

Galena Park Independent School District

Early College High School

2019-2020 Department Plan

Accountability Rating: A



Mission Statement

Galena Park CTE ECHS is committed to empowering students to develop and apply their skills in order to pursue knowledge and become productive college students as well as members of the global workforce.

Vision

To prepare students for the realities of the future through robust and rigorous course design.

Core Beliefs

To ensure that students from diverse backgrounds are equipped with the very same opportunities to develop their skills and to become mindful, productive citizens.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

As a campus of choice, CTE ECHS enrolls students through the use of a lottery system, where eligible students must attend one of the 4 middle schools in Galena Park ISD. Students choose the campus for the variety of programs available through a partnership with San Jacinto College. In June of 2019, CTE ECHS graduated the first class of seniors in school history. Total enrollment for the campus in 2018-2019 was 469. Demographics for 2018-2019 consisted of Hispanic (86%), African-American (11%), Caucasian (1%), Asian (1%), Mixed race (1%).

Demographics Strengths

Students attending CTE ECHS trade many of the aspects of traditional high school for a college/career driven curriculum in conjunction with San Jacinto College. Students can achieve Associates Degrees, Technology Certificates, and Occupational Certificates during their 4-year enrollment, in a variety of programs. The graduating class of 2019 achieved 33 Associate Degrees, 77 Certificates of Technology, and 9 Occupational Certificates. Parents are extremely supportive of their child's education while attending CTE ECHS, and business partners are excited to work with students while they are enrolled in school and after graduation.

Students perform well on all accountability requirements, with CTE ECHS receiving the grade of "A" from the state in 2018-2019.

Problem Statements Identifying Demographics Needs

Problem Statement 1: A small percentage of students had a difficult transition from 8th grade to 9th grade, especially with college course requirements.

Root Cause: CTE ECHS is still working with middle schools to create a robust transition program to address the varying needs of incoming 9th grade students. There is a district wide expectation that students who are selected to attend CTE ECHS will not struggle academically.

Problem Statement 2: Freshmen students may realize in the first semester that CTE ECHS was not the right choice for their academic and emotional goals.

Root Cause: A few select students are not fully informed of the rigor and requirements of being a dual credit student full time.

Student Academic Achievement

Student Academic Achievement Summary

Students enrolled at ECHS performed above expectations for year four of the program. Students were tested in five subjects (Algebra I, Biology, English I, English II, and US History) and achieved 92% and above in all subjects. Students also performed well on all district based assessments and TSI. CTE ECHS received an A rating from Texas Education agency for 2018-2019 accountability.

As part of the program, students are required to take the Texas Success Initiative (TSI) exam, and displayed exponential growth in all areas. More than 90 current students are considered college ready in reading and writing according to score reports.

2018-2019 EOC data:

Algebra I - 100% approach, 97% meets, 65% masters

English I - 92% approach, 75% meets, 7% masters

Biology - 92% approach, 74% meets, 16% masters

English II - 86% approach, 67% meets, 3% masters

US History - 97% approach, 78% meets, 45% masters

Student Academic Achievement Strengths

CTE ECHS received an A rating from Texas Education agency for 2018-2019 accountability. An atmosphere of rigorous learning and results is present at GPISD CTE ECHS. Students challenge each other to perform at high levels on EOCs and the TSI exam. Students also perform well in college level coursework and exams.

EOC Highlights:

Algebra I - 100% approach, 97% meets, 65% masters

US History - 97% approach, 78% meets, 45% masters

TSI Highlights:

100% of graduated seniors (2019) were proficient in the reading/writing portion of TSI.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Students identified as LEP or First Year Monitoring continue to struggle specifically with writing. **Root Cause:** Students communicate more in their native language, making it difficult to write effectively in English.

Problem Statement 2: Students who have difficulty with college course work or are placed on Academic suspension by San Jacinto College can become frustrated and begin to miss school. **Root Cause:** Student may not be prepared for rigor of college coursework.

School Processes & Programs

School Processes & Programs Summary

A total of 4 students departed ECHS during the 2018-2019 desiring to return to their home high school campus. Reported reasons were mainly the desire to return to a more traditional high school setting. Students reported that they thoroughly enjoy the college experience and want to stay all 4 years. All but one staff member will return for 2019-2020 school year. Stakeholders enjoy the college atmosphere, as well as the small class sizes and the ability to get to know each student and teacher personally. ECHS provides ample opportunities for students to enjoy the college campus and to enjoy social activities of their interest. All retention efforts for year one were highly successful.

All members of the ECHS staff (2018-2019) were integral in the continued development and success of ECHS in year four of existence. Staff flexibility has ensured that students are content as well as the members of San Jacinto College community, allowing for the school climate to be positive. All current staff will return for 2019-2020 school year with the exception of one teacher who departed to pursue a Doctoral degree as a fulltime student. 2018-2019 was the first year that CTE ECHS has operated with two counselors, as well as using Homegrown students to assist in needed areas.

ECHS provides a strong curriculum and quality instruction in order to facilitate student learning and achievement. All ECHS students (500) will be enrolled in one or more dual credit classes in partnership with San Jacinto College. ECHS will continue to offer a hybrid brand of Pre-AP coursework with evidence of differentiation for all levels of learners. Students receive assistance with both college and high school coursework when necessary.

There exists a common, resounding, theme of success at CTE ECHS. The staff meets every Friday afternoon in a formal PLC setting to discuss strengths and needs.

CTE ECHS graduated their first class of seniors in 2019, with all students receiving numerous college hours, Associates Degrees, and Certificates of Technology.

School Processes & Programs Strengths

Small enrollment numbers (478 in 18-19).

Small class sizes.

Teachers and students are able to forge good working relationships.

Teachers and staff are able to collaborate and assist in the decision-making process with Principal.

College campus has many features not found on traditional HS campus.

Students are identified as college students which allows for maturity levels to increase at a more rapid rate.

Current students took complete ownership in the new program.

All students enrolled at ECHS receive instruction at the PreAP level (where applicable). Instruction is delivered by highly qualified, flexible teachers who are dedicated to the campus initiatives. Current classes offer a high level of rigor and expectation.

- State assessment data from 2018-2019 display exceptional growth in all core subjects.
- Attendance remains high and a strong point for ECHS.
- Teachers are trained and implement Fundamental 5 components in their classrooms as part of the daily routine.
- Teachers receive support from district specialists in core subject areas, as well as PreAP and college readiness.
- Several students reaching college ready status as per the TSI exam.

Community is behind the program and is excited about the possibilities offered by ECHS and San Jacinto College.

Galena Park ISD funds the entire program and there is no cost to families.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: School processes can be difficult depending on amount of assistance from San Jacinto College personnel and services. **Root Cause:** Specific college personnel still have difficulty accepting dual credit students sharing campus.

Perceptions

Perceptions Summary

CTE ECHS graduated its first class of seniors in 2019, with all students receiving numerous college hours, Associates Degrees, and Certificates of Technology. Members of CTE ECHS staff truly believe that students are capable of fulfilling the requirements of both high school graduation and college coursework that could lead to an industry certification. Parents and community finally have buy-in and understand the true benefits of the campus. Recruitment has been fine-tuned over the course of four years as the campus seeks students who have main interest in pursuing industry certification that will lead to better paying jobs for individuals at 18 years of age. At no cost to families, the support is outstanding.

Perceptions Strengths

After graduating the first class of Seniors last year, community perception is strong for CTE ECHS. More parents are requesting information and attending the informative presentations offered throughout the year. CTE ECHS is able to showcase achievements of graduated seniors as proof that the program is strong and delivering as promised 4 years ago. The campus received an A rating from Texas Education Agency in 2018-2019, which solidifies the hard work by teachers and students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: A belief by some college personnel that dual credit opportunities are not for ALL students, only those with academic prowess. **Root Cause:** A traditional belief among certain college personnel that coursework is too rigorous for students who have not graduated from high school.

Priority Problem Statements

Problem Statement 2: Students identified as LEP or First Year Monitoring continue to struggle specifically with writing.

Root Cause 2: Students communicate more in their native language, making it difficult to write effectively in English.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: School culture can be fragile depending on amount of assistance from San Jacinto College personnel and services.

Root Cause 3: Specific college personnel still have difficulty accepting dual credit students sharing campus.

Problem Statement 3 Areas: School Culture and Climate

Problem Statement 4: Some CTE ECHS students might struggle with the demands of both college and high school coursework simultaneously.

Root Cause 4: High school teachers know they have to deliver their subject matter with fidelity, but often times struggle to assist with college coursework assistance and/or time management.

Problem Statement 4 Areas: Curriculum, Instruction, and Assessment

Problem Statement 5: Parent involvement is difficult at a school/campus where there are few after school activities, as well as a school/campus located on a college campus.

Root Cause 5: Many parents do not feel comfortable on a college campus, and have difficulty finding their way around campus.

