Killeen Independent School District

Early College High School

2024-2025

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

ECHS 's relationship with the goals in this priority area is grounded in a strategic and data-driven approach. We continuously evaluate our efforts through various forms of evidence, including observations, stakeholder input, and performance data. This ensures that our actions are effective and aligned with our mission and vision.

Process Overview:Data Analysis:

We use comprehensive data analysis to identify trends, strengths, and areas for improvement. This includes state and local assessments, graduation rates, and CCMR indicators.

Stakeholder Engagement: Regular engagement with stakeholders through surveys and meetings ensures that our goals reflect the community's needs and aspirations.

Research and Best Practices: Our strategies are informed by educational research and best practices, ensuring that we implement effective interventions and respond appropriately when those interventions are not successful.

Observations and Conversations: Classroom observations and conversations with teachers provide qualitative data that complement our quantitative analysis.

Student Success

Student Success Summary

Goal 1: Pathways for All students to build connections

In the fall of 2015, Killeen Early College High School (ECHS) opened as the 5th high school in Killeen ISD with 150 students. Now, it has over 1000 students in grades 9-12, providing a plethora pathways for college, careers, and the military.

ECHS operates on two campuses: Fort Cavazos for 9th and 10th grades, and Central Texas College for 11th and 12th grades. Students can earn an associate degree alongside their high school diploma through dual credit courses.

Strategies:

Mentorship Programs: Establish peer and teacher mentorship programs to help students build positive relationships. SEL and counseling programs throughout the year will focus on topics that deal with the well-being of students. Lessons on bullying and violence will be provided through classroom guidance lessons. Book study on 7 Habits and Grit will be done with counselors.

Capturing Kids' Hearts Training: Provide training for teachers and staff on the Capturing Kids' Hearts program to build positive, productive relationships with students.

Social Contracts: Develop social contracts in classrooms to establish norms and expectations collaboratively with students.

Incentive Programs: Reward students for good attendance and work completion with spirit days, pep rallies, alternative power hour activities, Friday night lights etc.

Parent Engagement: Host Parent Boot cams regularly (2 to 4 nights per year) to inform parents about all campus programs and enhance their ability to support their child's academic achievement. Data shows that parents want to have sessions based on specific content instead of a whole group concept: TSIA,AA completion, navigating CTC and how to help their scholar's with homework.

Parent Liaison: Foster collaboration between the community, parents, students, and staff. The liaison will support a positive campus culture by providing parent support, community outreach, and organizing cultural events.

Community Events: Organize regular events such as Community Pep Rallies, Family Nights, Holiday Nights, Cultural Nights, Dyslexia Nights, Open House, and Cultural Events to bring together students, parents, and staff.

Communication: Provide information in the weekly newsletter regarding the importance of regular attendance and the support available for families.

Student activities, clubs, and events: Focused on advanced academics, ECHS does not afford traditional extracurricular activities but offers student-led clubs like bowling, debate, choir, band, and chess. Students can also join Student Council, National Honor Society, and intramurals.

Advisory Period on Fridays: Advisory period where students can discuss academic goals with their advisor and use data to set SMART Goals each marking period. They will engage in campus events through this period as a team and receive guidance lessons over diverse topics.

Extracurricular Activities: ECHS does not have extracurriculars, but we continue to expand the range of extracurricular activities to cater to diverse interests, ensuring every student finds a niche. We have bowling, UIL academics , Speech and Public Speaking, Friday Night Lights, Sports Day, Pep Rallies, the Night of the Arts, Multicultural Night and a plethora of other activities for our scholars.

Response to Intervention: Tier 1 and 2 interventions are conducted in classrooms, with our professional learning teams disaggregating their data (by student, by standard) and developing a

plan to spiral in the interventions. ECHS also has built in tutorials through Power Hour, where students are either assigned a mandatory tutorial or can attend open tutorials. After school and Saturday tutorials are also offered, providing students with additional opportunities to get targeted interventions.

Goal 2: All students meet or exceed the Texas grade level standards in reading and writing

Differentiated Instruction: Use differentiated instruction techniques and best practice strategies to meet the diverse needs of students.

Reading Programs: With the creation of the PATH for Reading and Writing and Research and Technical Writing, ECHS is establishing support courses for all scholars. These courses use cross curricular content and works with other departments to share best practices. This cross-curricular approach will continue to support all learners in a systematic way for success.

Writing Workshops: ECHS trains our teachers with the Central Texas Writing Project and conducts writing workshops as part of the curriculum focusing on different genres and purposes of writing.

Professional Development: Provide teachers with ongoing professional development on effective literacy instruction strategies.

Parental Involvement: Engage parents in literacy activities and provide resources to support reading and writing at home. Encourage parents to be active participants in the learning of their scholars: checking schoology, blackboard, their AVID planner, home access and reaching out to teachers.

Campus Planning: Departmental planning, PLC, Analyzing student data for acceleration/intervention, closed and open tutorials and mastery.

Goal 3: All student meet or exceed the Texas grade level standards in math

Strategies:

Math Intervention Programs: Implement targeted intervention programs for students struggling in math. The continued expansion of strategic math for struggling freshmen scholars, TSIA interventions at the junior level and AQR as a support course for College Algebra.

Differentiated Instruction: Use differentiated instruction techniques and best practice strategies to meet the diverse needs of students.

Professional Development: Provide teachers with ongoing professional development on effective math instruction strategies utilizing Region 12 resources and learning center. Work with the CTC staff to integrate professional development not only cross curricular, but cross institution.

Parental Involvement: Engage parents in Math Night activities and provide resources to support learning at home at home.

Cross-Curricular Connections: Integrate math into other subjects to show real-world applications and relevance through Campus PLC.

Campus Planning: Departmental planning, PLC, Analyzing student data for acceleration/intervention, and

closed and open tutorials and mastery.

Goal 4: All students will graduate from high school ready to enroll in postsecondary education, enlist in the military, and/or enter the workforce

All students take the AVID course, which covers college, career, and military readiness, and requires students to volunteer for a certain number of hours each year.

College and Career Readiness: Provide students with Career Nights and guest speakers in the classroom.

Intervention & Enrichment: ECHS has implemented a comprehensive approach to student success by offering a wide range of interventions and support mechanisms. Enrichment activities

are designed to engage students who are already performing at grade level, encouraging curiosity and exploration. Additionally, specialized reading and math interventions are provided to support students who have not met STAAR requirements through our innovative Path, Strategic Math and AQR courses. These interventions involve focused instruction in small groups, with support from designated teachers and online resources. Power Hour ensures that all students receive additional support during the school day. We also offer Super Saturdays for intervention and enrichment.

Demographics: ECHS matches the student demographic data of the district in a variety of areas. For the 2023-2024 school year, the ethnicity breakdown was as follows: 33.74% Hispanic, 27.91% African-American, 19.22% White, 10.94% Two or more races, 5.01% Asian, 2.66% Pacific Islander, and .51% Indian. For the 2023-2024 school year, ECHS also had 45.4% At-Risk, 50.82 economically disadvantaged, 14.83% Section 504, 10.12% gifted and talented, 2.76% special education, 26.07% active military, and 7.06% LEP.

