategy's Expected Result/Impact: Students experience actual campus atmosphere and meet college personnel.</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Funding Sources: - 199 - Local</p>	Formative			Summative
	Sept	Dec	Feb	May
<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 2: CTE ECHS will provide information and opportunities to assist students in preparing for college, career, and military.

Performance Objective 2: Increase success rate of students achieving college and career readiness indicators.

Evaluation Data Sources: Campus will continue to offer opportunities for students and parents to gain a firm understanding of career readiness. Sign-in sheets and rosters will reflect a 30% gain in success rate. ECHS will also strive for students to be college ready through passing scores from the TSIA exam.

Strategy 1 Details	Reviews			
<p>Strategy 1: Educate parents and all students on the importance of TSIA, PSAT, PreACT, SAT, and ACT. Strategy's Expected Result/Impact: Increased scores, parental awareness. Staff Responsible for Monitoring: Counselor Funding Sources: - 199 - Local</p>	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Offer tutoring from campus and district personnel to at-risk students who continue to struggle with TSI requirements. Strategy's Expected Result/Impact: 100% pass rate in TSI reading, writing, and math by end of Senior year. Staff Responsible for Monitoring: ECHS Counselors Assistant Principal Funding Sources: Tutoring - 199 - Local</p>	Formative			Summative
	Sept	Dec	Feb	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Administer PSAT and PreACT on campus. Strategy's Expected Result/Impact: Increased scores. Staff Responsible for Monitoring: Counselors, Testing Admin, District dual credit coordinator Funding Sources: - 199 - Local</p>	Formative			Summative
	Sept	Dec	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: CTE ECHS will provide information and opportunities to assist students in preparing for college, career, and military.

Performance Objective 3: Provide comprehensive counseling to ECHS students.

Evaluation Data Sources: 30% increase in counselor/student interaction.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide Counseling Corner in the cafeteria (bully, harassment, drug prevention). Strategy's Expected Result/Impact: Allow students to know when to report bullying and understand consequences of choices. Staff Responsible for Monitoring: Counselor, Administrators Funding Sources: - 199 - Local</p>	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide Counseling Corner in the cafeteria (academic counseling). Strategy's Expected Result/Impact: Students are well informed on upcoming classes need for college and/or high school credits. Staff Responsible for Monitoring: Counselors Funding Sources: - 199 - Local</p>	Formative			Summative
	Sept	Dec	Feb	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Organize safe and drug free school activities. Strategy's Expected Result/Impact: Student awareness and sound decision making. Staff Responsible for Monitoring: Counselor San Jacinto College Funding Sources: - 199 - Local</p>	Formative			Summative
	Sept	Dec	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: CTE ECHS will provide information and opportunities to assist students in preparing for college, career, and military.

Performance Objective 4: Increase the number of Associate Degrees and CTE certificates earned by students.

Evaluation Data Sources: ECHS students continue to strive towards degree completion and certification at time of graduation (2025).

Strategy 1 Details	Reviews			
<p>Strategy 1: Work with GPISD CTE department and San Jacinto College to offer ECHS students various opportunities to earn CTE certificates.</p> <p>Strategy's Expected Result/Impact: Ensure that students are employable when they graduate from ECHS.</p> <p>Staff Responsible for Monitoring: Administrator, Counselor, Dual credit director</p> <p>Funding Sources: - 199 - Local</p>	Formative			Summative
	Sept	Dec	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: CTE ECHS will ensure student growth in the tested areas.

Performance Objective 1: Meet or exceed the state average in all tested areas.

Evaluation Data Sources: 10% increase across all tested subjects in Meet grade level and Masters level achievement. 10% increase in Masters in both English I and English II. 30% increase in approaches to meets in all subjects.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide remedial and support classes for all students in need, but more specifically for students identified as At-risk. Strategy's Expected Result/Impact: Assist students at risk of not achieving grade level expectations. Staff Responsible for Monitoring: Administrators, Teachers, Counselor Funding Sources: - 199 - Local</p>	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
<p>Strategy 2: For students identified as Limited English Proficient, First or second year monitoring will receive rigorous intervention including implementation of pull ins/outs, after and before school specific tutoring, Saturday tutorials, and district level assistance. Strategy's Expected Result/Impact: Assist students at risk of not achieving grade level expectations. Staff Responsible for Monitoring: Teachers, Content Specialists Funding Sources: - 285 - Title IV</p>	Formative			Summative
	Sept	Dec	Feb	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Revise curriculum using previous EOC and district assessment data in an effort to better align curriculum, instruction and assessment. Strategy's Expected Result/Impact: Increase scores in all tested subjects with 20% increase in Masters Level achievement. Staff Responsible for Monitoring: Administrators, District Specialists, Teachers Funding Sources: - 199 - Local</p>	Formative			Summative
	Sept	Dec	Feb	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Ensure that morning advisory periods are utilized to support all students in need of extra time and resources to work on high school and college coursework.</p> <p>Strategy's Expected Result/Impact: Allow economically disadvantaged students an opportunity to utilize technology and academic resources that may not be available when at home.</p> <p>Staff Responsible for Monitoring: Teaching staff Administration</p> <p>Funding Sources: - 199 - Local</p>	Formative			Summative
	Sept	Dec	Feb	May
<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: CTE ECHS will ensure student growth in the tested areas.

Performance Objective 2: Provide instructional support and high quality curriculum and resources.

Evaluation Data Sources: Utilize district specialists and resources to ensure increase in student achievement.

