Houston Independent School District

345 East Early College High School

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Mission Statement

The mission of East Early College High School is to prepare underrepresented populations for a successful college experience through increasing rigor, developing supportive relationships, and showing the relevance of knowledge to real life experiences.

We strive to graduate all incoming freshmen in four years with not only the advanced high school diploma but also with up to 60 hours of college credit.

Vision

Every child shall have equitable opportunities and equal access to an effective and personalized education in a nurturing and safe environment. Our students will graduate as critical thinkers and problem solvers; they will know and understand how to be successful in a global society.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

East Early College High School is a 9-12 grade high school located in Houston's historic East End. We are an are open-enrollment program that allow students least likely to attend college an opportunity to earn a high school diploma, an associate degree, or up to 60 college credit hours while participating in rigorous and accelerated instruction. 80.2% of our student body is considered to be Economic Disadvantaged, 7.8 English language learners and 0.4% receive special education services. Our students consist of 93.7% Hispanic, 3.1 African American, 2.7% Asian and 0.5% other. We are 100% magnet school with about 448 students and 24 full time teachers. Persistence of 9th grade and transfer students into fall of 12th grade is currently 88%. Currently, 92.9% of our students earn at least 15 college hours and 69% of our students graduate with an Associate degree.

East ECHS has received Nation Blue Ribbon designation in 2012 and 2018. Blue Ribbon Designation is a Designation that recognizes schools from 2015–2019 where students perform very well or significantly improve their performance on the State of Texas Assessments of Academic Readiness (STAAR) test.Students participate in our Renewable Energy program of study, which includes unique coursework in engineering, electronics and geology. Additionally, we offer AVID elective course in order to prepare all students to succeed in education and global society by equipping students with tools to effectively manage academics and mental wellness . In addition to meeting social and emotional needs of our students, key to our school's success is the determination to provide students with the same opportunities provided by more affluent schools and by larger, more comprehensive high schools. We do this by offering One Goal programming to ensure students have a secure postsecondary plan, with support continuing one year post-high school. These relationships and partnerships continually evolve to maximize opportunities for our students.

Demographics Strengths

Our most recent accountability rating rose from 98 to 99 and we are ranked one of the top ten schools in the city of Houston. We have increased the number of faculty, and currently have the highest number of dual credit teachers that we have ever had. We also have a full-time nurse, counselor, and social worker on campus. Our district provided our campus with a Wraparound Specialist to support students and families with non-academic needs so students can be successful at school. We offer students multiple fine arts elective options, including piano, choir, dance, and theatre.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1 (Prioritized): Number of students "At Risk" is not consistent with district average. **Root Cause:** We have students who qualify for "at risk" services who are not identified as such

Student Learning

Student Learning Summary

East ECHS earned an A rating from TEA with overall scaled score of 99/100 in 2019 when we were last rated. This is one point higher than previous years. We earned 4/7 Distinction Designations in 2019. In order to earn additional distinction designations, we are offering additional AP, and dual credit courses in ELA and Social Studies. We have 448 students, with almost half of our incoming students qualifying as At Risk. We need to improve our performance on STAAR asesssments, with a strong focus on growing all students in Algebra I, English I and English II. This includes students at "approcahes grade level" that can grow to "meets" or "masters grade level." We also need to improve our performance on TSI, ACT, and SAT assessments based on performance of comparision schools.

Student Learning Strengths

The number of students who scored "Masters Grade Level" in English I and English II exams increased significantly from 2019.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1 (Prioritized): Number of students who successfully complete ENGL 1301/1302 before graduation is projected to be 75% based on number of juniors currently enrolled. **Root Cause:** Probation status with HCC, Students do not meet TSI or TSI waiver criteria

Problem of Practice 2 (Prioritized): Number of students who "Meet Grade Level" or above on STAAR EOC Algebra I went down from 98% to 51%

School Processes & Programs

School Processes & Programs Summary

Students begin Advanced Placement and Dual Credit coursework in 9th grade. We offer theatre, dance, piano and choir as fine arts options for our students.

Our CTE program of study is STEM-Renewable Energy. All students take Principles of Applied Engineering, AC/DC Electronics, Scientific Research and Design and Project Based Research. Students have the option to pursue Associates of Arts or Science.

