

Carrollton-Farmers Branch Independent School District

Early College High School

2024-2025 Campus Improvement Plan

Accountability Rating: A



Mission Statement

The Mission of CFBISD, a diverse community of global learners, is to empower scholars to acquire life-long knowledge, skills, and values that prepare them to compete in the world marketplace while contributing to their community.

Vision

CFBISD will be an exceptional learning community where all graduates impact and excel in a complex, interconnected, and ever-changing world.

Value Statement

CFBISD BELIEVES IN...

- Excellence in ALL learning opportunities
- Respecting differences by embracing diversity
- A growth mindset for students, faculty, and staff
- Ongoing partnerships with the community
- Support and love of the whole student

Motto

High Expectations for ALL

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Comprehensive Needs Assessment

Revised/Approved: August 9, 2024

Demographics

Demographics Summary

Early College High School (ECHS) on the Dallas College- Brookhaven campus was established in 2006 as one of 15 Texas schools with an ECCHS designation. This suburban school is the smallest public high school in the Carrollton-Farmers Branch ISD with a staff of 24 (15 faculty, 1 counselor, 7 operation staff, and 1 principal) serving 374 students. Most newly enrolled 9th grade students come from district middle schools while 6% do not. The general purpose of an innovative early college high school is to enable students simultaneously earn a high school diploma and an Associates of Arts or Science degree (60 college credit hours). Students do not pay one penny for the 60 college credit hours. ECHS students and staff obligate themselves to create a transformative educational experience that drives inspiration, innovation and dedication.

DEMOGRAPHIC DATA (24-25 SY)

STUDENTS:

Students enrolled in each grade level are: 9th grade = 96; 10th grade = 89; 11th grade = 100; 12th grade = 89; total = 374

Total male students equal 152 while female students = 222 (59%).

Ethnicity counts include: 2 Native/Indian; 9 students identified 2+; 17 Asian; 39 black; 272 Hispanic; and 35 white.

The counts translate to 0.5%, 2.4%, 4.5%, 10.4%, 72.7%, and 9.4% respectively.

Total number of students coded in 2023-24 'At-Risk' equals 155 (43.3%) while students qualified to receive Free and Reduced lunch equal 251 or 70%.

Students served under IDEA number (23-24) 17 or 4.7% and currently our school enrolls 19 students (5.1%) while students served under Section 504 (23-24) equaled 26 or 7.3% and currently our school enrolls 25 students (6.7%).

Student mobility rate was approximately 0.8% (3 students enter/withdraw).

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

STAFF and FACULTY

Faculty gender: males = 9; females = 8.

Staff gender: males = 1; females = 6.

Total gender: males = 10; females = 14.

Race counts: 9 white faculty; 2 black, 1 Asian, 2 Middle East, 3 Hispanic.

In 2024-25 ECHS will employ 1 induction year teacher; 2 teachers with 1-5 years experience each while 3 teachers fall in the 6-10 years time frame. Five faculty have served 11-20 years while the remaining 6 held 20+ years teaching experience.

Demographics Strengths

Since the 2021 school year faculty hires have remained the same (17 - includes Principal and counselor).

The large majority of faculty have 10+ years of teaching experience while 47% of faculty have more than 15 years experience.

The number of white and black students have risen creating a more diverse student population.

The number of students qualified for 'Free and Reduced' lunch has dropped by 5% yet significant enough to qualify the school for federal Title 1 funds.

The number of students served by Special Education or a Section 504 plan in the 24-25 SY will be 44 scholars (SE = from 15 to 19) and 12.5% (504 = 24 to 25) respectively.

At-Risk student numbers has increased to 155 students (~43%).

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Campus attendance rates dropped from 95.3% to 94.4%, meeting district and state averages. Specific 6-week cycles exist (4th; after New Years) whereby more chronic absenteeism occurs.

Root Cause: Campus operation team continues to seek better home contact communications and strengthen Truancy accountability measures. Additionally, the add-on of another administrator can increase parent meetings.

Problem Statement 2 (Prioritized): The student body continues to become more diverse. There still exists race-based/sexual orientation-based grievances or complaints.

Root Cause: Methods to improve 'reporting' such as Anonymous Alerts have been taught. Students use the system more than prior years. A school-wide approach to use the AAlerts coupled with more actionable strategies need to be employed for the 2024-2025 school year.

Problem Statement 3: The number of students served by an ARD (IEP) has grown to 19. The effort needed to address these needs will incorporate 'how to address all students needs'.

Root Cause: We have lacked a full time Special Education employee for over 16 months. Hiring a professional, or getting a para-professional to address these students needs is required. Having this employee work with all of the students will balance this level of achievement,

Student Learning

Student Learning Summary

This year we had a 100% high school graduation rate (79 out of 79).

On May 16, 2024, 48 of the 79 seniors earned an associates of art/science (60%) with five more earning the diploma in late summer (67%) This rate increase 11% from last year.

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

97% of English 2 students and 90% Algebra 1 students earned an approach or higher achievement rating.

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

ESSER funds will be provided to purchase a full one FTE English 1 teacher thereby reducing class size for core English 3 to 18.

English Independent Study courses will be created for students needing tutorial support (HB4545) including incoming 9th grade cohort and the six students who did not approach the EOC English 1 (3) & 3 (1) tests.