Strategy 1 Details	Reviews			
<p>Strategy 1: Revise curriculum using previous EOC data in an effort to better align curriculum, instruction and assessment. Strategy's Expected Result/Impact: Teachers become more familiar with district Scope and sequence, and writing comprehensive lesson plans. Staff Responsible for Monitoring: Teachers, Administrators, District Specialists Funding Sources: - 199 - Local</p>	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide teachers extra planning and staff development. Strategy's Expected Result/Impact: Common planning periods, Friday afternoon department meetings, Staff development sign-in sheets Staff Responsible for Monitoring: Teachers, Campus/District Specialist Funding Sources: - 199 - Local</p>	Formative			Summative
	Sept	Dec	Feb	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue to utilize district level specialists to support teachers in core subject areas. Strategy's Expected Result/Impact: Teachers receive support from individuals who also specialize in the subject area. Staff Responsible for Monitoring: Administrators, District Specialists Funding Sources: - 199 - Local</p>	Formative			Summative
	Sept	Dec	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: CTE ECHS will ensure student growth in the tested areas.

Performance Objective 3: Build instructional capacity through coaching, professional development, and academies.

Evaluation Data Sources: Ensure that all staff development and observation data are authentic and useful to teaching staff. Continue to utilize district resources to increase overall achievement.

Strategy 1 Details	Reviews			
<p>Strategy 1: Associate Principal will meet weekly with department heads and core subject areas to discuss classroom and instructional needs.</p> <p>Strategy's Expected Result/Impact: Collaboration and needs assessment on weekly basis.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Funding Sources: - 199 - Local</p>	Formative			Summative
	Sept	Dec	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: CTE ECHS will ensure students are provided quality enrichment/extracurricular programs and encourage their participation.

Performance Objective 1: Offer multiple enrichment and extra-curricular opportunities available for students.

Evaluation Data Sources: Classroom teachers will create and sponsor activities which will be vital to success at ECHS. All ECHS students will have access to San Jacinto College facilities that provide extra-curricular activities.

Strategy 1 Details	Reviews			
<p>Strategy 1: Promote extra-curricular activities, including social clubs and academic organizations, each week during the school year to all ECHS students.</p> <p>Strategy's Expected Result/Impact: Student interest and retention.</p> <p>Staff Responsible for Monitoring: Administrators, teachers.</p> <p>Funding Sources: - 199 - Local</p>	Formative			Summative
	Sept	Dec	Feb	May
<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 5: CTE ECHS will strive for 97% or higher student attendance and a 98% or higher staff attendance rate.

Performance Objective 1: Ensure students and parents understand the importance of attending school regularly and completing high school.

Evaluation Data Sources: Through the use of incentives and proper reporting procedures, ECHS will continue to remain above the district required level of 96.5%. ECHS will utilize website, letters and Remind 101 as vehicles to ensure that parents are well informed.

Strategy 1 Details	Reviews			
<p>Strategy 1: Use automated after-hour phone service and school personnel notification by phone and Skyward to notify parents of absences.</p> <p>Strategy's Expected Result/Impact: Parent contact will ensure students attend high school and college classes on a regular basis.</p> <p>Staff Responsible for Monitoring: Administrators, Attendance Office, Counselors, Teachers</p> <p>Funding Sources: - 199 - Local</p>	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize Skyward system to alert teachers of reporting student attendance in a timely manner.</p> <p>Strategy's Expected Result/Impact: Better teacher understanding of district requirements.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Attendance Office</p> <p>Funding Sources: - 199 - Local</p>	Formative			Summative
	Sept	Dec	Feb	May
Strategy 3 Details	Reviews			
<p>Strategy 3: 100% of parent and student assemblies will discuss the importance of attendance and delivered in both English and Spanish.</p> <p>Strategy's Expected Result/Impact: More students will earn perfect attendance, parent contact logs</p> <p>Staff Responsible for Monitoring: Administration, Attendance Office, Teachers</p> <p>Funding Sources: - 199 - Local</p>	Formative			Summative
	Sept	Dec	Feb	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Review student handbook attendance policies with students and parents during Open House, Lion Camp, and Orientation.</p> <p>Strategy's Expected Result/Impact: Parent contact and info sessions will ensure students attend high school and college classes on a regular basis.</p> <p>Staff Responsible for Monitoring: Administrators, Counselor, Attendance Office</p> <p>Funding Sources: - 199 - Local</p>	Formative			Summative
	Sept	Dec	Feb	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 5: CTE ECHS will strive for 97% or higher student attendance and a 98% or higher staff attendance rate.

Performance Objective 2: Implement strategies to monitor and increase staff attendance.

Evaluation Data Sources: ECHS will strive to maintain past campus goal of 98% teacher attendance.

Strategy 1 Details	Reviews			
<p>Strategy 1: Reward faculty and staff for perfect attendance using incentives and celebrations.</p> <p>Strategy's Expected Result/Impact: Increased number of teachers who earn perfect attendance</p> <p>Staff Responsible for Monitoring: Administrators, Department Chairs, Attendance Committee</p> <p>Funding Sources: - 199 - Local</p>	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Communicate with faculty and staff via email, phone call, or text to encourage them to be at work and to check on their well-being.</p> <p>Strategy's Expected Result/Impact: Decrease teacher absences, weekly faculty and staff reports</p> <p>Staff Responsible for Monitoring: Administrators, Department Chairs, Attendance Committee</p> <p>Funding Sources: - 199 - Local</p>	Formative			Summative
	Sept	Dec	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 6: CTE ECHS will provide opportunities for parental/community engagement and business partnership.

