

**Midland Independent School District**  
**Early College High School**  
**2018-2019 Campus Improvement Plan**

**Accountability Rating: Met Standard**

**Distinction Designations:**

Academic Achievement in Mathematics  
Top 25 Percent: Comparative Closing the Gaps  
Postsecondary Readiness

# Mission Statement

*In four years all ECHS@MC students will graduate with an associate's degree and a high school diploma; all students will graduate prepared for a bachelor's degree program while demonstrating commitment to self and community.*

## Vision

ECHS @ MC will create a culture that focuses on the following:

\*core values of honesty, kindness, responsibility, integrity, desire and respect

\*educational excellence for each student

\*Strong Self Esteem and high personal expectations

Developing these skills is the corner stone of the education we offer. Students will have success for today and be prepared for tomorrow.

## Value Statement

At ECHS @ MC we value Honesty, Kindness, responsibility, Integrity, desire and respect.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

63% Female

37% Male

73% Hispanic

3% Asian

5% Black

.32% Native Hawaiian

### Teacher Demographics:

Male: 22%

Female; 78%

White: 84%

Hispanic: 16%

19.03% White

2.58% Two or More

.65% ESL

41.94% Low SES

9.68% GT

.65% Immigrant

.32% Migrant

2.58% Military Connected

.32% Foster Care

### **Demographics Strengths**

This year we have 355 students where last year we had 311 students.

Mobility Rate: We have a small percentage of students that move to other campuses or out of district during the course of the school year.

100% of students who remain with us graduate from high school. Last year 94% of seniors graduated with an Associates Degree.

The district utilizes state indicators to determine if a student is at-risk.

We had 97.4% attendance rate last year.

The average class size is 25/1

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** The current percent of males does not match MISD enrollment. **Root Cause:** The new TEA requirements says that we need to match district demographics.

# Student Achievement

## Student Achievement Summary

### SAT:

| Year       | Grade Level | # Tested | % 480 Reading | % 530 Math |
|------------|-------------|----------|---------------|------------|
| Nov 2017   | 11          | 3        | 66%           | 66%        |
| Oct 2017   | 12          | 11       | 63%           | 54%        |
| Dec 2017   | 12          | 2        | 100%          | 50%        |
| June 2017  | 11          | 10       | 80%           | 60%        |
| May 2017   | 11          | 3        | 66%           | 66%        |
| May 2018   | 11          | 57       | 73%           | 64%        |
| March 2018 | 11          | 2        | 100%          | 100%       |

### EOC:

| Subject    | Approaches | Meets | Masters |
|------------|------------|-------|---------|
| Biology    | 100%       | 93%   | 46%     |
| English 1  | 100%       | 88%   | 18%     |
| English II | 100%       | 87%   | 10%     |
| Algebra I  | 100%       | 93%   | 60%     |
| US History | 100%       | 97%   | 73%     |

Attendance: 97.4%

Graduation: 100% Graduation with 94% earning their Associates Degree

TSI:

| Grade Level | # of Students | Reading TSI | Writing TSI | Math TSI |
|-------------|---------------|-------------|-------------|----------|
| 10th        | 68            | 100% Met    | 100% Met    |          |
| 11th        | 85            | 100% Met    | 100% Met    | 100% Met |

### Student Achievement Strengths

ECHS has 100% approaches in all subjects. We increased our masters level in Math and Biology. 10th grade students are compliant with TSI Reading and Writing. 11th Grade is TSI compliant in Reading, Writing and Math.

### Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Our Attendance Rate is not at 98% which prevents us from earning Distinction Designations **Root Cause:** Senior Attendance after college releases have brought down our attendance rate.

# School Culture and Climate

## School Culture and Climate Summary

Survey Results:

### Highest Ranking Indicators

Teachers set high expectations for all students

Students are challenged by their coursework

There is a Teacher, counselor, or other staff member to whom a student can go for help with a school problem

### Lowest Ranking Indicators

School offers a variety of courses

This school encourages families to volunteer

Teachers successfully show students how lessons relate to life outside of school

## School Culture and Climate Strengths

ECHS@MC has high expectations for students in behavior and academics.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** ECHS currently does not do a good job in encouraging parents to volunteer **Root Cause:** We have no volunteer opportunities for parents.



# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

18 Highly Qualified Teachers

1 Counselor

1 AP

1 Principal

1 Secretary

1 Data Entry Clerk

Teacher/Student Ratio 1:25

## Staff Quality, Recruitment, and Retention Strengths

All staff members are state certified. We had a 71% retention rate for teachers this school year. We have a mentor/buddy system in place to assist teachers with the transition to MISD and ECHS. Professional Development is provided prior to the start of school in the C.I.F., and Instructional Rounds which are specific to this campus.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Common Instructional Framework, Lead4ward, Instructional Rounds, MISD Curriculum Management Design, PLC's are the focus for ECHS.

## Curriculum, Instruction, and Assessment Strengths

Highly qualified teachers collaborate through PLC's and support each other through the use of instructional rounds. These two processes help teachers to continuously improve instruction and increase the use of effective strategies.

# Parent and Community Engagement

## Parent and Community Engagement Summary

PTSA

MOU with Midland College

Advisory Council

Governance Council

CEIC

## Parent and Community Engagement Strengths

The school has benefited from strong financial support from community organizations and businesses.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** ECHS has limited parent participation. **Root Cause:** ECHS does not provide opportunities for parents to volunteer.

# School Context and Organization

## School Context and Organization Summary

ECHS has a support class as well as an Advisory which provides support for all students academically in their high school, as well as, college classes. We also provide tutorials during lunch and after school.

## School Context and Organization Strengths

Collaboration among staff is a strength.

# Technology

## Technology Summary

2 stationary computer labs

5 mobile computer labs

WIFI for all students/staff

Classrooms have smart-boards and document cameras

Inspire Calculators

## Technology Strengths

Students have access to technology during class time and after school hours. Teachers are knowledgeable with technology and available for student support.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** ECHS does not have a 1:1 technology.

# Priority Problem Statements

**Problem Statement 1:** The current percent of males does not match MISD enrollment.

**Root Cause 1:** The new TEA requirements says that we need to match district demographics.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** ECHS currently does not do a good job in encouraging parents to volunteer

**Root Cause 2:** We have no volunteer opportunities for parents.

**Problem Statement 2 Areas:** School Culture and Climate

**Problem Statement 3:** ECHS has limited parent participation.

**Root Cause 3:** ECHS does not provide opportunities for parents to volunteer.

**Problem Statement 3 Areas:** Parent and Community Engagement

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associates degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE

## Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

- Section 504 data
- Gifted and talented data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

### **Employee Data**

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Evaluation(s) of professional development implementation and impact
- TTESS data

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Budgets/entitlements and expenditures data



# Goals

Revised/Approved: September 20, 2018

## Goal 1: The 4 year graduation rate will be 100% for the graduating class of 2019.

**Performance Objective 1:** The percentage of 1st year freshman leaving 9th grade with Algebra 1 credit will increase from 98% to 100% May 2019.

**Evaluation Data Source(s) 1:** At least 98% of students will receive credit in the fall. Intense Intervention will occur in the Spring for Credit Recovery. Final Credit of 100% passing will be awarded in the spring.

