Carrollton-Farmers Branch Independent School District

Early College High School

2025-2026 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: July 10, 2025

Demographics

Demographics Summary

Early College High School (ECHS) on the Dallas College- Brookhaven campus was establish in 2006 as one of 15 Texas schools with an ECHS 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 2 administrators) serving 365 students.
Most newly enrolled 9th grade students come from district middle schools while 10% 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 = 100; 10th grade = 86; 11th grade = 93; 12th grade = 86; total = 365
Total male students equal 147 while female students = 218 (60%).
Ethnicity counts include: 1 Native/Indian (0.5%); 9 students identified 2+ (2.4%); 17 Asian (4.5%; 36 black (10.4%); 267 Hispanic (72.7%); and 33 white (9.4%).
Total number of students coded in 2024-25 'At-Risk' equals 145 (40%) while students qualified to received Free and Reduced lunch equal 256 (71%).
Students served under IDEA number (24-25) 18 (5%).
Students served under Section 504 (24-25) equaled 26 or 7.1%.

Attendance data shows the campus attendance rate to equal approximately 95.4%.

STAFF and FACULTY

Faculty gender: males =7; females = 9.
Staff gender: males = 2; females = 6.
Total gender: males = 9; females = 15.

Race counts: 7 white faculty; 2 black, 1 Asian, 2 Middle East, 4 Hispanic.

In 2024-25 ECHS employed 1 induction year teacher; 2 teachers with 1-5 years experience each while 2 teachers fall in the 6-10 years time frame.
Six faculty served 11-20 years while the remaining 5 teachers served 20+ years teaching experience.
This past year, faculty hires have increase to 16.

Demographics Strengths

Since the 2021 school year faculty hires have remained the same (18 - 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 remained the same (70%) 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 held at 44 scholars (SE = from 19 to 18) and 12.5% (504 = 25 to 26) respectively.
At-Risk student numbers has dropped to 145 students (~4%).

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Campus attendance rates increased from 94.4% to 95.4%, meeting district and state averages. Specific 6-week cycles show more absences (3rd and 4th nine weeks at 94.7%). Even though students (n=66) who missed 10+ days of school throughout the year dropped by 4%, this quantity is too high.
Root Cause: Campus operation team continued to seek better home contact communications and strengthen Truancy accountability measures. Additionally, the add-on of another administrator can increase parent meetings. We tracked high numbers of absent students, however, we did not converse with parents in person who were nearing or earned ten absences.

Problem Statement 2: The student body remains diverse. One race-based/sexual orientation-based grievances or complaints occurred.
Root Cause: Methods to improve 'reporting' such as Anonymous Alerts (AA) have been taught. Students use the system more than prior years. A school-wide approach to use the AA coupled with more actionable strategies need to be employed for the 2025-2026 school year.

Student Learning

Student Learning Summary

This year we had a 100% high school graduation rate (83 out of 83).
On May 16, 2025, 62 of the 83 seniors earned an associates of art/science (75%) with five more earning the diploma in late summer (81%) This rate increase 14% from last year.
EOC results indicate all students approached, met or mastered the Biology EOC's (100%).
93% of English 2 students (n=88) earned an 'approach' or higher achievement rating
94% of Algebra 1 students (n=63) earned an 'approach' or higher achievement rating.
92% of English 1 students (n=102) earned an 'approach' or higher achievement rating.
98% of US History students (n=88) earned an 'approach' or higher achievement rating

Algebra 1: 4 did not meet (High = 6.4%); 16 approached grade level (25.4%); 23 met grade level (37%); 20 mastered grade level (32%).
The 'Did Not Meet' and the 'Approached' levels increased while 'Met' and 'Mastered' levels increased.
English 1: 8 did not meet (Low - 3, High - 5 = 8%); 20 approached grade level (20%); 56 met grade level (55%); 18 mastered grade level (18%).
The 'Did Not Meet', the 'Approached' levels and the 'Met' levels increased while the 'Mastered' levels decreased.
English 2: 6 did not meet (Low - 3, High - 3 = 7%); 13 approached grade level (15%); 58 met grade level (66%); 11 mastered grade level (13%).
The 'Did Not Meet', the 'Approached' levels increased while the 'Met' and 'Mastered' levels decreased.
Biology: 0 did not meet (0%); 11 approached grade level (12%); 49 met grade level (56%); 28 mastered grade level (32%).
The 'Approached' level increased and the 'Mastered' level decreased.
US History: 2 did not meet (Low - 1, High - 1 = 2%); 14 approached grade level (16%); 33 met grade level (37%); 41 mastered grade level (46%).
The 'Did Not Meet', the 'Approached' levels increased while the 'Met' level decreased and the 'Mastered' level stayed the same.