Our campus is an AVID school. We implement a schoolwide transformational effort focused on instruction, systems, leadership, and culture, designed to increase the number of students who enroll and succeed in higher education and in their lives beyond high school. The AVID College Readiness System is a catalyst for developing a school culture that closes the expectation and opportunity gaps many students face and prepares all students for success in a global society.

Our students also take OneGoal classes junior and senior year of high school. OneGoal is a three-year model, OneGoal starts as a credit-bearing class during students' junior and senior year of high school. OneGoal Program Directors (i.e., school-based educators) then bridge the transition from high school to a Fellow's chosen postsecondary path by continuing individualized support for a full year after high school.

We also partner with Momentum Education. The mission of Momentum Education is to provide learning experiences, mentorship, summer opportunities, scholarships, and individualized support to ensure first-generation, low-income students get to and through post-secondary education and into the workforce.

This year we are entering into a partnership with Verizon to provide teachers with professional development and students with reliable internet at home.

Teachers receive ongoing professional development from AVID and from T.E.A.C.H. TEACH provides educators with intensive training and coaching in de-escalation and conflict resolution, which decreases disciplinary referrals, improves student achievement and reduces teacher turnover.

School Processes & Programs Strengths

Our social and emotional support for students continues to shine despite COVID. However, the need is still great. Our students participate in Mental Health day, and in self care clubs during the day. Students develop a self care plan and have access to a full time nurse, counselor, social worker and wraparound specialist.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1 (Prioritized): Number of students successfully completing dual credit coursework is reduced **Root Cause:** Students did not take STAAR to qualify for TSI waiver, and online dual credit modality is more difficult

Perceptions

Perceptions Summary

We have a culture of listening and seeking feedback. We survey stakeholders for feedback and planning purposes. When there is a conflict, we normally resolve via restorative justice circles. We have conversations in AVID class, which consists of half 9th and 11th or half 10th and 12th graders. Students keep the same AVID teacher each year to create a family atmosphere.

We have very low staff absence.

We currently hold platinum certification from our district's Family and Community Engagement department.

Parents and students have direct access to Principal via Remind text messages.

Parent and Community engagement is limited to virtual opportunities for Fall semester.

Every teacher has a website that has a web friendly address that matches the first part of the email. For example, Ms. Calvert's email address is Stephanie.Calvert@houstonisd.org and her website is www.houstonisd.org/Stephanie.Calvert.

Our campus engagement rep supports parents with securing access to Power School by link parent accounts to the student. She also updates the school website and calendar and manages our google voice account.

Perceptions Strengths

Faculty and staff attendance is excellent. We offer multiple levels of engagement. We hold highest level of certification status from Family and Community Engagement Department, Platinum level for family and community engagement. Teachers are offered opportuties to engage in meaningful professional development trainings. Teachers collaborate by department and grade level. We use a committe that consists of leadership team members, nurse, students and teachers to hire new team members.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1 (Prioritized): Large number of students report they need support with mental, social, or emotional health. **Root Cause:** Pandemic and effects of pandemic

Priority Problems of Practice

Problem of Practice 1: Number of students who successfully complete ENGL 1301/1302 before graduation is projected to be 75% based on number of juniors currently enrolled.
Root Cause 1: Probation status with HCC, Students do not meet TSI or TSI waiver criteria
Problem of Practice 1 Areas: Student Learning

Problem of Practice 2: Number of students who "Meet Grade Level" or above on STAAR EOC Algebra I went down from 98% to 51%
Root Cause 2:
Problem of Practice 2 Areas: Student Learning

Problem of Practice 3: Number of students successfully completing dual credit coursework is reduced
Root Cause 3: Students did not take STAAR to qualify for TSI waiver, and online dual credit modality is more difficult
Problem of Practice 3 Areas: School Processes & Programs

Problem of Practice 4: Number of students "At Risk" is not consistent with district average.
Root Cause 4: We have students who qualify for "at risk" services who are not identified as such
Problem of Practice 4 Areas: Demographics