Performance Objective 1: Enhance the relationship between the campus and all partners.

Evaluation Data Sources: ECHS will continue to partner with San Jacinto College as well as various local businesses and organizations. Students will see an increase in field trips that are specific to their respective programs.

Strategy 1 Details	Reviews			
<p>Strategy 1: Create worthwhile programs targeted specifically for parents at a variety of times and days of the week. Strategy's Expected Result/Impact: More in-depth family engagement program. Parents get more involved in child's education. Staff Responsible for Monitoring: Principal Counselor</p>	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide written communication, including access to Campus Improvement Plan, to all stakeholders in English and Spanish. Strategy's Expected Result/Impact: Well informed constituency. Feedback from community stakeholders. Staff Responsible for Monitoring: Administrators, Counselors Funding Sources: - 199 - Local</p>	Formative			Summative
	Sept	Dec	Feb	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Use electronic, phone, and website communication with community stakeholders. Strategy's Expected Result/Impact: Website, electronic messages Staff Responsible for Monitoring: Administrators, PEIMS clerk Funding Sources: - 199 - Local</p>	Formative			Summative
	Sept	Dec	Feb	May
<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 6: CTE ECHS will provide opportunities for parental/community engagement and business partnership.

Performance Objective 2: Increase parent involvement and volunteer opportunities by using effective modes of communication.

Evaluation Data Sources: ECHS will continue PTA with an anticipated growth of 25% per school year.

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will offer a variety of opportunities for parents to visit the campus and gain knowledge about the education of their children.</p> <ul style="list-style-type: none"> -PTA Meetings -Site-based monthly meetings -Parent safety meetings -Open House -ARD meetings -Health Fair/Communities in Schools -San Jacinto College symposiums <p>Meetings will take place on campus in differing morning/evening sessions, as well as at specific off-campus locations like Administration building.</p> <p>Strategy's Expected Result/Impact: Increase in the number of volunteers and volunteer hours</p> <p>Sign-in sheets</p> <p>Staff Responsible for Monitoring: Administrator, Counselor</p> <p>Funding Sources: - 199 - Local</p>	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
<p>Strategy 2: ECHS will continue to provide opportunities for parental involvement and community relations.</p> <p>Strategy's Expected Result/Impact: Increase in the number of volunteers and volunteer hours. Positively impact student achievement.</p> <p>Staff Responsible for Monitoring: Administrator, Counselor</p> <p>Funding Sources: - 199 - Local</p>	Formative			Summative
	Sept	Dec	Feb	May

Strategy 3 Details	Reviews			
<p>Strategy 3: Continuously update websites with relevant school information. Teacher web pages will be updated monthly. Utilize Remind 101, Blackboard, and School Status as methods of communication.</p> <p>Strategy's Expected Result/Impact: Well informed community base with a variety of options to receive information.</p> <p>Staff Responsible for Monitoring: Principal Parent Involvement</p> <p>Funding Sources: - 199 - Local</p>	Formative			Summative
	Sept	Dec	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 6: CTE ECHS will provide opportunities for parental/community engagement and business partnership.

Performance Objective 3: Maintain compliance with all Title I parent involvement requirements.

Evaluation Data Sources: Compliant with all district, state and federal requirements.

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop and distribute the Parent/Teacher/Student Compact.</p> <p>Strategy's Expected Result/Impact: Ensure that parents are well educated on campus goals and outcomes.</p> <p>Staff Responsible for Monitoring: Counselor Parent facilitator</p> <p>Funding Sources: Parent and family engagement - 285 - Title IV</p>	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop and promote the Campus Parent and Family Engagement Policy.</p> <p>Strategy's Expected Result/Impact: Ensure that parents and staff members are well educated on campus family engagement policies.</p> <p>Staff Responsible for Monitoring: Counselor Parent facilitator</p> <p>Funding Sources: Parent and family engagement - 285 - Title IV</p>	Formative			Summative
	Sept	Dec	Feb	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Conduct Family Friendly Schools training with campus staff.</p> <p>(Due by 9/15)</p> <p>Strategy's Expected Result/Impact: Ensure that ECHS are trained in Family Friendly Schools initiatives.</p> <p>Staff Responsible for Monitoring: Counselor Parent facilitator</p> <p>Funding Sources: - 285 - Title IV</p>	Formative			Summative
	Sept	Dec	Feb	May

Strategy 4 Details	Reviews			
<p>Strategy 4: ECHS will establish and maintain a Parent/Family engagement committee which will meet once every September and January. Meetings will be offered in English and/or Spanish as needed.</p> <p>Strategy's Expected Result/Impact: Robust community involvement plan.</p> <p>Staff Responsible for Monitoring: Principal Counselors Parent facilitator</p> <p>Funding Sources: - 285 - Title IV</p>	Formative			Summative
	Sept	Dec	Feb	May
Strategy 5 Details	Reviews			
<p>Strategy 5: ECHS will schedule parent and family engagement meetings that will offer childcare and transportation as options. Meetings will take place:</p> <p>On-campus - San Jacinto College Building 1</p> <p>Off campus - GPISD administration building</p> <p>Staff Responsible for Monitoring: Principal Parent engagement coordinator</p> <p>Funding Sources: - 285 - Title IV</p>	Formative			Summative
	Sept	Dec	Feb	May
Strategy 6 Details	Reviews			
<p>Strategy 6: CPAC/CIP/CNA meetings will take place.</p> <p>Final week of September, prior to October formative review.</p> <p>Final week of November, prior to December formative review.</p> <p>Final week of January, prior to February formative review.</p> <p>CNA approval during final week of April.</p> <p>CIP approval during final week of May.</p> <p>Strategy's Expected Result/Impact: All stakeholders are well informed on campus needs and compacts.</p> <p>Staff Responsible for Monitoring: Principal Parent engagement coordinator.</p> <p>Funding Sources: - 285 - Title IV</p>	Formative			Summative
	Sept	Dec	Feb	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 7: CTE ECHS will ensure that high quality staff is employed.

