Campus Name: East Early College High School

Campus Number: 345

Principal Name: Stephanie Torrez Square

School Support Officer Name: Steve Guerrero

Area Superintendent Name: Geovanny Ponce

Area School Office: East

SIP Part 1: Background, Data Analysis and Needs Assessment

MISSION STATEMENT

The mission of East Early College High School is to ensure that all students graduate with an Associate's degree (Arts or Sciences) and to provide a small, personalized learning community that prepares first generation, college bound students for global success through a challenging, rigorous program of study focused on academic rigor, based on relevance to the students' world, and delivered in a safe climate of mutual trust and respect. 100% of students will pass state-mandated testing, take a course to ensure success on the SAT test, and pass at least one AP exam prior to graduation.

SCHOOL PROFILE

East Early College is located on Houston's East End in the historic Second Ward. The school is comprised of 476 students. 88.9% of students are classified as economically disadvantaged. 1.6% of students are classified as English language learners. Our mobility rate is at 2.5%. The percent of students serviced by special education is 0.4%.

SHARED DECISION MAKING (sample language provided – modify as needed)

Organizational Structure

The Campus Intervention Team (CIT) is based on the Shared Decision-Making model (SDM) designed to establish, monitor, and evaluate goals for budgeting, staffing, curriculum, planning, school organization, staffing patterns, and staff development. This model is aligned to state legislation and HISD board policy. A Professional Service Provider (PSP), and a School Support Officer or Lead Principal is a member of the Campus Intervention Team for schools under state *Improvement Required* sanctions or federal sanctions as a *Focus* or *Priority* campus. Teacher Development Specialists and other district level personnel can serve as members of the CIT according to the campus needs. The intention of the SDMC is to pull together our community in a constructive, organized, and unified body to enhance the education of all students. The CIT is responsible for development, implementation, and monitoring of the School Improvement Plan, monitoring of student performance, and determination of student interventions and support service.

The SDMC component of the CIT is the shared decision-making body. Professional staff representatives are elected by the faculty. Principal determines number of classroom teachers; then, assigns half that number to school-based staff. This complies with 2/3 - 1/3 rule for professional staff. In addition, the committee must have one non-instructional staff, one business member, at least two parents and at least two community members. Parents are elected by the PTO, PTA or PACS membership.

The Council meets monthly and as needed to discuss issues brought forth by the administration, staff, parents, or community. It is supported by standing committees that address budgeting, staffing, curriculum, planning, school organization, staffing patterns, and staff development. Standing committees meet as needed. Parents are encouraged to serve on standing committees.

The SDMC functions under the direction of the Principal. Members of the SDMC attend SDMC meetings for the term of his/her office, monitor the implementation of the School Improvement Plan, address issues presented by the principal, present issues for discussion and recommend resolutions to the SDMC, create ad hoc committees by consensus of the SDMC, chair standing committees and ad hoc committees, submit minutes to the principal for committee meetings, and report the recommendations to the SDMC. The SDMC is responsible for approving all professional development plans for the school.

The Principal coordinates the process of shared decision making, facilitates communication for all stakeholders, considers issues and recommendations from the community, SDMC, and standing committees, and makes decisions based on those recommendations.

Shared Decision Making Process

Consensus is the ultimate goal of the SDMC. Agreement by all participants is not always possible or necessary for consensus. Consensus is a collective process that provides a forum for full dialogue on appropriate/applicable responses to issues.

Members of the committees discuss and make recommendations to the SDMC. The SDMC reviews recommendations and reaches consensus. Sufficient consensus is defined as a willingness to settle an issue in favor of the majority. All points of view will be considered and general agreement must be reached before decisions will be implemented. If general agreement is not reached, further study of the issue will occur and alternatives will be presented until agreement is reached. After all alternatives have been explored, a deadlock can be broken by a majority vote. As issues come up for discussion, the chairperson is responsible for ensuring that all present have a legitimate opportunity to state their case. The principal retains the authority to exercise a veto over decisions made by the SDMC.