Algebra 1: 4 did not meet (10%); 15 approached grade level (33%); 12 met grade level (29%); 12 mastered grade level (29%).

The 'Did Not Meet' and the 'Approached' levels increase while 'Met' and 'Mastered' levels dropped.

English 1: 4 did not meet (5%); 12 approached grade level (14%); 43 met grade level (51%); 25 mastered grade level (30%).

These performance levels remained roughly unchanged.

English 2: 3 did not meet (3%); 7 approached grade level (7%); 72 met grade level (73%); 16 mastered grade level (16%).

The 'Met' level increased while the 'Mastered' level decreased.

Biology: 0 did not meet (0%); 7 approached grade level (8%); 49 met grade level (53%); 37 mastered grade level (40%).

The 'Approached' level increased and the 'Mastered' level decreased.

US History: 0 did not meet (0%); 9 approached grade level (11.1%); 45 met grade level (52%); 41 mastered grade level (48%). Both the 'Met' and 'Mastered' levels increased.

Overall, seven students (1.72%) did not pass one EoC tests (n= 404). Only one student (11th grader) was a re-tester. Two students that did not pass had an IEP. All 504 students 'Approached' or met a higher performance level. Four students are classified as Emergent Bilingual and served in an ESL program who 'Did Not Meet'. Twenty-four ESL students approached grade level (19%), 80 ESL students met grade level (63%) and 17 students (13.4%) mastered the exam.

SAT October School-day scores have dropped steadily from 1081 (cohort 2021) to 1048 (cohort 2022) to 1007 (cohort 2023). This past year our SAT average grew to 1059. The 11th grade class averaged 1082 while the senior class averaged 1032.

Math scores increased 20 points to 537 and ERW scores increased 36 points to 522. The 11th grade scores far-outpaced the senior scores in Math (+27 points) and ERW (+13 points).

For the first time ever, ACT school day occurred. The junior class earned a composite of 25 while the seniors earned a 20.

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

Emergent Bilingual (EB) failures for all EoC exams dropped from 16 (2021) to 9 (2022) to 4 (2023). However, this year the % of EB students that 'did not approach' represented a lesser proportion of students who failed a test when compared to last year (69% to 57%). The number of EB students who mastered an EoC exam equaled 61 or (15%).

The number of AP courses is limited (AP Human Geog., AP Computer Science Principles, AP English Literature and AP English Language, and Art 2-D). 128 AP exams were taken. AP Human Geography exam (58) had 5 scores that earned a 3 or 4 (8.6% of total) with an average score of 1.3. AP Computer Science Principle exam (8) had 8 scores that earned a 3

or 4 (100% of total) with an average score of 3.4. AP English Language exam (14) had 0 scores that earned a 3 or 4 (0% of total) with an average score of 1. AP English Literature exam (46) had 9 scores that earned a 3 or 4 or 5 (19.6% of total) with an average score of 1.7. AP Art 2D exam (2) had 2 scores that earned a 3 or 4 (100% of total) with an average score of 3.

Our unofficial TEA A-F accountability grade is a 97. Student Achievement and Closing the Gap domains were 97% and 98%. The Student Progress A and B domains were 81% and 97%.

Student Learning Strengths

ECHS Students collectively who EoC test failures increased by one student.

The number of students who failed one or more tests dropped from 28 (SY 20-21) to 13 (SY 21-22) to 6 (22-23) to 7 (23-24).

English 1 EoC fails decreased from 14 (SY 20-21) to 6 (SY 21-22) to 5 (SY 22-23) to 4 (23-24). This represents a 20% drop.

English 2 EoC fails decreased from 16 (SY 20-21) to 6 (SY 21-22) to 1 (SY22-23) to 3 (23-24). This represents a 200% increase.

Algebra 1 fails increased from 1 (SY 22-23) to 4 (SY 23-24). This represents a 300% increase.

US History (0%) and Biology (0%) failed EoC exams remained the same.

Given current conditions this school year, overall we lost performance levels in Algebra 1.

Students showed gains in mastery level achievement on all EoC exams (US History - gained 14%).

Algebra 1 (-5%), English 1 (-13%), English 2 (-4%), and Biology (-5%) EoC mastery levels fell.

High school graduation rate remained at 100%.

College degrees earned showed a 11% increase from the previous year.

SAT scores for the graduating Cohort 2024 class increased from the Spring administration (11th grade) to the Fall administration (12th grade) from 1015 to 1032 over a 7 month period.

The number of special education students has increased from 15 to 19 this current school year (24-25).

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): SAT scores have increased this past year. PSAT scores increased. TELPAS scores have increased. Ninth and tenth grade students have to become more urgent with their studies. More attentive tutorials, practice tests, focused note-taking, and designated reading times are needed to address the EOC 'Met' on grade level performance.

Root Cause: Our faculty has provided an increased instructional element to prepare for these nationally-norm rigorous assessments. To increase our scores mock exams, tutorials and subsequent embedded content must occur weekly. No SAT/PSAT professional faculty training occurred (2021-2024) in preparation for these exams. More student camps need to be funded.

Problem Statement 2 (Prioritized): Our EB population has increased to approximately 90 students. We need to address the lesson(s) to generate a language rich learning environment and help the scholars feel confident.

Root Cause: The strong emphasis to address these needs personally (SEL) and academically have to be made with purpose.