Problem Statement 5 Areas: Parent and Community Engagement

Problem Statement 7: Member of CTE ECHS and San Jacinto College are not meeting on a regular basis to discuss needs and policy.

Root Cause 7: San Jacinto personnel are not used to the unique timelines of public education.

Problem Statement 7 Areas: School Context and Organization

Problem Statement 8: Technology requests to San Jacinto College are not expedited in a timely fashion.

Root Cause 8: Technology staff unaware of ECHS needs and timelines. Processes in place by San Jacinto College do not meet needs of ECHS.

Problem Statement 8 Areas: Technology

Problem Statement 9: A small percentage of students had a difficult transition from 8th grade to 9th grade, especially with college course requirements.

Root Cause 9: ECHS has not yet created a robust transition program to address the varying needs of incoming 9th grade students. There is a district wide expectation that students who are selected to attend ECHS will not struggle academically.

Problem Statement 9 Areas: Demographics

Problem Statement 11: Poor performing Wifi network within San Jacinto College, particularly in ECHS main building.

Root Cause 11: Funds for Wifi upgrade would come from San Jacinto College and there is no protocol in place for ECHS to request upgrade.

Problem Statement 11 Areas: Technology

Problem Statement 13: ECHS teachers, in most cases, are the lone representative of their specific teaching subject and have difficulty planning with teachers of same subject and grade level.

Root Cause 13: Small enrollment numbers suggest that only one teacher per subject is needed to operate successfully.

Problem Statement 13 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 14: Freshmen students may realize in the first semester that CTE ECHS was not the right choice for their academic and emotional goals.

Root Cause 14: A few select students are not fully informed of the rigor and requirements of being a dual credit student full time.

Problem Statement 14 Areas: Demographics

Problem Statement 15: Students who have difficulty with college course work or are placed on Academic suspension by San Jacinto College can become frustrated and begin to miss school.

Root Cause 15: Student may not be prepared for rigor of college coursework.

Problem Statement 15 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- 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
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- 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 associate 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
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, 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, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- STEM/STEAM data
- Dyslexia Data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment 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

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: ECHS will provide a safe, productive and healthy learning/working environment for students and employees.

Performance Objective 1: Provide regular communication for students, parents and staff.

Evaluation Data Source(s) 1: Websites, Remind 101, and social media outlets will guide communication with all stakeholders. Minutes from weekly faculty and CPAC meetings will be shared in English and Spanish, when needed.

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Continue in 2020-2021

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Train staff in emergency procedures.	Administrators San Jacinto College personnel	Staff awareness of college protocol.				
Funding Sources: 199 - Local - 0.00						
2) Conduct annual Crisis Management training during August Staff Development.	Administrators, Counselor	Staff and student awareness. Counselor becomes key personnel with implementation.				
Funding Sources: 199 - Local - 0.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 1: ECHS will provide a safe, productive and healthy learning/working environment for students and employees.

Performance Objective 2: Teach safety practices and protocols to students and staff.

Evaluation Data Source(s) 2: Students enrolled at ECHS were able to attend violence symposiums provided by San Jacinto College. ECHS will continue to utilize the AM Advisory period to instruct students on violence prevention and intervention, as well as other important character issues. ECHS counseling department will be charged with oversight. San Jacinto College is now an open-carry campus, so steps will be implemented to teach students how to identify and report.

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Continue in 2020-2021

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Work with San Jacinto police and personnel to ensure that designated ECHS areas are "carry-free" zones as part of the Campus carry program.	Administrators, San Jac emergency personnel	Students and staff know how to identify potential threats.				
2) Provide counseling to students who are involved in violent dating relationships, when applicable.	Campus counselor San Jacinto College Dean of Student Affairs	Student awareness and ability to report in a timely manner.				
Funding Sources: 199 - Local - 0.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 1: ECHS will provide a safe, productive and healthy learning/working environment for students and employees.

Performance Objective 3: Implement a comprehensive health and wellness program.

Evaluation Data Source(s) 3: 100% compliance with the district/campus Health/Wellness program for staff and students.

Summative Evaluation 3: Met Performance Objective

Next Year's Recommendation 3: Continue in 2020-2021

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) E-mail and place nutrition and health related flyer's in staff lounge, while collaborating with GPISD Nutrition services to ensure healthy food options.	Administrators	Healthier lifestyle, decrease in absences.				
Funding Sources: 199 - Local - 0.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 1: ECHS will provide a safe, productive and healthy learning/working environment for students and employees.

Performance Objective 4: Create a healthy environment so staff and students thrive and are productive.

Evaluation Data Source(s) 4: Minutes from faculty/CPAC meetings, surveys, individual feedback.

Summative Evaluation 4: Exceeded Performance Objective

Next Year's Recommendation 4: Continue in 2020-2021

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Work in collaborative spirit with San Jacinto College to educate staff and students on safe areas around the college and how to access college police.	Administration San Jacinto College Police Dean of Student Affairs	Students gain immediate understanding of college surroundings and protocol.				
Funding Sources: 199 - Local - 0.00						
2) Ensure that students prosper in a harassment free educational atmosphere.	Administrators, Counselor, Teachers	Students learn the importance of reporting bullying and cyber-bullying and who and when to report.				
Funding Sources: 199 - Local - 0.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 1: ECHS will provide a safe, productive and healthy learning/working environment for students and employees.

Performance Objective 5: Ensure ECHS students and staff have 21st Century technology and equipment so performance is at a maximum.

Evaluation Data Source(s) 5: High school and college grades, State assessment data, technology surveys.

Summative Evaluation 5: Exceeded Performance Objective

Next Year's Recommendation 5: Continue in 2020-2021

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Provide each student with ACER chromebook to utilize during all high school and college classes.	Administrators, teachers.	Increase in learning opportunities.				
Funding Sources: 244 - CTE Perkins - 3000.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						


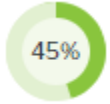


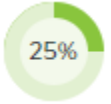
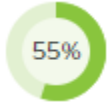


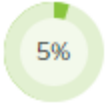







Goal 2: ECHS will provide effective counseling services, opportunities and information to assist students in preparing for college and careers.

Performance Objective 1: Provide students with multiple college and career awareness opportunities.

Evaluation Data Source(s) 1: Sign-in sheets, field trip rosters.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue in 2020-2021 but with modifications.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Implement Counselor's Corner program during lunches to give students access to college and career information.	Counselor	Students have one-on-one opportunities to work with Counselor to gain firm understanding of college requirements.				
Funding Sources: 199 - Local - 0.00						
2) Provide opportunities to learn about post-secondary options to include college and career choices for students.	Counselors, Administrators	Inform students and parents about options for post high school opportunities.				
Funding Sources: 199 - Local - 0.00						
3) Organize College Campus visits each semester.	Counselors	Students experience actual campus atmosphere and meet college personnel.				
Funding Sources: 199 - Local - 0.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 2: ECHS will provide effective counseling services, opportunities and information to assist students in preparing for college and careers.

Performance Objective 2: Increase success rate of students achieving college and career readiness indicators.

Evaluation Data Source(s) 2: Campus will continue to offer opportunities for students and parents to gain a firm understanding of career readiness. Sign-in sheets and rosters will reflect a 20% gain in success rate. ECHS will also strive for students to meet grade level expectations on EOCs that transfer to TSI, such as Algebra II.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Continue in 2020-2021 but with modifications.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Educate parents and all students on the importance of TSIA, PSAT, PreACT, SAT, and ACT.	Counselor	Increased scores, parental awareness.				
Funding Sources: 199 - Local - 0.00						
2) Offer tutoring from campus and district personnel to at-risk students who continue to struggle with TSI requirements.	ECHS Counselors Assistant Principal	100% pass rate in TSI reading, writing, and math by end of Senior year.				
Funding Sources: 199 - Local - 0.00						
3) Administer PSAT and PreACT on campus.	Counselors, Testing Admin, District dual credit coordinator	Increased scores.				
Funding Sources: 199 - Local - 0.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 2: ECHS will provide effective counseling services, opportunities and information to assist students in preparing for college and careers.

Performance Objective 3: Provide comprehensive counseling to ECHS students.

Evaluation Data Source(s) 3: 25% increase in counselor/student interaction with all 4 grade levels now attending ECHS.

Summative Evaluation 3: Met Performance Objective

Next Year's Recommendation 3: Continue in 2020-2021.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Provide Counseling Corner in the cafeteria (bully, harassment, drug prevention).	Counselor, Administrators	Allow students to know when to report bullying and understand consequences of choices.				
Funding Sources: 199 - Local - 0.00						
2) Provide Counseling Corner in the cafeteria (academic counseling).	Counselors	Students are well informed on upcoming classes need for college and/or high school credits.				
Funding Sources: 199 - Local - 0.00						
3) Organize safe and drug free school activities.	Counselor San Jacinto College	Student awareness and sound decision making.				
Funding Sources: 199 - Local - 0.00						
4) Provide parent newsletter, flyer's, course information and financial aid information in both English and Spanish.	Counselor	Keep parents informed.				
Funding Sources: 199 - Local - 0.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 2: ECHS will provide effective counseling services, opportunities and information to assist students in preparing for college and careers.