Problem of Practice 5: Large number of students report they need support with mental, social, or emotional health.
Root Cause 5: Pandemic and effects of pandemic
Problem of Practice 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 CCMR goals
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- STEM/STEAM data
- Section 504 data
- Gifted and talented data

- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

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

Board Goals

Board Goal 1: ELAR The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

Goal 1: Number of students who successfully complete ENGL 1301/1302 before graduation will increase to 80%

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			

Measurable Objective 1: Number of students who "Meet Grade Level" or above on STAAR EOC English I and English II assessments will increase from 86% to 90%
    Evaluation Data Sources: STAAR EOC scores
    HB3 Board Goal
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

Strategy 1: All incoming students will take Professional Communications for one semester. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, and listen.

Strategy's Expected Result/Impact: English Language learners will improve performance through implementation of ELSP strategies embedded in course

Staff Responsible for Monitoring: Carla Varela

Action Steps: Ms. Varela will participate ELA Department PLC's to review student progress on formative assessments

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **Targeted Support Strategy - Additional Targeted Support Strategy**

Strategy 2: Students will meet target on TSI or will qualify for TSI waiver based on PSAT, SAT or STAAR EOC scores.

Strategy's Expected Result/Impact: More students will qualify for ENGL 1301 at the beginning of junior year based on performance on EOC English II, SAT, or PSAT exam.

Staff Responsible for Monitoring: Paoloski, Sartor, Marquina

Action Steps: Grade level PLC's to plan and implement interventions
Department PLC's to implement instructional strategies to improve student performance

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Strategy 3: Teachers will deliver AVID lessons that incorporate WICOR strategies (Writing, Inquiry, Collaboration, Organization and Reading)

Strategy's Expected Result/Impact: Students will develop annotation skills, and improve reading and writing proficiency

Staff Responsible for Monitoring: Marquina, AVID teachers, Pauloski, Sartor

Action Steps: Department PLC will support with development of AVID lessons

Title I Schoolwide Elements: 2.4, 2.5

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 1: Number of students who successfully complete ENGL 1301/1302 before graduation is projected to be 75% based on number of juniors currently enrolled. **Root Cause**: Probation status with HCC, Students do not meet TSI or TSI waiver criteria

Measurable Objective 2 Details			Reviews			
Measurable Objective 2: Number of students who score 480 or higher on EBRW SAT (TSI Criteria) will increase to 95% (from 92%)			Formative			Summative
			Nov	Jan	Mar	June
Evaluation Data Sources: SAT **HB3 Board Goal**						

Strategy 1: Juniors will receive structured support in OneGoal class

    Strategy's Expected Result/Impact: Increase in number of students who qualify for ENGL 1301

    Staff Responsible for Monitoring: Buso, Marquina, Wolff Romero

    Action Steps: Khan Academy
Saturday interventions
In Class support

    Title I Schoolwide Elements: 2.4, 2.5, 2.6

Measurable Objective 2 Problems of Practice:

Student Learning
Problem of Practice 1: Number of students who successfully complete ENGL 1301/1302 before graduation is projected to be 75% based on number of juniors currently enrolled. **Root Cause**: Probation status with HCC, Students do not meet TSI or TSI waiver criteria

Measurable Objective 3 Details			Reviews			
Measurable Objective 3: Number of students who successfully meet TSI criteria before the end of 10th grade will increase to 90%			Formative			Summative
			Nov	Jan	Mar	June
Evaluation Data Sources: HCC grades **HB3 Board Goal**						

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Strategy 1: All incoming students will take Professional Communications for one semester. Within this context, students will be expected to develop and expand the ability to write, read, edit, speak, and listen.

> **Strategy's Expected Result/Impact:** English Language learners will improve performance through implementation of ELSP strategies embedded in course

> **Staff Responsible for Monitoring:** Carla Varela

> **Action Steps:** Ms. Varela will participate ELA Department PLC's to review student progress on formative assessments

> **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **Targeted Support Strategy** - **Additional Targeted Support Strategy**

Measurable Objective 3 Problems of Practice:

Student Learning
Problem of Practice 1: Number of students who successfully complete ENGL 1301/1302 before graduation is projected to be 75% based on number of juniors currently enrolled. **Root Cause**: Probation status with HCC, Students do not meet TSI or TSI waiver criteria

Board Goal 2: MATH The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

Goal 1: Number of students who successfully complete at least one college level MATH course before graduation will increase to 80%.