Method of Communications

Members of the school community may submit non-personnel issues for consideration through the shared decision-making process. Written issues or concerns are submitted to any SDMC member or placed in the SDMC box located in the main office. A school community member may attend a meeting of any committee to discuss or present an issue. All meetings are on the monthly calendar. The SDMC delivers issues to appropriate standing committees for action. Communications from all committees is transmitted to faculty, staff, and parents.

All SDMC information must be included on the campus website. A list of meeting dates, committee members, agendas and minutes for each meeting must be able to be accessed. The home page of each campus website must include a link to the SDMC page for easy access.

Membership Composition of the SDMC

Number of Classroom Teachers	2	Number of Parents (at least 2)	2
Number of School-based Staff (Half the number of classroom teachers)	1	Number of Community Members (at least 2)	2
Number of Non-Instructional Staff	1	Number of Business Members	1

(Modify or insert additional lines as needed)

Name of SDMC Member	Position (Add Date Term expires)
Sherri Huggins	Classroom Teacher
Rafael Betancourt	Classroom Teacher
Janet Orozco	School-based Staff
Gabriela Luna	Non-Instructional Staff

Javier Perez	Business Member
Dr. Karen Saenz	Community Member
Paul Patterson	Community Member
Fabiola Arredondo	Parent
Melissa Elias	Parent
Stephanie Square	Principal
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Other Campus Intervention Team members (non-SDMC):

For campuses rated *Improvement Required* for 2018-2019:

Name	Position
Click here to enter text.	School Support Officer (SSO)
Click here to enter text.	Professional Service Provider (PSP)
Click here to enter text.	Teacher Development Specialist (TDS)
Click here to enter text.	Other district personnel – position: Click here to
Click here to enter text.	Other district personnel – position: Click here to
Click here to enter text.	Other: Click here to enter text.

NEEDS ASSESSMENT

Narrative of Data Analysis, Problems and Root Causes
(causal factors – include % of economically disadvantaged data)

Narrative of Identified Needs – Include Special Education Needs

Following the in-depth data analysis, needs assessment and development of the campus SIP, the campus must indicate on this table that any unmet or barely met accountability standards have been addressed:

Performance Domain	Met? Y/N	Unmet or barely met Subject(s) / Measure(s)? (Barely met would be the cut point for a domain score of D.	Student Group(s) Below Standard?	Needs addressed in the following SIP Goal(s):
Texas Accountability System				
I. Student Achievement	Choose an item.	Click here to enter text.	Click here to enter text.	Click here to enter text.
II. School Progress	Choose an item.	Click here to enter text.	Click here to enter text.	Click here to enter text.
III. Closing the Gaps	Choose an item.	Click here to enter text.	Click here to enter text.	Click here to enter text.

STAFF DEVELOPMENT PLANS – INCLUDE BELOW

TEACHERS WILL CONTINUE TO ATTEND THE FOLLOWING PROFESSIONAL DEVELOPMENT
- AVID
- ADVANCE PLACEMENT
- GIFTED AND TALENTED INSTRUCTION
- EARLY COLLEGE DESIGNATION UPDATES
- ONE NOTE / INSTRUCTIONAL TECHNOLOGY TOOLS
- CLEVER / CLEVERBOARDS
- IAT/RTI REQUIREMENTS
- DISTRICT ASSESSMENT RESOURCES
- COMMON INSTRUCTIONAL FRAMEWORK
- LITERACY EMPOWERED
- WRITERS IN THE SCHOOLS

SCHOOL WAIVERS FROM BOARD POLICY/GUIDELINES

Our campus has approved waivers from HISD Board Policy and/or Guidelines, as outlined below, for the 2018-2019 school year.   **Yes**   ☒   **No**   ☐

If you checked "Yes", the Waiver section below must be completed.