Performance Objective 1: Provide professional development to increase and support job performance and staff retention.

Evaluation Data Sources: Professional development opportunities will increase through coaching sessions and the implementation of current, research based instructional strategies. Surveys and electronic communication will be effective ways to discern what types of professional development are important to teachers.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide staff development to understand STAAR/EOC and Student Outcomes. Strategy's Expected Result/Impact: Increase in number of students meeting grade level and Masters expectations. Staff Responsible for Monitoring: Administrator, Counselor, District Specialists Funding Sources: - 199 - Local</p>	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide training of safety practices and Crisis Management. Strategy's Expected Result/Impact: Well informed staff able to handle all levels of crisis. Staff Responsible for Monitoring: Administrator, Counselor, San Jacinto College personnel Funding Sources: - 199 - Local</p>	Formative			Summative
	Sept	Dec	Feb	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Attend training and complete e-courses on technology for all staff. Strategy's Expected Result/Impact: Use of technology on lesson plans, Agendas, sign-in sheets. Full implementation in classrooms. Staff Responsible for Monitoring: TIS, Administrator Funding Sources: - 199 - Local</p>	Formative			Summative
	Sept	Dec	Feb	May
<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 7: CTE ECHS will ensure that high quality staff is employed.

Performance Objective 2: Recruit and retain highly qualified staff.

Evaluation Data Sources: 100% compliance with Highly Qualified requirements.

Strategy 1 Details	Reviews			
<p>Strategy 1: Work with district to hire and retain highly qualified staff.</p> <p>Strategy's Expected Result/Impact: 100% compliance with State guidelines.</p> <p>Staff Responsible for Monitoring: Administrator, District personnel</p> <p>Funding Sources: - 199 - Local</p>	Formative			Summative
	Sept	Dec	Feb	May
<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 7: CTE ECHS will ensure that high quality staff is employed.

Performance Objective 3: ECHS staff will serve on the campus CPAC/CIP committees alongside parents and members of the community.

Evaluation Data Sources: Compliance with district and Title I policy.

Strategy 1 Details	Reviews			
<p>Strategy 1: CPAC/CIP/CNA meetings will take place.</p> <p>Final week of September, prior to October formative review.</p> <p>Final week of November, prior to December formative review.</p> <p>Final week of January, prior to February formative review.</p> <p>CNA approval during final week of April.</p> <p>CIP approval during final week of May.</p> <p>Strategy's Expected Result/Impact: All staff are well informed of campus needs and compacts.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Funding Sources: - 199 - Local</p>	Formative			Summative
	Sept	Dec	Feb	May
<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 8: CTE ECHS will provide superior operational services to best support students and staff success.

Performance Objective 1: Evaluate current assets and develop a plan to repair and/or replace equipment in a timely manner.

Evaluation Data Sources: Maintain healthy working relationship with San Jacinto College facilities department.

Strategy 1 Details	Reviews			
<p>Strategy 1: Monthly meetings with San Jac maintenance departments to ensure smooth operation. Strategy's Expected Result/Impact: Educational atmosphere conducive to student success. Staff Responsible for Monitoring: Principal Funding Sources: - 199 - Local</p>	Formative			Summative
	Sept	Dec	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 8: CTE ECHS will provide superior operational services to best support students and staff success.

Performance Objective 2: Achieve high customer satisfaction by providing excellent customer service to both internal and external customers.

Evaluation Data Sources: Parent and staff surveys will address customer service.

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize during staff development to focus and implement customer service strategies.</p> <p>Strategy's Expected Result/Impact: Good working atmosphere for all stakeholders.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Funding Sources: - 199 - Local</p>	Formative			Summative
	Sept	Dec	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 8: CTE ECHS will provide superior operational services to best support students and staff success.

Performance Objective 3: Ensure an efficient and effective use of campus, district, and San Jacinto College resources, in order to best support students and staff.

Evaluation Data Sources: ECHS will strive for the utmost fiscal responsibility with monthly meetings to address issues and discuss strategies of effective spending.

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure funds are allocated properly and that these allocations reflect campus instructional needs.</p> <p>Meet regularly to ensure proper budgetary planning.</p> <p>Strategy's Expected Result/Impact: Sound fiscal decisions in the best interest of staff and students.</p> <p>Staff Responsible for Monitoring: Bookkeeper, Principal</p> <p>Funding Sources: - 199 - Local</p>	Formative			Summative
	Sept	Dec	Feb	May
<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>				

Title I

1.1: Comprehensive Needs Assessment

ECHS completed the 2023-2024 CNA on April 27, 2023 with members of the CPAC committee. ECHS is a unique campus in that it is housed completely on a community college campus. All ECHS students and staff are housed in San Jacinto College North Campus, Building 7. With that, the needs of ECHS may vary greatly from other traditional GPISD campuses. Below are the areas of need for ECHS in the 2023-2024 school year.