Problem Statement 3: The recovery of college courses, high school courses and to acquire access to college courses is needed. Students will have the summer camp to complete

these tasks.

Root Cause: Students get behind in their work and will fail a class. TSIA tests are given weekly and monthly. Students may need extra time to pass these tests.

School Processes & Programs

School Processes & Programs Summary

Staff Quality, Recruitment, and Retention

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

The three largest category gains were:

- Autonomy = 15%

- Work/Life Balance = 16%

- Parent Teacher Communication = 14%

One category had 100% positive rating (Student Engagement) and three categories had a 98 rating (Parent/Teacher Communication, Instructional Leadership, and Autonomy).

The two lowest categories were:

- Resources and Facilities - 80% (-11%)

- School Safety and Order - 68% (+3%)

89% of respondents indicate they are satisfied with their ECHS jobs.

100% (Q39) of respondents indicated they would recommend ECHS and CFBISD as a good place to work.

89% (Q41) of respondents feel loyalty to the team (campus).

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

88% (Q11) of respondents stated they trust the principal

94% (Q10) believe the principal looks out for the well-being of the teachers.

The campus faculty has remain stable (maintained 2.0 FTE ESSER funding positions). This year we do not have an ESSER employee. No faculty member has resigned from the campus due to a negative condition these past six years (change in life conditions).

The campus counselor and principal tend to 358 students (year average) both on the high school and college institutions.

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

No induction year teachers were hired. Two teachers had mentor teachers who they consulted with throughout the year.

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

School-wide literacy goals were supported by content initiatives and monthly 'Data Dialogue - vertical' collaborations.

Curriculum, Instruction and Assessment

EOC, MAP, and district benchmark assessment data are regularly analyzed and discussed at both the campus and departmental levels.

Assessment support programs (i.e. Summer Progress Monitor camp, designated tutorials, Saturday School session, Mock exams) for the PSAT/SAT/TSIA/AP/ACT tests and to support college dual-credit courses were built. Additional college and test content were built into AVID class sessions as well.

Tutorial attendance, TSIA camps and Summer Plato/College course Camp work sessions was tracked and funded by Title 1 dollars.

CANVAS, Advanced Placement, and AVID curricular resources were used throughout the year.

Faculty generated student TELPAS samples as embedded elements in their scope and sequence.

100% students met CCMR criteria; 100% graduation rate.

Organization and Administration

1x per month Dallas College - Brookhaven liaison meetings occurred virtually all year.

Monthly Educational Partnership K-12 meetings occurred throughout the year with Dallas College and all other high school partners.

Quarterly meetings (Institutes) with the Dallas County Promise (DCP) team, CFBISD CCMR personnel and all DCP schools occurred.

Semi-annual ECHS Advisory board meetings occurred with CFBISD district administrators, campus personnel, college and business partners.

Monthly department chairperson meetings occurred.

Faculty meetings occurred (focus language rich classroom settings).

Operations team meetings met weekly.

AVID site team meetings occur every month.

50% of the faculty are Caucasian.

57% of the faculty are male.

1.0 FTE nurse aide has been added to staff (pending hiring).

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

Parent meetings with teachers were held in-person and virtually.

71.6% student population are Hispanic with 28.6% Hispanic staff.

12.4% student populations are black and 14.3% black staff.

3.9% student population are Asian with 7.1% Asian staff.

9% student population are white with 57% white staff.

3% student population identify 2+ with 7% 2+ staff.

70.42% of student body qualify for F&R lunch.

Two mentor programs exist (Big Bear/Little Bear and GEM) serving approximately 60 students across all grade levels.

One counselor attends to all college and high scheduling along with other Social and Emotional Learning lessons and support.

One administrator attends to all testing functions such as EoC, TELPAS, LPAC, 504, Sp Ed, Title 1 responsibilities.

30 in-school and 14 out of school suspensions occurred. The in-school suspensions increased by 36% (70 days). The out-of-school increased by 16.7% (33 days out).

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

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

School Processes & Programs Strengths

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

Three mentorship programs support close to 20% of the student body.

10% of the student population are support by counseling sessions with Children's Medical Center.

Strong loyalty exists amongst staff

Strong levels of engagement and commitment by staff to support all students is evident.

Student enrollment (by ethnicity) has become slightly more diverse (rise in white (38% gain) and black (18% gain) sub populations since 19-20 SY) while Hispanic enrollment decline by 5%.

Strong emphasis on writing across all content areas which drove 'Data Dialogue' discussion six times during the year.

AVID site team (7), Advanced Placement teachers (3), and Laying the Foundation faculty (2) received extensive professional development.

All faculty received Emergent Bilingual, ELA literacy (sentence composition), and NEWSELA training.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): An increase in 504 plans (now 29), use of external counseling, and the increased use in online visits with Children's Health personnel has occurred.

Root Cause: Academic stress coupled with adolescent growing pains this year appear escalated as they discover how to manage in a new learning environment.

Problem Statement 2: The recovery of college courses, high school courses and to acquire access to college courses is needed. Students will have the summer camp to complete these tasks.

Root Cause: Students get behind in their work and will fail a class. TSIA tests are given weekly and monthly. Students may need extra time to pass these tests.