All Schools - HISD Early Dismissal Days Waiver of Local Board Policy EB(LOCAL) and Board Approved 2018-2019 Academic Calendar This waiver allows a school to be exempt from the district early dismissal calendar days of September 21st, October 19th, November 9th, January 18th and February 15th of the 2018-2019 school year. Students can attend school for a full-day instead of releasing early those days. Schools will be responsible for the additional cost of transportation that is incurred by this waiver as well as the responsibility of notifications to parents of the altered schedule change that is brought about by this waiver. Yes ☒ No ☐	
Rationale for Waiver	
Metrics of Success	

All Schools – Nine (9) Week Grading Cycle – Grading Cycle Waiver of Local board Policy EIA (LOCAL) The purpose of this waiver is to use a nine week grading cycle. This will provide teachers with additional instructional time with students before grading periods. Student achievement will be positively impacted by providing students more time to improve their grades following the distribution of progress reports. The nine week cycle will align and provide for consistent communication with parents. This does not waive required UIL three week progress reporting. With a 9 week grading cycle, students have extended time to progress and have a longer opportunity to develop and demonstrate mastery on TEKS. Yes ☐ No ☒	
Rationale for Waiver	
Metrics of Success	

High Schools - Modified Schedule/State Assessment Days (State General Waiver) This Waiver allows the district or charter school to modify the schedule of classes for high school students (Grades 9-12) only who are not being tested to report to and attend the school after the state assessment testing period has ended, therefore, reducing the interruptions during the testing period. Al students must be scheduled for at least 240 minutes of instruction. The time students test can be included as instructional time. If this is a renewal, a statement of compliance is required. Yes   ☐   No   ☒

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Rationale for Waiver	
Metrics of Success	

High Schools – Foreign Exchange Student Waiver (State General Waiver)
The purpose of this waiver is to limit the number to 5 or more per high school must be submitted as a general waiver application.
• Districts and charter schools may request a waiver to limit the number of foreign exchange students admitted into the district under Texas Education Code §25.001(e).
• The approval of this waiver is not retroactive and takes effect on the date that the agency approves the application.
• The districts and charter schools are required to enroll foreign exchange students who arrive in the district or who have requested enrollment in the district prior to the waiver approval date.

Yes ☐   No ☒

Rationale for Waiver	
Metrics of Success	

<u>CUSTOM WAIVERS</u> **– Complete for any custom waivers that were approved.**
Note: This would include the Alternate Start/End Times waiver that was granted for specific campuses.

Title: MODIFIED BELL SCHEDULE	
Yes ☒ No ☐	
Rationale for Waiver	**Our bell schedule is required to align with our IHE, HCC so our students may take college level courses**
Metrics of Success	

Title:	
Yes ☐ No ☐	
Rationale for Waiver	

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Metrics of Success	

SIP Part 2: Goals & Objectives

GOALS: Faced with a **Priority Need** and the **Critical Success Factor(s),** the **Goal** is the changed outcome the campus is planning to accomplish. The SIP requires **SMART Goals**, including measurable objectives based on the **Needs Assessment** and a year-end **Summative Evaluation.** Campuses **must** address any unmet accountability standard or domain. **All goal areas below, that are specific to your campus grade levels, must be addressed.**

Goal Area I: Increase Student Achievement
1. Reading/Language Arts/Literacy
2. Mathematics
3. Texas Accountability System
4. Post-Secondary Readiness
   a. Dropout Prevention / Graduation Rate Improvement (MS,HS)
   b. Ninth Grade Promotion (HS)
   c. Advanced Course / Dual Credit Enrollment (HS)
   d. AP/IB Exams Participation and Scores (HS)
   e. PSAT/SAT/ACT Participation and Scores (HS)
   f. College Readiness (ES,MS,HS)
5. Attendance

Goal Area II: Improve Safety, Public Support, and Confidence – Safety & Violence Prevention
   a. Bullying Prevention
   b. Child Abuse & Sexual Abuse Prevention
   c. Dating Violence Awareness
   d. Drug, Tobacco, Alcohol Prevention
   e. Suicide Prevention
   f. Discipline Management – Safe Environments
      a. DAEP Referrals
      b. Special Education In-school Suspension
      c. Special Education Out-of-School Suspension
   g. Parent and Community Involvement
   h. Coordinated Health Program