1. Technology infrastructure - ECHS relies on San Jacinto College for all infrastructure needs (WiFi, network internet, phone lines).
2. Better communication for immediate needs with San Jacinto College (facilities, HVAC, dual credit).
3. Safety and security measures (college requirements are different than public education requirements).
4. Logistics (traffic flow, parking).

2.1: Campus Improvement Plan developed with appropriate stakeholders

ECHS CPAC committee will serve as CIP developers:

Jeff Hutchinson	Principal	jhutchinson@galenaparkisd.com	Administrator	
	Ashley Sherrard	Associate Principal	asherrard@galenaparkisd.com	Administrator
	Allison Evans	Teacher	amevans@galenaparkisd.com	Classroom Teac
	Diomil Haro	Teacher	dharo@galenaparkisd.com	Classroom Teac
	Isidro Maldonado	Teacher	imaldonado@galenaparkisd.com	Classroom Teac
	Jessica Rodriguez	Teacher	jerodriguez@galenaparkisd.com	Classroom Teac
	Janace Soders	Counselor	jsoders@galenaparkisd.com	Counselor

Jeff Hutchinson	Principal	jhutchinson@galenaparkisd.com	Administrator	
	Carely Ibarra	Counselor	cibarratorres@galenaparkisd.com	Counselor
	Kim Hadaway	PTA - Community representative	khadaway@galenaparkisd.com	Community Representative
	Kayla Daugherty	Lead Teacher	kdaugherty@galenaparkisd.com	Administrator

2.2: Regular monitoring and revision

The campus CPAC team meets quarterly to discuss elements of the CIP as well as campus needs and issues. The quarterly meetings coincide with the required formative and summative reviews.

2023-2024 dates are as follows:

September 22, 2023

November 7, 2023

January 8, 2024

March 1, 2024 (begin CNA process)

May 10, 2024 (approve budget for 24-25)

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

The Campus Improvement Plan will be available to all stakeholder via ECHS website and will be shared by Principal once a semester through Remind, Blackboard, and School Status. The CIP will be available in both English and Spanish. A printed copy in both English and Spanish will be available in the ECHS main office (204) in Building 7.

2.4: Opportunities for all children to meet State standards

In an effort to continue our focus on growth in the areas of ELA and Math, targeted tutorials will be held on Fridays during club/enrichment time. Students will be grouped based upon data received from formative assessments given throughout the year. In addition, teachers have protected time built into the master schedule to meet regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing accelerated instruction.

2.5: Increased learning time and well-rounded education

ECHS is a campus unique to GPISD in that students and staff are housed permanently on a college campus. ECHS follows the same class time schedule as San Jacinto College, thus giving ECHS teachers more than 90 minutes of instruction and activity time each class period. Friday's run on a different bell schedule and is also the day that students are active in clubs and organizations. Students who require extra assistance with high school and college coursework have full access to ECHS teachers during tutorial periods as well as the Success Center at San Jac. ECHS teachers instruct their students from bell to bell with a variety of instructional strategies. Each freshmen and sophomore student also has a daily advisory period built into their schedule for team building, SEL, tutorials, pull outs and competitions.

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

ECHS services students who are identified as EB, Special Education, 504, and Dyslexia. A variety of instructional strategies are utilized by ECHS teachers each day to ensure that students are successful. HB 1416 has allowed ECHS to employ tutors who are current college students, specializing in English and Math. This program has proven to be very successful with EOC and TSI tutorials.

3.1: Annually evaluate the schoolwide plan

CPAC meetings are below: Evaluation of the current plan will take place during each meeting as well as planning for 24-25 school year.

2023-2024 dates are as follows:

September 22, 2023

November 7, 2023

January 8, 2024

March 1, 2024 (begin CNA process)

May 10, 2024 (approve budget for 24-25)

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Program at ECHS is designed with the belief that involving parents and families in their children's education will achieve lifelong success. With this in mind, the Parent and Family Engagement Program at ECHS provides information, training, and assistance through family/parent education meetings, events, resources, volunteer opportunities, and referral services. Throughout the school year, ECHS will hold parents' meetings, and college and career readiness events, along with access to a free parent resources center located on campus.

4.2: Offer flexible number of parent involvement meetings

ECHS administrators and counselors plan and provide several meetings throughout the year catered to parents in their native languages. Times are very flexible with some taking place after school, and other meetings set for school hours. Coffee with the Counselors is a very popular parent and family meeting, with a variety of topics such as college success, health and safety, and topics for raising teens. Administrators regularly hold meetings for parents that are specific to grade level, like senior parent meetings to discuss senior year. Each spring, the Principal holds a State of the Campus meeting for parents in both English and Spanish. When applicable, some parent meetings are offered virtually.

Plan Notes

CPAC MEETING - Agenda

GPISD CTE/ECHS

For: April 28, 2017

CPAC:

- Introduce new staff members
- Update on classrooms for 2017-2018
- Technology for 2017-2018 has arrived
- End-of-year events – budget
- Fundraising

CPAC MEETING - Minutes

GPISD CTE/ECHS

For: April 28, 2017

Meeting start: 1:25 PM

In attendance – Couch, Cory, Burke, Salge, Hunt, Davis, Ibarra, Jackson, Haro, Felder, Emmons, Dimaliwat.

Principal introduced newest member of paraprofessional team. Rosa Meraz is coming to ECHS from Tice Elementary.