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Continue with RTI for support.

| Strategy Description   | ELEMENTS      | Monitor  | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|--|---------------|--|---|-----------|-----|-----|-----------|
|  |               |  |   | Formative |     |     | Summative |
|  |               |  |   | Dec       | Feb | Apr | June      |
| <b>Comprehensive Support Strategy</b><br><b>Targeted Support Strategy</b><br><b>PBMAS</b><br><b>Critical Success Factors</b><br>CSF 1 CSF 2 CSF 4<br><br>1) 1. Identified students will receive additional support through EOC intervention classes. | 2.4, 2.5, 2.6 | 1. Tammie Williams, Shawn Huffman, Pam Lookabaugh. | 1. 100% of students meeting or exceeding their target goals each six weeks. |           |     |     |           |
| <b>Comprehensive Support Strategy</b><br><b>Targeted Support Strategy</b><br><b>PBMAS</b><br><b>Critical Success Factors</b><br>CSF 1 CSF 2 CSF 3 CSF 4 CSF 7<br><br>2) Each student will utilize Imagine Math and complete 30 lessons by May 2018.  | 2.4, 2.5, 2.6 | 2. T. Williams, S. Huffman, P. Lookabaugh          | 2. That 100% of students will meets or exceeds on EOC Algebra 1.            |           |     |     |           |



**Goal 1:** The 4 year graduation rate will be 100% for the graduating class of 2019.

**Performance Objective 2:** The percentage of first year 9th grade students earning six or more credits will be 85% for the 2018-19 school year.

**Evaluation Data Source(s) 2:** Report Cards, Transcripts, tracking Learning Targets

**Summative Evaluation 2:** Met Performance Objective

**Next Year's Recommendation 2:** Continue with what we have in place.

| Strategy Description   | ELEMENTS      | Monitor                                | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|---------------|--|--|-----------|-----|-----|-----------|
|  |               |  |  | Formative |     |     | Summative |
|  |               |  |  | Dec       | Feb | Apr | June      |
| <b>Comprehensive Support Strategy</b><br><b>Targeted Support Strategy</b><br><b>Critical Success Factors</b><br>CSF 1 CSF 2 CSF 4 CSF 7<br><br>1) 100% of students will meet or exceed their learning target goals each six weeks in all subjects.   | 2.4, 2.5, 2.6 | T. Williams, S. Huffman, P. Lookabaugh | Students will earn full credit at semester and end of year.                      |           |     |     |           |
| <b>Comprehensive Support Strategy</b><br><b>Targeted Support Strategy</b><br><b>Critical Success Factors</b><br>CSF 1 CSF 2 CSF 3 CSF 4 CSF 7<br><br>2) Students who are struggling with Learning Targets will receive support through an EOC class. | 2.4, 2.5, 2.6 | T. Williams, S. Huffman, P. Lookabaugh | 100% of students will meet or exceed their Learning Target goals each six weeks. |           |     |     |           |
| = Accomplished               = Continue/Modify               = No Progress               = Discontinue   |               |  |  |           |     |     |           |

# Goal 2: 100% of Midland ISD Instructional Expectations for 2018-2019 will be met

**Performance Objective 1:** 100% of all students on track toward graduation.

**Evaluation Data Source(s) 1:** 100% of students will receive credit for courses needed for graduation in the fall with credit recovery in the spring. Final credit of 100% will be awarded in the spring.

**Summative Evaluation 1:** Exceeded Performance Objective

**Next Year's Recommendation 1:** Continue with supports.

| Strategy Description  | ELEMENTS      | Monitor      | Strategy's Expected Result/Impact               | Reviews   |     |     |           |
|---|---------------|--------------|---|-----------|-----|-----|-----------|
|   |               |              |   | Formative |     |     | Summative |
|   |               |              |   | Dec       | Feb | Apr | June      |
| <b>Critical Success Factors</b><br>CSF 1 CSF 2 CSF 4<br><br>1) 100% of students will meet their grade tracking goals each six weeks in all subjects | 2.4, 2.5, 2.6 | All Teachers | Students will earn full credit for all courses. |           |     |     |           |
| = Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue             |               |              |   |           |     |     |           |

**Goal 2:** 100% of Midland ISD Instructional Expectations for 2018-2019 will be met

**Performance Objective 2:** The attendance rate will increase from 97.4 to 98% for the 2018-19 School Year.

**Evaluation Data Source(s) 2:** 6 Weeks attendance rates will increase to 98%.

**Summative Evaluation 2:** No progress made toward meeting Performance Objective

**Next Year's Recommendation 2:** We are looking at changing how we take attendance in the college classrooms. Parent Education.