	Approaches 21	Approaches 23	Approaches 24	Meets 21	Meets 23	Meets 24	Masters 21	Masters 23	Masters 24
English 1	94%	96%	96%	83%	86%	91%	17%	25%	35%
English 2	96%	98%	98%	84%	90%	96%	13%	19%	21%
Biology	98%	99%	99%	83%	81%	81%	40%	40%	28%
US History	98%	100%	100%	88%	87%	88%	50%	45%	49%
Algebra 1	98%	94%	97%	48%	63%	73%	15%	31%	30%

	Attendance	Chronic Absentism	CCMR	AA	Pcanycourse	Graduation Rate	# of grads	Certificates	Enrolled in TXIHE
2018-19	99.1	5.3	100	69.7	100	100	165	0	71.5
2019-20	96.8	2.7	100	55.6	100	100	223	0	68.2
2020-21	93.4	18.6	99.5	57.8	100	97.7	256	0	68
2021-22	95.3	13.3	100	41.9	99.5	98.9	186	3.2	N/A
2022-23									
	TSIA English	TSIA Math	TSIA BOTH		Average SAT score		AP Participation		
2018-19	99.1	99.4	98.7		1106		10.9		
2019-20	98.2	99.4	97.6		1078		10.3		
2020-21	99.6	96.1	96		1069		22.8		

	Attendance	Chronic Absentism	CCMR	AA	Pcanycourse	Graduation Rate	# of grads	Certificates	Enrolled in TXIHE
2021-22	97.8	90.9	93		1023		18.5		
2022-23									
2018-19	ED	Military Connected	At-Risk						
2019-20									
2020-21	36	39.2	34.5						
2021-22	36	39.2	34.5						
2022-23	51.9	52.5	43.6						

Student Success Strengths

Goal 1: Pathways for All students to build connections

The following have been identified as strengths in the area of student connectedness:

- SEL Specialist
- Student Council
- National Honor Society
- Bowling
- Academic Awards Ceremony
- Fall Festival (Open House)
- Grade level Color Wars
- Multicultural Night and Night of the Arts

Goal 2: All students meet or exceed the Texas grade level standards in reading and writing

The following have been identified as strengths in the area of meeting or exceeding the Texas grade level standards in reading and writing:

- Data Driven PLC and PLT meetings.
- Intervention courses for reading and writing (PATH) at the 9th grade level.
- Utilizing Research and Technical Writing at the 10th grade level to provide support to English II.
- Integrating transferable skills and metacognition into lessons.
- Power Hour, after school, and Saturday tutorials.

Goal 3: All students meet or exceed the Texas grade level standards in math

The following have been identified as strengths in the area of meeting or exceeding the Texas grade level standards in math:

- Data Driven PLC and PLT meetings.
- Providing struggling learners in Algebra I intervention through strategic math classes.
- Integrating transferable skills and metacognition into lessons.
- AQR as a support course for College Algebra.
- Power Hour, after school, and Saturday tutorials.

Goal 4: All students will graduate from high school ready to enroll in postsecondary education, enlist in the military, and/or enter the workforce.

The following have been identified as strengths at ECHS:

- Counselors assigned to a cohort that move to each grade level with their cohort.
- AVID teachers assigned to a cohort and provide guidance in college, career, and military readiness.
- Addition of high school and dual credit CTE courses that teach work force skills.
- Providing students the opportunity to take dual credit ROTC through Texas A&M-Central Texas.
- Providing rigor and depth of knowledge in honors, advanced placement, and dual credit courses.
- Providing opportunities for college visits for seniors.

Problem Statements Identifying Student Success Needs

Problem Statement 1: 27.5% of our underclassmen have not met the college entrance requirement for English and will be off track for their associates.   **Root Cause:** The campus did not intentionally prioritize interventions and opportunities for students to take and show mastery in the Texas Success Initiative Assessment (TSIA).

Problem Statement 2: Enrollment declined 8% from the beginning to the end of the year across all grade levels, with the most noticeable decline in the 9th and 11th grades.   **Root Cause:** Students struggle with the transition between middle school and high school and high school and college classes. As the academic rigor and course load increases, students struggle in navigating the shift in responsibility, from teacher centered to student centered.

Problem Statement 3: 25% of juniors failed to achieve 60% or better in their dual credit US History classes.   **Root Cause:** Students struggle with the transition to the Central Texas College campus as well as with the college course load and academic rigor.

Problem Statement 4: 38% of juniors failed to achieve 70% or better in their college English classes.   **Root Cause:** Students struggle with the transition to the Central Texas College campus, the college course load, and academic rigor.

Problem Statement 5: College-bound students struggle to identify and track the required courses needed for their specific bachelor's degree and selected university.   **Root Cause:** Students are not afforded the opportunity to learn and understand how to track the required courses needed for their specific bachelor's degree and selected university.

Problem Statement 6: 32% of our upperclassmen have not met the college entrance requirement for math and may be off track for their associates.   **Root Cause:** The campus did not intentionally prioritize interventions and opportunities for students to take and show mastery in the Texas Success Initiative Assessment (TSIA).

Problem Statement 7: Teachers need time to study student data and effective teaching strategies collectively using the district-adopted protocol tools. **Root Cause:** PLC's provide administrative knowledge for the majority of the gathered time.

Problem Statement 8: Staff members are not consistently provided with the necessary resources that will allow them to target identified areas of growth. **Root Cause:** Supervisors and support staff have not aligned teachers to SMART goals, both short and long term.

Problem Statement 9: The number of students applying for Early College High School (ECHS) has declined over the past two years. **Root Cause:** The district's introduction of additional specialized programs at comprehensive high schools, such as career and technical education (CTE) pathways, advanced academics, and extracurricular opportunities, has led to increased competition, drawing potential applicants away from the ECHS program.

Problem Statement 10: Our campus seeks to strengthen student engagement and leadership skills but lacks a formal program to cultivate these competencies systematically. While the district has implemented the Capturing Kids' Hearts initiative, we need an aligned curriculum that reinforces these values and provides a structured approach to developing student leadership, self-management, and relational skills. **Root Cause:** There is a gap in resources and structured courses that directly align with and extend the relational and self-leadership skills promoted through Capturing Kids' Hearts.

Problem Statement 11: Underclassmen are struggling with the transition to high school, particularly with the increased course load and academic demands in math. Many students are moving from on-level to honors courses, creating a gap in readiness that affects their performance and confidence. **Root Cause:** The shift from on-level middle school courses to honors-level high school courses presents a steep learning curve, especially in math, where students often lack the foundational skills and support needed to succeed. The absence of individualized resources to address these learning gaps further compounds students' challenges in adapting to high school rigor.

Problem Statement 12: Our campus lacks opportunities for students to engage in UIL sports, leaving limited options for students to participate in competitive extracurricular activities that foster teamwork, discipline, and academic enrichment. **Root Cause:** Due to the design and academic focus of our Early College High School (ECHS), we do not offer UIL sports, resulting in fewer extracurricular options. This restricts students' ability to engage in competitive environments that develop essential skills and limits their access to enrichment activities available at other campuses.