Overall, twenty exams (19 students - 4.5%) did not meet an EoC tests (n= 431).
ECHS had four re-testers this Spring who did not pass.
All 'Did Not Meet' twenty exams were taken by students who were classified as 'Economically Disadvantaged.'
Twelve of these exams (60%) were taken by Emergent Bilingual students.
Emergent Bilingual (EB) Spring failures for all EoC exams increased from 6 (2024) to 12 (2025).

SAT October School-day scores have increased from 1059 (cohort 2024) to 1100 (cohort 2025).
Math scores increased 16 points to 553 and ERW scores increased 25 points to 547.
Last year we had 24 students take the ACT test.
This year 141 students (488% increase) took the test (10th and 11th graders).
The mean average composite score = 19.1

PSAT/NMSQT scores for 11th graders (Cohort 2026) increased from 1036 to 1039. This is a 3 point increase compares Cohort 2026 to Cohort 2025.

The number of AP courses is limited (AP Human Geog., AP Computer Science Principles, AP English Literature and AP English Language). 166 AP exams were taken, increase of 38 (30%).
AP Human Geography exam (n=88) had 15 scores that earned a 3 or 4 (17%) with an average score of 1.8.
AP Computer Science Principles exam (n=3) had 0 scores that earned a 3 or 4 (0%) with an average score of 2.67.
AP English Language exam (n=12) had 0 scores that earned a 3 or 4 (0% of total) with an average score of 1.2.
AP English Literature exam (n=63) had 13 scores that earned a 3 or 4 or 5 (21% of total) with an average score of 1.9.

Our unofficial TEA A-F accountability grade is a 96.
Student Achievement and Closing the Gap domains were 94% and 100%.
The Student Progress A and B domains were 79% and 94%.

 TELPAS Composite
   Grade 9 (n=44): 54.6% of these students progressed at least one level.
   Grade 10 (n=18): 50% of these students progressed at least one level.
   Grade 11 (n=16): 31% of these students progressed at least one level.
   Grade 12 (n=9):   22% of these students progressed at least one level.

Student Learning Strengths

TELPAS scores progressed in grades 9th and 10th by 50+%.
The number of students who failed one or more tests dropped from from 7 to 1.
Algebra 1 EoC fails remained the same at 4.
No student failed a Biology EoC.
US History EoC pass rate equaled 98%.
US History and Algebra 1 EoC Mastery levels increased.

High school graduation rate remained at 100%.
College associate degrees earned showed a 14% increase from the previous year.
SAT scores for the graduating Cohort 2025 class increased to 1100 while the PSAT scores increased by 3 points.
The number of AP test takers increased 7% and the number of AP scores earning college credit increased by 27%.
The number of ACT test takers increased by 485% (24 to 141).

The number of special education students has dropped from 19 to 18 this current school year (24-25).

The unofficial TEA accountability rating is 96.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): All 20 failed EoC exams occurred by students who are classified as Economically Disadvantaged.
Root Cause: Our staff did not focus on working with a staff mindset to relieve the student's impoverished conditions.

Problem Statement 2 (Prioritized): 12 students who failed an EoC were classified as Emergent Bilingual. We need to address the lesson(s) that generate a language-rich learning environment and help the scholars feel verbally confident.
Root Cause: Purposeful lesson design that incorporated reading, writing, listening and speaking did not receive a strong classroom observation . Monitoring these lessons did not not identify these four domains.

Problem Statement 3 (Prioritized): The emotional stresses these students have occur because of academic stress, loss of counseling sessions, and personal conditions at home.
Root Cause: Social Emotional learning lessons were not attended to for each student. Using community resources was missing.

Problem Statement 4 (Prioritized): The less than 80% of graduating seniors did not accomplish or earn an associate degree
Root Cause: We had trouble getting students enrolled into college courses. A full-scale progress monitoring system was not present. Recognizing early course placements did not occur.

School Processes & Programs

School Processes & Programs Summary

Seventeen out of 24 Upbeat* survey categories showed positive increases from the previous year.
The three largest category gains were:
    Autonomy = 13%
    Work/Life Balance = 18%
    Student Engagement = 19%
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:
    Compensation and Career Path - 60%
    School Safety and Order - 68%

87% 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.
80% (Q41) of respondents feel loyalty to the team (campus).
93% (Q46) of respondents stated they understood the campus vision and their own role to accomplish the vision.
93% (Q11) of respondents stated they trust the principal
93% (Q10) believe the principal looks out for the well-being of the teachers.
93% (Q23) teachers trust one another.
The 'Appreciation' questions fell and their range existed between 73 - 80%.

The campus counselor and principal tend to 365 students (year average) both on the high school and college institutions.

Cultural Competence again showed most gain (Campus Improvement Plan component; Black History Month; "I AM" Club; Hispanic Heritage Club and Asian Appreciation festivals).

One induction year teachers was hired and was mentored by a teacher throughout the year.
Off-campus professional development learning sessions were funded (AVID SI, APSI, district departmental training. CCRSM).
School-wide instructional goals were supported by content initiatives (Fundamental Five book study) and monthly 'Data Dialogue - vertical' collaborations.