| Strategy Description   | ELEMENTS | Monitor      | Strategy's Expected Result/Impact                        | Reviews   |     |     |           |
|--|----------|--------------|--|-----------|-----|-----|-----------|
|  |          |              |  | Formative |     |     | Summative |
|  |          |              |  | Dec       | Feb | Apr | June      |
| <b>Comprehensive Support Strategy</b><br><b>Targeted Support Strategy</b><br><b>PBMAS</b><br><b>Critical Success Factors</b><br>CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6<br>1) Monitor attendance and communicate with parents and students to address barriers or concerns.  | 2.5, 2.6 | Crystal Jack | This will result in 98% attendance rate every six weeks. |           |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div> |          |              |  |           |     |     |           |

**Goal 2:** 100% of Midland ISD Instructional Expectations for 2018-2019 will be met

**Performance Objective 3:** EOC performance will be at 100% approaches and increase 10% at meets and 5% at masters.

**Evaluation Data Source(s) 3:** Meets:





Algebra I: 93% to 100%  
 Biology: 93% to 100%  
 English 1: 88% to 98%  
 English 2: 87% to 97%  
 US History: 97%-100%

Masters:

Algebra 1: 60% to 65%  
 Biology: 46% to 51%  
 English 1: 18% to 25%  
 English 2: 10% to 25%  
 US History: 73% to 78%

**Summative Evaluation 3:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 3:** Continue working with RTI.

| Strategy Description   | ELEMENTS | Monitor                     | Strategy's Expected Result/Impact                              | Reviews   |   |   |   |
|--|----------|-----------------------------|--|---|---|---|---|
|  |          |                             |  | Formative   |   |   | Summative   |
|  |          |                             |  | Dec   | Feb   | Apr   | June  |
| <p><b>Comprehensive Support Strategy</b><br/> <b>Targeted Support Strategy</b><br/> <b>PBMAS</b><br/> <b>Critical Success Factors</b><br/>                     CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Students who are not meeting their learning targets will receive additional support through an EOC class.</p> |          | All Tested Subject Teachers | Increase of 10% on Meets and 5% on Masters on EOC Performance. |  |  |  |  |

|  |   |   |  |  |  |  |  |
|--|---|---|--|--|--|--|--|
| <b>Comprehensive Support Strategy</b><br><b>Targeted Support Strategy</b><br><b>PBMAS</b><br><b>Critical Success Factors</b><br>CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7<br>2) 100% of 9th and 10 grade students will utilize Peg Writing and No Red Ink to provide support in Grammar and Writing. | 2.4, 2.5, 2.6                                 | Marcie Forward,<br>Genevra Miller,<br>Amanda Anderson | That all students will show growth on EOC Performance.                               |  |  |  |  |
|  | <b>Funding Sources:</b> 211 Title 1 - 6180.00 |   |  |  |  |  |  |
| <b>Comprehensive Support Strategy</b><br><b>Targeted Support Strategy</b><br><b>PBMAS</b><br><b>Critical Success Factors</b><br>CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7<br>3) ECHS will provide Saturday EOC Support in the Spring.  |   | EOC Teachers  | Increase of 10% on EOC Performance   |  |  |  |  |
|  | <b>Funding Sources:</b> 211 Title 1 - 0.00    |   |  |  |  |  |  |
| <b>Comprehensive Support Strategy</b><br><b>Targeted Support Strategy</b><br><b>PBMAS</b><br><b>Critical Success Factors</b><br>CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7<br>4) An ECHS team will attend an RTI at Work Conference.  | 2.4, 2.5, 2.6                                 | Crystal Jack  | To implement a tier system of intervention that addresses the needs of all students. |  |  |  |  |
|  | <b>Funding Sources:</b> 211 Title 1 - 0.00    |   |  |  |  |  |  |
| <b>TEA Priorities</b><br>Connect high school to career and college<br><b>Critical Success Factors</b><br>CSF 6 CSF 7<br>5) An ECHS team will attend an No Excuses University training to build connections between school and college.   | 2.4, 2.6                                      | Renee Aldrin  | To implement a collegiate atmosphere that impacts college and career readiness.      |  |  |  |  |
|  | <b>Funding Sources:</b> 211 Title 1 - 0.00    |   |  |  |  |  |  |
| = Accomplished             = Continue/Modify             = No Progress             = Discontinue   |   |   |  |  |  |  |  |