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Number of students who "Meet Grade Level" or above on STAAR EOC Algebra I assessment will increase from 51% to 75%. **Evaluation Data Sources:** STAAR EOC	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 1: All students enrolled in Algebra I will be enrolled in Strategic Learning for Math to receive additional instructional time in math

> **Strategy's Expected Result/Impact:** Students who score at "Meets Grade Level" on STAAR EOC Algebra I exam qualify for college courses with TSI requirement waived
>
> **Staff Responsible for Monitoring:** Bill, Islam, Square
>
> **Action Steps:** Department PLC's will take place during A1 to support testing students
>
> **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **Comprehensive Support Strategy** - **Targeted Support Strategy**

Strategy 2: All students who previously enrolled credit in Algebra while in middle school will be enrolled in Algebraic Reasoning

> **Strategy's Expected Result/Impact:** Students will be better prepared to enroll in College algebra resulting in an increased success rate as it relates to course completion
>
> **Staff Responsible for Monitoring:** Bill, Islam, Lau, Square
>
> **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Strategy 3: All sophomores without Algebra II credit will be enrolled in Algebra II math course

> **Strategy's Expected Result/Impact:** Students will receive proper interventions to ensure they are prepared for college algebra at the beginning of junior year. Additionally, students will either score required TSI score or be eligible for waiver.
>
> **Staff Responsible for Monitoring:** Davila, Islam, Square
>
> **Action Steps:** Teachers will receive data for all sophomores to provide proper interventions
>
> **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Measurable Objective 1 Problems of Practice:

Student Learning
Problem of Practice 2: Number of students who "Meet Grade Level" or above on STAAR EOC Algebra I went down from 98% to 51%

Measurable Objective 2 Details	**Reviews**			
Measurable Objective 2: Number of students who score 530 or higher on math SAT (TSI Criteria) will increase to 75% (from 65%)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Evaluation Data Sources: SAT				
HB3 Board Goal				

Strategy 1: Juniors will receive structured support in OneGoal class

   Strategy's Expected Result/Impact: Increase in number of students who qualify for ENGL 1301

   Staff Responsible for Monitoring: Buso, Marquina, Wolff Romero

   Action Steps: Khan Academy
Saturday interventions
In Class support

   Title I Schoolwide Elements: 2.4, 2.5, 2.6

Measurable Objective 2 Problems of Practice:

Student Learning
Problem of Practice 1: Number of students who successfully complete ENGL 1301/1302 before graduation is projected to be 75% based on number of juniors currently enrolled. **Root Cause**: Probation status with HCC, Students do not meet TSI or TSI waiver criteria

Measurable Objective 3 Details	**Reviews**			
Measurable Objective 3: Number of students who successfully meet TSI math criteria before the end of 10th grade will increase to 90%	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Evaluation Data Sources: TSI, STAAR EOC, SAT				
HB3 Board Goal				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Strategy 1: All sophomores without Algebra II credit will be enrolled in Algebra II math course

   Strategy's Expected Result/Impact: Students will receive proper interventions to ensure they are prepared for college algebra at the beginning of junior year. Additionally, students will either score required TSI score or be eligible for waiver.

   Staff Responsible for Monitoring: Davila, Islam, Square

Action Steps: Teachers will receive data for all sophomores to provide proper interventions

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Measurable Objective 3 Problems of Practice:

Student Learning
Problem of Practice 2: Number of students who "Meet Grade Level" or above on STAAR EOC Algebra I went down from 98% to 51%

Board Goal 3: SCHOOL PROGRESS The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

Goal 1: The percentage of students that meet the criteria for CCMR as measured in Domain I of the state accountability system will be 100%

Strategic Priorities: Expanding Educational Opportunities

Summative Evaluation: Exceeded Goal

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: Number of graduates that meet the criteria for CCMR as measured in Domain 1 will be 100%	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Evaluation Data Sources: AutoCad Certifications, TSI, SAT, PSAT performance, performance in dual credit ELA and Math courses **HB3 Board Goal**				