Performance Objective 4: Increase number of students participating in Dual Credit.

Evaluation Data Source(s) 4: All 500 students enrolled in ECHS will be enrolled in at least one college class that crosswalks both college and high school.

Summative Evaluation 4: Met Performance Objective

Next Year's Recommendation 4: Continue in 2020-2021.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Continue working in partnership with San Jac dual credit director to ensure ECHS students are placed in the correct course sequence and classes.	Counselor, Dual credit director	Students are enrolled in cohesive dual credit course sequence.				
Funding Sources: 199 - Local - 0.00						
2) Meet monthly with dual credit director to ensure students are on track to receive Industry certification and/or Associate of Applied Science.	Administrator, Counselor, Dual credit director	Students on track to graduate with multiple degrees and/or certificates.				
Funding Sources: 199 - Local - 0.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 2: ECHS will provide effective counseling services, opportunities and information to assist students in preparing for college and careers.

Performance Objective 5: Increase the number of CTE certificates earned by students.

Evaluation Data Source(s) 5: ECHS students continue to strive towards CTE certification at time of graduation (2019).

Summative Evaluation 5: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 5: Continue in 2020-2021 but with modifications.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Work with GPISD CTE department and San Jacinto College to offer ECHS students various opportunities to earn CTE certificates.	Administrator, Counselor, Dual credit director	Ensure that students are employable when they graduate from ECHS.				
Funding Sources: 199 - Local - 0.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 3: ECHS will ensure academic growth in all tested subjects for all students.

Performance Objective 1: Meet or exceed the state average in all tested areas.

Evaluation Data Source(s) 1: 10% increase across all tested subjects in Meet grade level and Masters level achievement.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
Comprehensive Support Strategy 1) Provide remedial and support classes for all students in need, but more specifically for students identified as At-risk.	Administrators, Teachers, Counselor	Assist students at risk of not achieving grade level expectations.				
	Funding Sources: 199 - Local - 0.00					
Comprehensive Support Strategy 2) For students identified as Limited English Proficient, First or second year monitoring will receive rigorous intervention including implementation of pull ins/outs, after and before school specific tutoring, Saturday tutorials, and district level assistance.	Teachers, Content Specialists	Assist students at risk of not achieving grade level expectations.				
	Funding Sources: 285 - Title IV - 0.00					
3) Revise curriculum using previous EOC data in an effort to better align curriculum, instruction and assessment.	Administrators, District Specialists, Teachers	Increase scores in all tested subjects with 20% increase in Masters Level achievement.				
	Funding Sources: 199 - Local - 0.00					
4) Provide assistance and support by district instructional specialists and college tutors.	Administrators, Specialists	Students meeting grade level and masters will increase.				
	Funding Sources: 199 - Local - 0.00					
5) Provide teachers extra planning and staff development.	Administrators, Content/District Specialists, Department Chairs	Common planning periods, Friday afternoon planning time Staff development sign-in sheets				
	Funding Sources: 199 - Local - 0.00					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
Comprehensive Support Strategy 6) Implement word walls in hallways and classrooms.	Teachers	Word wall displays				
	Funding Sources: 199 - Local - 0.00					
Comprehensive Support Strategy 7) Review and reteach most common missed questions.	Teachers	Increase performance and fill gaps in learning.				
	Funding Sources: 199 - Local - 0.00					
8) Ensure that morning and afternoon advisory periods are utilized to support all students in need of extra time and resources to work on high school and college coursework.	Teaching staff Administration	Allow economically disadvantaged students an opportunity to utilize technology and academic resources that may not be available when at home.				
	Funding Sources: 199 - Local - 0.00					
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 3: ECHS will ensure academic growth in all tested subjects for all students.

Performance Objective 2: Provide instructional support and high quality curriculum and resources.

Evaluation Data Source(s) 2: Utilize district specialists and resources to ensure increase in student achievement.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Revise curriculum using previous EOC data in an effort to better align curriculum, instruction and assessment.	Teachers, Administrators, District Specialists	Teachers become more familiar with district Scope and sequence, and writing comprehensive lesson plans.				
Funding Sources: 199 - Local - 0.00						
Comprehensive Support Strategy 2) Provide remedial and support classes. Utilize college personnel trained in core strategies.	Teachers, Administrators, District Specialists	Assist struggling students.				
Funding Sources: 199 - Local - 0.00						
3) Provide teachers extra planning and staff development.	Teachers, Campus/District Specialist	Common planning periods, Late Arrival department meetings, Staff development sign-in sheets				
Funding Sources: 199 - Local - 0.00						
4) Continue to utilize district level specialists to support teachers in core subject areas.	Administrators, District Specialists	Teachers receive support from individuals who also specialize in the subject area.				
Funding Sources: 199 - Local - 0.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 3: ECHS will ensure academic growth in all tested subjects for all students.

Performance Objective 3: Build instructional capacity through coaching, professional development, and academies.

Evaluation Data Source(s) 3: Ensure that all staff development and observation data are authentic and useful to teaching staff. Continue to utilize district resources to increase overall achievement.

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: Continue in 2020-2021.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Associate Principal will meet weekly with department heads and core subject areas to discuss classroom and instructional needs.	Administrators	Collaboration and needs assessment on weekly basis.				
Funding Sources: 199 - Local - 0.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 3: ECHS will ensure academic growth in all tested subjects for all students.

Performance Objective 4: Provide technology support to all tested areas.

Evaluation Data Source(s) 4: Monthly technology meetings with TIS that are specific to each subject area.

Summative Evaluation 4: Exceeded Performance Objective

Next Year's Recommendation 4: Continue in 2020-2021.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
Comprehensive Support Strategy 1) District and campus based technology experts will ensure teachers and students will have maximum exposure to state-of-the-art software and hardware.	TIS, campus technology personnel	Students have expanded opportunities to learn content.				
	Funding Sources: 199 - Local - 0.00					
2) Monthly professional development in the area of technology implementation.	TIS, Administrators	Students have expanded opportunities to learn content. Student and teacher satisfaction surveys.				
3) Continue robust chromebook program.	TIS, Administrators, teachers.	Students will have opportunities to utilize technology in college classes as well at home.				
Funding Sources: 199 - Local - 0.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 4: ECHS will encourage students to seek and join clubs, academic organizations, and UIL academic competitions.

Performance Objective 1: Offer multiple enrichment and extra-curricular opportunities available for students.

Evaluation Data Source(s) 1: Work in tandem with San Jacinto College to locate enrichment opportunities. Classroom teachers will create and sponsor activities which will be vital to success at ECHS.

Summative Evaluation 1: Exceeded Performance Objective

Next Year's Recommendation 1: Continue in 2020-2021.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Promote extra-curricular activities, including social clubs and academic organizations, each week during the school year to all ECHS students.	Administrators, teachers.	Student interest and retention.				
Funding Sources: 199 - Local - 0.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 5: ECHS will strive for 98% or higher teacher attendance rate.

Performance Objective 1: Ensure students and parents understand the importance of attending school regularly and completing high school.

Evaluation Data Source(s) 1: Through the use of incentives and proper reporting procedures, ECHS will continue to remain above the district required level of 96.5%. ECHS will utilize website, letters and Remind 101 as vehicles to ensure that parents are well informed.

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Continue in 2020-2021.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Use automated after-hour phone service and school personnel notification by phone and Skyward to notify parents of absences.	Administrators, Attendance Office, Counselors, Teachers	Parent contact will ensure students attend high school and college classes on a regular basis.				
Funding Sources: 199 - Local - 0.00						
2) Utilize Skyward system to alert teachers of reporting student attendance in a timely manner.	Administrators, Teachers, Attendance Office	Better teacher understanding of district requirements.				
Funding Sources: 199 - Local - 0.00						
3) 100% of parent and student assemblies will discuss the importance of attendance and delivered in both English and Spanish.	Administration, Attendance Office, Teachers	More students will earn perfect attendance, parent contact logs				
Funding Sources: 199 - Local - 0.00						
4) Create and implement a robust incentive program for students who attend school on a regular basis.	Administrators, Teachers, Counselor	Perfect attendance lists each 6 weeks, prize sign-in sheets. Student recognition equates to better attendance.				
Funding Sources: 199 - Local - 0.00						
5) Review student handbook attendance policies with students and parents during Open House, Lion Camp, and Orientation.	Administrators, Counselor, Attendance Office	Parent contact and info sessions will ensure students attend high school and college classes on a regular basis.				
Funding Sources: 199 - Local - 0.00						

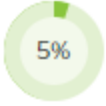







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May

Goal 5: ECHS will strive for 98% or higher teacher attendance rate.

