Houston Independent School District

345 East Early College High School

2022-2023 Campus Improvement Plan

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

Revised/Approved: September 19, 2022

Demographics

Demographics Summary

Our school student enrollment is 452 with 3% African American, 94% hispanic and 3% all others. 82.5% of our students are economically disadvantaged, .4% special education, 8% emergent bilinguals, and almost 44% at risk. Our attendance rate last school year was 98.3%. More than 50% of faculty has at least 6 years of experience.

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 ratingis a 98 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, adding visual arts this school year.

Problems of Practice Identifying Demographics Needs

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

Priority Problems of Practice

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
- 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT

Student Data: Student Groups

- 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
- 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

Revised/Approved: September 19, 2022

Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

Goal 1: Number of students who successfully complete ENGL 1301/1302 before graduation will increase to 85%

Strategic Priorities:
Expanding Educational Opportunities

Measurable Objective 1: Number of students who successfully complete ENGL 1301/1302 before graduation will increase to 85%

Evaluation Data Sources: Dual Credit completion / HCC grades

Strategy 1 Details	Reviews			
Strategy 1: Reading class for sophomores	Formative			Summative
Strategy's Expected Result/Impact: Increase in number of students TSI ready for ELA dual credit before start of junior year	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Sarah Honore **Action Steps:** Schedule students accordingly **Title I:** 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college				

Strategy 2 Details		Reviews			
Strategy 2: All incoming students take Professional Communications to promote literacy		**Formative**			**Summative**
Strategy's Expected Result/Impact: More students are TSI ready before start of 10th grade to reduce reading numbers		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Karyn Hall					
Action Steps: Schedule all incoming students / monitor TSI readiness					
Title I: 2.4, 4.1 - **TEA Priorities:** Build a foundation of reading and math					

Strategy 3 Details		Reviews			
Strategy 3: All students who schedule to retake TSI must attend intervention session first		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in number of students TSI ready before start of junior year		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Karyn Hall					
Action Steps: Create TSI database to invite students to Saturday intervention sessions and test sessions.					
Title I: 2.4, 2.6, 4.2 - **TEA Priorities:** Build a foundation of reading and math					

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

Board Goal 2: 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.

Goal 1: Number of students who successfully complete at least one college level MATH course before graduation will increase to 85%.

> **Strategic Priorities:**
> Expanding Educational Opportunities

Measurable Objective 1: Number of students who successfully complete at least one college level MATH course before graduation will increase to 85%.

> **Evaluation Data Sources:** HCC grades in dual credit math courses

Strategy 1 Details	Reviews			
Strategy 1: All 9th graders will take two math classes	**Formative**			**Summative**
Strategy's Expected Result/Impact: More students will score at least 4000 in Algebra I STAAR resulting in TSI waiver - more students will qualify for dual credit math	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Jason Bradley				
Action Steps: Schedule all 9th graders into Algebraic Reasoning if they took Algebra in middle school or Strategic Learning for math if they are taking Algebra I as 9th grader				
Title I: 2.4, 2.5 **- TEA Priorities:** Build a foundation of reading and math				

Strategy 2 Details	Reviews			
Strategy 2: Students will be required to attend intervention session before re-testing TSI	**Formative**			**Summative**
Strategy's Expected Result/Impact: More students will be score at college level when taking TSI	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Tawhidul Islam				
Action Steps: Create TSI database and send relevant data to math teachers /				
Title I: 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math				

Strategy 3 Details		Reviews			
Strategy 3: Maximize number of sophomores scheduled into Algebra II in 10th grade		**Formative**			**Summative**
Strategy's Expected Result/Impact: More students will qualify for TSI waiver and be eligible to take dual credit math during junior year		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Megan Bill					
Action Steps: Schedule students in Algebra II or Algebraic Reasoning as sophomores					
Title I: 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math					
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue					

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

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%

Measurable Objective 1: Number of graduates that meet the criteria for CCMR as measured in Domain 1 will be 100%