Goal Area III: Special Population Goals & Strategies – include funding sources in the Resource Column for Special Populations
   a. Gifted & Talented Program
   b. Special Education Program
      a. STAAR/EOC Participation
      b. Representation
         i. Overall
         ii. African-American
         iii. Hispanic
         iv. ELL
      c. Placement in Instructional Setting 40/41
   c. Economically Disadvantaged
      a. STAAR/EOC Participation
   d. English Language Learners
      a. STAAR/EOC Participation
      b. TELPAS Reading and Composite Scores
   e. Dyslexia Program

GOAL AREA 1: Student Achievement: Reading/Language Arts/Literacy

Priority Need:	The English Department at EECS has a responsibility of the school to provide an effective literacy development that will provide the tools necessary to equip students with skills and expertise to be successful in their respective college or careers. Data systems will be used to drive our newly implemented instructional designs and literacy initiatives. The data grade level meetings we foresee the progress to reflect that we are appropriately aligning our curriculum, instruction, and assessments to meet the academic needs. We are striving to accomplish three essential things for the 21st century: a strong grasp on readiness elements; implementation of best practices in the classroom; and integrating reading and writing in all academic content areas.
Critical Success Factor(s):	We are committed to utilizing data to determine professional development activities in which we can support the literacy initiative across all content area. Knowledge and skills from professional development activities will be integrated in the instructional program to provide strength, impact, variety and alignment. Collective and individual decisions are determined based on professional development activities that are directly related to the assigned grade level and/or subject content with a focus on how the teacher utilizes reflection and feedback for enhancing student learning.
Goal:	Literacy development across all content areas is evident at the district level includes staff in-service/trainings by department or content areas, department/grade level planning, and regional workshops. At the campus level, professional development includes PLC and grade level planning meetings
Summative Evaluation: (Year-End)	. Implementation is monitored through classroom observations and lesson plans. For the 2017-2018 school year, we will continue to incorporate a plan of action steps for teachers to utilize embedded literacy component into lesson including but not limited to reading and writing to learn strategies.

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Formative Evaluation
Formative Assessment using text to analyze reading comprehension	Determined by reading and annotation strategies utilized by grade level to review student metacognition and comprehension to various genres and text	English Department teachers: Wolff-Romero, Huggins, Steinmeyer, Calderon Dean: J. Orozco	Reading text from various platforms such as. On Track, Renaissance, Achieve 3000 amongst Instruction based selection aligned to TEKS	Formative Assessments via teacher created checkpoints every 6week cycle.	Data conferences with grade-level team and dean during PLC
Content-Specific Reading	Based on course and district scope and sequence the students	English Department: Wolff-Romeo, Huggins,	Digital resources vary, HUB, Vocabulary .com, On Track, APEX (study).	September 2017-May 2018	Teachers in content areas use literacy component

Increase digital literacy	demonstrate mastery of TEKS by performing at or above grade level	Steinmeyer, Calderon Dean: J. Orozco	Consumables/ district textbooks: Literature		1. Reading to learn Writing to learn Academic discourse

GOAL AREA 1: Student Achievement: **Math**

Priority Need:	Increase number of college ready students in math and improve performance on SAT	
Critical Success Factor(s):	TSI and SAT performance	
Goal:	All students will perform at a college level on SAT performance during the schoolwide administration to juniors	
Summative Evaluation: (Year-End)	Evaluate effectiveness of Strategic Learning for Math and Algebraic courses	

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Formative Evaluation
Accuplacer at Fish Camp	HCC registration and coordination of test dates	9th grade dean of students	HCC testing lab	June 2017	Scores that are college level, or remedial placement level
Completion of math Accuplacer preparation course on APEX	Students will practice the skills necessary for passing the Accuplacer. Saturday boot camps will also be held by math instructors to increase their math skills and fill gaps that were identified by the test.	9th and 10th grade dean of students	Grad lab and Accuplacer prep workbooks	September – November 2017	Retest in late October early November until mastery is demonstrated
Completion of math tutoring session and practice test	Students who do not pass the test after Apex will continue with instructor led tutoring	9th and 10th grade dean of students	Accuplacer prep workbooks and instructor created materials, such as HCC 0314 textbooks	April – June 2018	Retest in June 2018 until mastery is demonstrated