Performance Objective 2: Develop intervention strategies to improve student attendance.

Evaluation Data Source(s) 2: CPAC and attendance committee will collaborate to develop creative strategies to remain a top campus for attendance.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Create and implement a strategy to work with feeder middle schools to supply ECHS with 8th grade attendance data so that ECHS can be properly informed of incoming issues.	Administration Middle school personnel	Meeting agendas				
Funding Sources: 199 - Local - 0.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 5: ECHS will strive for 98% or higher teacher attendance rate.

Performance Objective 3: Implement strategies to monitor and increase staff attendance.

Evaluation Data Source(s) 3: ECHS will strive to maintain past campus goal of 98% teacher attendance.

Summative Evaluation 3: Exceeded Performance Objective

Next Year's Recommendation 3: Continue in 2020-2021.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Reward faculty and staff for perfect attendance using incentives and celebrations.	Administrators, Department Chairs, Attendance Committee	Increased number of teachers who earn perfect attendance				
Funding Sources: 199 - Local - 0.00						
2) Communicate with faculty and staff via email, phone call, or text to encourage them to be at work and to check on their well-being.	Administrators, Department Chairs, Attendance Committee	Decrease teacher absences, weekly faculty and staff reports				
Funding Sources: 199 - Local - 0.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 6: ECHS will provide opportunities for parental/community engagement and business partnership.

Performance Objective 1: Enhance the relationship between the campus and all partners.

Evaluation Data Source(s) 1: ECHS will continue to partner with San Jacinto College as well as various local businesses and organizations. Students will see an increase in field trips that are specific to their respective programs.

Summative Evaluation 1: Exceeded Performance Objective

Next Year's Recommendation 1: Continue in 2020-2021.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Create worthwhile programs targeted specifically for parents at a variety of times and days of the week.	Principal Counselor	More in-depth family engagement program. Parents get more involved in child's education.				
2) Provide written communication, including access to Campus Improvement Plan, to all stakeholders in English and Spanish.	Administrators, Counselors	Well informed constituency.				
Funding Sources: 199 - Local - 0.00						
3) Use electronic, phone, and website communication with community stakeholders.	Administrators, PEIMS clerk	Website, electronic messages				
Funding Sources: 199 - Local - 0.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 6: ECHS will provide opportunities for parental/community engagement and business partnership.

Performance Objective 2: Increase parent involvement and volunteer opportunities by using effective modes of communication.

Evaluation Data Source(s) 2: ECHS will continue PTA into year 4 of existence, with an anticipated growth of 50%.

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Continue in 2020-2021.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
<p>1) The campus will offer a variety of opportunities for parents to visit the campus and gain knowledge about the education of their children.</p> <ul style="list-style-type: none"> -PTA Meetings -Site-based monthly meetings -Parent safety meetings -Open House -ARD meetings -Health Fair/Communities in Schools -San Jacinto College symposiums <p>Meetings will take place on campus in differing morning/evening sessions, as well as at specific off-campus locations like Administration building.</p>	Administrator, Counselor	<p>Increase in the number of volunteers and volunteer hours</p> <p>Sign-in sheets</p>				
Funding Sources: 199 - Local - 0.00						
2) ECHS will continue to provide opportunities for parental involvement and community relations.	Administrator, Counselor	Increase in the number of volunteers and volunteer hours. Positively impact student achievement.				
Funding Sources: 199 - Local - 0.00						
3) Continuously update websites with relevant school information. Teacher web pages will be updated monthly. Utilize Remind 101 as a method of communication.	Principal Parent Involvement	Well informed community base.				
Funding Sources: 199 - Local - 0.00						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
4) Utilize social media outlets such as Twitter and Facebook to enhance interest and communication with community.	Principal Parent Involvement	Well informed community base.				
	Funding Sources: 199 - Local - 0.00					
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 6: ECHS will provide opportunities for parental/community engagement and business partnership.




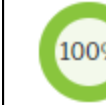




Performance Objective 3: Maintain compliance with all Title I parent involvement requirements.

Evaluation Data Source(s) 3: ECHS will be in first year of Title I parent requirements.

Summative Evaluation 3: Met Performance Objective

Next Year's Recommendation 3: Continue in 2020-2021.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Develop and distribute the Parent/Teacher/Student Compact.	Counselor Parent facilitator	Ensure that parents are well educated on campus goals and outcomes.				
Funding Sources: 285 - Title IV - 0.00						
2) Develop and promote the Campus Parent and Family Engagement Policy.	Counselor Parent facilitator	Ensure that parents and staff members are well educated on campus family engagement policies.				
Funding Sources: 285 - Title IV - 0.00						
3) Conduct Family Friendly Schools training with campus staff. (Due by 9/15)	Counselor Parent facilitator	Ensure that ECHS are trained in Family Friendly Schools initiatives.				
Funding Sources: 285 - Title IV - 0.00						
4) ECHS will establish and maintain a Parent/Family engagement committee which will meet once every September and January. Meetings will be offered in English and/or Spanish as needed.	Principal Counselors Parent facilitator	Robust community involvement plan.				
Funding Sources: 285 - Title IV - 0.00						
5) ECHS will schedule parent and family engagement meetings that will offer childcare and transportation as options. Meetings will take place: On-campus - San Jacinto College Building 1 Off campus - GPISD administration building	Principal Parent engagement coordinator					
Funding Sources: 285 - Title IV - 0.00						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
<p>6) CPAC/CIP/CNA meetings will take place.</p> <p>Final week of September, prior to October formative review.</p> <p>Final week of November, prior to December formative review.</p> <p>Final week of January, prior to February formative review.</p> <p>CNA approval during final week of April.</p> <p>CIP approval during final week of May.</p>	Principal Parent engagement coordinator.	All stakeholders are well informed on campus needs and compacts.				
Funding Sources: 285 - Title IV - 0.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 6: ECHS will provide opportunities for parental/community engagement and business partnership.

Performance Objective 4: Create a system to monitor business partners.

Evaluation Data Source(s) 4: ECHS will collaborate with San Jacinto College and GPISD CTE department to increase the number of business partners by 50%.

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Next Year's Recommendation 4: Continue in 2020-2021 but with necessary modifications.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Principal will spend one day a month traveling to local businesses that have vested interest in ECHS students.	Principal	Mentor-ships, internships.				
Funding Sources: 199 - Local - 0.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 7: ECHS will ensure that high quality staff is employed.

Performance Objective 1: Provide professional development to increase and support job performance and staff retention.

Evaluation Data Source(s) 1: Professional development opportunities will increase with Fundamental 5 as the capstone activity. Surveys and electronic communication will be effective ways to discern what types of PD are important to teachers.

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Continue in 2020-2021.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Provide staff development to understand STAAR/EOC and Student Outcomes.	Administrator, Counselor, District Specialists	Increase in number of students meeting grade level and Masters expectations.				
Funding Sources: 199 - Local - 0.00						
2) Provide training of safety practices and Crisis Management.	Administrator, Counselor, San Jacinto College personnel	Well informed staff able to handle all levels of crisis.				
Funding Sources: 199 - Local - 0.00						
3) Provide staff development for GT/Pre-AP/AP Strategies.	AP Coordinator, District Instructional Specialists, Administrators, Teachers	Increase in the number of students participating in Pre-AP/AP classes which results in more students taking and passing the AP Tests.				
Funding Sources: 199 - Local - 0.00						
4) Attend training and complete e-courses on technology for all staff.	TIS, Administrator	Use of technology on lesson plans, Agendas, sign-in sheets. Full implementation in classrooms.				
Funding Sources: 199 - Local - 0.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 7: ECHS will ensure that high quality staff is employed.

Performance Objective 2: Recruit and retain highly qualified staff.

Evaluation Data Source(s) 2: 100% compliance with Highly Qualified requirements.

Summative Evaluation 2: Exceeded Performance Objective

Next Year's Recommendation 2: Continue in 2020-2021.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Work with district to hire and retain highly qualified staff.	Administrator, District personnel	100% compliance with State guidelines.				
Funding Sources: 199 - Local - 0.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 7: ECHS will ensure that high quality staff is employed.

Performance Objective 3: ECHS staff will serve on the campus CPAC/CIP committees alongside parents and members of the community.

Evaluation Data Source(s) 3: Compliance with district and Title I policy.

Summative Evaluation 3: Met Performance Objective

Next Year's Recommendation 3: Continue in 2020-2021.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) CPAC/CIP/CNA meetings will take place. Final week of September, prior to October formative review. Final week of November, prior to December formative review. Final week of January, prior to February formative review. CNA approval during final week of April. CIP approval during final week of May.	Principal	All staff are well informed of campus needs and compacts.				
Funding Sources: 199 - Local - 0.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 8: ECHS will provide superior operational services to best support students and staff success.