Principal spoke about concerns with Upward Bound Math and Science organization who may be giving non-factual information to current ECHS students regarding their future course work. Principal will contact Liz Lalor for assistance.

Still waiting to hear from San Jacinto College regarding two more classrooms.

Sixty chromebooks and 5 computers for 2017-2018 have already arrived and are locked in bookroom. Mr. Felder will continue to lead the technology effort on campus.

Campus will utilize attendance money to help defer cost for 2nd Annual Lion Olympics.

All fundraising for 2016-2017 is complete. Ideas for fundraising for 2017-2018 should be forwarded to Mrs. Hunt.

Meeting end time: 2:04 PM

CPAC MEETING - Minutes

GPISD CTE/ECHS

For: March 30, 2017

Meeting start: 4:15 PM

CPAC

CPAC committee reviewed and approved the CTE ECHS budget for the 2017-2018 school year. All members were present except college liaison.

Committee approved August 19, 2017 as the official exchange for Staff day # 14 (May 5, 2018)

Meeting end time: 4:40 PM

CPAC MEETING - Agenda

GPISD CTE/ECHS

For: March 30, 2017

CPAC:

- Budget approval for 2017-2018

- Approve Staff day #14 calendar option for 2017-2018

CPAC MEETING - Minutes

GPISD CTE/ECHS

For: February 20, 2017

Meeting start: 10:05 AM

Faculty

In attendance were Hutchinson, Haro, Couch, Gaddis, Salge, Evans, Emmons, and Dimaliwat, Burke, Ibarra, Jackson, Cory, Hunt. Parent representative was unable to attend. College liaison was unable to attend.

Regular faculty meeting discussed plans for Multicultural Fair at ECHS on March 10th. Testing updates were discussed by Sandra Salge. Staff will spend afternoon working on TELPAS calibration.

Staff discussed upcoming Black History Month details to honor Dr. Williams. Hallways are now decorated. Logistics for celebration were discussed.

Hutchinson discussed need to complete the appraisal process before Spring Break.

CPAC

CPAC committee performed a needs assessment for 2017-2018. Any new classes will be part of the Start-up budget, and current classes and materials will be part of the regular budget for next school year.

CPAC committee would like to see Instructional funding to be split by specific subject matter instead of coming from one source.

Classroom and office space was discussed. San Jacinto College has not yet confirmed the location of two more classrooms needed for next school year.

Kristen Hunt presented the current expenditures and fund balances for the current school year budget.

Meeting end time: 11:16 AM

FACULTY/CPAC MEETING - Agenda
GPISD CTE/ECHS

For: February 20, 2017

Faculty meeting:

- Updates for March 10th
- Lottery
- New staff
- Classroom assignments
- Testing
- Upcoming events
- Summative schedule/remaining appraisals

CPAC:

- Budget updates – Kristen Hunt
- Office space
- Needs assessment for 17-18

CPAC MEETING - Minutes
GPISD CTE/ECHS

For: January 13, 2017

Meeting start: 1:36 PM

In attendance were Hutchinson, Haro, Gaddis, Salge, Felder, Hunt, Mendez, Couch, Emmons, Dimaliwat, Cory, Evans, Davis. Parent representative was unable to attend.

Committee discussed ways to better contain student movement during no-college class time periods. Ideas were developed for the end of the current semester where there will be 3 ½ weeks of down-time. Field trips, athletic competitions were among the ideas.

Office space is now available after many college professors vacated during the holiday season. Teachers will collaborate to decide where they would like to move for the 2017-2018 school year.

College prep/study hall period was discussed. Teachers will need to utilize this class as a way to monitor student progress, especially in college classes. Many 9th grade students begin industry classes this semester and will need support.

Help is needed for upcoming recruiting sessions.

College textbook distribution is still unsystematic. Committee discussed ideas for a smoother process.

Ms. Hunt updated committee on fiscal matters.

Meeting end time: 2:01 PM

GPISD CTE ECHS – CPAC/Faculty

Meeting Agenda

January 13, 2017

1:30

Meeting Facilitator: Jeff Hutchinson

1. College schedule complications
2. Sanctions against freshman student
3. Open office space
4. Scheduling announced observations - TTESS
5. Data analysis

CPAC MEETING - Minutes

GPISD CTE/ECHS

For: September 9, 2016

Meeting start: 1:40 PM

In attendance were Hutchinson, Haro, Couch, Gaddis, Salge, Felder, Hunt, Mendez, Davis, Evans, Emmons, and Dimaliwat. Norma Burke was excused for Dr's appt. Carelly Ibarra is on maternity leave. Parent representative was unable to attend. College liaison was unable to attend.

Committee discussed first three weeks of school. Air quality has been a big issue as some rooms located on the NE side of the building have experienced abnormal fluctuation of temperatures.

Committee discussed the importance of continued monitoring of students. Two classes totaling 250 students are dispersed across the campus at any given time. Key areas are Student Center and Wheeler Auditorium.

Committee discussed the importance of starting the ECHS PTA. Each staff member will pay \$10 to join so that ECHS is fully compliant.

Open House is Tuesday evening. Committee voted to have an open concept instead of parents following a prescribed schedule. Parents will be afforded the opportunity to come anytime between 6:00 and 8:00 to meet teachers and staff. No college personnel will be available.

Committee discussed exchange day plans for near future. Departmental planning dates are upcoming.