Problem Statement 3 (Prioritized): The student body has generated more racially-based grievances or complaints. Yet, these concerns were better reported to school administration

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

Problem Statement 4: The work load and personal connections these teacher need to establish with students is high. Our student population has increased to 377.

Root Cause: Not having enough Social Emotional learning lessons as well as fun and academically designed field trips cause teachers not to be attached. Increase the number of celebrations with both the teachers and the students is needed.

Perceptions

Perceptions Summary

Complete set of cultural documents (Vision, Mission, Motto, Crest, Code of Ethics, and Core Values). Alma Mater does not exist.
Strong parent relations/communication as evidence by Upbeat survey score of 98%. [trusting relations, work together with parents, parent confidence.
Trust and autonomy on campus is high (91% and 98%).
Collective efficacy amongst teachers and staff is strong (Upbeat = teacher trust - 93; meaningful work - 87; peer help - 87).
Strong feelings of success (Upbeat = success as teacher - 93; support students academically - 87; support student SEL - 87).
Campus vision awareness and responsibility to reach it scores 93 .
87% teachers believe they have an active role in shaping school policies and 93% believe they can take on leadership roles.

Rules for student behavior are mostly enforced by teachers (Upbeat = 73%).
Safety within and around campus is graded at 60%.
Teachers and students are routinely recognized for outstanding work (Upbeat = 100%). Quarterly academic awards programs and 8 week Ring the Bell ceremonies are performed.

Active engagement and support from Dallas College rarely does occur (1x a month meeting - mostly virtual).

Parents are regularly invited or engaged with school matters (volunteer, Open House, book clubs, luncheons, celebrations).
Students actively attend and create extra-curricular clubs (D&D, Interact, Be Kind club, Kaci's Run, etc).
Students use Executive Council forums to advocate for their classmates and impact school activities.

PANORAMA Student SURVEY RESULTS

Classroom Climate = 73 (+3)
Classroom Engagement = 55 (+4)
Classroom Rigorous Expectations = 76 (+4)
Classroom Teacher-Student Relationships = 74 (+8)
Pedagogical Effectiveness = 71 (-3)

Perceptions Strengths

Cultural events have returned in a strong way (large school events, door decorations, graduation, Honors Breakfast Senior Awards on campus).
Constant analysis of Parent Square communications occur by the principal and the community title 1 liaison.
Grade-level mandatory parent meetings and success orientation sessions occur for all parents.
Active Campus Improvement Committee collaborates with school and college personnel to provide guidance on school data, events and programs.
Community service requirements informally exist for all students (~40 hours annually).

Teachers possess a strong collective efficacy about the impact they have on student success (evidence Upbeat and National Blue Ribbon award)

Strong PTSA membership earning 14 membership awards out of a total of 18.
Recipient of the 2020-2022 National PTA School of Excellence.
More than 15 large events occur at the high school where parents participate (average just under two times a month)

Community partnerships hover between 15 to 20 entities.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Panorama student survey data suggests classroom engagement requires the greatest improvement (55%). Scholars showed this area to have the greatest gain but still remains ranked low. While all indicators in this category showed small improvements, the 'eagerness' to participate is the lowest ranked question. Engaging students in purposeful high school learning activities has moved slowly.

Root Cause: Continued open discussion in the classroom between teachers and students on the topic of 'Engagement'. Using students goals is not a predominant activity. School belonging questions are low because students do not perceive their connection to teachers and classmates. Try to offer additional activities for student leadership.

Problem Statement 2: Acquiring perceptions, beliefs, or concerns from our parents while improved last year due to a district survey well responded to by our parents did not materialize in an investigation or summary statement of the parent responses.

Root Cause: PTSA officers were increasingly detached in February and March. The team ran out of time to collaborate and summarize parent data.

Priority Problem Statements

Problem Statement 1: Campus attendance rates dropped from 95.3% to 94.4%, meeting district and state averages. Specific 6-week cycles exist (4th; after New Years) whereby more chronic absenteeism occurs.

Root Cause 1: Campus operation team continues to seek better home contact communications and strengthen Truancy accountability measures. Additionally, the add-on of another administrator can increase parent meetings.

Problem Statement 1 Areas: Demographics

Problem Statement 2: SAT scores have increased this past year. PSAT scores increased. TELPAS scores have increased. Ninth and tenth grade students have to become more urgent with their studies. More attentive tutorials, practice tests, focused note-taking, and designated reading times are needed to address the EOC 'Met' on grade level performance.

Root Cause 2: Our faculty has provided an increased instructional element to prepare for these nationally-norm rigorous assessments. To increase our scores mock exams, tutorials and subsequent embedded content must occur weekly. No SAT/PSAT professional faculty training occurred (2021-2024) in preparation for these exams. More student camps need to be funded.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The student body has generated more racially-based grievances or complaints. Yet, these concerns were better reported to school administration

Root Cause 3: Students continue to come into contact with a significant campus student population (%) change and have not completely been able to use discretion, kindness and or consideration for another student.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: The student body continues to become more diverse. There still exists race-based/sexual orientation-based grievances or complaints.

Root Cause 4: Methods to improve 'reporting' such as Anonymous Alerts have been taught. Students use the system more than prior years. A school-wide approach to use the AAlerts coupled with more actionable strategies need to be employed for the 2024-2025 school year.