Performance Objective 1: Evaluate current assets and develop a plan to repair and/or replace equipment in a timely manner.

Evaluation Data Source(s) 1: Maintain healthy working relationship with San Jacinto College facilities department.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue in 2020-2021.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Monthly meetings with San Jac maintenance departments to ensure smooth operation.	Principal	Educational atmosphere conducive to student success.				
Funding Sources: 199 - Local - 0.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						

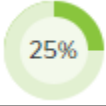
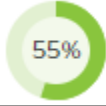

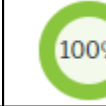




Goal 8: ECHS will provide superior operational services to best support students and staff success.

Performance Objective 2: Achieve high customer satisfaction by providing excellent customer service to both internal and external customers.

Evaluation Data Source(s) 2: Parent and staff surveys will address customer service.

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Continue in 2020-2021.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Utilize during staff development to focus and implement customer service strategies.	Administrators	Good working atmosphere for all stakeholders.				
Funding Sources: 199 - Local - 0.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 8: ECHS will provide superior operational services to best support students and staff success.

Performance Objective 3: Ensure an efficient and effective use of campus, district, and San Jacinto College resources, in order to best support students and staff.

Evaluation Data Source(s) 3: ECHS will strive for the utmost fiscal responsibility.

Summative Evaluation 3: Met Performance Objective

Next Year's Recommendation 3: Continue in 2020-2021.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Ensure funds are allocated properly and that these allocations reflect campus instructional needs. Meet regularly to ensure proper budgetary planning.	Bookkeeper, Principal	Sound fiscal decisions in the best interest of staff and students.				
Funding Sources: 199 - Local - 0.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 9: ECHS will achieve a 97.5% or higher student attendance rate, utilizing the \$3,138.00 Attendance Incentive Plan allotment.

Performance Objective 1: Increase student attendance percentage to 98.1% or higher for the 2nd 6 Weeks Period.

Evaluation Data Source(s) 1: Increased student attendance on PEIMS Report.

Summative Evaluation 1: Met Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 1: Increase Percentage for 20-21

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
TEA Priorities Connect high school to career and college 1) Immediately begin counseling students who become disinterested in program and want to return to home campus, by highlighting the benefits of CTE ECHS.	Administration, Counselors	Students remain interested throughout entirety of program and achieve AAS and/or Industry Certification.				
Problem Statements: Demographics 2						
TEA Priorities Connect high school to career and college 2) Offer opportunities for seniors to mentor younger students and to work with Family advisories.	Members of Class of 2020, Administration, Counselors	Successful seniors can work directly with students who stil question their decision to attend CTE ECHS and share the benefits of remaining enrolled.				
Problem Statements: Demographics 1						
3) Utilize RaaWee to track excessive absences. Discuss importance of attendance in Family advisory period.	Administration	Use of RaaWee will assist campus with tracking students who beginning a pattern of absenteeism even in the early semester.				
Problem Statements: Student Achievement 2						
4) Allow students to create clubs and organizations that will interest them.	Counselors, club sponsors	Students create social programs that interest them becoming more invested in the campus culture, and less likely to be absent.				
Problem Statements: Demographics 2						

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
TEA Priorities Connect high school to career and college 5) Ensure that freshmen students have multiple opportunities to tour their programs of interest on San Jacinto College campus, and also hear from Professors and Program Directors.	Freshman counselor, Administration	Freshmen students remain excited about their program prior to actually being enrolled beginning their sophomore year.				
Problem Statements: Demographics 1						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: A small percentage of students had a difficult transition from 8th grade to 9th grade, especially with college course requirements. Root Cause 1: ECHS has not yet created a robust transition program to address the varying needs of incoming 9th grade students. There is a district wide expectation that students who are selected to attend ECHS will not struggle academically.
Problem Statement 2: Freshmen students may realize in the first semester that CTE ECHS was not the right choice for their academic and emotional goals. Root Cause 2: A few select students are not fully informed of the rigor and requirements of being a dual credit student full time.
Student Achievement
Problem Statement 2: Students who have difficulty with college course work or are placed on Academic suspension by San Jacinto College can become frustrated and begin to miss school. Root Cause 2: Student may not be prepared for rigor of college coursework.

Goal 9: ECHS will achieve a 97.5% or higher student attendance rate, utilizing the \$3,138.00 Attendance Incentive Plan allotment.

Performance Objective 2: Increase student attendance percentage to 98% or higher for the 3rd 6 Weeks Period.





Evaluation Data Source(s) 2: Increased student attendance on PEIMS Report.

Summative Evaluation 2: Met Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 2: Continue in 2020-2021.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
TEA Priorities Connect high school to career and college ESF Levers Lever 3: Positive School Culture 1) Continue to utilize RaaWee to track excessive absences. Discuss importance of attendance in Family advisory period.	PEIMS clerk, Administration	Use of RaaWee will assist campus with tracking students who beginning a pattern of absenteeism even in the early semester.				
			Problem Statements: Student Achievement 2			
ESF Levers Lever 3: Positive School Culture 2) Track student absences and reward students who made improvements to overall attendance in 2nd 6-weeks with Popcorn and drink of choice.	PEIMS clerk, Administration	Rewarding students who not only had perfect attendance in 2nd 6-weeks, but to acknowledge students who made improvements after warnings.				
			Problem Statements: Student Achievement 2 Funding Sources: 199 - Attendance Incentive Allocation - 300.00			
TEA Priorities Connect high school to career and college 3) Continue to utilize system to communicate directly with Professors and Program Directors regarding excessive absences.	Counselors, Administration	Monitor students who have attendance issues in high school classes to ensure they are attending college classes as well.				
			Problem Statements: Student Achievement 2			
4) Celebrate end of semester attendance for staff and students. Students who had perfect attendance or made marked improvements, as well as teachers who assisted with positive attendance message and culture will receive a Popcorn Extravaganza and a movie.	Counselors, Administration	Place emphasis on students who improve over time as well as staff who assist with the overall cause.				
			Problem Statements: Student Achievement 2 Funding Sources: 199 - Attendance Incentive Allocation - 250.00			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 2: Students who have difficulty with college course work or are placed on Academic suspension by San Jacinto College can become frustrated and begin to miss school. Root Cause 2: Student may not be prepared for rigor of college coursework.</p>

Goal 9: ECHS will achieve a 97.5% or higher student attendance rate, utilizing the \$3,138.00 Attendance Incentive Plan allotment.

Performance Objective 3: Increase student attendance percentage to 98% or higher for the 4th 6 Weeks Period.

Evaluation Data Source(s) 3: Increased student attendance on PEIMS Report.

Summative Evaluation 3: Met Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 3: Continue in 2020-2021.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
TEA Priorities Connect high school to career and college 1) Work with SJC counseling and Dual credit to assist students with removal of suspension and probation tags from fall semester or previous summer semester.	Counselors, Administration	Students, particularly upperclassmen, can return to college classes and therefore resume interest in attending school on a regular basis.				
	Problem Statements: Student Achievement 2					
2) First of semester: Work with CTE ECHS Counselors and Master schedulers, along with San Jac Dual Credit office, to ensure that students do not have conflict with high school and college classes, which may cause absenteeism on high school side.	Associate Principal, Counselors	All CTE ECHS students are instructed to attend college class if there is a direct conflict with schedule at beginning of semester. Checking early will ensure high school attendance is not adversely affected.				
	Problem Statements: Student Achievement 2					
3) First of semester: Remind CTE ECHS teachers to check first before marking student absent in case student is enrolled in a high school and college class at same time.	Associate Principal, Counselors	No student will be marked absent if they are actually present in the appropriate class.				
	Problem Statements: Student Achievement 2					
ESF Levers Lever 3: Positive School Culture 4) Karaoke and Pizza Party at end of first semester for juniors and seniors who only missed one or no college class for entire first semester and have positive attendance in high school classes.	Administration, PEIMS clerk	Reward students who made attending both college and high school classes a priority.				
	Problem Statements: Student Achievement 2 Funding Sources: 199 - Attendance Incentive Allocation - 100.00					

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
5) Ensure that Seniors from the Class of 2020 are attending all high school classes for the entire semester, 97% of the time or better. Principal will personally meet with Seniors who are experiencing attendance issues.	Principal, Associate Principal, Class sponsor	Seniors will earn money from the attendance allotment for 2019-2020 which they can use as part of Senior Week in May, or to use to assist with prom expenditures. \$2000 will be added to funding source in Performance objective 5, which covers the 6th 6-weeks.				
Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 1						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 2: Students who have difficulty with college course work or are placed on Academic suspension by San Jacinto College can become frustrated and begin to miss school. Root Cause 2: Student may not be prepared for rigor of college coursework.
Curriculum, Instruction, and Assessment
Problem Statement 1: Some CTE ECHS students might struggle with the demands of both college and high school coursework simultaneously. Root Cause 1: High school teachers know they have to deliver their subject matter with fidelity, but often times struggle to assist with college coursework assistance and/or time management.