GOAL AREA 1:   Student Achievement: Domains – Student Achievement/School Progress/Closing the Gaps (mandatory, if not met)

Priority Need:	All students are college ready
Critical Success Factor(s):	All students demonstrated college readiness on the Accuplacer test in the areas of Reading, Writing, and Math
Goal:	100% of students will show college readiness by the end of their sophomore year
Summative Evaluation: (Year-End)	

Measureable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Formative Evaluation
Initial Accuplacer Testing	Initially test all new Freshmen and Sophomores to gauge college readiness	Deans and Magnet Coordinator	Accuplacer testing with HCC	All students initial testing done by the middle of October	All students not meeting the Accuplacer criteria will be placed into remediation and support and retested
Remediation and support	Students who do not meet college level criteria of the Accuplacer will be placed in a remediation and support class	Deans, Magnet Coordinator, Teachers	Apex and online resources, reading support classes, Accuplacer support materials, and writing support classes	All students who did not meet college level criteria will retest in December	Those who successfully pass the test will be on track to take college classes in the Spring semester. Those who do not will be in continued remediation and support.

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GOAL AREA 1: Student Achievement: Post-Secondary Readiness

Priority Need:	Increase number of students scoring at Masters Grade Level on STAAR EOC exams, increase number of students earning passing scores on AP exams
Critical Success Factor(s):	All students demonstrated college readiness on the Accuplacer test in the areas of Reading, Writing, and Math
Goal:	All students in AP courses will take corresponding assessment. Increase number of students earning a score of 3 or higher by 20% from previous year
Summative Evaluation: (Year-End)	

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Formative Evaluation
Increase % of students earning a score of 3 or higher in all AP exams by 20% from previous year	All AP teachers will attend professional development during early dismissal days and collaborate with other teachers to identify best practices	AP Teachers, Deans			Performance on AP exam
90% of students who take AP Spanish Language will earn a score of 3 or higher	Students will be enrolled in an online Open course designed for this assessment	Mr. Speier			Performance on AP exam

GOAL AREA 1: Student Achievement: **Attendance**

Priority Need:	Improve the accuracy of campus attendance records and increase ADA
Critical Success Factor(s):	Meticulous attention to daily attendance, daily personal attendance calls for any students who is absent. Accurate and timely coding of field trips and OSP.
Goal:	Improve student attendance and communication with parents, and avoid lost funding due to attendance errors
Summative Evaluation: (Year-End)	

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Formative Evaluation
100% of students absent during ADA time will receive a personal phone call	SIRS will call homes after ADA time and report back to admin team for follow up	SIR, Deans	Chancery	Daily	Weekly review of spreadsheets, showing student's name and reason for absence
100% of students who are issued a letter for excessive absences will receive a home visit	To ensure parents and students understand the importance of regular attendance, a home visit will be made.	Deans	A4E Dashboard	Monthly	September 2017-May 2018
5% reduction in absences as compared to same period last year	Increased student attendance should improve student achievement	SIRS, Deans	Chancery and A4E Dashboard	August 2017-May 2018	Review at snapshot date/ comparison with 2016 attendance information

Goal Area 2: Improve Safety, Public Support, and Confidence:

Student Discipline: Reducing Disproportionality in Out of School Suspension as it relates to race or sex

Priority Need:	Decrease number of students receiving suspensions (in or out of school)
Critical Success Factor(s):	Students perform better academically when they remain in class
Goal:	Develop other forms of behavior management and students self-discipline
Summative Evaluation: (Year-End)	