Human Capital

Human Capital Summary

Goal 2.1: To Recruit and Retain Staff, the Campus Will Promote a Positive Work Environment.

Create a supportive and attractive work environment to recruit and retain high-quality staff.

Strategies:

Work Environment: Foster a positive work culture through team-building activities, recognition programs, and staff wellness throughout the year.

Employee Recognition: celebrate staff achievements and milestones.

Goal 2.2: The District Will Implement Effective Standards and Practices That Will Consistently and Strategically Staff Campuses and Departments

Ensure all campuses and departments are adequately staffed with qualified personnel.

Strategies:

Strategic Staffing Plan: Develop and implement a staffing plan that anticipates future needs based on student enrollment trends and program growth.

Diversity and Inclusion: Prioritize diversity and inclusion in hiring practices to reflect the community and bring varied perspectives to the school.

Goal 2.3: The District Will Identify and Provide Ongoing Training and Coaching Needed for Staff to Build Their Professional Capacity

Enhance staff skills and knowledge through continuous professional development.

Strategies:

Technology Training: Provide training on the latest educational technologies to ensure staff are equipped to integrate these tools into their teaching.

Mentoring Program: Provide mentoring of all new to Nolan and new teachers throughout the year. Supported through after-school, lunchtime, and classroom visits.

Professional Development: Ensure staff receive professional development opportunities that align with district and campus initiatives, focusing on high-quality instruction to enhance student performance on CUAs, MAP, and STAAR through best practices and DOK learning progression within the PLC framework.

PLC/Planning: Provide half-day PLC planning time for each marking period. Engage in effective PLC planning twice a month, with a focus on Depth of Knowledge (DOK) learning progression. Additionally, target supplemental focus on building lessons to engage all learners in each student group.

The Focus:

- Establish detailed conditions for creating collective teacher efficacy, using data to identify student learning needs and

- Plan collectively, implement strategies, and observe colleagues in deliberate classroom practices that deepen expertise and facilitate increased student and teacher learning.
- Select learning opportunities to bolster knowledge and enhance professional skills surrounding evidence-based practices that address needs and accelerate learning.
- Define how teacher teams can cultivate and increase motivation and energy as individuals and, equally importantly, with one other.
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Goal 2.4: All Staff Will Have Formal and Informal Opportunities to Give and Receive Feedback Regarding Job Satisfaction and Performance

Create a culture of open communication and continuous improvement through regular feedback.

Strategies:

Performance Evaluations: Conduct regular performance evaluations that provide constructive feedback and identify areas for growth.

Staff Surveys: Administer regular surveys to gather feedback on job satisfaction, work environment, and school leadership.

Huddle: Informal meeting every morning by year group to plan for the day, raise any concerns, coverage for teachers, etc.

Check in
: Once a semester check ins with principal(Coffee with Kathleen) in which an informal setting and conversation afford a pulse check not only on the teacher but the climate/culture of the school.

Human Capital Strengths

Goal 2.1: To Recruit and Retain Staff, the Campus Will Promote a Positive Work Environment Strengths:

Recruit:

- Interview process based on campus culture and best fit
- Representatives from the content team/department and year group being interviewed is part of the hiring panel.

Retain:

- Culture is built on the PLC process of DuFour and collaboration between all staff.
- Staff are provided opportunities to be part of the decision-making process.
- Teachers are empowered to be innovative and creative in instruction.
- Solution-oriented environment.
- Celebrate teachers and staff throughout the year.
- Identify socio-emotional needs of the campus and provide support.
- . Recognition programs such as "Teacher of the Month" have been well-received.

Goal 2.2: The Campus Will Implement Effective Standards and Practices that Will Consistently and Strategically Staff Campuses.

- Hiring procedures to ensure equity and inclusion in the hiring process.
- Collaboration with Lead Teachers to utilize data for staffing of each department that correlates to student success.
- The district has developed a robust staffing plan that aligns with student needs and district priorities. Recruitment efforts include partnerships with universities and participation in job fairs.
- . Recruitment metrics show a steady influx of qualified candidates, and the onboarding process has been streamlined to ensure new hires are well prepared.

Goal 2.3: The Campus Will Identify and Provide Ongoing Training and Coaching Needed for Staff to Build Their Professional Capacity.

- The PLC process will continue to be the bedrock of the ECHS culture of growth and success.

- Review data (walkthroughs, observations, coaching walks) to identify areas of growth.
- Procedures and expectations for Professional Learning Communities and Teams.
- Half day content team planning days (one per semester).

- Targeted professional development on campus.

- Identify individual area of growth for staff and provide support.
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Goal 2.4: All Staff Will Have Formal and Informal Opportunities to Give and Receive Feedback Regarding Job Satisfaction and Performance.

- Regular surveys and feedback mechanisms allow staff to express their satisfaction and suggest improvements.
- Performance evaluations are comprehensive and include self-assessments, peer reviews, and supervisor feedback.

- Increased staff engagement and satisfaction scores from surveys demonstrate the effectiveness of these feedback mechanisms.
- New teachers have available support from an assigned mentor or buddy, Campus Instructional Specialist, Campus Instructional Coach, Professional Learning Communities, Dean of Academic Instruction, and Principal.
- Teachers meet in PLT, PLC and pastoral teams regularly to plan and develop common formative and summative assessments, lesson design, interventions, and data analysis.
- New Teacher Induction professional development events are held for teachers with less than 1 year of experience.
- Professional development is created and delivered by ECHS teachers and administrators, differentiated based on the needs of the teachers through input such as surveys.
- Internal Instructional Rounds and Coaching Walks have been introduced to the teachers to help develop a common understanding of campus-wide improvement needs and goals.
- KISD offers a variety of professional development throughout the year, as does the Region XII Service Center.
- Professional development opportunities are regularly attended by the staff.
- Teachers collaborate with Special Education, 504, English Language Learners administrative staff to identify, intervene, and monitor the unique needs of special population students.
- Paraprofessionals were also given the opportunity to self-reflect and receive feedback on job performance in the 2023-24 school year.

Problem Statements Identifying Human Capital Needs

Problem Statement 1: Staff have participated in various professional development opportunities but are not consistently implementing the strategies learned.   **Root Cause:** Teachers are overwhelmed and have misconceptions on implementation of the strategies.

Problem Statement 2: ECHS teachers struggle to provide differentiated instruction for GT learners.   **Root Cause:** ECHS professional development do not fully address GT needs in a separate context; embedded differentiation is required for GT learners withing the classroom setting.

Problem Statement 3: ECHS is in need of a Dean of Instruction and Instructional Specialists to help improve Tier I instruction and effectively implement accelerated instruction programs to help improve student performance in all areas (STAAR, SAT/ACT, AP, etc...).   **Root Cause:** Lack of consistency throughout the campus with Tier I instruction and implementation of accelerated instruction. Focused coaching time for staff in order to address learning gaps in students and build strong Tier I instruction across all 4 core content areas.