Goal 9: ECHS will achieve a 97.5% or higher student attendance rate, utilizing the \$3,138.00 Attendance Incentive Plan allotment.

Performance Objective 4: Increase student attendance percentage to 97.7% or higher for the 5th 6 Weeks Period.

Evaluation Data Source(s) 4: Increased student attendance on PEIMS Report.

Summative Evaluation 4: No progress made toward meeting Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 4: Continue in 2020-2021.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Continue to monitor Seniors to ensure they are attending all high school classes for the entire semester, 97% of the time or better. Principal will personally meet with Seniors who are experiencing attendance issues. Meet with entire class once a month.	Principal, Associate Principal, Class sponsor	Seniors will earn money from the attendance allotment for 2019-2020 which they can use as part of Senior Week in May, or to use to assist with prom expenditures. \$2000 will be added to funding source in Performance objective 5, which covers the 6th 6-weeks.				
Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 1						
2) Continue to track student absences and reward students who made improvements to overall attendance in 4th and 5th 6-weeks with Popcorn, pickle, or Popsicle, and drink of choice. Students also entered into drawing for lunch with three friends at end of 2nd semester.	PEIMS, Administration	Rewarding students who not only had perfect attendance in 4th and 5th 6-weeks, but to acknowledge students who made improvements after warnings.				
Problem Statements: Student Achievement 2 Funding Sources: 199 - Attendance Incentive Allocation - 200.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 2: Students who have difficulty with college course work or are placed on Academic suspension by San Jacinto College can become frustrated and begin to miss school. Root Cause 2: Student may not be prepared for rigor of college coursework.

Curriculum, Instruction, and Assessment

Problem Statement 1: Some CTE ECHS students might struggle with the demands of both college and high school coursework simultaneously. **Root Cause 1:** High school teachers know they have to deliver their subject matter with fidelity, but often times struggle to assist with college coursework assistance and/or time management.

Goal 9: ECHS will achieve a 97.5% or higher student attendance rate, utilizing the \$3,138.00 Attendance Incentive Plan allotment.

Performance Objective 5: Increase student attendance percentage to 97% or higher for the 6th 6 Weeks Period.

Evaluation Data Source(s) 5: Increased student attendance on PEIMS Report.

Summative Evaluation 5: No progress made toward meeting Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 5: Continue in 20-21

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Dec	Feb	May
1) Continue to monitor Seniors to ensure they are attending all high school classes for the entire semester, 97% of the time or better. Principal will personally meet with Seniors who are experiencing attendance issues. Meet with entire class once a month.	Principal, Associate Principal, Class sponsor	Seniors will earn money from the attendance allotment for 2019-2020 which they can use as part of Senior Week in May, or to use to assist with prom expenditures.				
Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 1 Funding Sources: 199 - Local - 2000.00						
2) Track and monitor students who have perfect attendance for semester and entire school year, as well as students who make significant improvement after signing an attendance contract and provide a reward at the end of the school year.	PEIMS, Administration, Counselors	End of year pizza party and dance, as well as acknowledgement at Campus Awards Ceremony for efforts in attendance.				
Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 1 Funding Sources: 199 - Attendance Incentive Allocation - 288.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 2: Students who have difficulty with college course work or are placed on Academic suspension by San Jacinto College can become frustrated and begin to miss school. Root Cause 2: Student may not be prepared for rigor of college coursework.

Curriculum, Instruction, and Assessment

Problem Statement 1: Some CTE ECHS students might struggle with the demands of both college and high school coursework simultaneously. **Root Cause 1:** High school teachers know they have to deliver their subject matter with fidelity, but often times struggle to assist with college coursework assistance and/or time management.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
3	1	1	Provide remedial and support classes for all students in need, but more specifically for students identified as At-risk.
3	1	2	For students identified as Limited English Proficient, First or second year monitoring will receive rigorous intervention including implementation of pull ins/outs, after and before school specific tutoring, Saturday tutorials, and district level assistance.
3	1	6	Implement word walls in hallways and classrooms.
3	1	7	Review and reteach most common missed questions.
3	2	2	Provide remedial and support classes. Utilize college personnel trained in core strategies.
3	4	1	District and campus based technology experts will ensure teachers and students will have maximum exposure to state-of-the-art software and hardware.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Students attending Galena Park CTE ECHS are considered to be a part of either Galena Park High School or North Shore High School. ECHS has been assigned its own unique State ID, which will confirm that the campus will be an individual entity in 2018-2019. ECHS will enroll 500 students for 2018-2019.

Twenty students are designated Limited English Proficient (LEP). Two students received special education services. A total of 11 students have 504 designation. LEP students receive copious support from ECHS staff with thorough monitoring for success. For school year 2018-2019, ECHS will have its very first graduation class, so there is no current graduation or dropout information to share. 78% of ECHS students are economically disadvantaged.

ECHS is an all-inclusive campus where students' academic, social, and emotional needs are top priority. In partnership with San Jacinto college, ECHS is located full-time on the college campus and works closely with college personnel to attend to academic and operational needs.

In 2018-2019, ECHS will have all 4 grade levels with a maximum of 500 students enrolled in a variety of programs. Students are selected via a lottery system with 125 students selected from eligible 8th grade students. Students sacrifice the traditional aspects of high school, such as fine arts and athletics, but ECHS has meticulously surveyed students to ensure they are a stakeholder in programming decisions.

A 21 member team, including ECHS staff, parent, and community member, convened on **May 31** to approve of the comprehensive needs assessment. The team utilized parent and teacher surveys, as well as new state testing data to make decisions for the upcoming school year. The committee decided that three main areas of concern would drive the decision making for the coming year:

1. A more collaborative spirit is required as a component of the Memorandum of Understanding between Galena Park ISD and San Jacinto College. Of vital importance is the adherence, by both parties, of specific timelines. Timeline needs for ECHS include, but are not limited to, class scheduling, additional requests for space, distribution of college grades, and changes in San Jacinto policy that directly affect ECHS students and staff.
2. Three years of data suggest that ECHS needs to formulate a more robust transition program for 8th grade students entering the program as freshmen.
3. ECHS administration must do a better job of educating faculty members at all four middle school campuses so that incorrect and negative information are not communicated with students and families.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Campus Needs Assessment was developed and approved by CPAC committee. The Campus Improvement Plan will include input from various stakeholders, which include:

Jeff Hutchinson	Principal	jhutchinson@galenaparkisd.com	Administrator	Edit Delete
Ashley Sherrard	Assistant Principal	asherrard@email.com	Administrator	Edit Delete
Kristen Hunt	Paraprofessional	khunt@galenaparkisd.com	Paraprofessional	Edit Delete
Anthony Felder	Teacher	afelder@galneparkisd.com	Classroom Teacher	Edit Delete
Amy Noblitt	Teacher	anoblitt@galenaparkisd.com	Classroom Teacher	Edit Delete
Diomil Haro	Teacher	dharo@galenaparkisd.com	Classroom Teacher	Edit Delete
Norma Burke	Teacher	nburke@galenaparkisd.com	Classroom Teacher	Edit Delete
Allison Evans	Teacher	aevans@galenaparkisd.com	Classroom Teacher	Edit Delete
Jason Emmons	Teacher	jemmons@galenaparkisd.com	Classroom Teacher	Edit Delete
Kim Hadaway	Parent	khadaway@gmail.com	Parent	Edit Delete
Donna Lawrence	Community member	dghlaw0424@gmail.com	Community Representative	Edit Delete
Carely Ibarra	Counselor	cibarratorres@galenaparkisd.com	Counselor	

2.2: Regular monitoring and revision

The CIP is reviewed and monitored quarterly to ensure that strategies are being implemented according to the plan. Changes are made according to the needs since the plan is a live working document. It's is reviewed on a quarterly basis and a summative is done at the end of the year.

CPAC meetings will be held the week prior to mandatory quarterly CIP review - September, November, January, and April.

First revise and monitor date: **September 28th**

ECHS
08-17-2018 9:00 AM
09-28-2018 1:30 PM
11-30-2018 1:30 PM

ECHS
01-25-2019 1:30 PM
04-26-2019 1:30 PM
05-24-2019 2:00 PM

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

The CIP will be available to parents in both electronic and hard-bound copies in a variety of locations. A copy including meeting dates and community forums will be available on the campus website with pertinent information readily available in Spanish. A hard-bound copy will be available for review by all community stakeholders in the ECHS main office, located on the campus of San Jacinto College. A copy is also located at GPISD Administration building.

The **goals** of the CIP are available in both English and Spanish.