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.

92% graduating 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.

1.0 FTE nurse aide has been added to staff.
0.5 Special Education staff was added.

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% of student body qualify for F&R lunch.
One mentor program existed (GEM) serving approximately 20 students across in grades 11th and 12th.

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.

57 in-school and 27 out of school suspensions occurred.
The main offense was skipping class.
Two DAEP placements were made.

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.

Strong emphasis on 'Instructional Strategies' and critical thinking existed in regular faculty meetings (coupled with a book study - Fundamental Five).
AVID site team (7), Advanced Placement teachers (4) and other teachers received extensive professional development.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The levels of satisfaction on the Safety of the Building, the appreciation shown to the staff, and the development of trust between staff members have dropped in rank.
Root Cause: Organization and communication was not as strong in the new building. The lack of social connections increased between the staff.

Problem Statement 2 (Prioritized): The student body had one racially-based grievance or complaints. This concerns was reported to school administration. According to the Upbeat

Survey, a lower ranking indicated teachers felt disconnected with cultural competence.
Root Cause: The lack of club activities that focused on cultural awareness and kindness acts were slightly diminished. The loss of faculty discussions in regular meetings occurred.

Problem Statement 3: The level of appreciation with Dallas College Educational Partnerships waned.
Root Cause: Moving into a new building without proper space deepened our distrust. Lack of attendance and lack of in-person sessions created angst

Perceptions

Perceptions Summary

Complete set of cultural documents (Vision, Mission, Motto, Crest, Code of Ethics, and Core Values).
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- 67%.
Teachers and students are routinely recognized for outstanding work (Upbeat = 73%).
Monthly 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.

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)

Community partnerships hover between 15 to 20 entities.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Acquiring perceptions, beliefs, or concerns from our parents did not occur.
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 increased from 94.4% to 95.4%, meeting district and state averages. Specific 6-week cycles show more absences (3rd and 4th nine weeks at 94.7%). Even though students (n=66) who missed 10+ days of school throughout the year dropped by 4%, this quantity is too high.

Root Cause 1: Campus operation team continued to seek better home contact communications and strengthen Truancy accountability measures. Additionally, the add-on of another administrator can increase parent meetings. We tracked high numbers of absent students, however, we did not converse with parents in person who were nearing or earned ten absences.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The levels of satisfaction on the Safety of the Building, the appreciation shown to the staff, and the development of trust between staff members have dropped in rank.

Root Cause 2: Organization and communication was not as strong in the new building. The lack of social connections increased between the staff.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: All 20 failed EoC exams occurred by students who are classified as Economically Disadvantaged.

Root Cause 3: Our staff did not focus on working with a staff mindset to relieve the student's impoverished conditions.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: 12 students who failed an EoC were classified as Emergent Bilingual. We need to address the lesson(s) that generate a language-rich learning environment and help the scholars feel verbally confident.

Root Cause 4: Purposeful lesson design that incorporated reading, writing, listening and speaking did not receive a strong classroom observation . Monitoring these lessons did not not identify these four domains.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Acquiring perceptions, beliefs, or concerns from our parents did not occur.

Root Cause 5: PTSA officers were increasingly detached in February and March. The team ran out of time to collaborate and summarize parent data.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: The student body had one racially-based grievance or complaints. This concerns was reported to school administration. According to the Upbeat Survey, a lower ranking indicated teachers felt disconnected with cultural competence.

Root Cause 6: The lack of club activities that focused on cultural awareness and kindness acts were slightly diminished. The loss of faculty discussions in regular meetings occurred.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: The emotional stresses these students have occur because of academic stress, loss of counseling sessions, and personal conditions at home.

Root Cause 7: Social Emotional learning lessons were not attended to for each student. Using community resources was missing.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: The less than 80% of graduating seniors did not accomplish or earn an associate degree

Root Cause 8: We had trouble getting students enrolled into college courses. A full-scale progress monitoring system was not present. Recognizing early course placements did not occur.

Problem Statement 8 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: July 17, 2025

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 1: By 2026, students will increase in the percentage of emergent bilingual students advancing at least one TELPAS proficiency level.