Problem Statement 4: ECHS is in need of a Parent Liaison to help improve engagement with the campus and parents and community at large as they work through the high school requirements, dual credit program, CCMR readiness, and post graduating needs.   **Root Cause:** Limited opportunities for involvement, and or disconnect between school initiatives and the specific needs or schedules of parent and community members. Additionally the misconception some parents may have about the need to engage with schools the high school level assuming students are more independent and requires less direct support.

Financial Stewardship

Financial Stewardship Summary

Goal 3.1: The District Will Use Data-Driven Planning to Prioritize Resource Allocations Utilize data to make informed decisions about resource allocation to maximize student success.

Strategies:

Needs Assessment: Conduct regular needs assessments to identify priorities based on student performance data, enrollment trends, and facility needs.

Data Analysis: Use financial data and performance metrics to guide resource allocation decisions.

Resource Allocation Model: Develop a transparent model that aligns resources with strategic priorities and educational goals.

Regular Review: Implement a cycle of regular review and adjustment based on data insights to ensure optimal resource use.

Attendance Monitoring: Implement a robust attendance monitoring system to identify and address attendance issues promptly.

Measurement:

- Alignment of resource allocation with strategic priorities.
- Improvement in key performance indicators (KPIs) such as student achievement and attendance.
- Feedback from stakeholders on the effectiveness of resource allocation.
- Periodic audits and reviews of resource allocation processes.
- Regular analysis of attendance data to identify trends and areas for improvement.
- Reduction in the number of attendance-related issues. Increased student attendance rates.
- Increased student attendance rates.

Goal 3.2: The District Will Prepare Budgets Using Transparent and Open Communication Amongst Stakeholders Promote transparency and inclusivity in the budgeting process by involving key stakeholders.

Strategies

Stakeholder Meetings: Conduct monthly meetings with the principal secretary, and administration and lead teachers, and the six meetings of the Site-Based Decision-Making (SBDM) committee to discuss and prepare budgets.

Communication: Maintain open lines of communication with all stakeholders throughout the budgeting process. Elicit teacher input into the needs of the scholars and teachers and budget upon maximum effect.

Stakeholder Engagement: Involve teachers, parents, staff, and community members in the budgeting process through meetings, surveys, and forums.

Goal 3.3: The District Will Continuously Evaluate and Update Policies and Procedures to Foster a Positive Culture and Climate Early College High School

Ensure that school policies and procedures are regularly reviewed and updated to support a positive school culture and climate.

Strategies

Regular Meetings: Daily Huddle meetings, bi-weekly administration meetings, weekly counselor/admin meetings and regular meetings with the SBDM committee, department/ grade-level teams, and Title I stakeholders to evaluate and update policies and procedures.

Parent Engagement: Organize meetings with the Parent Liaison, Family Engagement Nights, volunteer programs, and community pep rallies to involve parents and the community in school activities and decision-making.

Goal 3.4: District Operational Department Training Will Focus on Effective and Sustainable Use of District Resources and Procedures Enhance the efficiency and sustainability of district operations through targeted training programs.

Strategies

Operational Training: Provide training for staff on the effective use of district resources and procedures, including tools such as Hero, Schoology, and Eduphoria.

Training Programs: Develop and deliver training programs on resource management, sustainability practices, and efficient procedures.

Best Practices Sharing: Facilitate the sharing of best practices and successful strategies among departments.

Sustainability Initiatives: Implement sustainability initiatives to reduce waste and promote environmentally responsible practices.

Financial Stewardship Strengths

Goal 3.1: The District Will Use Data-Driven Planning to Prioritize Resource Allocations Utilize data to make informed decisions about resource allocation to maximize student success.

- The campus effectively uses data to prioritize resource allocations, ensuring that funds are directed towards programs and initiatives that have the greatest impact on scholar success.
- Budget reports and resource allocation reviews demonstrate that financial decisions are consistently aligned with district goals. Stakeholder feedback indicates satisfaction with how resources are prioritized.
- Monthly meetings between administration and principal secretary to review and assess resource allocation.
- Teachers were asked to prioritize items and needs to support students. From those lists, we allocated funds according to the needs, with the understanding that there would be checkpoints along the way to re-evaluate.
- At the beginning of the school year, meetings were held with various staff members such as CTE teachers to review budget allocations and procedures for procuring items and services in addition to student travel and competitions. These meetings clarified procedures and informed stakeholders of the guidelines and expectations regarding financial

stewardship. Throughout the year, these expectations were reiterated as needed.

Goal 3.2: The District Will Prepare Budgets Using Transparent and Open Communication Amongst Stakeholders Promote transparency and inclusivity in the budgeting process by involving key stakeholders.

Strategies

- The campus maintains a high level of transparency in the budgeting process, regularly communicating with stakeholders and providing clear, accessible information.
- Increased participation rates in SBDM meetings about the budget, specifically Title I funding for 2024-25, show that stakeholders are engaged and informed about budget decisions. The campus SBDM Committee meets at least six times this year, and four of those meetings contained agenda items related to evaluating the Campus Improvement Plan.
- Regular updates and financial reports are published on the district website, enhancing transparency.

Goal 3.3: The District Will Continuously Evaluate and Update Policies and Procedures to Foster a Positive Culture and Climate Early College High School

- The campus regularly reviews and updates policies and procedures to ensure they are relevant and effective. This helps maintain a positive culture and climate.
- Staff feedback shows a high level of awareness and understanding of updated policies. One of the changes in the 2023-24 school year involved a grading policy and mastery policy about work missed due to absence. The new policy specified the number of days and point percentage the student had to make up the work. Early College administration communicated the policy which clarified the previous policy. The staff appreciated the clarity and made the change seamlessly.

Goal 3.4: District Operational Department Training Will Focus on Effective and Sustainable Use of District Resources and Procedures Enhance the efficiency and sustainability of district operations through targeted training programs.

- The district emphasizes sustainability and efficiency in its operations, implementing best practices for resource management.
- As the district faces a budget shortfall for the 2024-25 school year, Early College High School aims to maximize the impact of the funding we do receive. We recognize that state and federal funding have specific guidelines to follow in order to receive and spend those funds. As such, we regularly review allowable and non-allowable purchases that can be made. If there are ways to fund things that are more fiscally responsible, we attempt to make the best use of the resource.

Problem Statements Identifying Financial Stewardship Needs

Problem Statement 1: Allocating the correct funds to expenditures throughout the year must be a priority. **Root Cause:** The budget continues to increase in complexity.

Problem Statement 2: There are occasional delays in data collection and analysis, such as the delayed release of EOC scores, impacting the timeliness of financial decision-making. **Root Cause:** Limited capacity and resources for comprehensive data analysis.

Problem Statement 3: : Some stakeholders feel that they are not adequately involved in the early stages of the budgeting process. **Root Cause:** Limited outreach and communication channels during the initial budget planning phase.

Problem Statement 4: Not all staff are fully aware of updated policies and procedures, leading to inconsistent implementation. **Root Cause:** Gaps in communicationand training regarding policy updates.