Meeting end time: 2:16 PM

GPISD CTE ECHS – CPAC/Faculty

Meeting Agenda

September 9, 2016

1:30

Meeting Facilitator: Jeff Hutchinson

1. Three week update
2. Form signature requirements
3. Facilities needs
4. Scheduling issues
5. Club/organization sponsorship responsibilities
6. T-TESS reminders
7. Friday logistics
- 8.

CPAC MEETING - Minutes

GPISD CTE/ECHS

For: March 28, 2016

Meeting start: 4:06PM

In attendance were Hutchinson, Haro, Trevino, Peyton Cox Salge, Felder, Hunt, Mendez, and Villalpando. Three new teachers were in non-voting attendance: Dimaliwat, Cory, and Evans. Parent representative was unable to attend.

Committee discussed recruiting difficulties to this point. ECHS is having a lack of interest from some of the middle school counselors. Very difficult to communicate with some of the personnel in charge of assisting ECHS with recruitment. Parent nights have been sparse.

Committee discussed classroom plans for next year. San Jacinto College has given ECHS one more room which will be sufficient for Operations for upcoming school year. Principal will write a letter of thanks. Office space is still on hold. Science teachers will not have office to start new school year because their rooms are large enough to accommodate a desk.

Committee reviewed and approved the annual budget allocations for 2016-2017. Total allotment is \$35,250.

Committee also discussed the Year-2 start-up budget, which will include a new set of chromebooks for incoming freshman.

Committee approved the movement of students next year to a full 10 minutes between classes with both classes of students moving at the same time. Students will move in same direction to ease traffic flow issues.

Meeting end time: 4:48PM

FACULTY/CPAC MEETING - Agenda

GPISD CTE/ECHS

For: March 28, 2016

- Introduce new staff who attend meeting
- Testing updates - Trevino
- Room/office assignment update
- Approve budget for 2016-2017
- Update on TSI

- Recruitment updates
- Lion Olympics
- Change in Mock testing schedule

CPAC

- Flex/exchange day update
- Approve budget for 2016-2017
- Facility needs and requests for office/classroom space
- Logistics for student movement for next year
- Office space updates

CPAC MEETING - Minutes

GPISD CTE/ECHS

For: February 26, 2016

Meeting started time: 1:24

In attendance were Hutchinson, Haro, Ibarra, Trevino, Burke, Salge, Felder, Hunt, Mendez. Villalpando was managing a tutoring session. Parent representative was unable to attend.

Committee discussed upcoming bond issue. Discussion included the specific guidelines on do's and don'ts as prescribed by the district. Voting dates and locations were also discussed.

Committee discussed Principal's concerns regarding classroom space for 16.17. College is not responding to requests for classrooms. Timelines are vastly different. New teachers are hired and space is necessary.

Needs:

- Possible communication between higher authority from both entities

- Ideas for backup plan
- Welcome plan for new teachers

Committee discussed the change in arrival/dismissal times for next year. Times will be extended to 4:15, Monday – Thursday, and backed up to 12:00 dismissal on Fridays. The purpose of this change is to accommodate scheduling difficulties with the college CTE courses.

Needs:

- None at this time

Meeting end time: 2:02

FACULTY/CPAC MEETING - Agenda

GPISD CTE/ECHS

For: February 26, 2016

- Staffing updates
- Logistics for 16.17
- Testing updates - Trevino
- Room assignments
- Budget update – Hunt
- New proposed changes for all ECHS/dual credit students
- Recruitment dates and times

CPAC

- Flex/exchange day ideas and schedule
- Student data – Mock results
- Facility needs and requests for office/classroom space
- New requirements for incoming freshmen
- Ideas if we do not receive classroom requests

CPAC MEETING - Minutes

GPISD CTE/ECHS

For: January 29, 2016

Meeting started time: 1:37

In attendance were Villalpando, Trevino, Salge, and Hunt. Parent representative was unable to attend. Hutchinson was off campus all day.

Committee discussed upcoming interview process for new teachers and that most of the new staff, if not all, would be current employees of GPISD. Committee felt that current GPISD employees would be more valuable and understand the mission of the district. Committee began to set up questions for candidate interviews.

Needs:

- Dr. Hutchinson will communicate with Elizabeth Lalor regarding interested candidates.
- Committee still needs verification from San Jacinto on which additional classroom will be given to ECHS.

Mr. Trevino discussed his new role as campus testing coordinator and the requirements for campus compliance. Major concern is San Jacinto College and their willingness to allow ECHS to limit movement through designated hallways.

Needs:

- Meeting with San Jacinto Dual Credit personnel to discuss testing plans.
- Maps to display where students are not able to pass through.
- Full plan to discuss at next CPAC meeting

Committee discussed the difficulties in moving students back to home campus and then recruiting from waiting list. Biggest problem is communication with NS9 and GPHS. Paperwork and timelines are not consistent.

Needs:

- Unified plan agreed upon by all campuses
- Documents created for specific purpose for switching students

Meeting end time: 2:41

FACULTY/CPAC MEETING - Agenda
GPISD CTE/ECHS

For: January 29, 2016

- F5 – Small group/Purposeful talk wrap-up
- Advisory Period updates
- Testing updates - Trevino
- Tutoring schedule for Algebra I – Haro and Villalpando
- Budget update – Hunt
- Student concerns
- Recruitment dates and times – Hunt

CPAC

- Technology needs for 2016-2017 school year
- Student data – Mid-year report
- Facility needs and requests for testing dates
- Office space availability for 2016-2017 (dependent on San Jacinto report)

CPAC MEETING - Minutes
GPISD CTE/ECHS

For: January 4, 2016

CPAC meeting started at 9:05

In attendance were Hutchinson, Villalpando, Trevino, Salge, and Hunt. Parent representative was unable to attend.