# Goal 3: 100% of 9th-11th graders will show growth on Reading Comprehension.

**Performance Objective 1:** 100% of 9th and 10th grade students will be TSI reading compliant by May 2019.

**Evaluation Data Source(s) 1:** TSI Results

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Continue with Reading intervention and Achieve 3000 for reading support.

| Strategy Description  | ELEMENTS | Monitor    | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|---|----------|------------|---|-----------|-----|-----|-----------|
|   |          |            |   | Formative |     |     | Summative |
|   |          |            |   | Dec       | Feb | Apr | June      |
| <b>Comprehensive Support Strategy</b><br><b>Targeted Support Strategy</b><br><b>PBMAS</b><br><b>Critical Success Factors</b><br>CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7<br>1) 9th and 10th grade students who are not TSI reading compliant will receive additional support in a TSI Reading class. |          | Tacy Hicks | 100% of 9th and 10th grade students will be TSI Reading Compliant by June 2019. |           |     |     |           |
| = Accomplished               = Continue/Modify               = No Progress               = Discontinue  |          |            |   |           |     |     |           |



**Goal 3:** 100% of 9th-11th graders will show growth on Reading Comprehension.

**Performance Objective 2:** 89% of 11th graders will score a 480 on the SAT Reading.

**Evaluation Data Source(s) 2:** SAT results

**Summative Evaluation 2:** Exceeded Performance Objective

**Next Year's Recommendation 2:** Continue with Kahn Academy for SAT support.

| Strategy Description  | ELEMENTS      | Monitor    | Strategy's Expected Result/Impact                 | Reviews   |     |     |           |
|---|---------------|------------|---|-----------|-----|-----|-----------|
|   |               |            |   | Formative |     |     | Summative |
|   |               |            |   | Dec       | Feb | Apr | June      |
| <b>Comprehensive Support Strategy</b><br><b>Targeted Support Strategy</b><br><b>PBMAS</b><br><b>Critical Success Factors</b><br>CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7<br>1) All students who received below a 480 on PSAT or Kahn Academy SAT Practice will receive additional support in a PSAT/SAT class. | 2.4, 2.5, 2.6 | M. Forward | 89% of juniors will receive a 480 on SAT Reading. |           |     |     |           |
| = Accomplished                = Continue/Modify                = No Progress                = Discontinue   |               |            |   |           |     |     |           |

# Goal 4: All Students, parents, and community will feel welcome and involved in the school community.

**Performance Objective 1:** ECHS will have 50% of parents participate in 3 activities during the school year.

**Evaluation Data Source(s) 1:** Parent sign up and sign in sheets.

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Work with a No Excuses platform with parents.

| Strategy Description   | ELEMENTS | Monitor      | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|--|----------|--------------|--|-----------|-----|-----|-----------|
|  |          |              |  | Formative |     |     | Summative |
|  |          |              |  | Dec       | Feb | Apr | June      |
| <b>Critical Success Factors</b><br>CSF 5 CSF 6<br><br>1) ECHS will send an invitation out at the end of the first six weeks requesting that parents sign up for 3 or more volunteer activities | 3.1, 3.2 | Aldrin, Jack | That 50% of parents will be involved in 3 activities during the school year. |           |     |     |           |
| <b>Funding Sources:</b> 211 Title 1 - 0.00   |          |              |  |           |     |     |           |
| <b>Critical Success Factors</b><br>CSF 5 CSF 6<br><br>2) ECHS will host Student Led Conferences on October 3.  | 3.1, 3.2 | All Staff    | That 50% of parents participate in Student Led Conferences.                  |           |     |     |           |
| <b>Problem Statements:</b> School Culture and Climate 1 - Parent and Community Engagement 1  |          |              |  |           |     |     |           |
| <b>Funding Sources:</b> 211 Title 1 - 0.00   |          |              |  |           |     |     |           |
| = Accomplished                         = Continue/Modify                         = No Progress                         = Discontinue   |          |              |  |           |     |     |           |