High Priority

Evaluation Data Sources: Meeting agendas, data dialogue discoveries, lesson observations, MAP scores, TELPAS scores

Strategy 1 Details	Reviews			
Strategy 1: Provide professional training to identify students with their TELPAS scores	**Formative**			**Summative**
Strategy's Expected Result/Impact: Identify students who did not progress one level and monitor lesson plans to address this gap through listening, speaking, reading and writing academic tasks.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators **Title I:** 2.51, 2.52, 2.53, 2.534 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2				

Strategy 2 Details	Reviews			
Strategy 2: Conduct two Language Rich Acquisition professional development sessions one per term.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase and implement EB instructional strategies for each teacher.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administration and district PD specialists **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2				

Strategy 3 Details	Reviews			
Strategy 3: Implement TELPAS practice sessions during AVID classes (practice taking notes for writing, test-taking strategies, getting students to speak 45 - 90 seconds on Speaking questions) and provide mock TELPAS sessions.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase TELPAS scores in the writing, listening and speaking components of the TELPAS test. **Staff Responsible for Monitoring:** AVID teachers and Administrators **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 2				
◯ No Progress ◯ Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 1 Problem Statements:

Student Learning
Problem Statement 2: 12 students who failed an EoC were classified as Emergent Bilingual. We need to address the lesson(s) that generate a language-rich learning environment and help the scholars feel verbally confident.   **Root Cause**: Purposeful lesson design that incorporated reading, writing, listening and speaking did not receive a strong classroom observation . Monitoring these lessons did not not identify these four domains.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 2: Early College High School will increase the percentage of students such that 80% of the students will meeting growth measures from 'Beginning of the Year' to the 'End of Year' assessments on the Math MAP and on the Reading MAP.

High Priority

Evaluation Data Sources: Breakdown MAP scores by categories (Dyslexia, special education, GT, by ethnicity, by Eco-Dis, EB, by cohort)

Strategy 1 Details	Reviews			
Strategy 1: Implement MAP tests in the first term and during term 4.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Identify how much a student learned in a year according to the curriculum standards.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers and Administration **Title I:** 2.51, 2.53 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
Strategy 2: Create student goals on how to improve their MAP scores throughout the year and discuss this with their AVID teachers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Establish an achievement goal for their learning. Monitor and make adjustments.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: AVID teachers **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 1 **Funding Sources:** Attend a MAP conference - 211 Title I - 211-13-6411-00-010-30-000 - $250				

Strategy 3 Details		Reviews		
Strategy 3: Purchase two books per student		**Formative**		**Summative**
Strategy's Expected Result/Impact: heighten their reading interest and develop capacity to read for 45 minutes. **Staff Responsible for Monitoring:** Administrative assistant **Problem Statements:** Student Learning 2, 3 **Funding Sources:** Amazon or Barnes and Noble - 211 Title I - 211-11-6329-00-010-30-000 - $4,400		**Oct**	**Jan**	**Mar**	**June**

○ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 2 Problem Statements:

Student Learning
Problem Statement 1: All 20 failed EoC exams occurred by students who are classified as Economically Disadvantaged. **Root Cause**: Our staff did not focus on working with a staff mindset to relieve the student's impoverished conditions.
Problem Statement 2: 12 students who failed an EoC were classified as Emergent Bilingual. We need to address the lesson(s) that generate a language-rich learning environment and help the scholars feel verbally confident. **Root Cause**: Purposeful lesson design that incorporated reading, writing, listening and speaking did not receive a strong classroom observation . Monitoring these lessons did not not identify these four domains.
Problem Statement 3: The emotional stresses these students have occur because of academic stress, loss of counseling sessions, and personal conditions at home. **Root Cause**: Social Emotional learning lessons were not attended to for each student. Using community resources was missing.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 3: By the end of the 2025-2026 school year, Early College High School will increase student enrollment in advanced academic courses that are aligned to the Texas Course Curriculum. All students will be enrolled in these classes.

Evaluation Data Sources: Students enrolled in one or more Advanced Placement courses aligned to the Texas Core Curriculum (AP Lit, AP Lang, AP African American Studies, AP Human Geography)
Students enrolled in one or more Dual Credit courses to the Texas Core curriculum

Strategy 1 Details		Reviews		
Strategy 1: Enroll in one or more of these courses each semester.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Gain a rigorous academic learning environment. Take corresponding assessments to earn college credit.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor				
Title I: 2.52, 2.532 - **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 4				

◯ No Progress	◯ Accomplished	➡ Continue/Modify	✖ Discontinue

Goal 3 Problem Statements:

Student Learning
Problem Statement 4: The less than 80% of graduating seniors did not accomplish or earn an associate degree   **Root Cause**: We had trouble getting students enrolled into college courses. A full-scale progress monitoring system was not present. Recognizing early course placements did not occur.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 4: By the end of the 2025-2026 school year, Early College High School will increase in the success scores in advanced academic courses that are aligned to the Texas Course Curriculum from a total of 75% to 85%.