Problem Statement 4 Areas: Demographics

Problem Statement 5: An increase in 504 plans (now 29), use of external counseling, and the increased use in online visits with Children's Health personnel has occurred.

Root Cause 5: Academic stress coupled with adolescent growing pains this year appear escalated as they discover how to manage in a new learning environment.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Panorama student survey data suggests classroom engagement requires the greatest improvement (55%). Scholars showed this area to have the greatest gain but still remains ranked low. While all indicators in this category showed small improvements, the 'eagerness' to participate is the lowest ranked question. Engaging students in purposeful high school learning activities has moved slowly.

Root Cause 6: Continued open discussion in the classroom between teachers and students on the topic of 'Engagement'. Using students goals is not a predominant activity. School belonging questions are low because students do not perceive their connection to teachers and classmates. Try to offer additional activities for student leadership.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Our EB population has increased to approximately 90 students. We need to address the lesson(s) to generate a language rich learning environment and help the scholars feel confident.

Root Cause 7: The strong emphasis to address these needs personally (SEL) and academically have to be made with purpose.

Problem Statement 7 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- 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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Guiding Objectives



Revised/Approved: August 9, 2024








Guiding Objective 1: Optimize Engaging and Diverse Learning



Goal 1: By September 30, 2024, the faculty will use SAT/PSAT/ACT student achievement data to establish small and whole campus student study groups to increase our Fall SAT 2024 and Spring 2025 SAT mean averages to 1100.





High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Create a 80-minute department PD session in early August to discuss embedded SAT/PSAT/ACT type content and associated questions into formative assessments (3 week cycles). Strategy's Expected Result/Impact: Expose students to SAT/PSAT/ACT type content questions in core course targeted tutorials, generate formative assessments and analyze subsequent quiz results. Staff Responsible for Monitoring: Department chairpersons Problem Statements: Student Learning 1 Funding Sources: CFB personnel - 211 Title I - \$0	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Fund and staff SAT and ACT tests and mock test days to prepare students for the two nationally norm assessments Strategy's Expected Result/Impact: Expose students to assessment content; improve test scores and develop focused note-taking (AVID technique). Staff Responsible for Monitoring: teachers TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 1 Funding Sources: Test Prep/Instructional Materials - 211 Title I - 211-11-6399-00-010-99-000 - \$3,500, Accepted Professional Development seminars - 211 Title I - 211-13-6411-00-010-99-000 - \$1,500	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Fund all PSAT/ACT/TSIA/ and ACT test sessions Strategy's Expected Result/Impact: Enable students to access to college and secure scholarships Staff Responsible for Monitoring: Teachers and principal TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Student Learning 1 Funding Sources: Test materials - 211 Title I - 211-11-6399-00-010-99-000 - \$2,000	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Revamp TSIA 2.0 test preparation program Strategy's Expected Result/Impact: Increase student pass rates on the MATH and ELA TSIA test and thereby increasing student access to college courses and creating more opportunity for students to graduate with an associates degree. Staff Responsible for Monitoring: principal and AVID team TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: TSIA supplies - 211 Title I - 211-11-6399-00-010-99-000 - \$250	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: Provide supplemental programs (i.e. Summer College Prep Camp) and services including: state assessment remediation, EOC interventions, Core-subject Small Group Instruction, Emergent Bilingual Support, AVID, and core-curriculum field trips. Strategy's Expected Result/Impact: Increase in student achievement on state and local assessments. Increase college-course scores (achievement). Staff Responsible for Monitoring: Principal, AVID Team, Teachers Title I: 2.4, 2.6 Problem Statements: Student Learning 2 Funding Sources: Instructional Specialists - 211 Title I - 211-11-6119-00-010-30-000 - \$750, Supplemental services (summer camp) and resources to support at-risk students (field excursions - 211 Title I - 211-11-6117-00-010-30-000 - \$3,000	Formative			Summative
	Oct	Jan	Mar	June
				

 No Progress
  Accomplished
  Continue/Modify
  Discontinue









Goal 1 Problem Statements:

Student Learning
<p>Problem Statement 1: SAT scores have increased this past year. PSAT scores increased. TELPAS scores have increased. Ninth and tenth grade students have to become more urgent with their studies. More attentive tutorials, practice tests, focused note-taking, and designated reading times are needed to address the EOC 'Met' on grade level performance.</p> <p>Root Cause: Our faculty has provided an increased instructional element to prepare for these nationally-norm rigorous assessments. To increase our scores mock exams, tutorials and subsequent embedded content must occur weekly. No SAT/PSAT professional faculty training occurred (2021-2024) in preparation for these exams. More student camps need to be funded.</p> <p>Problem Statement 2: Our EB population has increased to approximately 90 students. We need to address the lesson(s) to generate a language rich learning environment and help the scholars feel confident. Root Cause: The strong emphasis to address these needs personally (SEL) and academically have to be made with purpose.</p>

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: By August 2025, 100% percentage of graduates will meet at least one college, career, or military readiness indicator within the A-F accountability framework (excluding the CTE Coherent Sequence criterion that is scheduled to be discontinued as a CCMR indicator).