Problem Statement 5: Staff members are not consistently provided with the necessary resources that will allow them to target identified areas of growth. **Root Cause:** Supervisors and support staff have not aligned teachers to SMART goals, both short and long term.

Priorities

Priority 1: Student Success

Goal 1: Pathways for All students to build connections.

Key Strategic Action 1 Details

Key Strategic Action 1: ECHS will utilize academic data for incoming 9th grade students and provide interventions in the areas of reading, writing, and math through specific courses. After School Tutoring and Super Saturday Programs: Implement tutoring in key subjects like math, English, and science, as well as peer mentoring programs. This can boost academic success and provide targeted support.
 	
    Progress Measure (Lead: Student attendance will be evaluated at the end of every 9 weeks to determine effectiveness.
    Outcome Measure (Lag): Increase student success in ELAR and Math by 90%
    Dates/Timeframes: Every 3 weeks for progress reports, 9 week marking period, and semester progress checks.
    Staff Responsible for Monitoring: Dean of Instruction, Curriculum Team and Lead Teachers
    Collaborating Departments: Special Populations
 	
    TEA Priorities:
Build a foundation of reading and math
 - ESF Levers:
Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments
 - Targeted Support Key Strategic Action - Additional Targeted Support Key Strategic Action
    Problem Statements: Student Success 1
    Funding Sources: Healthy Snacks for After School Tutoring - 211 - ESEA, Title I Part A - 211.11.6499.00.013.30.000 - $1,000

Key Strategic Action 2 Details

Key Strategic Action 2: To improve student retention, ECHS will focus on 10th-grade students who struggled academically, providing academic advising in the 11th grade to reduce failures from 12% to 7%.

Progress Measure (Lead: Improve Retention of Scholars

Outcome Measure (Lag): Decrease the number of scholars who return to zoned campus by 10%.

Dates/Timeframes: Academic year 2024-25

Staff Responsible for Monitoring: Principal and Leadership Team.

Collaborating Departments: Special Populations, English, Social Studies

TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college
 - ESF Levers:
Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Problem Statements: Student Success 2, 3, 4

Key Strategic Action 3 Details

Key Strategic Action 3: All teachers will be trained in AVID strategies. AVID is the backbone of ECHS and serves as the foundation for scholar success in high school and college classes.

Progress Measure (Lead: Increased number of core teachers to attend AVID Institute to further the cross curricular implementation of AVID

Outcome Measure (Lag): Increased use of AVID strategies across all departments by 25%

Dates/Timeframes: October 2024-August 2025

Staff Responsible for Monitoring: Administration

Collaborating Departments: AVID and all Departments

TEA Priorities:
Recruit, support, retain teachers and principals, Connect high school to career and college

Problem Statements: Human Capital 1

Funding Sources: Afford teachers to attend AVID Professional Development - 166 - State Comp Ed - 166.13.6411.00.013.30.AR0 - $30,000, Substitutes for Teachers to attend AVID Conference - 211 - ESEA, Title I Part A - 211.13.6411.00.013.30.000 - $1,227

Key Strategic Action 4 Details

Key Strategic Action 4: ECHS will hire a Parent Liaison to foster collaboration between the community, our parents, scholars, and staff. Parent Liaison to support a positive campus culture that brings the community, parents, scholars and staff together. This staff member will provide parent support, community outreach, scholar/parent support with the staff, and cultural events.

> **Progress Measure (Lead:** Opportunities for parents and the community to stay connected to the campus and create a collaborative Community will be provided each month.
>
> **Outcome Measure (Lag):** The number of parent/community activities will increase to 10 per year.
>
> **Dates/Timeframes:** 2024-25 school year
>
> **Staff Responsible for Monitoring:** Principal and leadership team
>
> **Funding Sources:** Salary and Benefits for a parent liaison - 211 - ESEA, Title I Part A - 211.61.6129.00.013.30.000 - $36,633, Refreshments for Parent Meetings - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6499.00.013.24.PAR - $1,000, Supplies for Parent Meetings - 211/PAR - ESEA, Title I Parent Involvement - 211.61.6399.00.013.24.PAR - $2,372

Key Strategic Action 5 Details

Key Strategic Action 5: Summer Bridge Program: ECHS is required to offer a summer orientation focused on core skill-building in academic subjects, study skills, and early college expectations. This helps incoming students, especially first-generation college attendees, feel more prepared.
Estimated Cost: $10,000 - $12,000, covering instructors, materials, and student meals or snacks.

> **Progress Measure (Lead:** Student Attendance and TSIA scores will be evaluated at the end of the camp.
>
> **Outcome Measure (Lag):** The number of scholars attending and the TSIA scores to facilitate course sequences.
>
> **Dates/Timeframes:** June 2025
>
> **Staff Responsible for Monitoring:** Principal and Dean of Instruction
>
> **Collaborating Departments:** All lead teachers and curriculum team
>
> **TEA Priorities:**
> Build a foundation of reading and math, Connect high school to career and college
> - ESF Levers:
> Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
>
> **Problem Statements:** Student Success 2, 4, 5

Key Strategic Action 6 Details

Key Strategic Action 6: ELL/EB scholars will be referred to Multi-Tiered Systems of Support(MTSS). Evidence based interventions will be put into place to address the gaps in learning and will be monitored by the ELL teachers. Various interventions and resources will be utilized as appropriate to meet the needs of individual scholars in reading, writing, and behavior.

Progress Measure (Lead: Weekly Updates
Monthly Meetings with ELL/At-Risk team

Outcome Measure (Lag): STAAR scores in Reading and Writing will increase by 3% in both meets and masters.

Dates/Timeframes: May 2025

Staff Responsible for Monitoring: Dean of Instruction and Academic Team

Collaborating Departments: All departments

TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction

Problem Statements: Student Success 8 - Financial Stewardship 5

Funding Sources: Supplies for EB scholars - 165/ES0 - ELL - 165.11.6399.00.013.25.ES0 - $1,000, Professional Development for Response to Intervention to meet the needs of EB students - 165/ES0 - ELL - 165.13.6411.00.013.25.ES0 - $6,280

Key Strategic Action 7 Details

Key Strategic Action 7: Leadworthy Course through Capturing Kids' Hearts: Our campus seeks to strengthen student engagement and leadership skills but lacks a formal program to cultivate these competencies systematically. While the district has implemented the Capturing Kids' Hearts initiative, we need an aligned curriculum that reinforces these values and provides a structured approach to developing student leadership, self-management, and relational skills.

Progress Measure (Lead: Scholars to become more involved in campus and community service.

Outcome Measure (Lag): Leadworthy course to be piloted by 9th grade scholars who have mastered the TSIA English and Writing.   25% increase in community service and leadership.