Evaluation Data Sources: Advanced Placement: 3 or higher aligned to Texas Core Curriculum
Dual Credit: college credit earned aligned to Texas Core Curriculum

Strategy 1 Details				Reviews			
Strategy 1: Provide and fund AP, TSIA, SAT, ACT, and PSAT tests to any student who wants to test.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Acquiring college credit and prepare themselves for their college career. **Staff Responsible for Monitoring:** Registrar and administration				**Oct**	**Jan**	**Mar**	**June**
Title I: 2.52, 2.532 **Problem Statements:** Student Learning 4 **Funding Sources:** College Board - 211 Title I - 211-11-6399-00-010-30-000 - $6,000							
○ No Progress	○ Accomplished	→ Continue/Modify	✗ Discontinue				

Goal 4 Problem Statements:

Student Learning
Problem Statement 4: The less than 80% of graduating seniors did not accomplish or earn an associate degree   **Root Cause**: We had trouble getting students enrolled into college courses. A full-scale progress monitoring system was not present. Recognizing early course placements did not occur.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 5: By September 30, 2025, the faculty will use SAT/PSAT/ACT student achievement data to establish small and whole campus student study groups to increase our Fall SAT 2025 and Spring 2026 SAT mean averages to 1110.

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).	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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 **Title I:** 2.532 - TEA Priorities: Build a foundation of reading and math **Problem Statements:** Student Learning 4 **Funding Sources:** CFB personnel - 211 Title I - $0				

Strategy 2 Details	Reviews			
Strategy 2: Fund and staff SAT/PSAT and ACT tests and mock test days to prepare students for the three nationally normed assessments.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Expose students to assessment content; improve test scores and develop focused note-taking (AVID technique). **Staff Responsible for Monitoring:** Principal and secretary **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 **Funding Sources:** Test Prep/Instructional Materials - 211 Title I - 211-11-6399-00-010-30-000 - $1,000, Accepted Professional Development seminars - 211 Title I - 211-13-6411-00-010-30-000 - $1,750				

Strategy 3 Details	Reviews			
Strategy 3: Revamp TSIA 2.0 test preparation program	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student pass rates on the MATH and ELA TSIA tests and thereby increasing student access to college courses and creating more opportunity for students to graduate with an associates degree. Advance nationally normed test scores. **Staff Responsible for Monitoring:** Principal and AVID coordinator **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 - 211-11-6399-00-010-30-000 - $250	**Oct**	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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 **Problem Statements:** Student Learning 1 **Funding Sources:** 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, Instructional Specialists - 211 Title I - 211-11-6119-00-010-30-000 - $750				

◯ No Progress   ◯ Accomplished   → Continue/Modify   ✗ Discontinue

Goal 5 Problem Statements:

Student Learning
Problem Statement 1: All 20 failed EoC exams occurred by students who are classified as Economically Disadvantaged.   **Root Cause**: Our staff did not focus on working with a staff mindset to relieve the student's impoverished conditions.
Problem Statement 4: The less than 80% of graduating seniors did not accomplish or earn an associate degree   **Root Cause**: We had trouble getting students enrolled into college courses. A full-scale progress monitoring system was not present. Recognizing early course placements did not occur.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 6: By the end of the 2025-2026 school year, Early College High School will maintain the four-year high school graduation rate of 100%.

    Evaluation Data Sources: graduation rate; progress monitor notes and conferences

Strategy 1 Details	Reviews			
Strategy 1: Establish a progress monitoring structure that will meet five times in one year to uncover gaps or deficiencies in a student's credit pathway.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Uncover and implement a plan of action that keeps a student on-track for graduation.
    Staff Responsible for Monitoring: Administration
 	
    Title I:
2.51
    Problem Statements: Student Learning 1, 2				

    ◯ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 6 Problem Statements:

Student Learning
Problem Statement 1: All 20 failed EoC exams occurred by students who are classified as Economically Disadvantaged. **Root Cause**: Our staff did not focus on working with a staff mindset to relieve the student's impoverished conditions.
Problem Statement 2: 12 students who failed an EoC were classified as Emergent Bilingual. We need to address the lesson(s) that generate a language-rich learning environment and help the scholars feel verbally confident. **Root Cause**: Purposeful lesson design that incorporated reading, writing, listening and speaking did not receive a strong classroom observation . Monitoring these lessons did not not identify these four domains.

Guiding Objective 1: Optimize Engaging and Diverse Learning

Goal 7: By the end of the 2025-2026 school year, Early College High School will achieve 100% percentage of graduates meeting at least one college, career, or military readiness (CCMR) indicator within the A-F accountability framework.

HB3 Guiding Objective

Evaluation Data Sources: Dual credit audits;
Dallas College CCMR tool;
AP test scores Associate Degree
College Ready based on HB3 criteria
TSI met based on HB3 criteria

Strategy 1 Details		Reviews			
Strategy 1: Conduct two degree audits for 12th graders and at least one degree audit for the junior class.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Identify all students who have met the CCMR indicator. **Staff Responsible for Monitoring:** Counselor and Registrar **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		**Oct**	**Jan**	**Mar**	**June**

Strategy 2 Details		Reviews			
Strategy 2: Arrange and fund professional development training for CCMR experiences to the counselor; arrange and fund AP and AVID Summer Institutes.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase likelihood that students will do better on PSAT/SAT exams; receive greater scores on the AP tests and pass the TSIA assessments (including Texas College Bridge). **Staff Responsible for Monitoring:** Principal and registrar **Title I:** 2.534 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** Student Learning 4 **Funding Sources:** Title 1 - Professional Development - 211 Title I - 211-13-6411-00-010-30-000 - $1,500		**Oct**	**Jan**	**Mar**	**June**

No Progress　　　Accomplished　　　Continue/Modify　　　Discontinue

Goal 7 Problem Statements:

Student Learning
Problem Statement 4: The less than 80% of graduating seniors did not accomplish or earn an associate degree　**Root Cause**: We had trouble getting students enrolled into college courses. A full-scale progress monitoring system was not present. Recognizing early course placements did not occur.