Strategy 1: Students in grade 9 will be enrolled in Principles of Applied Engineering and work to earn AutoCad certification to increase number of industry based certifications earned on our campus

Strategy's Expected Result/Impact: Increase number of students who meet at least one CCMR indicator

Staff Responsible for Monitoring: Barham, George, Seymour

Action Steps: Students will have at least one CTE course on schedule

Title I Schoolwide Elements: 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college

Strategy 2: Identify juniors who have not met CCMR standard in both ELA and Math and provide support in OneGoal class for SAT

Strategy's Expected Result/Impact: Increase number of students that meet at least one indicator for CCMR in ELA and Math before graduation

Staff Responsible for Monitoring: Wolff Romero, Buso, Bradley, Marquina, Lau, Islam

Action Steps: Identify current juniors who require support
Schedule SAT Tutorials
Schedule TSI test dates

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Strategy 3: Increase TSI testing opportunities and interventions for students in 10th and 11th grade for math

Strategy's Expected Result/Impact: Increase number of students who meet math CCRM indicator by 10%

Staff Responsible for Monitoring: Seymour, Islam, Walton, Speier, Square, Davila, Lau

Action Steps: Davila will provide interventions for sophomores
Purchase and utilize consumable resources for TSI math

Purchase additional TSI test units

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math

Measurable Objective 1 Problems of Practice:

School Processes & Programs
Problem of Practice 1: Number of students successfully completing dual credit coursework is reduced **Root Cause**: Students did not take STAAR to qualify for TSI waiver, and online dual credit modality is more difficult

Measurable Objective 2 Details		Reviews			
Measurable Objective 2: Number of students with industry based certifications will increase		**Formative**			**Summative**
Evaluation Data Sources: Number of certifications earned		Nov	Jan	Mar	June
HB3 Board Goal					

Strategy 1: Students in grade 9 will be enrolled in Principles of Applied Engineering and work to earn AutoCad certification to increase number of industry based certifications earned on our campus

   Strategy's Expected Result/Impact: Increase number of students who meet at least one CCMR indicator

   Staff Responsible for Monitoring: Barham, George, Seymour

   Action Steps: Students will have at least one CTE course on schedule

   Title I Schoolwide Elements: 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college

Measurable Objective 3 Details		Reviews			
Measurable Objective 3: Number of students who meet TSI criteria for CCMR via SAT will increase for math and ELA		**Formative**			**Summative**
Evaluation Data Sources: SAT		Nov	Jan	Mar	June
HB3 Board Goal					
	0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Strategy 1: Identify juniors who have not met CCMR standard in both ELA and Math and provide support in OneGoal class for SAT

   Strategy's Expected Result/Impact: Increase number of students that meet at least one indicator for CCMR in ELA and Math before graduation

   Staff Responsible for Monitoring: Wolff Romero, Buso, Bradley, Marquina, Lau, Islam

   Action Steps: Identify current juniors who require support
   Schedule SAT Tutorials
   Schedule TSI test dates

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Measurable Objective 3 Problems of Practice:

School Processes & Programs
Problem of Practice 1: Number of students successfully completing dual credit coursework is reduced **Root Cause**: Students did not take STAAR to qualify for TSI waiver, and online dual credit modality is more difficult

Board Goal 4: CLOSING THE GAPS The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

Goal 1: Implement effective Response to Intervention plan via Intervention Assistance Team

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details			Reviews			
Measurable Objective 1: We will maintain 100% compliance standard as it relates to annual ARD's and evaluations			**Formative**			**Summative**
Evaluation Data Sources: Easy IEP			**Nov**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue			

Strategy 1: Weekly grade level PLC's will be held to discuss student progress and needs

Strategy's Expected Result/Impact: 100% compliance

Staff Responsible for Monitoring: Brown, Rodriguez, Square, Speier, teachers

Action Steps: Standing agenda item at PLC;s
Weekly monitoring of EasyIEP
Schedule required metings

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Board Goal 5: N/A - Additional Campus Goals

Goal 1: VIOLENCE PREVENTION: 100% of students will be aware and learn who they can talk to about issues related to drugs, suicide, bullying, harassment and dating violence.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details		Reviews			
Measurable Objective 1: 100% of students will be enrolled in AVID class		**Formative**			**Summative**
Evaluation Data Sources: Formative surveys, student schedules		**Nov**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue					

Strategy 1: Teachers will attend summer PD to access curriculum resources related to social, emotional and mental health.