2.4: Opportunities for all children to meet State standards

Students enrolled at ECHS performed above expectations for year two of the program. Students were tested in five subjects 9th - 11th grade (Algebra I, Biology, English I, English II, and US History) and achieved 96% and above in all subjects. Students also performed well on all district based assessments and TSI.

As part of the program, students are required to take the Texas Success Initiative (TSI) exam, and displayed exponential growth in all areas. More than 90 current students are considered college ready in reading and writing according to score reports.

2017-2018 EOC data:

Algebra I - 70 tested, 100% approach, 77% meets, 40% masters

English I - 126 tested, 90% approach, 74% meets, 4% masters

Biology - 124 tested, 99% approach, 72% meets, 16% masters

English II - 117 tested, 92% approach, 76% meets, 7% masters

US History - 114 tested, 99% approach, 86% meets, 40% masters

An atmosphere of rigorous learning and results is present at GPISD CTE ECHS. Students challenge each other to perform at high levels on EOCs and the

TSI exam. Students also perform well in Upward Bound activities and in college courses. Many of the current sophomore and junior class are at the top of their college course work compared to older college students.

All students enrolled at CTE ECHS who struggle with high school and/or college coursework will be offered rigorous, high yield, instructional strategies to ensure success.

2.5: Increased learning time and well-rounded education

In partnership with San Jacinto College, ECHS students have access to a unique education where they are fully integrated into the college lifestyle while taking high school and college classes concurrently. Students receive education from state certified public school teachers and college professors and instructors. An advisory period each morning is available to students in need of extra time for coursework or tutoring.

All students have access to social and academic resources provided by GPISD and San Jacinto College.

Academic resources include after-school tutoring and mentoring, Saturday tutorials and AM tutoring.

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

The ECHS Campus Improvement plan addresses the needs of all students. Based on data from the previous school year, as well as student input and surveys, the campus will focus on:

All at-risk students, students identified as Limited English Proficient (LEP), economically disadvantaged.

At-risk students may include: EOC failure, eco-disadvantage, LEP, SPED, 504

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

ECHS will distribute the PFE in both English and Spanish. Parents and community members will be able to access the policy:

Campus website

Main office

Newsletters

Counseling offices

Members:

Early College High School
Generated by Plan4Learning.com

Carely Ibarra, Janace Soders - Counselor

Kim Hadaway - Parent representative

Jeff Hutchinson - Principal

3.2: Offer flexible number of parent involvement meetings

ECHS understands the vital role that parent meetings offer, and will ensure that meetings are scheduled in a flexible manner for 2018-2019. Meetings will be scheduled:

During school days in the morning (Coffee with Principal - 8:30-9:00) November 7

Coffee with Counselor - October 9th, December 5th

Afternoon sessions in Wheeler auditorium (3:00-4:00)

After school (4:30-5:30)

Before school (7:30-8:00)

College nights -

Open House - September 17th

PTA meetings

State of the Campus meetings (October 4th)

Plan Notes

CPAC MEETING - Agenda

GPISD CTE/ECHS

For: April 28, 2017

CPAC:

- Introduce new staff members
- Update on classrooms for 2017-2018
- Technology for 2017-2018 has arrived
- End-of-year events – budget
- Fundraising

CPAC MEETING - Minutes

GPISD CTE/ECHS

For: April 28, 2017

Meeting start: 1:25 PM

In attendance – Couch, Cory, Burke, Salge, Hunt, Davis, Ibarra, Jackson, Haro, Felder, Emmons, Dimaliwat.

Principal introduced newest member of paraprofessional team. Rosa Meraz is coming to ECHS from Tice Elementary.

Principal spoke about concerns with Upward Bound Math and Science organization who may be giving non-factual information to current ECHS students regarding their future course work. Principal will contact Liz Lalor for assistance.

Still waiting to hear from San Jacinto College regarding two more classrooms.

Sixty chromebooks and 5 computers for 2017-2018 have already arrived and are locked in bookroom. Mr. Felder will continue to lead the technology effort on campus.

Campus will utilize attendance money to help defer cost for 2nd Annual Lion Olympics.

All fundraising for 2016-2017 is complete. Ideas for fundraising for 2017-2018 should be forwarded to Mrs. Hunt.

Meeting end time: 2:04 PM

CPAC MEETING - Minutes

GPISD CTE/ECHS

For: March 30, 2017

Meeting start: 4:15 PM

CPAC

CPAC committee reviewed and approved the CTE ECHS budget for the 2017-2018 school year. All members were present except college liaison.

Committee approved August 19, 2017 as the official exchange for Staff day # 14 (May 5, 2018)

Meeting end time: 4:40 PM

CPAC MEETING - Agenda

GPISD CTE/ECHS

For: March 30, 2017

CPAC:

- Budget approval for 2017-2018
- Approve Staff day #14 calendar option for 2017-2018

CPAC MEETING - Minutes

GPISD CTE/ECHS

For: February 20, 2017

Meeting start: 10:05 AM

Faculty

In attendance were Hutchinson, Haro, Couch, Gaddis, Salge, Evans, Emmons, and Dimaliwat, Burke, Ibarra, Jackson, Cory, Hunt. Parent representative was unable to attend. College liaison was unable to attend.

Regular faculty meeting discussed plans for Multicultural Fair at ECHS on March 10th. Testing updates were discussed by Sandra Salge. Staff will spend afternoon working on TELPAS calibration.

Staff discussed upcoming Black History Month details to honor Dr. Williams. Hallways are now decorated. Logistics for celebration were discussed.

Hutchinson discussed need to complete the appraisal process before Spring Break.

CPAC

CPAC committee performed a needs assessment for 2017-2018. Any new classes will be part of the Start-up budget, and current classes and materials will be part of the regular budget for next school year.

CPAC committee would like to see Instructional funding to be split by specific subject matter instead of coming from one source.

Classroom and office space was discussed. San Jacinto College has not yet confirmed the location of two more classrooms needed for next school year.

Kristen Hunt presented the current expenditures and fund balances for the current school year budget.

Meeting end time: 11:16 AM

FACULTY/CPAC MEETING - Agenda

GPISD CTE/ECHS

For: February 20, 2017

Faculty meeting:

- Updates for March 10th
- Lottery
- New staff
- Classroom assignments
- Testing
- Upcoming events
- Summative schedule/remaining appraisals

CPAC:

- Budget updates – Kristen Hunt
- Office space
- Needs assessment for 17-18

CPAC MEETING - Minutes**GPISD CTE/ECHS**

For: January 13, 2017

Meeting start: 1:36 PM

In attendance were Hutchinson, Haro, Gaddis, Salge, Felder, Hunt, Mendez, Couch, Emmons, Dimaliwat, Cory, Evans, Davis. Parent representative was unable to attend.

Committee discussed ways to better contain student movement during no-college class time periods. Ideas were developed for the end of the current semester where there will be 3 ½ weeks of down-time. Field trips, athletic competitions were among the ideas.

Office space is now available after many college professors vacated during the holiday season. Teachers will collaborate to decide where they would like to move for the 2017-2018 school year.

College prep/study hall period was discussed. Teachers will need to utilize this class as a way to monitor student progress, especially in college classes. Many 9th grade students begin industry classes this semester and will need support.

Help is needed for upcoming recruiting sessions.

College textbook distribution is still unsystematic. Committee discussed ideas for a smoother process.

Ms. Hunt updated committee on fiscal matters.

Meeting end time: 2:01 PM

GPISD CTE ECHS – CPAC/Faculty

Meeting Agenda

January 13, 2017

1:30

Meeting Facilitator: Jeff Hutchinson

1. College schedule complications
2. Sanctions against freshman student
3. Open office space
4. Scheduling announced observations - TTESS
5. Data analysis

CPAC MEETING - Minutes

GPISD CTE/ECHS

For: September 9, 2016

Meeting start: 1:40 PM

In attendance were Hutchinson, Haro, Couch, Gaddis, Salge, Felder, Hunt, Mendez, Davis, Evans, Emmons, and Dimaliwat. Norma Burke was excused for Dr's appt. Carelly Ibarra is on maternity leave. Parent representative was unable to attend. College liaison was unable to attend.

Committee discussed first three weeks of school. Air quality has been a big issue as some rooms located on the NE side of the building have experienced abnormal fluctuation of temperatures.

Committee discussed the importance of continued monitoring of students. Two classes totaling 250 students are dispersed across the campus at any given time. Key areas are Student Center and Wheeler Auditorium.

Committee discussed the importance of starting the ECHS PTA. Each staff member will pay \$10 to join so that ECHS is fully compliant.

Open House is Tuesday evening. Committee voted to have an open concept instead of parents following a prescribed schedule. Parents will be afforded the opportunity to come anytime between 6:00 and 8:00 to meet teachers and staff. No college personnel will be available.

Committee discussed exchange day plans for near future. Departmental planning dates are upcoming.