    Evaluation Data Sources: TSI scores, SAT scores, dual credit course completion

Strategy 1 Details	Reviews			
Strategy 1: Identify juniors who have not met CCMR standard in both ELA and Math and provide support in OneGoal class for SAT	**Formative**			**Summative**
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:** Chuck George and Benjamin Buso **Action Steps:** Identify current juniors who require support Schedule SAT Tutorials Schedule TSI test dates **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Increase TSI testing opportunities and interventions for students in 10th and 11th grade for math	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase number of students who meet math CCRM indicator by 10%	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Tawhidul Islam, Jason Bradley, Megan Bill and Hung Lau **Action Steps:** Purchase and utilize consumable resources for TSI math Purchase additional TSI test units **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college				

Strategy 3 Details	Reviews			
Strategy 3: Offer additional Humanities and Literacy dual credit courses	**Formative**			**Summative**
Strategy's Expected Result/Impact: More students will meet CCMR indicator via dual credit ELA course	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Sarah Honore, Carlos Marquina, Karyn Hall, Shakira Precious **Action Steps:** HCC credentialing for Shakira Precious and Karyn Hall **Title I:** 2.5, 2.6				

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

Board Goal 4: 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.

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

    Strategic Priorities:
    Expanding Educational Opportunities

Measurable Objective 1: We will maintain 100% compliance standard as it relates to annual ARD's and evaluations

    Evaluation Data Sources: Easy IEP

Strategy 1 Details	Reviews			
Strategy 1: Weekly grade level PLC's will be held to discuss student progress and needs	**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% compliance	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Tameka Brown, Kevin Riley				
Action Steps: Standing agenda item at PLC;s Weekly monitoring of EasyIEP Schedule required metings **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math				
Strategy 2 Details	Reviews			
Strategy 2: Schedule students into Reading Interpretation or Reading	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in student performance on STAAR ELA	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Shakira Precious, Carla Varela **Title I:** 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math				

Strategy 3 Details	Reviews			
Strategy 3: All incoming students from out of district will have transfer ARD held before start of school year	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will receive required services beginning first day of school **Staff Responsible for Monitoring:** Kevin Riley **Action Steps:** Once students accept offer to attend East ECHS, each one will be confirmed to determine if ARD needs to be scheduled for promotion or transafer **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math	**Nov**	**Jan**	**Mar**	**June**

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

Board Goal 5: N/A - Additional Campus Goals

Goal 1: ATTENDANCE

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

Measurable Objective 1: We will increase our attendance rate to 99.2%

Evaluation Data Sources: ADA

HB3 Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Self Care Clubs during the day	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will look forward to attending school for self care clubs, and will be present for other classes as a result.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Charles Walton, Sarah Wolff Romero, Carla Varela **Action Steps:** Students will be scheduled into top choice for self care club **Title I:** 2.4 **- TEA Priorities:** Build a foundation of reading and math				
Strategy 2 Details	**Reviews**			
Strategy 2: We will discuss attendance concerns as a grade level professional learning committee	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students requiring immediate intervention will receive attention from social worker, counselor, and/or admin	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Tameka Brown, Ninfa Giron **Title I:** 2.4				

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: College attendance will be taken while students are attending college class to ensure integrity of data	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Student attendance in college classes will increase **Staff Responsible for Monitoring:** Danielle Lara **Action Steps:** Ms. Lara will take physical attendance for each college class as it meets. **Title I:** 2.6 - **TEA Priorities:** Connect high school to career and college				

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

Board Goal 5: N/A - Additional Campus Goals

Goal 2: VIOLENCE PREVENTION

Measurable Objective 1: 100% of students will identify one trusted adult on campus and be trained to report information anonymously via AVID class.

Evaluation Data Sources: AVID enrollment, incidents

Strategy 1 Details	Reviews			
Strategy 1: 100% of students will be enrolled in AVID class	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will receive required compliance lessons and document trusted adult	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Carlos Marquina, AVID teachers **Title I:** 2.6 - **TEA Priorities:** Improve low-performing schools				

Strategy 2 Details	Reviews			
Strategy 2: Increase number of faculty and staff trained in CPR	**Formative**			**Summative**
Strategy's Expected Result/Impact: increase safety	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Stephanie Square, Meghan Rodriguez				
Action Steps: share information for training opportunities for teachers **Title I:** 2.6				