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 95.4% to 97% by implementing a timely and organized campus communication infrastructure that provides a three week snapshots of student absenteeism.

High Priority

Evaluation Data Sources: TEAMS attendance data; attendance committee documentation; attendance clerk parent contacts; faculty meeting reports every three weeks; award winners for perfect attendance

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.	**Formative**			**Summative**
	Oct	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
Strategy 2: Establish a perfect attendance celebration each month	**Formative**			**Summative**
Strategy's Expected Result/Impact: Create enthusiasm to keep student attendance high.	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Attendance clerk and administration **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 **Funding Sources:** Outside motivation speaker - 211 Title I - 211-11-6299-00-010-30-000 - $3,500				

Strategy 3 Details	Reviews			
Strategy 3: Award teachers and recognize the great work they are doing with the students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Generate positive feelings within the teaching corps. **Staff Responsible for Monitoring:** Administration and assistant **Problem Statements:** School Processes & Programs 1	**Oct**	**Jan**	**Mar**	**June**

No Progress   Accomplished   → Continue/Modify   ✖ Discontinue

Goal 1 Problem Statements:

Demographics
Problem Statement 1: Campus attendance rates increased from 94.4% to 95.4%, meeting district and state averages. Specific 6-week cycles show more absences (3rd and 4th nine weeks at 94.7%). Even though students (n=66) who missed 10+ days of school throughout the year dropped by 4%, this quantity is too high. **Root Cause**: Campus operation team continued to seek better home contact communications and strengthen Truancy accountability measures. Additionally, the add-on of another administrator can increase parent meetings. We tracked high numbers of absent students, however, we did not converse with parents in person who were nearing or earned ten absences.

School Processes & Programs
Problem Statement 1: The levels of satisfaction on the Safety of the Building, the appreciation shown to the staff, and the development of trust between staff members have dropped in rank. **Root Cause**: Organization and communication was not as strong in the new building. The lack of social connections increased between the staff.

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

Goal 2: Encourage and develop safety and security plan; practice our maneuvers, and conduct the ADAM project.

High Priority

Evaluation Data Sources: Strengthen our believe that our building is safer; use the UPBEAT survey to gather data.
Agendas from meetings that indicate our safety and security conversations.

Strategy 1 Details			Reviews			
Strategy 1: Host an ADAM project with the nurse			**Formative**			**Summative**
Strategy's Expected Result/Impact: Generate a workable set of skills that can move into a crisis and to solve the crisis.			**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Associate principal and the nurse. **Problem Statements:** School Processes & Programs 1						
No Progress	Accomplished	Continue/Modify	Discontinue			

Goal 2 Problem Statements:

School Processes & Programs
Problem Statement 1: The levels of satisfaction on the Safety of the Building, the appreciation shown to the staff, and the development of trust between staff members have dropped in rank.   **Root Cause**: Organization and communication was not as strong in the new building. The lack of social connections increased between the staff.

Guiding Objective 3: Optimize Community Engagement

Goal 1: By May 2026 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.	**Formative**			**Summative**
	Oct	Jan	Mar	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:** Perceptions 1				
⬤ No Progress　⬤ Accomplished　➡ Continue/Modify　✖ Discontinue				

Goal 1 Problem Statements:

Perceptions
Problem Statement 1: Acquiring perceptions, beliefs, or concerns from our parents did not occur.   **Root Cause**: PTSA officers were increasingly detached in February and March. The team ran out of time to collaborate and summarize parent data.

Guiding Objective 3: Optimize Community Engagement

Goal 2: By May 16, 2026 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;
Student/parent minutes and agendas;
Event attendance rosters

Strategy 1 Details		Reviews			
Strategy 1: Fund related costs of our Campus Title 1 Liaison including uSPIRE, 'Navigating the Future Parent and Family Engagement' conference and other Campus-related engagement training during the school year (2025-2026).		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: 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:** Perceptions 1 **Funding Sources:** Community Parent/Student/ Teacher salary - 211 Title I - 211-61-6129-00-010-30-000 - $33,000					

○ No Progress	◯ Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2 Problem Statements:

Perceptions
Problem Statement 1: Acquiring perceptions, beliefs, or concerns from our parents did not occur. **Root Cause**: PTSA officers were increasingly detached in February and March. The team ran out of time to collaborate and summarize parent data.