Strategy's Expected Result/Impact: Students will be more successful in academic courses
Attendance rate will improve

Staff Responsible for Monitoring: AVID Teachers, Marquina, Square, Speier, Rodriguez, Brown

Action Steps: Mr. Marquina will write AVID lessons and distribute weekly for teachers
Teachers who require support follow up with Marquina, Rodriguez, or Ms. Brown

Title I Schoolwide Elements: 2.4, 2.6

Measurable Objective 1 Problems of Practice:

Demographics
Problem of Practice 1: Number of students "At Risk" is not consistent with district average. **Root Cause**: We have students who qualify for "at risk" services who are not identified as such
Perceptions
Problem of Practice 1: Large number of students report they need support with mental, social, or emotional health. **Root Cause**: Pandemic and effects of pandemic

Board Goal 5: N/A - Additional Campus Goals

Goal 2: PARENT and COMMUNITY ENGAGEMENT

Strategic Priorities: Expanding Educational Opportunities

Measurable Objective 1 Details		Reviews			
Measurable Objective 1: Increase attendance at parent meetings by 15% over last year		**Formative**			**Summative**
Evaluation Data Sources: Sign in sheets and virtual attendance rosters		**Nov**	**Jan**	**Mar**	**June**
	0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

Strategy 1: Send reminder messages with links to virtual meetings an hour before each meeting.

Strategy's Expected Result/Impact: Increased engagement

Staff Responsible for Monitoring: Rodriguez, Barbosa, Square, Speier

Action Steps: Add all future meetings to school website calendar in advance (include links to join)
Share engagement policy and famiy-school compact at each meeting and promote on school website

Title I Schoolwide Elements: 3.1, 3.2

Board Goal 5: N/A - Additional Campus Goals

Goal 3: MANDATED HEALTH SERVICES

The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.

Strategic Priorities: Ensuring Student Health, Safety and Well-Being

Measurable Objective 1 Details	Reviews			
Measurable Objective 1: IMMUNIZATION MONITORING, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Evaluation Data Sources: Immunization data entry and state reporting for all students completed by SCHOOL NURSE: Estimated number of students to be screened: Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.				

Measurable Objective 2 Details	Reviews			
Measurable Objective 2: VISION SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Evaluation Data Sources: Vision screening records for all applicable students completed by SCHOOL NURSE: Estimated number of students to be screened: Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.				

Measurable Objective 3 Details	Reviews			
Measurable Objective 3: HEARING SCREENING at Grades PK, K, 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Evaluation Data Sources: Data entry, referral forms, and state report completed/submitted by SCHOOL NURSE: Estimated number of students to be screened: Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.				

Measurable Objective 4 Details	Reviews			
Measurable Objective 4: TYPE 2 DIABETES SCREENING at Grades 1, 3, 5, & 7 will be completed by a certified school nurse or screener on or before December 10, 2021. **Evaluation Data Sources:** Screening, data entry, referral forms and state report completed/submitted by SCHOOL NURSE: Estimated number of students to be screened: Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**

Measurable Objective 5 Details	Reviews			
Measurable Objective 5: SPINAL SCREENING at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2022. **Evaluation Data Sources:** Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION: Estimated number of students to be screened: Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**

Measurable Objective 6 Details	Reviews			
Measurable Objective 6: MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2021-2022. **Evaluation Data Sources:** PERSON RESPONSIBLE: School Nurse/Health Wellness Team Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**

Measurable Objective 7 Details	Reviews			
Measurable Objective 7: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report summitted to Health and Medical Services. **Evaluation Data Sources:** PERSON RESPONSIBLE who is certified in CPR/AED: Number of AEDs on campus:	Formative			Summative
	Nov	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Board Goal 5: N/A - Additional Campus Goals

Goal 4: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)
The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement.