**Performance Objective 1 Problem Statements:**

| School Culture and Climate  |  |
|---|--|
| <b>Problem Statement 1:</b> ECHS currently does not do a good job in encouraging parents to volunteer | <b>Root Cause 1:</b> We have no volunteer opportunities for parents.               |
| Parent and Community Engagement   |  |
| <b>Problem Statement 1:</b> ECHS has limited parent participation.                                    | <b>Root Cause 1:</b> ECHS does not provide opportunities for parents to volunteer. |

# Goal 5: ECHS will meet the six blueprint benchmarks.

**Performance Objective 1:** ECHS will recruit males to meet or over-represent the district enrollment.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:** No progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Discontinue

| Strategy Description   | ELEMENTS | Monitor              | Strategy's Expected Result/Impact                  | Reviews   |     |     |           |
|--|----------|----------------------|--|-----------|-----|-----|-----------|
|  |          |                      |  | Formative |     |     | Summative |
|  |          |                      |  | Dec       | Feb | Apr | June      |
| <b>Critical Success Factors</b><br>CSF 2<br><br>1) ECHS will meet or overrepresent the district in male enrollments.                       |          | Principal, Counselor | Recruitment materials, mailouts, weighted program. |           |     |     |           |
| <b>Problem Statements:</b> Demographics 1  |          |                      |  |           |     |     |           |
| = Accomplished                           = Continue/Modify                           = No Progress                           = Discontinue |          |                      |  |           |     |     |           |

**Performance Objective 1 Problem Statements:**

| Demographics   |
|--|
| <b>Problem Statement 1:</b> The current percent of males does not match MISD enrollment. <b>Root Cause 1:</b> The new TEA requirements says that we need to match district demographics. |









**Goal 5:** ECHS will meet the six blueprint benchmarks.

**Performance Objective 2:** ECHS and MC will implement formative peer observations and collaboration opportunities to occur at least twice a year.

**Evaluation Data Source(s) 2:** Department meeting agenda's.  
Instructional Round Forms

**Summative Evaluation 2:** No progress made toward meeting Performance Objective

**Next Year's Recommendation 2:** Work on collaboration with MC to meet OBM's.

| Strategy Description   | ELEMENTS | Monitor                     | Strategy's Expected Result/Impact           | Reviews   |   |   |   |
|--|----------|-----------------------------|---|---|---|---|---|
|  |          |                             |   | Formative   |   |   | Summative   |
|  |          |                             |   | Dec   | Feb   | Apr   | June  |
| 1) Work with the Advisory Council to set up department meetings and coordinate Instructional Rounds.   |          | Principal, Advisory Council | Increase collaboration between MC and ECHS. |  |  |  |  |
|  = Accomplished  = Continue/Modify  = No Progress  = Discontinue |          |                             |   |   |   |   |   |

