24-25 EECHS Action Plan

DRAFT

Campus	East Early College High School
Principal	Claudia Castillo
Grades Served	9-12
Enrollment	460

Needs related to student achievement data:

As an Early College, we are committed to offering students the opportunity to enroll in college classes and earn credits toward an associate's degree. To stay on track for this goal, it's essential that students take the TSI and achieve qualifying scores in both ELA and Math as early as possible. This early placement is crucial for ensuring they complete their associate's degree by graduation.

- Increase the number of students who are TSI-ready before their 10th-grade year.
    - 2022-2023: With only 36% of sophomores being TSI ready, we faced challenges in the master schedule, leading to the need for additional classes for students who were not yet eligible to begin Dual Credit courses.

Needs related to improving the quality of instruction:

- Incorporate higher-order questioning throughout lessons to foster greater student engagement in discussions.
- Use diverse strategies to assess understanding, being purposeful in choosing methods that align with the lesson objectives.
- Integrate additional writing opportunities across all subjects.

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Key Action *(Briefly state the specific goal or objective.)*

Enhance staff capacity to offer structured TSI support and guidance, aiming to prepare more students to take and earn credit for at least one dual credit English Language Arts course by the end of their junior year.

Indicators of success *(Measurable results that describe success.)*

- By May 2025 the percentage of rising juniors who will be TSI ready in Reading and Writing will increase from 56% to 65%.
- By May 2025, the percentage of freshmen who will be TSI ready in Reading and Writing will increase from 17% to 25%.

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

- Sophomores who are not TSI ready or otherwise eligible for dual credit English Language Arts courses will be enrolled in a Reading class with a structured curriculum designed for TSI support.
- All incoming 9th-grade students will be enrolled in both English I and Creative Writing
  - The reading creative writing course will serve as TSI curriculum support.
- Students will receive structured tutorials during advocacy and will be scheduled to attend HCC and EECHS Saturday boot camps to prepare to take TSI.
- Students will need to complete a TSI intervention course before attempting the test.

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- Advocacy initiative will be implemented to give students guidance to track their progress on TSI and embedded interventions.
- ELA, Reading, & TSI teachers will structure lessons to support TSI readiness and prepare students for a re-test.
  - ELA teachers will support all students enrolled in reading and creative writing classes to maximize student success in those courses.
- Karyn Hall, Dean of Students will support with planning and implementation of structured advocacy tutorials and TSI Saturday boot camps.
- Grade level PLCs will include discussions about students' TSI progress. Teachers and administrators will identify students needing additional intervention support.

Key Action *(Briefly state the specific goal or objective.)*

Enhance staff capabilities to deliver structured support for students in Math courses, focusing on both TSI and STAAR readiness, to increase the number of students who can qualify to take and earn credit for at least one dual credit Math course before graduation.

Indicators of success *(Measurable results that describe success.)*

- By May 2025, the number of juniors who place for TSI math will increase from 20% to 50%.
- By May 2025, the percentage of students who score 4000 or higher on Algebra 1 will increase from 53% to 60%.

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

- Sophomores will be enrolled in Algebra II to help them take and place in the TSI Math test before their junior year.
  - Students who score 4000 on the Algebra I STAAR and earn a B or higher in Algebra II will qualify for a TSI waiver.
- Students who have not met the Math TSI requirement by December of their junior year will be placed in a TSI support course for the Spring Semester.
- Students will receive TSI intervention during Advocacy periods and must attend a Saturday TSI Intervention camp before attempting the TSI Math test.
- Advocacy periods will be used to support and guide students in tracking their progress and provide ongoing Math support for both TSI and STAAR.

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- The Algebra II teacher will identify students eligible for the TSI waiver.
- The Algebra II teacher will integrate structured TSI support into the class and assist with administering the TSI test for students enrolled in Algebra II who did not achieve a minimum score of 4000 on the STAAR Algebra I test.
- Advocacy teachers and administrators will identify students who will receive embedded TSI support during Advocacy periods.

Key Action *(Briefly state the specific goal or objective.)*

Prepare students for TSI, to ensure they are eligible to take dual credit courses as early as 9th grade. Students will be scheduled into support classes that will focus on TSI readiness. Students will be scheduled into Advocacy to receive support with tracking progress on TSI readiness.

Indicators of success *(Measurable results that describe success.)*

- By December 2024, 20% of 9th-grade students will be TSI ready in ELA.
- By May 2025, 30% of rising sophomores will be eligible to take dual credit courses Fall 2025.

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

- All 9th grade students will be double blocked with ELA and creative writing class and/or Reading class for TSI support.
- Intervention support for 9th grade will occur through the Advocacy period.

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

- Algebra II teacher will support with tracking students eligible to take TSI or qualify for a waiver.
- Advocacy teachers will support students by reviewing TSI tracker to identify needed supports.
- Advocacy teachers will support with interventions for TSI readiness.
- Advocacy teachers will implement grade checks for college classes on Fridays.

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Indicators of success *(Measurable results that describe success.)*

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