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

Goal 1: By May 1, 2026, students and staff collaborate to develop and implement a systemic 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: Produce three or four culture events such as a Black History and Hispanic Heritage month events;		**Formative**			**Summative**
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)		**Oct**	**Jan**	**Mar**	**June**
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:** School Processes & Programs 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 - 211-61-6299-00-010-30-000 - $1,000					
○ No Progress ◯ Accomplished → Continue/Modify ✕ Discontinue					

Goal 1 Problem Statements:

School Processes & Programs
Problem Statement 2: The student body had one racially-based grievance or complaints. This concerns was reported to school administration. According to the Upbeat Survey, a lower ranking indicated teachers felt disconnected with cultural competence.   **Root Cause**: The lack of club activities that focused on cultural awareness and kindness acts were slightly diminished. The loss of faculty discussions in regular meetings occurred.

Guiding Objective 5: Optimize All Available Resources

Goal 1: By May 2026 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			
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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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. **Staff Responsible for Monitoring:** AVID teachers (8) **TEA Priorities:** Recruit, support, retain teachers and principals, 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:** Student Learning 3, 4				

Strategy 2 Details	Reviews			
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. Progress monitor checks will occur for these students weekly	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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). **Staff Responsible for Monitoring:** Instructional facilitator; Associate Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 3 **Funding Sources:** Tutorial sessions - 211 Title I - 211-11-6117-00-010-30-000 - $14,000				

Strategy 3 Details	Reviews			
Strategy 3: Communicate and and implement an enforced 'No Drop' college course policy.	**Formative**			**Summative**
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. **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 **Problem Statements:** Student Learning 4 **Funding Sources:** CFBISD and Dallas College personnel - 211 Title I - $0	**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.	**Formative**			**Summative**
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 **Problem Statements:** Student Learning 3 **Funding Sources:** - 211 Title I - $0	**Oct**	**Jan**	**Mar**	**June**

Strategy 5 Details	Reviews			
Strategy 5: Fund tuition costs for repeated courses and extra beyond the MOU courses.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Enable students to progress in their Associate Degree pathway **Staff Responsible for Monitoring:** principal and secretary **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 **Problem Statements:** Student Learning 4 **Funding Sources:** Associate Degree Courses - 211 Title I - 211-11-6299-00-010-30-000 - $1,000	**Oct**	**Jan**	**Mar**	**June**

○ No Progress   ◯ Accomplished   ➔ Continue/Modify   ✕ Discontinue

Goal 1 Problem Statements:

Student Learning
Problem Statement 3: The emotional stresses these students have occur because of academic stress, loss of counseling sessions, and personal conditions at home.   **Root Cause**: Social Emotional learning lessons were not attended to for each student. Using community resources was missing.
Problem Statement 4: The less than 80% of graduating seniors did not accomplish or earn an associate degree   **Root Cause**: We had trouble getting students enrolled into college courses. A full-scale progress monitoring system was not present. Recognizing early course placements did not occur.

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

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

The CNA was conducted using a wide array of data including STAAR/EOC results, attendance, graduation rates, college readiness indicators, student/teacher surveys (Panorama, Upbeat), and feedback from faculty, parents, and students. Stakeholders helped identify priority problem statements in areas such as attendance, student engagement, and academic performance. CNA was reviewed by the campus improvement committee on August 9, 2024. This year the CNA was reviewed by the campus improvement committee on August 29, 2025.

1.2: Location for Evidence of Multiple Meetings Held

Meeting documentation includes the Campus Improvement Committee (CIC), Leadership Team, PTSA, and Dallas College partnership meetings. Quarterly CIC reviews (September, December, March, May) are explicitly listed, along with monthly internal planning meetings. We met in August 2024, October 30, 2024, January 24, 2025, April 25, 2025 and May 30, 2025.

We met in W1009.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

CIP was implemented after the post-CNA data was reviewed (August 9, 2024). The plan was monitored quarterly throughout the year by CIC and leadership teams. This year, the 2025-2026 Campus Improvement Plan was reviewed on August 29, 2025.

2.2: Stakeholders 1114(b)(2)

The plan was developed with input from diverse stakeholders, including teachers, parents, students, Dallas College representatives, and business partners. The full CIC membership list is included.

Committee Role Name Position Business: Gina Doerr HR Manager, Presto;
Parent: Carrie Lea Cozart-Morgan
Parent: Pamela Cabrales-Lopez
Parent: Andrea Beckham
Parent: Maria Fabela
Business: Elizabeth Villefranca, Owner
Institute Higher Education: Dallas College Lindsay Bangert
Institute Higher Education: Dallas College Chazmen Kidd

Student: David Flores
Student: Marisca Ibarra
Classroom Teacher: Emmelynn Fuentes
Paraprofessional: Minerva Saenz, Secretary
Administrator: Timothy Isaly, Principal

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

The CIP is present in the office. All fliers sent home are in English and Spanish. Community meetings are held in both languages.