Evaluation Data Sources: Dual credit audits; Dallas College CCMR tool; AP test scores

Strategy 1 Details	Reviews			
Strategy 1: Conduct one degree audits for 12th graders and at least one degree audit for the junior class. Strategy's Expected Result/Impact: Identify all students who have met the CCMR indicator. Staff Responsible for Monitoring: Counselor and CCMR Dean TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: Dallas College personnel - 211 Title I - \$0	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Arrange and finance professional development training for CCMR experiences and AP Summer Institutes. Strategy's Expected Result/Impact: Increase likelihood that students will do better on PSAT/SAT exams, the AP tests and TSIA assessments (including Texas College Bridge). Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Title 1 - Professional Development - 211 Title I - 211-13-6411-00-010-99-000 - \$1,500	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2 Problem Statements:

Student Learning

Problem Statement 1: SAT scores have increased this past year. PSAT scores increased. TELPAS scores have increased. Ninth and tenth grade students have to become more urgent with their studies. More attentive tutorials, practice tests, focused note-taking, and designated reading times are needed to address the EOC 'Met' on grade level performance.




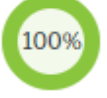
Root Cause: Our faculty has provided an increased instructional element to prepare for these nationally-norm rigorous assessments. To increase our scores mock exams, tutorials and subsequent embedded content must occur weekly. No SAT/PSAT professional faculty training occurred (2021-2024) in preparation for these exams. More student camps need to be funded.







Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: By May 12, 2025, all students will generate two reading goals, select two reading books for their own personal home libraries, generate a year-long reading log and give a book study presentation to their classmates.

High Priority







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

Strategy 1 Details	Reviews			
Strategy 1: Generate two SMART Reading Goal by the end of August; lead goal-review discussions during advisory periods; complete reading logs. Strategy's Expected Result/Impact: A progress monitor/log tracker system coupled with a goal review will hold students and teachers accountable for silent sustained reading progress and an increase in Lexile levels as measured by MAP test results Staff Responsible for Monitoring: Faculty TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: CFB personnel - 211 Title I - \$0	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Purchase two personal reading books for their home libraries. Strategy's Expected Result/Impact: Increase home library editions; motivate students' love of reading and raising nationally-norm percentiles and word exposure Staff Responsible for Monitoring: Faculty TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: Books for students to increase vocabulary and impact ELA assessment gains. - 211 Title I - 211-11-6329-00-010-99-000 - \$7,715	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Purchase 25 new reading books/magazines/newspapers to stock their classroom libraries. Strategy's Expected Result/Impact: Increase student choice of what books to read; stimulate critical conversations about literacy. Purchase book cases to house are teacher libraries. Staff Responsible for Monitoring: all teachers TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: Bookstore books and shelves - 211 Title I - 211-11-6329-00-010-99-000 - \$4,285	Formative			Summative
	Oct	Jan	Mar	June
	N/A		N/A	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Guiding Objective 2: Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

Goal 1: By May 2025, increase the campus annual attendance rate from 94.4% to 97% by implementing a timely and organized campus communication infrastructure that provides a three week snapshots of student absenteeism.

Strategy 1 Details		Reviews			
Strategy 1: Generate daily absence list between the nurse aide, attendance clerk and staff. Generate three-week Chronic Absenteeism reports to share with faculty. Strategy's Expected Result/Impact: Identify students with excessive absences. Deliver communication to students and parents about loss of instruction and its implications. Begin proceedings to host attendance committee meetings with parents Staff Responsible for Monitoring: principal and attendance clerk TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Demographics 1 Funding Sources: CFB personnel - 211 Title I - \$0, Motivational Speaker - 211 Title I - 211-11-6299-00-010-99-000 - \$1,110		Formative			Summative
		Oct	Jan	Mar	June
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

Goal 1 Problem Statements:






Demographics
Problem Statement 1: Campus attendance rates dropped from 95.3% to 94.4%, meeting district and state averages. Specific 6-week cycles exist (4th; after New Years) whereby more chronic absenteeism occurs. Root Cause: Campus operation team continues to seek better home contact communications and strengthen Truancy accountability measures. Additionally, the add-on of another administrator can increase parent meetings.

Guiding Objective 3: Optimize Community Engagement

Goal 1: By May 2025 create and conduct administer one parent 'Campus Climate' survey (paper or electronic) similar to an Upbeat Teacher or K12 Insight survey with a grade level response rate greater than 60%.

High Priority

Evaluation Data Sources: Parent Self-serve and Google Survey Forms; paper completed surveys; K12 Insight survey templates; PTSA steering committee and staff focused notes

Strategy 1 Details	Reviews			
Strategy 1: Establish a PTSA + Campus Improvement Team (CIT) survey steering committee to generate the one new parent survey. This team will meet in August, October, January, February, April and June. Strategy's Expected Result/Impact: Design survey structure and decide on content. Create a communication structure for all school constituents so that they can complete the survey. Analyze survey data and publish results for new and previous survey. Make school-based recommendations after survey administration our on-campus leadership teams, the PTSA general populace and the Campus Improvement Committee (CIC). Staff Responsible for Monitoring: Title 1 community liaison, and principal TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 1 Funding Sources: Assistant - Parent and Community Liaison - 211 Title I - 211-61-6129-00-010-30-000 - \$32,040	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 1 Problem Statements:







Demographics
Problem Statement 1: Campus attendance rates dropped from 95.3% to 94.4%, meeting district and state averages. Specific 6-week cycles exist (4th; after New Years) whereby more chronic absenteeism occurs. Root Cause: Campus operation team continues to seek better home contact communications and strengthen Truancy accountability measures. Additionally, the add-on of another administrator can increase parent meetings.