Strategy 3 Details	Reviews			
Strategy 3: Develop AVID lessons so students are aware types of information that should be reported	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will report information as a proactive measure to violence	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Stephanie Square, Carlos Marquina **Title I:** 2.6				

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

Board Goal 5: N/A - Additional Campus Goals

Goal 3: PARENT and COMMUNITY ENGAGEMENT

Measurable Objective 1: Increase attendance at parent meetings by 15% over last year

    Evaluation Data Sources: sign in sheets, vips approved roster

Strategy 1 Details	Reviews			
Strategy 1: Create a parent center with resources located near front entry.	**Formative**			**Summative**
Staff Responsible for Monitoring: Claudia Barbosa, Meghan Rodriguez, Geneva Marquina	**Nov**	**Jan**	**Mar**	**June**
Title I: 4.2 **- TEA Priorities:** Improve low-performing schools				
Strategy 2 Details	**Reviews**			
Strategy 2: Offer multiple meeting options in different languages and multiple times of day for same content	**Formative**			**Summative**
Strategy's Expected Result/Impact: an increase in parent engagement **Staff Responsible for Monitoring:** Stephanie Square, Carla Varela, Claudia Barbosa	**Nov**	**Jan**	**Mar**	**June**
Title I: 2.6				
Strategy 3 Details	**Reviews**			
Strategy 3: Update school website calendar to include all items presented for parents unable to attend meetings	**Formative**			**Summative**
Strategy's Expected Result/Impact: Parents will have access to update to date information **Staff Responsible for Monitoring:** Stephanie Square, Danielle Lara, Claudia Barbosa, Carla Varela	**Nov**	**Jan**	**Mar**	**June**
Title I: 2.6				
0% No Progress 100% Accomplished ➡ Continue/Modify ✗ Discontinue				

Board Goal 5: N/A - Additional Campus Goals

Goal 4: MANDATED HEALTH SERVICES

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.

State Compensatory

Budget for 345 East Early College High School

Total SCE Funds: $60,192.00
Total FTEs Funded by SCE: 0.95
Brief Description of SCE Services and/or Programs

Personnel for 345 East Early College High School

Name	Position	FTE
Benjamin Buso	Social Studies / OneGoal	0.95

Title I

1. 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.

2. Campus Improvement Plan

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:

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

Our SDMC met on September 19, 2022 and reviewed updated accountability and TEAL data.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The PFE was distributed

- On the campus website and in person at multiple Titile I Parent Meetings held in mornings and afternoon.

The languages in which the PFE was distributed include

- English
- Spanish
- Vietnamese

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

4.2: Offer flexible number of parent involvement meetings

TITLE I MEETINGS

- September 12, 2022 [English]to inform parents and family members of their school's participation in Title I and to explain the requirements and parents' rights to be involved
  - septiembre 12, 2022 [Espanol] para informar a los padres y miembros de la familia de la participación de su escuela en Título I y para explicar los requisitos y los derechos de los padres para participar
  - September 13, 2022 [English] to inform parents and family members of their school's participation in Title I and to explain the requirements and parents' rights to be involved
  - septiembre 13, 2022 [Espanol] para informar a los padres y miembros de la familia de la participación de su escuela en Título I y para explicar los requisitos y los derechos de los padres para participar
  - September 19, 2022
  - December 7, 2022 Title I Parent Meeting - December 2022
  - February 6, 2023 - Title I Parent Meeting - February 2023
  - April 17, 2023 - Ttile I Parent Meeting - Spring annual meeting - April 2023

5. Targeted Assistance Schools Only

Campus Shared Decision Making Committee

Committee Role	Name	Position
Administrator	Stephanie Torrez Square	Principal
Non-classroom Professional	Charles Walton	Professional Staff â€" Other School Based Professional
Paraprofessional	Belinda Herrera	Non-Instructional Staff
Parent	Rachelle Huff	Parent
Parent	Gabriela Luna	Parent
Community Representative	Karen Saenz	Community Member
Community Representative	Melissa Elias	Community Member
Business Representative	Fred Daniels	Business Representative
Classroom Teacher	Stephanie Calvert	Teacher
Classroom Teacher	Andrea Richards	Teacher
Special Education Representative	Meghan Rodriguez	Special Education Representative