# Comprehensive Support Strategies

| Goal | Objective | Strategy | Description   |
|------|-----------|----------|---|
| 1    | 1         | 1        | 1. Identified students will receive additional support through EOC intervention classes.  |
| 1    | 1         | 2        | Each student will utilize Imagine Math and complete 30 lessons by May 2018.   |
| 1    | 2         | 1        | 100% of students will meet or exceed their learning target goals each six weeks in all subjects.                                |
| 1    | 2         | 2        | Students who are struggling with Learning Targets will receive support through an EOC class.                                    |
| 2    | 2         | 1        | Monitor attendance and communicate with parents and students to address barriers or concerns.                                   |
| 2    | 3         | 1        | Students who are not meeting their learning targets will receive additional support through an EOC class.                       |
| 2    | 3         | 2        | 100% of 9th and 10 grade students will utilize Peg Writing and No Red Ink to provide support in Grammar and Writing.            |
| 2    | 3         | 3        | ECHS will provide Saturday EOC Support in the Spring.   |
| 2    | 3         | 4        | An ECHS team will attend an RTI at Work Conference.   |
| 3    | 1         | 1        | 9th and 10th grade students who are not TSI reading compliant will receive additional support in a TSI Reading class.           |
| 3    | 2         | 1        | All students who received below a 480 on PSAT or Kahn Academy SAT Practice will receive additional support in a PSAT/SAT class. |

# PBMAS Intervention Strategies

| Goal | Objective | Strategy | Description   |
|------|-----------|----------|---|
| 1    | 1         | 1        | 1. Identified students will receive additional support through EOC intervention classes.  |
| 1    | 1         | 2        | Each student will utilize Imagine Math and complete 30 lessons by May 2018.   |
| 2    | 2         | 1        | Monitor attendance and communicate with parents and students to address barriers or concerns.                                   |
| 2    | 3         | 1        | Students who are not meeting their learning targets will receive additional support through an EOC class.                       |
| 2    | 3         | 2        | 100% of 9th and 10 grade students will utilize Peg Writing and No Red Ink to provide support in Grammar and Writing.            |
| 2    | 3         | 3        | ECHS will provide Saturday EOC Support in the Spring.   |
| 2    | 3         | 4        | An ECHS team will attend an RTI at Work Conference.   |
| 3    | 1         | 1        | 9th and 10th grade students who are not TSI reading compliant will receive additional support in a TSI Reading class.           |
| 3    | 2         | 1        | All students who received below a 480 on PSAT or Kahn Academy SAT Practice will receive additional support in a PSAT/SAT class. |

# Campus Education Improvement Committee

| <b>Committee Role</b>       | <b>Name</b>     | <b>Position</b> |
|-----------------------------|-----------------|-----------------|
| Administrator               | Renee Aldrin    | Principal       |
| Assistant Principal         | Crystal Jack    |                 |
| Classroom Teacher           | Fron Holik      |                 |
| Classroom Teacher           | Karen McGinnes  |                 |
| Classroom Teacher           | Marcie Forward  |                 |
| Classroom Teacher           | Tammie Williams |                 |
| Classroom Teacher           | Taylor Hudgins  |                 |
| District-level Professional | Tony De La Rosa |                 |
| Parent                      | Yolanda Tinoco  |                 |
| MC Representative           | Damon Kennedy   |                 |
| Counselor                   | Tammy Dennison  |                 |
| Parent                      | Billy Johnson   |                 |

# Campus Funding Summary

| 211 Title 1        |           |          |                  |                         |            |
|--------------------|-----------|----------|------------------|-------------------------|------------|
| Goal               | Objective | Strategy | Resources Needed | Account Code            | Amount     |
| 2                  | 3         | 2        | Peg Writing      | 211 11 6297 00 006 9 30 | \$2,560.00 |
| 2                  | 3         | 2        | No Red Ink       | 211 11 6297 00 006 9 30 | \$3,620.00 |
| 2                  | 3         | 2        | Chromebooks      |                         | \$0.00     |
| 2                  | 3         | 4        | RTI Training     | 211 23 6411 00 006 9 30 | \$0.00     |
| 2                  | 3         | 5        |                  |                         | \$0.00     |
| 4                  | 1         | 1        | Mail Out         |                         | \$0.00     |
| 4                  | 1         | 2        | Snacks           |                         | \$0.00     |
| <b>Sub-Total</b>   |           |          |                  |                         | \$6,180.00 |
| <b>Grand Total</b> |           |          |                  |                         | \$6,180.00 |