Guiding Objective 3: Optimize Community Engagement

Goal 2: By May 16, 2025 leverage our campus volunteers to provide guidance on how to strengthen our students' relations with the community during two large Volunteer Appreciation events set to occur in late Fall or early winter and after the school year ends.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Fund the attendance and all other related costs of our Campus Title 1 Liaison the Navigating the Future Parent and Family Engagement conference in during the school year (2024-2025). Strategy's Expected Result/Impact: Strengthen network between the Director of Strategic Initiatives and two other CFBISD campus liaisons. Generate new and more effective programs to attach parents and community members to the campus. Staff Responsible for Monitoring: Liaison and Principal ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: Demographics 1 Funding Sources: Parent and Family Engagement conference - 211 Title I - 211-61-6411-00-010-99-000 - \$800	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2 Problem Statements:








Demographics
Problem Statement 1: Campus attendance rates dropped from 95.3% to 94.4%, meeting district and state averages. Specific 6-week cycles exist (4th; after New Years) whereby more chronic absenteeism occurs. Root Cause: Campus operation team continues to seek better home contact communications and strengthen Truancy accountability measures. Additionally, the add-on of another administrator can increase parent meetings.

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

Goal 1: By May 1, 2025, students and staff collaborate to develop and implement a systemic 'Excellence through Diversity' initiative to address mean, unfriendly and prejudicial behavior so much so that less than three formal complaints are lodged per semester with school personnel.

High Priority

Evaluation Data Sources: Attendance rosters; grievance documentation; event programs

Strategy 1 Details		Reviews			
Strategy 1: Enable our community partner 'Shake Shack' to sponsor a semester one event thereby enabling a message of inclusion to be seen and felt during the event. Strategy's Expected Result/Impact: Students will engage in event conversations and post even conversations that focus on diversity in the workplace. Staff Responsible for Monitoring: I AM club, the sponsor and principal. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 3 Funding Sources: Extra-Duty Staff - 211 Title I - 211-11-6117-00-010-30-000 - \$1,000		Formative			Summative
		Oct	Jan	Mar	June
			N/A		
Strategy 2 Details		Reviews			
Strategy 2: Produce three or four culture events such as a Black History and Hispanic Heritage month events; Strategy's Expected Result/Impact: Students participation in events increases and leads to stronger personal ties to classmates that rises students' belief's that they matter (evidence in Panorama scores) Staff Responsible for Monitoring: Club sponsors TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Demographics 2 Funding Sources: CFB personnel for cultural events - 211 Title I - 211-61-6117-00-010-30-000 - \$0, Special speakers for cultural events - 211 Title I - 211-61-6299-00-010-99-000 - \$1,500		Formative			Summative
		Oct	Jan	Mar	June
					
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>					

Goal 1 Problem Statements:



Demographics
Problem Statement 2: The student body continues to become more diverse. There still exists race-based/sexual orientation-based grievances or complaints. Root Cause: Methods to improve 'reporting' such as Anonymous Alerts have been taught. Students use the system more than prior years. A school-wide approach to use the AAlerts coupled with more actionable strategies need to be employed for the 2024-2025 school year.
School Processes & Programs
Problem Statement 3: The student body has generated more racially-based grievances or complaints. Yet, these concerns were better reported to school administration Root Cause: Students continue to come into contact with a significant campus student population (%) change and have not completely been able to use discretion, kindness and or consideration for another student.





Guiding Objective 5: Optimize All Available Resources







Goal 1: By May 2025 decrease by 50% the amount of students who have to repeat a college course within a full school year.

High Priority

Evaluation Data Sources: College credit audit data; parent conferences; progress monitoring documentation; student goal-setting; special college-based presentations; increased high school and college electives; high school and college tutorial attendance sheets; high school - Dallas College facilitators notes; school funding expenditures

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: Encourage, promote, support and recruit high school AVID teachers to become annually trained college course facilitators so that they can monitor restricted ECHS-cohort courses for a semester.</p> <p>Strategy's Expected Result/Impact: Teachers will become more aware of the progress students are making in their college course thereby nourishing rigorous conversations with the student and teacher about the scholar's progress. Also, students will be more quickly identified and supported for mandatory tutorial help.</p> <p>Staff Responsible for Monitoring: AVID teachers (6)</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: AVID Training - 211 Title I - 211-13-6411-00-010-99-000 - \$50</p>				