   Strategic Priorities: Ensuring Student Health, Safety and Well-Being

State Compensatory

Budget for 345 East Early College High School

Total SCE Funds: $13,041.82
Total FTEs Funded by SCE: 0.75
Brief Description of SCE Services and/or Programs

Mr. Buso teaches OneGoal to increase access to postsecondary instructions. Additionally, students receive tutorial services in core subjects as well as for exams like TSI, SAT and PSAT.

Personnel for 345 East Early College High School

Name	Position	FTE
Buso, Benjamin Daniel	Tchr, One Goal	0.75

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways: TITLE I Meetings and surveys

2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes: Review of plan with each department and admin team.

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

The SIP is available to parents in the following locations: www.houstonisd.org/EastECHS on left side

The SIP was made available to parents by: posting link to our school website on homepage. Also shared via text message and callout with link to SIP

We provide the SIP to parents in the following languages:

- English
- Spanish

2.4: Opportunities for all children to meet State standards

Opportunities for all students to meet the TEKS include these schoolwide reform strategies:

- Professional communications course for incoming students
- Strategic Learning for Math for all students enrolled in Algebra I
- OneGoal courses for juniors and seniors
- AVID course for all students

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and a well-rounded education for our students include:

- Tutorials offered before school, after school, and Saturdays
- AVID lessons centered around mental, social and emotional health
- Self Care classes to promote overall wellness

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

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Building teacher capacity in their content areas and instructional areas:
- Proficient Tier 1 explicit instruction taking place in all content areas:
- Weekly Grade Level PLC's that include counselor, social worker and wraparond specialist
- Small Group Instruction based on student data needs:

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy:

-
    Ana Trujillo, Parent or Guardian

    Veronica Hernandez, Parent or Guardian

    Karin Robinson, Parent or Guardian

    Monica Hammontree, Parent or Guardian

    Cindy Hernandez, Parent or Guardian

    Dalid Rosales, Parent or Guardian

Ana Trujillo, Parent or Guardian

Yesenia Navarro, Parent or Guardian

Lesly Leticia alfaro Alfaro, Parent or Guardian

Maria Hernandez, Parent or Guardian

Olga Nava, Parent or Guardian

SUZETTE SANCHEZ, Parent or Guardian

Ma del Carmen Teran, Parent or Guardian

Patricia Villalon, Parent or Guardian

Veronica Hernandez, Parent or Guardian

Elisa Cerda, Parent or Guardian

Jo Ann Salinas, Parent or Guardian

Amanda Gurierrez, Parent or Guardian

Mario Saucedo, Parent or Guardian

Rosalinda Gonzalez, Parent or Guardian

Maria Hernandez, Parent or Guardian

Cindy Hernandez, Parent or Guardian

Veronica Hernandez, Parent or Guardian

Jose Linares, Parent or Guardian

Veronica Avila, Parent or Guardian

Ana Jimenez, Parent or Guardian

Perla Velazco, Parent or Guardian

Elisa Cerda, Parent or Guardian

Charlotte Valdez, Parent or Guardian

Ana Jimenez, Parent or Guardian

Linda Canales, Parent or Guardian

Escobedo-Luna Patricia, Parent or Guardian

The PFE was distributed

- On the campus website

The languages in which the PFE was distributed include

- English

Four strategies to increase Parent and Family Engagement include:

- Update school website calendar
- Send regular text messages with upcoming events to students and parents

- Use of Google Voice to text parents about student attendance
- PTO support along with opportunites to engage outside of PTO

3.2: Offer flexible number of parent involvement meetings

The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

- Title I Parent Meeting Dates

  Sept. 20th and Sept. 27th

  Nov. 8th 9-10 and 4-5

  Dec. 6th 9-10 and 4-5

  Jan. 24th 9-10 and 4-5

  Feb. 7th 9 -10 and 4-5

  March 7th 9-10 and 4-5

  April 4th 9-10 and 4-5

Title I Personnel

Name	Position	Program	FTE
Claudia Barbosa	Parent Engagement Representative		1.0
Meghan Rodriguez	Social Worker		1.0