Committee discussed difficulties in communicating with San Jacinto College Operations department, specifically a request to remove a dead squirrel from an air vent in the ECHS hallway. Building had a terrible smell as a result.

Needs:

- Dr. Hutchinson needs to have direct access with one member of the maintenance team at San Jacinto so that issues can be handled directly without having to go through upper management first.

San Jacinto College will have Open Carry gun law in effect when students return. ECHS would like to designate our two hallways as Gun Free zones. GPISD and SJCD upper-management would have to begin conversation to implement this rule.

Needs:

- Signs that designate “Gun Free” zone, if San Jacinto College allows such action

CPAC team discussed the students returning to home campus at mid-semester and the lack of a consistent plan to make the process easier. Plan would need paperwork in Eduphoria, as well as an understanding from receiving high schools of the importance of following guidelines.

CPAC team discussed current Algebra semester exam scores. There is a continued decrease in scores throughout the semester.

Meeting end time: 9:40

FACULTY/CPAC MEETING - Agenda

GPISD CTE/ECHS

For: January 4, 2016

- Welcome back
- F5
- Advisory Period updates – Villalpando

- Hutchinson teaching Government
- New semester plan
- Two weeks of no college class - schedule
- Budget update – Hunt
- Student concerns
- Students coming/going

CPAC

- Concerns regarding college operations department not addressing needs
- Dead animal in building not attended to in timely fashion
- Update on San Jacinto police department relationship
- Devising a plan for students who leave our campus and return to home campus (paperwork) and the need for a better procedure.

FACULTY/CPAC MEETING - Agenda

GPISD CTE/ECHS

For: November 20, 2015

- Advisory Period updates – Villalpando
- Possible mini-mesters during weeks when San Jacinto College is off
- Spanish Spelling Bee wrap-up
- Allied Health fair wrap-up
- Budget update – Hunt
- Student concerns

CPAC

- Storage space
- Communication with San Jacinto College (update)
- ECHS operating without nurse (discuss current action plan)
- Air quality
- Non ECHS students in our area during college hours

FACULTY/CPAC MEETING - Minutes

GPISD CTE/ECHS

For: November 20, 2015

Meeting start time: 1:22

Lunch was provided by Iguana Joe's. An agenda was submitted as part of the budget request by K. Hunt.

Full faculty meeting discussed concerns with students not making the grades and putting forth the effort to pass classes.

Please continue to make positive phone calls to parents. Parents have been very happy with the ECHS product thus far. Very few complaints for a new program.

Update on students wishing to leave ECHS at mid-year to return to their home campus:

R. Huitaro – Work is too hard, wants to get out of school earlier

I. Villasana – Work is too much, college classes are too hard and demanding

K. Hunt updated staff on fundraising money. Campus will make close to \$1400 for very first fundraising effort.

Hutchinson updated teachers on ESL/LEP students and to ensure that he is contacted when one is in danger of failing a 6-week period.

Upcoming testing dates (Unit tests) were discussed. Hutchinson will meet with students to discuss their goals for semester exams.

CPAC meeting started at 1:47

Non-members were dismissed. In attendance were Hutchinson, Villalpando, Trevino, Salge, and Hunt. Parent representative was unable to attend.

Committee discussed difficulties in communicating with San Jacinto College and the recent news that the LVN nursing program has been changed and will directly affect the Class of 2019.

Needs:

- Better form of communication with parents of ECHS students when a college program is suspended or drastically changed. LVN program affected 32 students and ECHS was forced to create a new program with the assistance of college personnel. ECHS would like college to communicate with parents in such instances.
- More degree/certificate programs to offer students (construction, business, etc.).

CPAC team discussed current Algebra and English Unit 2 exam scores. Significant drop in scores from Alg Unit 1 test to Unit 2 test. English scores remain steady.

Meeting end time: 2:25

FACULTY/CPAC MEETING - Agenda

GPISD CTE/ECHS

For: October 23, 2015

- Advisory Period updates – Villalpando
- Student concerns
- Red Ribbon week plan
- Budget update – Hunt
- PEIMS reporting – Mendez
- Testing dates

CPAC

- Air quality in rooms – San Jacinto college responsibility
- Communication with college Professors
- Student success – Look at Unit test scores
- Classroom needs for next year
- Parking issues

FACULTY/CPAC MEETING - Minutes

GPISD CTE/ECHS

For: October 23, 2015

Meeting start time: 1:34

In attendance were:

CPAC Members: Jeff Hutchinson, Monica Villalpando, Kristen Hunt, Sandra Salge and Jose Treviño.

Faculty & Staff Members: Norma Burke, Anthony Felder, Randy Gaddis, Diomil Haro, Carelly Ibarra and Michelle Mendez.

Full faculty meeting discussed concerns with particular students not making progress with the rigorous course work, especially in the EDUC 1300 college class.

Parents are complaining that college class has too many requirements and that Professors are not available. Parents want access to Professors, which is not allowed by San Jacinto College. This will be discussed further in CPAC meeting.

Red Ribbon theme days are set and will be emailed by K. Hunt.

K. Hunt reminded staff to submit purchase requests and updated the budget numbers.

Hutchinson listed the 7 students receiving ESL/LEP support and to be mindful of their accommodations.