Strategy 2 Details	Reviews			
<p>Strategy 2: Identify students who are struggling with their college course(s) and assign them mandatory tutorial sessions during the week, on Saturday morning and during Dallas College Course ECHS Summer School. All AP test exams will be covered with the hope that students can recover college course credits. Progress monitor checks will occur for these students weekly</p> <p>Strategy's Expected Result/Impact: Struggling students will receive additional 'time on task' during the week to improve their college course grades. Communication structures will be refined in order to get proper grade data to campus personnel (e.g. principal, counselor, and parents).</p> <p>Staff Responsible for Monitoring: Instructional facilitator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Perceptions 1</p> <p>Funding Sources: Tutorial sessions - 211 Title I - 211-11-6117-00-010-30-000 - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Communicate and implement an enforced 'No Drop' college course policy.</p> <p>Strategy's Expected Result/Impact: Students will have to work very hard to keep up with their assignments. They will have to show documented evidence that they sought both high school teacher, AVID tutor, and college academic coach support during the semester.</p> <p>Staff Responsible for Monitoring: counselor and principal</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: CFBISD and Dallas College personnel - 211 Title I - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
Strategy 4: Host mandatory a parent meeting prior to giving any student who dropped from a course or failed the course. Strategy's Expected Result/Impact: This meeting will inform parents on the 'Retake' policies and assist them in planning for their child's extra time on task: 1) send weekly grade reports to the counselor, 2) attend 2 hours of extra time on campus studying in the repeated course, 3) submit to weekly progress monitoring with parents, teachers and the counselor. Staff Responsible for Monitoring: counselor and principal TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: - 211 Title I - \$0	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Use Title One funds to pay tuition costs for repeated courses Strategy's Expected Result/Impact: Enable students to progress in their Associate Degree pathway Staff Responsible for Monitoring: principal TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: Associate Degree Courses - 211 Title I - 211-11-6299-00-010-99-000 - \$1,000	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Require Students retaking a college course during the school year will be to attend Saturday School or ZAP sessions weekly or unit mastery of college course content is demonstrated. Strategy's Expected Result/Impact: Passing more college classes; reduce repeat takers Staff Responsible for Monitoring: principal and counselor TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Perceptions 1 Funding Sources: Dual Credit Retakes - 211 Title I - 211-11-6117-00-010-30-000 - \$8,000	Formative			Summative
	Oct	Jan	Mar	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1 Problem Statements:

Perceptions

Problem Statement 1: Panorama student survey data suggests classroom engagement requires the greatest improvement (55%). Scholars showed this area to have the greatest gain but still remains ranked low. While all indicators in this category showed small improvements, the 'eagerness' to participate is the lowest ranked question. Engaging students in purposeful high school learning activities has moved slowly. **Root Cause:** Continued open discussion in the classroom between teachers and students on the topic of 'Engagement'. Using students goals is not a predominant activity. School belonging questions are low because students do not perceive their connection to teachers and classmates. Try to offer additional activities for student leadership.

State Compensatory

Budget for Early College High School

Total SCE Funds: \$1.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

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

Title I - Previous

1.1: Comprehensive Needs Assessment

Please see TitleI Crate for the following documentation.

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

2.2: Regular monitoring and revision

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

In September, December in 2024, March and in May in 2025, the Campus Improvement Committee will meet to monitor and adjust the plan to best support student achievement and related initiatives.

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

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

2.4: Opportunities for all children to meet State standards

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

2.5: Increased learning time and well-rounded education

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

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

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

3.1: Annually evaluate the schoolwide plan

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

4.1: Develop and distribute Parent and Family Engagement Policy

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

4.2: Offer flexible number of parent involvement meetings

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

Title I - Updated

Campus Improvement Team

Committee Role	Name	Position
Business	Gina Doerr	HR Manager, Presto
Parent	Carrie Lea Cozart-Morgan	Parent
Parent	Pamela Cabrales-Lopez	Parent
Parent	Andrea Beckham	Parent
Parent	Maria Fabela	Parent
Business	Elizabeth Villefranca	Owner
Institute Higher Education - Dallas College	Lindsay Bangert	IHE - Dallas College representative
Institute Higher Education - Dallas College	Chazmen Kidd	IHE - Dallas College representative
Student	David Flores	Student
Student	Marisca Ibarra	Student
Classroom Teacher	Emmelynn Fuentes	Teacher
Paraprofessional	Minerva Saenz	Secretary
Administrator	Timothy Isaly	Principal

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student Services	8/1/2024	Brian Moersch	8/8/2024
Child Abuse and Neglect	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Coordinated Health Program	Director of Athletics	7/16/2024	Renee Putter	7/16/2024
Decision-Making and Planning Policy Evaluation	Assistant Superintendent of Curriculum and Instruction	8/16/2024	Brian Moersch	8/16/2024
Disciplinary Alternative Education Program (DAEP)	Assistant Superintendent of Student Services	7/31/2024	Lance Hamlin	8/2/2024
Dropout Prevention	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Dyslexia Treatment Program	Director of Special Services	8/16/2024	Sara Roland	8/2/2024
Title I, Part C Migrant	Director of Federal Programs	7/8/2024	Lori Traynham	7/9/2024
Pregnancy Related Services	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Post-Secondary Preparedness	Coor College and Career/CTE		Aurora St. Laurent	8/9/2024
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	7/17/2024	Brian Moersch	7/17/2024
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Mental Health and Behavior	8/2/2024	Jocelyn Torres	8/2/2024
Texas Behavior Support Initiative (TBSI)	Assistant Superintendent of Support Services	8/2/2024	Sara Roland	8/2/2024
Technology Integration	Chief Technology Officer		Robin Stout	7/22/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Executive Director of Safety & Security	7/29/2024	Rachael Freeman	7/29/2024
Title I Parent Involvement Policy	Director of Federal Programs	7/8/2024	Lori Traynham	7/8/2024
ESSA Program Descriptions	Director of Federal Programs	7/8/2024	Lori Traynham	7/8/2024