Dates/Timeframes: 2024-25 Academic School year

Staff Responsible for Monitoring: Principal and academic team

TEA Priorities:
Connect high school to career and college

Problem Statements: Student Success 10

Funding Sources: Leadworth Curriculum - 211 - ESEA, Title I Part A - 211.11.6299.OL.013.30.000 - $750, Counselor PD to support CKH implementation - 211 - ESEA, Title I Part A - 211.31.6411.00.013.30.000 - $2,000, Resources to support CKH implementation - 211 - ESEA, Title I Part A - 211.31.6399.00.013.30.000 - $3,000

Goal 1 Problem Statements:

Student Success

Problem Statement 1: 27.5% of our underclassmen have not met the college entrance requirement for English and will be off track for their associates.   **Root Cause**: The campus did not intentionally prioritize interventions and opportunities for students to take and show mastery in the Texas Success Initiative Assessment (TSIA).

Student Success
Problem Statement 2: Enrollment declined 8% from the beginning to the end of the year across all grade levels, with the most noticeable decline in the 9th and 11th grades. **Root Cause**: Students struggle with the transition between middle school and high school and high school and college classes. As the academic rigor and course load increases, students struggle in navigating the shift in responsibility, from teacher centered to student centered.
Problem Statement 3: 25% of juniors failed to achieve 60% or better in their dual credit US History classes. **Root Cause**: Students struggle with the transition to the Central Texas College campus as well as with the college course load and academic rigor.
Problem Statement 4: 38% of juniors failed to achieve 70% or better in their college English classes. **Root Cause**: Students struggle with the transition to the Central Texas College campus, the college course load, and academic rigor.
Problem Statement 5: College-bound students struggle to identify and track the required courses needed for their specific bachelor's degree and selected university. **Root Cause**: Students are not afforded the opportunity to learn and understand how to track the required courses needed for their specific bachelor's degree and selected university.
Problem Statement 8: Staff members are not consistently provided with the necessary resources that will allow them to target identified areas of growth. **Root Cause**: Supervisors and support staff have not aligned teachers to SMART goals, both short and long term.
Problem Statement 10: Our campus seeks to strengthen student engagement and leadership skills but lacks a formal program to cultivate these competencies systematically. While the district has implemented the Capturing Kids' Hearts initiative, we need an aligned curriculum that reinforces these values and provides a structured approach to developing student leadership, self-management, and relational skills. **Root Cause**: There is a gap in resources and structured courses that directly align with and extend the relational and self-leadership skills promoted through Capturing Kids' Hearts.

Human Capital
Problem Statement 1: Staff have participated in various professional development opportunities but are not consistently implementing the strategies learned. **Root Cause**: Teachers are overwhelmed and have misconceptions on implementation of the strategies.

Financial Stewardship
Problem Statement 5: Staff members are not consistently provided with the necessary resources that will allow them to target identified areas of growth. **Root Cause**: Supervisors and support staff have not aligned teachers to SMART goals, both short and long term.

Priority 1: Student Success

Goal 2: All students meet or exceed the Texas grade level standards in reading and writing.

Key Strategic Action 1 Details

Key Strategic Action 1: Core teachers will collaboratively review data and implement lessons that utilze high impact strategies)collaboration, GRR, Accountable Talk, RACE) and promote rigor and thinking at high cognitive levels in the classroom to include the use of scholar reading materials that allow for real world application to enrich and grow their Reading achievement.
 	
    Progress Measure (Lead: Lead Teachers will increase their regular meeting times in collaborative teams to calibrate the instructional expectations. Design and provide rigorous, engaging, hands on instruction anchored in the standards.
    Outcome Measure (Lag): STAAR ELAR and Math scores to improve by 10% in meets and 5% in masters.
    Dates/Timeframes: Weekly
    Staff Responsible for Monitoring: Dean of Instruction, CIS, CIC
    Collaborating Departments: Lead Teachers
 	
    TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments
    Problem Statements: Student Success 8 - Human Capital 1 - Financial Stewardship 5
    Funding Sources: Substitutes for half day planning - 211 - ESEA, Title I Part A - 211.13.6299.00.013.30.SUB - $3,000

Goal 2 Problem Statements:

Student Success
Problem Statement 8: Staff members are not consistently provided with the necessary resources that will allow them to target identified areas of growth.　**Root Cause**: Supervisors and support staff have not aligned teachers to SMART goals, both short and long term.

Human Capital
Problem Statement 1: Staff have participated in various professional development opportunities but are not consistently implementing the strategies learned.　**Root Cause**: Teachers are overwhelmed and have misconceptions on implementation of the strategies.

Financial Stewardship
Problem Statement 5: Staff members are not consistently provided with the necessary resources that will allow them to target identified areas of growth.　**Root Cause**: Supervisors and support staff have not aligned teachers to SMART goals, both short and long term.

Priority 1: Student Success

Goal 3: All students meet or exceed the Texas grade level standards in math.

Key Strategic Action 1 Details

Key Strategic Action 1: The campus will purchase Delta Math software to provide students with differentiated instructional opportunities.
    Progress Measure (Lead: Students set goals and track their progress throughout the year.
    Outcome Measure (Lag): The students will be able to show growth on the Texas grade-level standards in math.
    Dates/Timeframes: ongoing throughout the school year
    Staff Responsible for Monitoring: Math Department Lead
    Collaborating Departments: AVID will help incorporate WICOR strategies
 	
    TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    Problem Statements: Student Success 6, 11
    Funding Sources: Delta Math - 211 - ESEA, Title I Part A - 211.11.6299.OL.013.30.000 - $2,300

Goal 3 Problem Statements:

Student Success
Problem Statement 6: 32% of our upperclassmen have not met the college entrance requirement for math and may be off track for their associates.   **Root Cause**: The campus did not intentionally prioritize interventions and opportunities for students to take and show mastery in the Texas Success Initiative Assessment (TSIA).
Problem Statement 11: Underclassmen are struggling with the transition to high school, particularly with the increased course load and academic demands in math. Many students are moving from on-level to honors courses, creating a gap in readiness that affects their performance and confidence.   **Root Cause**: The shift from on-level middle school courses to honors-level high school courses presents a steep learning curve, especially in math, where students often lack the foundational skills and support needed to succeed. The absence of individualized resources to address these learning gaps further compounds students' challenges in adapting to high school rigor.

Priority 1: Student Success

Goal 4: All students will graduate from high school ready to enroll in postsecondary education, enlist, in the military and/or enter the workforce.

Key Strategic Action 1 Details

Key Strategic Action 1: ECHS will provide TSIA2 ELAR testing opportunities and targeted interventions to ensure 80% of scholars pass the TSIA2 ELAR by the end of their freshman year.
 	
    Progress Measure (Lead: 80 - 90% of scholars will be TSIA2 ELAR complete by the end of their 9th grade year.
    Collaborating Departments: Special Population
 	
    Problem Statements: Student Success 1
    Funding Sources: Professional Development for teachers to support G/T scholars through AVID - 177 - Gifted/Talented - 177.13.6411.00.013.21.000 - $10,730

Key Strategic Action 2 Details

Key Strategic Action 2: ECHS will provide targeted interventions and academic advisory to ensure 85% of juniors will achieve 60% or better in their college Dual Credit US History classes.
 	