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Formative Evaluation
Reduced disciplinary infractions	Review / Clarify campus expectations	Admin team and teachers	HISD Code of conduct	First week of school	Signed contracts
Review student referrals	Create an intervention spreadsheet. Redeliver information that multiple students have issues with based on the data (emails from teachers, referrals, comments on report cards, observation of students. These reviews will take place during grade level meetings.	Admin team and teacher leaders	Documents	After the first report card	Review numbers and compare to last year. Identify patterns
Continuous monitoring after each progress or report card, or upon a write-up.	Tiered intervention, clear expectations communicated, conferences	Admin team and teachers	HISD Code of Conduct	August 2017-May 2018	Review data each month
Students feel like they have a voice	Principal visits to advocacies and lunch as well as student surveys	Admin team and teachers	Surveys, meetings and conferences	August 2017-May 2018	Monthly surveys

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GOAL AREA 2: Improve Safety, Public Support, and Confidence: Violence Prevention & Safety

(Including Drug, Tobacco, Alcohol, Suicide, Bullying, Child Abuse, & Sexual Abuse Prevention as well as Dating Violence Awareness)

Priority Need:	Provide a safe and secure campus for all students and staff
Critical Success Factor(s):	Ensure that all teachers and administrators are trained in campus safety procedures and that these procedures are regularly practiced
Goal:	Ensure that the campus is prepared for any safety situation
Summative Evaluation: (Yea- End)	

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Formative Evaluation
We will receive gold status from our district's FACE department					
Cut down time exiting the building during fire drills	Training, and then practicing procedures will ensure greater safety during a real incident	Admin team and teachers / staff	The OEM application and Safety book	Monthly	Fewer seconds to evacuate the building between August and may
Accounting for all students, including those who were not in class when drill began	Training	Admin team and teachers	Handbook	Monthly	100% students accounted for every fire drill
Ensure all teachers and staff are trained on safety procedures and are able to articulate those procedures	Training and assessing staff knowledge of safety procedures will ensure a safer campus	Admin team and officer	Red book and Handbook	July 2017-May 2018	100 teachers and staff trained

GOAL AREA 2: Improve Safety, Public Support, and Confidence: Parent and Community Involvement

Priority Need:	Align our parental involvement with our academic success measures, character education program goals and college/career readiness goals.
Critical Success Factor(s):	Parent support will support and mirror our advocacy and character education program in the first and second semester for our 9-12 students. Also, a reduction in the number of students on probation.
Goal:	Increase opportunities for parents to be involved, and be true partners
Summative Evaluation: (Year-End)	

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Formative Evaluation
Increased communication	Update school website and calendar	Admin Team	SchoolWires		
Increased communication with teachers	Teachers upload short biography and syllabus and publish on their website	Teachers	SchoolWires	July 2017	Give out directory of all teachers
Increase VIPS approved parents					

GOAL AREA 2: Improve Safety, Public Support, and Confidence: Coordinated Health Program (ES, MS and K-8 Campuses)

Priority Need:	
Critical Success Factor(s):	
Goal:	
Summative Evaluation: (Year-End)	

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Formative Evaluation

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GOAL AREA 3: Special Populations: Special Ed., Gifted and Talented, ELL, Economically Disadvantaged, Dyslexia, At-Risk, etc.

Priority Need:	Effective instructional practices that aligned with the student's specific needs using strategies. All student exposed to opportunities that maximize college and career readiness.
Critical Success Factor(s):	Digital Resources to be utilized as an extension and opportunities to close achievement gaps. For example, Training for teachers with the use of Kurzweil to support Dyslexia. Achieve 3000 for ELL and At-Risk to identify reading deficiencies. Gifted and Talented assessment to identify potential GT placement at beginning, middle and end of the year. Formation of community partnerships to support critical thinking skills along with liaison possibilities for families in need of immediate resources.
Goal:	Leadership along with campus stakeholders (LPAC, Nurse, Psychological Services, Grade Level Chairs, Interventionist, College Level Dean, Campus Dean) to discuss via monthly meeting to identify and monitor the progress of the student in each of the subpopulations. Social and Emotional components to be presented as topics during Advocacy lesson. Ms. Lawrence attends teacher development sessions to consistently discuss topics such as implicit biases.
Summative Evaluation: (Year-End)	

Measurable Objective	Strategy	Title of Staff Member Responsible	Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.)	Timeline	Formative Evaluation
Identification of student populations	Meeting with coordinators of each of the special populations on campus.	1. GT-Speier 2. ELL- Orozco 3. 504- Nurse 4. Title 1-Orozco 5. Social Services-Rodriguez IAT-Preston	Operations report	September-November	All student identified and coded properly in Chancery
Achieve 3000 Dyslexia Training	District level or campus professional from Austin HS to host a staffing meeting at EECHS	All teachers serving or supporting students identified as Dyslexia	Trainer and credit received for attendees Teacher and student access for Kurzweil	October-December	Monitor student usage on the platform. The teacher monitors the platforms checkpoints as the student progresses through the program.