2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

The plan coordinates Title I, SPED, State Comp Ed, and Emergent Bilingual supports. The SNAP process is used to identify and serve Tier 2/3 students, and dual credit opportunities are aligned with these services. We use teacher recommendations to place students in our AT-Risk category.

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

The plan includes:

- Academic interventions and remediation (EOC, TSIA, AVID, summer camps)

- Increased learning time (Saturday school, extended day, advisory)

- Targeted support for EB, SPED, 504, and at-risk students

- College and career readiness support (degree audits, dual credit, TSIA testing)

- Professional development (AVID, AP training, cultural events)

- Family engagement and Title I liaison activities

3. Evaluation of Program Effectiveness ESSA Section 114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

The plan is monitored and revised quarterly with a summative review in May. Evaluation includes test scores (SAT, PSAT, STAAR, TELPAS), surveys, college success data, and attendance. Results guide revisions of academic and SEL strategies.

Campus Improvement Team

Committee Role	Name	Position
Faculty	Rufus Williams	Teacher
Business/community	Cher Huff	Pastor
Faculty	Nicole Lokken	Registrar
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	Chazmen Kidd	IHE - Dallas College representative
Student	Christopher Sandoval	Student
Student	Daphne Ruiz	Student
Classroom Teacher	Logan Dunn	Teacher
Paraprofessional	Minerva Saenz	Secretary
Administrator	Timothy Isaly	Principal

Campus Funding Summary

			211 Title I		
Guiding Objective	**Goal**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2	Attend a MAP conference	211-13-6411-00-010-30-000	$250.00
1	2	3	Amazon or Barnes and Noble	211-11-6329-00-010-30-000	$4,400.00
1	4	1	College Board	211-11-6399-00-010-30-000	$6,000.00
1	5	1	CFB personnel		$0.00
1	5	2	Accepted Professional Development seminars	211-13-6411-00-010-30-000	$1,750.00
1	5	2	Test Prep/Instructional Materials	211-11-6399-00-010-30-000	$1,000.00
1	5	3	TSIA supplies	211-11-6399-00-010-30-000	$250.00
1	5	4	Supplemental services (summer camp) and resources to support at-risk students (field excursions	211-11-6117-00-010-30-000	$3,000.00
1	5	4	Instructional Specialists	211-11-6119-00-010-30-000	$750.00
1	7	1	Dallas College personnel		$0.00
1	7	2	Title 1 - Professional Development	211-13-6411-00-010-30-000	$1,500.00
2	1	2	Outside motivation speaker	211-11-6299-00-010-30-000	$3,500.00
3	2	1	Community Parent/Student/ Teacher salary	211-61-6129-00-010-30-000	$33,000.00
4	1	1	CFB personnel for cultural events	211-61-6117-00-010-30-000	$0.00
4	1	1	Special speakers for cultural events	211-61-6299-00-010-30-000	$1,000.00
5	1	2	Tutorial sessions	211-11-6117-00-010-30-000	$14,000.00
5	1	3	CFBISD and Dallas College personnel		$0.00
5	1	4			$0.00
5	1	5	Associate Degree Courses	211-11-6299-00-010-30-000	$1,000.00
				Sub-Total	$71,400.00
				Budgeted Fund Source Amount	$71,400.00
				+/- Difference	$0.00
				Grand Total Budgeted	$71,400.00
				Grand Total Spent	$71,400.00
				+/- Difference	$0.00

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	8/26/2025	Tracey Battle	8/26/2025
Child Abuse and Neglect	Executive Director of Counseling Services	8/11/2025	Victoria Cisneros	8/11/2025
Coordinated Health Program	Director of Athletics		Jonathan Wilk	8/11/2025
Disciplinary Alternative Education Program (DAEP)	Assistant Superintendent of Student Services	8/28/2025	Tracey Battle	8/28/2025
Dropout Prevention	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Dyslexia Treatment Program	Director of Special Services	8/11/2025	Sara Roland	8/12/2025
Pregnancy Related Services	Director of Special Services	8/11/2025	Sara Roland	8/12/2025
Student Welfare: Crisis Intervention Programs and Training	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Student Welfare: Discipline/Conflict/Violence Management	Executive Director of Mental Health and Behavior		Victoria Cisneros	8/11/2025
Texas Behavior Support Initiative (TBSI)	Assistant Superintendent of Support Services	8/11/2025	Sara Roland	8/12/2025
Technology Integration	Chief Technology Officer		Robin Stout	8/11/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Executive Director of Safety & Security		Rachael Freeman	8/15/2025
Title I Parent Involvement Policy	Director of Federal Programs	8/11/2025	Lori Traynham	8/11/2025
ESSA Program Descriptions	Director of Federal Programs	8/11/2025	Lori Traynham	8/11/2025