    Progress Measure (Lead: ECHS will ensure 85% of juniors will achieve 60% or better in their college Dual Credit US History classes.
    Dates/Timeframes: By the end of Fall and Spring semester
    Collaborating Departments: Special Population
 	
    Problem Statements: Student Success 3

Key Strategic Action 3 Details

Key Strategic Action 3: ECHS will provide TSIA2 Math testing opportunities and targeted interventions to ensure that 100% of scholars pass the test by the end of their junior year.
 	
    Progress Measure (Lead: 100% of scholars will be TSIA2 math complete by the end of their 11th-grade year.
    Dates/Timeframes: Ongoing through out the year.
    Collaborating Departments: Special Population
 	
    Problem Statements: Student Success 6

Key Strategic Action 4 Details

Key Strategic Action 4: ECHS will partner with TAMUCT to have scholars create a transfer portal account to identify and track needed dual credit courses for their chosen career path.

Progress Measure (Lead: Sophomores will tour the TAMUCT campus to learn about their programs and opportunities for ECHS students.
100% of sophomores through seniors will have an active and updated TAMUCT transfer portal account.
Students will identify the specific courses needed for their career path and the courses they must take at Central Texas College.
Students will use the transfer portal to identify the necessary courses and submit their course requests to the high school counselor.

Outcome Measure (Lag): Increased enrollment in post secondary education.
Streamlining of academic pursuits through ECHS pathways.

Dates/Timeframes: Ongoing year round.

Staff Responsible for Monitoring: principal and curriculum team.

Collaborating Departments: AVID PLC

TEA Priorities:
Connect high school to career and college
 - **ESF Levers:**
Lever 5: Effective Instruction

Problem Statements: Student Success 5

Funding Sources: ECHS scholars will be exposed to a variety of college opportunities through our AVID program by attending college days in person, investigating colleges of interest to determine degrees offered, and attending college fairs in person. Strategy: Scholars in the GT program or identified as At-Risk will visit multiple college campuses - 177 - Gifted/Talented - 177.11.6494.00.013.21.000 - $10,000

Key Strategic Action 5 Details

Key Strategic Action 5: ECHS will provide targeted interventions and academic advisory to ensure 85% of juniors will achieve 70% or better in their college Dual Credit English classes.

Progress Measure (Lead: Scholars struggle with the transition to CTC and DC classes. Constant scholar and ECHS monitoring of their work, attending office hours, using their planner, completing assignments and using the resources at CTC are a priority.

Outcome Measure (Lag): ECHS will ensure 85% of juniors will achieve 70% or better in their college Dual Credit English classes.

Dates/Timeframes: By the end of Fall and Spring semester

Staff Responsible for Monitoring: CTC leadership team

Collaborating Departments: Special Population

TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Success 4

Key Strategic Action 6 Details

Key Strategic Action 6: ECHS will provide the opportunity for CTE scholars to participate in advanced training and career development in leadership and global learning. CTCE scholars will be better prepared for the future by their participation real world experiences to include on the job site internships and job shadowing and work placement visits.

> **Progress Measure (Lead:** Create system opportunities for ECHS scholars to garner CTE experience in the chosen field of study.
>
> **Outcome Measure (Lag):** CTE programs to grow by 10% .
>
> **Dates/Timeframes:** 2024-25 School year
>
> **Staff Responsible for Monitoring:** CTE teachers and CTC AP
>
> **Collaborating Departments:** Administration
>
> **Problem Statements:** Student Success 8 - Financial Stewardship 5
>
> **Funding Sources:** Transportation for CTE real world experiences - 163 - Career & Technical Education (CTE) - 163.11.6494.00.013.22.000 - $15,000, Afford CTE scholars school working opportunities - 163 - Career & Technical Education (CTE) - 163.11.6125.00.013.22.000 - $15,000

Goal 4 Problem Statements:

Student Success

Problem Statement 1: 27.5% of our underclassmen have not met the college entrance requirement for English and will be off track for their associates.   **Root Cause**: The campus did not intentionally prioritize interventions and opportunities for students to take and show mastery in the Texas Success Initiative Assessment (TSIA).

Problem Statement 3: 25% of juniors failed to achieve 60% or better in their dual credit US History classes.   **Root Cause**: Students struggle with the transition to the Central Texas College campus as well as with the college course load and academic rigor.

Problem Statement 4: 38% of juniors failed to achieve 70% or better in their college English classes.   **Root Cause**: Students struggle with the transition to the Central Texas College campus, the college course load, and academic rigor.

Problem Statement 5: College-bound students struggle to identify and track the required courses needed for their specific bachelor's degree and selected university.   **Root Cause**: Students are not afforded the opportunity to learn and understand how to track the required courses needed for their specific bachelor's degree and selected university.

Problem Statement 6: 32% of our upperclassmen have not met the college entrance requirement for math and may be off track for their associates.   **Root Cause**: The campus did not intentionally prioritize interventions and opportunities for students to take and show mastery in the Texas Success Initiative Assessment (TSIA).

Problem Statement 8: Staff members are not consistently provided with the necessary resources that will allow them to target identified areas of growth.   **Root Cause**: Supervisors and support staff have not aligned teachers to SMART goals, both short and long term.

Financial Stewardship

Problem Statement 5: Staff members are not consistently provided with the necessary resources that will allow them to target identified areas of growth.   **Root Cause**: Supervisors and support staff have not aligned teachers to SMART goals, both short and long term.

Priority 2: Human Capital

Goal 1: To recruit and retain staff, the district will promote a positive work environment, and provide a competitive compensation and benefits plan.

Key Strategic Action 1 Details

Key Strategic Action 1: Planning Days for Teacher Collaboration
Enable teachers to engage in meaningful, uninterrupted planning time to review student data, particularly for at-risk and GT populations, develop differentiated lesson plans and intervention strategies, and align teaching practices with school-wide goals (e.g., TSIA support and transition assistance).
    Progress Measure (Lead: Teachers will request a planning day via the Dean of Instruction
    Outcome Measure (Lag): Differentiated Instructional Lesson Plans.
    Dates/Timeframes: ongoing each grading period
    Staff Responsible for Monitoring: Dean of Instruction
    Collaborating Departments: AVID will support content PLTs to ensure they are able to incorporate AVID strategies
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction
    Problem Statements: Student Success 8 - Financial Stewardship 5
    Funding Sources: Substitutes for Planning Days - 211 - ESEA, Title I Part A - 211.13.6299.00.013.30.SUB - $5,000

Goal 1 Problem Statements:

Student Success
Problem Statement 8: Staff members are not consistently provided with the necessary resources that will allow them to target identified areas of growth.   **Root Cause**: Supervisors and support staff have not aligned teachers to SMART goals, both short and long term.

Financial Stewardship
Problem Statement 5: Staff members are not consistently provided with the necessary resources that will allow them to target identified areas of growth.   **Root Cause**: Supervisors and support staff have not aligned teachers to SMART goals, both short and long term.

Priority 2: Human Capital

Goal 2: The District will implement effective standards and practices that will consistently and strategically staff campuses and departments.

Priority 2: Human Capital

Goal 3: The District will identify and provide ongoing training and coaching needed for staff to build their professional capacity.