At-Risk, economically disadvantage: College and Community Tours	Connect students with campuses in the city and out of the city.	Grade Level Deans: 9th and 10th: Dean Orozco 11th and 12th: Dean Speier College Coordinator: Wilson	University Connection, community organization	December-March	Collect data on the acceptance letters, scholarship distributions for seniors, view collection of leadership via volunteer hours form

SIP Part 3: Special Funding Goals

Goal Area: *Title I, Part A – 3 Required Elements of Schoolwide Planning – Campus Compliance*

Note: As a Schoolwide Title 1 Part A campus, ESSA Requires the completion of the sections below (campus compliance).

1. **Comprehensive Needs Assessment** The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or at risk of failing, to meet the challenging state academic standards and any other factors as determined by the Local Educational Agency (LEA).

   - **Briefly summarize your campus' needs as identified in your Comprehensive Needs Assessment.**

     > **East Early College focuses on increase research based instructional strategies to ensure the all student populations needs are met. By incorporating dialogue during Professional learning communities on integrated lesson opportunities we ensure that students met or exceed expectations on EOC assessment, AP exams. The teaching staff attends training that support rigorous demands in the curriculum as well as modalities to analyze data to drive instructional and differentiation of lessons. Additionally, there is a need to update technology used in the classroom to meet the needs of different learners. Students need supports to be successful in high school and college coursework.**

   - **Indicate the programs and resources that are being purchased out of Title I funds.**

     > **Writers in the Schools (WITS) collaborative will be added as an instructional component that provides coaching and development in teachers, models think aloud strategies to students, increases reading to learn, creative writing and reflection. Teachers will offer tutorials in the classrooms. Finally, AVID will support the ability of our students to receive supports to be successful in all high school and college courses. One position is being funded out of Title I, AVID teacher. AVID tutors will also be funded out of Title I.**

2. **School Improvement Plan Requirement (SIP) Schoolwide Plan Development:** The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Campus-specific, schoolwide reform strategies will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

   - List at least four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students to meet the advanced and proficient levels of student

achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

1) **Reading to Learn- HISD Literacy Routines, Do I really get it?**
2) **Writing to learn- HISD Literacy Routines, Pencil to paper**
3) **Discourse- HISD Literacy Routines Let's Talk**
4) **Use of metacognition strategies to increase Reading Comprehension (side annotations, Cornell notes, study guided notes**
5) **Differentiated instruction based on students' academic needs during tutorial**

3. **Parent and Family Engagement:** Campuses **shall** jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that **shall** describe the means for carrying out the following requirements:
Parents **shall** be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand. The policy **shall** be made available to the local community and updated periodically to meet the changing needs of parents and the school.

 Identify at least four (4) strategies specific to your campus to increase Parent and Family Engagement activities.

1. **High-Quality professional development: Expectations for instructional gradual release model for teacher by the administration team. Established norms and modeling of effective strategies that integrate reading and writing skills across all content areas by Literacy Specialist.**
2. **Offer morning and afternoon opportunities to visit campus, meet with principal and provide feedback**
3. **We will complete all requirements to receive Gold status from our district's FACE department**
4. **Provide parents the opportunity to visit campus and hear from distinguished visitors from our campus, district and HCC**

Capital Outlay Requested (Y/N)?
If yes, please list the items below. **Please note, all capital outlay requests must receive approval from TEA prior to purchase.** **Request to purchase technology (5 CleverTouch boards) for classroom instruction to replace outdated smart boards.**

<table>
<tr><td colspan="2" align="center">**Positions Funded Out of Title I Funds**
(Please indicate the quantity of each position selected for the school year.)</td></tr>
<tr><td>

— Parent Engagement Rep
— Tutor, Academic (Hourly)
— Tutor, Associate (Hourly)
— Tutor, Sr. Academic
— Counselor (must have rationale that shows duties are supplemental to the regular school program)
— Social Worker (must have rationale that shows duties are supplemental to the regular school program)
— Psychologist (must have rationale that shows duties are supplemental to the regular school program)
— Coach, Graduation
1 Teacher, AVID
— Teacher Specialist
— Instructional Specialist
— Teacher, Intervention (Hourly) All grade levels - [General]
— Teacher, Intervention (Hourly) All grade levels – [Math]
— Teacher, Intervention (Hourly) All grade levels – [Reading]
— Teacher, Intervention (Hourly) All grade levels – [Science]

</td><td>

— Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record)
— Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record)
— Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record)
— Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record)
— *Teacher, Class-Size Reduction [General] All elementary grade levels
— *Teacher, Class-Size Reduction [Bilingual] All elementary grade levels
— *Teacher, Class-Size Reduction [ESL] All elementary grade levels
— *Teacher, Class-Size Reduction [All core content areas] All secondary grade levels

</td></tr>
</table>

Indicate "Yes" or "No" below if your campus' Title I funds will be utilized to fund the following items:

Item	Yes or No
1. In-State Travel	No
2. Out-of-State Travel	No
3. Professional Development	No
4. Field Lessons	No
5. Contracted Services	Yes
6. Tutoring	Yes
7. Materials and Supplies	no

Goal Area: _State Compensatory Education_ (standard language provided, update data)

Total amount of State Compensatory Education funds: $14,175

Personnel funded with State Compensatory Education funds: 0

List names here: n/a

Total number of FTE's funded with State Compensatory Education funds: 0

Brief description of how these funds are utilized on your campus: These funds will be used to fund tutorials for students

State Compensatory Education funds are coded in the Resources column of the SIP Part 2 as SCE.

For Title I schools: These supplemental State Compensatory Education funds are used to enhance the Title I School Program at our campus.

Goal Area: _Mandated Health Services_

1. **Immunization Monitoring**
Person Responsible for monitoring immunization requirements, data entry, and state reporting requirements: Amanda Robinson
If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before October 26, 2018 (include an estimate of number of students that must be screened): n/a
2. **Vision Screening at Grades: PK, K, 1, 3, 5, 7**
Person Responsible for screening, data entry, completing referral forms, and submitting state report: n/a
If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before December 7, 2018 (include an estimate of number of students that must be screened): n/a

3. **Hearing Screening at Grades: PK, K, 1, 3, 5, 7**
Person Responsible for screening, data entry, completing referral forms, and submitting state report: n/a
If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before December 7, 2018 (include an estimate of number of students that must be screened): n/a

4. **Type 2 Diabetes Screening at Grades: 1, 3, 5, 7**
Person Responsible for screening, data entry, completing referral forms, and submitting state report: n/a
If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before December 7, 2018 (include an estimate of number of students that must be screened): n/a

5. **Spinal Screening at Grades: 6, 9**
Person Responsible for screening, data entry, completing referral forms, and submitting state report: Amanda Robinson
If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before February 1, 2019 (include an estimate of number of students that must be screened): n/a**.**

6. **Medication Administration**
Person Responsible for administering medication including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis: Amanda Robinson
If your campus does not have a certified school nurse, please explain your rationale for not providing this service and how you will meet this ongoing student support need for the school year of 2018-2019: n/a

7. **AED (Automated External Defibrillators) Monthly Maintenance Check**

Person certified in CPR/AED who is responsible for conducting monthly maintenance check for all AEDs and submitting report to Health and Medical Services annually. Amanda Robinson

If your campus does not have an individual certified in CPR/AED who is conducting this monthly, please explain your rationale and how you will meet this requirement for the 2018-2019 school year. (Include the number of AEDs on campus: n/a

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