Key Strategic Action 1 Details
Key Strategic Action 1: Core Departmental Lead Teachers will strengthen their understanding of professional learning communities in order to disaggregate data effectively, identify areas of concern by scholar and standard, and lead the content teams to build engaging lessons that target Tier 1 intervention.

    Progress Measure (Lead: Lead Teachers will implement with fidelity the concepts and strategies learned at the PLC at Work and RTI at work conferences.

    Outcome Measure (Lag): Department PLCs data discussions and RTI practices will increase by 25% and content teams will increase their planning with fidelity based on the 4 questions by 15%

    Dates/Timeframes: July 2025

    Staff Responsible for Monitoring: Principal, DOI, CIS, CIC and Assistant Principals

    Collaborating Departments: All ECHS departments

    TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Targeted Support Key Strategic Action - Additional Targeted Support Key Strategic Action**

    Funding Sources: Teacher and administration profession development targeting at-risk scholars. - 166 - State Comp Ed - 166.13.6411.00.013.30.AR0 - $26,737, Teacher and profession development targeting at-risk scholars. - 211 - ESEA, Title I Part A - 211.13.6411.00.013.30.000 - $24,273, Admin profession development targeting at-risk scholars. - 211 - ESEA, Title I Part A - 211.23.6411.00.013.30.000 - $5,500

Key Strategic Action 2 Details
Key Strategic Action 2: Create professional development opportunities to attend the Advanced Placement Institutes and any training/conferences to enhance the learning at the appropriate level or rigor for the gifted scholars.

Impact: increase teacher preparation for AP courses

Increase rigor for each course taught

    Dates/Timeframes: June 2025

    Staff Responsible for Monitoring: Admin

    Funding Sources: Professional Development for teachers/instructional staff to support G/T scholars. - 177 - Gifted/Talented - 177.13.6411.00.013.21.000 - $10,000

Key Strategic Action 3 Details

Key Strategic Action 3: ECHS will employ a Dean of instruction(DOI), who will assist the school principal in overall administration of instructional and campus level operations. The DOI will provide teacher support in implementation of Tier 1 instruction.

Progress Measure (Lead: The DOI will develop a system to identify team and individual teacher areas of instructional growth to provide targeted professional development.

Outcome Measure (Lag): STAAR scores in Math, ELAR, Science and Social Studies will increase by 10% in Meets and 5% in Masters.

Dates/Timeframes: 2024-25 School Year

Staff Responsible for Monitoring: Principal

Collaborating Departments: Leadership, Curriculum and Lead Teachers

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Targeted Support Key Strategic Action - Additional Targeted Support Key Strategic Action**

Funding Sources: Dean of Instruction - 211 - ESEA, Title I Part A - 211.23.6119.00.013.30.000 - $104,500

Key Strategic Action 4 Details

Key Strategic Action 4: ECHS shall employ 1. 5 Curriculum Instructional Specialist(CIS), who will assist the school principal and DOI in overall administration program and campus level operations. The CIS will provide teacher support in implementation of Tier 1 instruction.

Progress Measure (Lead: The CIS will work with the DOI to develop a system to identify team and individual teacher areas of instructional growth to provide targeted professional development.

Outcome Measure (Lag): STAAR scores in Math, ELAR, Science and Social Studies will increase by 10% in Meets and Masters 5%.

Dates/Timeframes: 2024-25 School Year

Staff Responsible for Monitoring: Dean of Instruction

Collaborating Departments: Curriculum Team

TEA Priorities:
Recruit, support, retain teachers and principals
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Funding Sources: Salary and Benefits for Campus Instructional Specialists - 211 - ESEA, Title I Part A - 211.13.6119.00.013.30.000 - $123,557

Key Strategic Action 5 Details

Key Strategic Action 5: Technology for the Curriculum Team to better serve the needs of teachers with timely feedback through Get Better Faster, DuFour and the PLC process.

Progress Measure (Lead: Interactive feedback to be given for walkthroughs and observations.

Outcome Measure (Lag): Increased collaboration and timely feedback for instructional purposes to increase by 20%

Dates/Timeframes: 2024-25 School year

Staff Responsible for Monitoring: Principal, Dean of Instruction and Leadership Team

TEA Priorities:
Build a foundation of reading and math

Funding Sources: Ipads for coaching walks and teacher support (Use Function 13 - not currently in P4L) - 211 - ESEA, Title I Part A - 211.11.6398.00.013.30.000 - $4,790

Priority 2: Human Capital

Goal 4: All staff will have formal and informal opportunities to give and receive feedback regarding job satisfaction and performance.

Priority 3: Financial Stewardship

Goal 1: The District will use data driven planning to prioritize resource allocations.

Key Strategic Action 1 Details
Key Strategic Action 1: The Site-Based Decision-Making Committee will collaborate in the evaluation process of our Campus Improvement Plan. The committee will submit feedback to the campus on how well we are utilizing our resources to accomplish our goals and areas that have become a concern.
Progress Measure (Lead: ECHS has a commitment to monitor and improve the efficiency of its resource allocation by implementing quarterly resource audits.
Outcome Measure (Lag): ECHS stakeholders will contribute to the evaluation process and perceive it as transparent and open.
Dates/Timeframes: Quarterly
Staff Responsible for Monitoring: Principal, SBDM Committee, Dean of Instruction
ESF Levers: Lever 1: Strong School Leadership and Planning

Priority 3: Financial Stewardship

Goal 2: The District will prepare budgets using transparent and open communication amongst stakeholders.

Priority 3: Financial Stewardship

Goal 3: The District will continuously evaluate and update policies and procedures to foster a positive culture and climate.

Priority 3: Financial Stewardship

Goal 4: District Operational Departments training will focus on effective and sustainable use of district resources and procedures.

SBDM & Title I Stakeholders (SEC)

Committee Role	Name	Position
Business Representative	Maureen Montez	Business Representative
Community Representative	Valerie Payson	Community Member
District-level Professional	Cheryl Carrasquillo	District-Level Professional
Parent	Karen Kivioja	Parent
Parent	Brienne Galka	Parent
Administrator/Chair	Kathleen Burke	Principal
Classroom Teacher	Bridgette Petro	Subject: English/ELAR
Classroom Teacher	Maggie Thurman	Subject: Math
Classroom Teacher	Maggie Sparrow Casanova	Subject: Science
Classroom Teacher	Monique Bakken	Subject: Social Studies
Other Appropriate Personnel	Mahalia Scott	Title I: Other Appropriate Personnel
Other Appropriate Personnel	Rachael Broussard	Title I: Other Appropriate Personnel
Other School Leader	Valerie Sather	Title I: Other School Leader
Other School Leader	N/A N/A	Title I: Other School Leader
Paraprofessional	N/A N/A	Title I: Paraprofessional
Paraprofessional	LaShuanda Bonner	Title I: Paraprofessional
Specialized Instructional Support	Scott Luepke	Title I: Specialized Instructional Support
Student	Kayslyn Vo	Title I: Student
Student	Dominic Dawkins	Title I: Student