Meeting end time: 2:16 PM

GPISD CTE ECHS – CPAC/Faculty

Meeting Agenda

September 9, 2016

1:30

Meeting Facilitator: Jeff Hutchinson

1. Three week update
2. Form signature requirements
3. Facilities needs
4. Scheduling issues
5. Club/organization sponsorship responsibilities
6. T-TESS reminders
7. Friday logistics
- 8.

CPAC MEETING - Minutes

GPISD CTE/ECHS

For: March 28, 2016

Meeting start: 4:06PM

In attendance were Hutchinson, Haro, Trevino, Peyton Cox Salge, Felder, Hunt, Mendez, and Villalpando. Three new teachers were in non-voting attendance: Dimaliwat, Cory, and Evans. Parent representative was unable to attend.

Committee discussed recruiting difficulties to this point. ECHS is having a lack of interest from some of the middle school counselors. Very difficult to

communicate with some of the personnel in charge of assisting ECHS with recruitment. Parent nights have been sparse.

Committee discussed classroom plans for next year. San Jacinto College has given ECHS one more room which will be sufficient for Operations for upcoming school year. Principal will write a letter of thanks. Office space is still on hold. Science teachers will not have office to start new school year because their rooms are large enough to accommodate a desk.

Committee reviewed and approved the annual budget allocations for 2016-2017. Total allotment is \$35,250.

Committee also discussed the Year-2 start-up budget, which will include a new set of chromebooks for incoming freshman.

Committee approved the movement of students next year to a full 10 minutes between classes with both classes of students moving at the same time. Students will move in same direction to ease traffic flow issues.

Meeting end time: 4:48PM

FACULTY/CPAC MEETING - Agenda

GPISD CTE/ECHS

For: March 28, 2016

- Introduce new staff who attend meeting
- Testing updates - Trevino
- Room/office assignment update
- Approve budget for 2016-2017
- Update on TSI
- Recruitment updates
- Lion Olympics
- Change in Mock testing schedule

CPAC

- Flex/exchange day update
- Approve budget for 2016-2017
- Facility needs and requests for office/classroom space
- Logistics for student movement for next year

- Office space updates

CPAC MEETING - Minutes

GPISD CTE/ECHS

For: February 26, 2016

Meeting started time: 1:24

In attendance were Hutchinson, Haro, Ibarra, Trevino, Burke, Salge, Felder, Hunt, Mendez. Villalpando was managing a tutoring session. Parent representative was unable to attend.

Committee discussed upcoming bond issue. Discussion included the specific guidelines on do's and don'ts as prescribed by the district. Voting dates and locations were also discussed.

Committee discussed Principal's concerns regarding classroom space for 16.17. College is not responding to requests for classrooms. Timelines are vastly different. New teachers are hired and space is necessary.

Needs:

- Possible communication between higher authority from both entities
- Ideas for backup plan
- Welcome plan for new teachers

Committee discussed the change in arrival/dismissal times for next year. Times will be extended to 4:15, Monday – Thursday, and backed up to 12:00 dismissal on Fridays. The purpose of this change is to accommodate scheduling difficulties with the college CTE courses.

Needs:

- None at this time

Meeting end time: 2:02

FACULTY/CPAC MEETING - Agenda

GPISD CTE/ECHS

For: February 26, 2016

- Staffing updates
- Logistics for 16.17
- Testing updates - Trevino
- Room assignments
- Budget update – Hunt
- New proposed changes for all ECHS/dual credit students
- Recruitment dates and times

CPAC

- Flex/exchange day ideas and schedule
- Student data – Mock results
- Facility needs and requests for office/classroom space
- New requirements for incoming freshmen
- Ideas if we do not receive classroom requests

CPAC MEETING - Minutes

GPISD CTE/ECHS

For: January 29, 2016

Meeting started time: 1:37

In attendance were Villalpando, Trevino, Salge, and Hunt. Parent representative was unable to attend. Hutchinson was off campus all day.

Committee discussed upcoming interview process for new teachers and that most of the new staff, if not all, would be current employees of GPISD. Committee felt that current GPISD employees would be more valuable and understand the mission of the district. Committee began to set up questions for candidate interviews.

Needs:

- Dr. Hutchinson will communicate with Elizabeth Lalor regarding interested candidates.
- Committee still needs verification from San Jacinto on which additional classroom will be given to ECHS.

Mr. Trevino discussed his new role as campus testing coordinator and the requirements for campus compliance. Major concern is San Jacinto College and their willingness to allow ECHS to limit movement through designated hallways.

Needs:

- Meeting with San Jacinto Dual Credit personnel to discuss testing plans.
- Maps to display where students are not able to pass through.
- Full plan to discuss at next CPAC meeting

Committee discussed the difficulties in moving students back to home campus and then recruiting from waiting list. Biggest problem is communication with NS9 and GPHS. Paperwork and timelines are not consistent.

Needs:

- Unified plan agreed upon by all campuses
- Documents created for specific purpose for switching students

Meeting end time: 2:41

FACULTY/CPAC MEETING - Agenda

GPISD CTE/ECHS

For: January 29, 2016

- F5 – Small group/Purposeful talk wrap-up
- Advisory Period updates
- Testing updates - Trevino
- Tutoring schedule for Algebra I – Haro and Villalpando
- Budget update – Hunt
- Student concerns
- Recruitment dates and times – Hunt

CPAC

- Technology needs for 2016-2017 school year
- Student data – Mid-year report
- Facility needs and requests for testing dates
- Office space availability for 2016-2017 (dependent on San Jacinto report)

CPAC MEETING - Minutes

GPISD CTE/ECHS

For: January 4, 2016

CPAC meeting started at 9:05

In attendance were Hutchinson, Villalpando, Trevino, Salge, and Hunt. Parent representative was unable to attend.

Committee discussed difficulties in communicating with San Jacinto College Operations department, specifically a request to remove a dead squirrel from an air vent in the ECHS hallway. Building had a terrible smell as a result.

Needs:

Dr. Hutchinson needs to have direct access with one member of the maintenance team at San Jacinto so that issues can be handled directly without

having to go through upper management first.

San Jacinto College will have Open Carry gun law in effect when students return. ECHS would like to designate our two hallways as Gun Free zones. GPISD and SJCD upper-management would have to begin conversation to implement this rule.

Needs:

- Signs that designate “Gun Free” zone, if San Jacinto College allows such action

CPAC team discussed the students returning to home campus at mid-semester and the lack of a consistent plan to make the process easier. Plan would need paperwork in Eduphoria, as well as an understanding from receiving high schools of the importance of following guidelines.

CPAC team discussed current Algebra semester exam scores. There is a continued decrease in scores throughout the semester.

Meeting end time: 9:40

FACULTY/CPAC MEETING - Agenda

GPISD CTE/ECHS

For: January 4, 2016

- Welcome back
- F5
- Advisory Period updates – Villalpando
- Hutchinson teaching Government
- New semester plan
- Two weeks of no college class - schedule
- Budget update – Hunt
- Student concerns
- Students coming/going

CPAC

- Concerns regarding college operations department not addressing needs
- Dead animal in building not attended to in timely fashion
- Update on San Jacinto police department relationship
- Devising a plan for students who leave our campus and return to home campus (paperwork) and the need for a better procedure.

FACULTY/CPAC MEETING - Agenda

GPISD CTE/ECHS

For: November 20, 2015

- Advisory Period updates – Villalpando
- Possible mini-mesters during weeks when San Jacinto College is off
- Spanish Spelling Bee wrap-up
- Allied Health fair wrap-up
- Budget update – Hunt
- Student concerns

CPAC

- Storage space
- Communication with San Jacinto College (update)
- ECHS operating without nurse (discuss current action plan)
- Air quality
- Non ECHS students in our area during college hours

FACULTY/CPAC MEETING - Minutes

GPISD CTE/ECHS

For: November 20, 2015

Meeting start time: 1:22

Lunch was provided by Iguana Joe's. An agenda was submitted as part of the budget request by K. Hunt.

Full faculty meeting discussed concerns with students not making the grades and putting forth the effort to pass classes.

Please continue to make positive phone calls to parents. Parents have been very happy with the ECHS product thus far. Very few complaints for a new program.

Update on students wishing to leave ECHS at mid-year to return to their home campus:

R. Huitaro – Work is too hard, wants to get out of school earlier

I. Villasana – Work is too much, college classes are too hard and demanding

K. Hunt updated staff on fundraising money. Campus will make close to \$1400 for very first fundraising effort.

Hutchinson updated teachers on ESL/LEP students and to ensure that he is contacted when one is in danger of failing a 6-week period.

Upcoming testing dates (Unit tests) were discussed. Hutchinson will meet with students to discuss their goals for semester exams.

CPAC meeting started at 1:47

Non-members were dismissed. In attendance were Hutchinson, Villalpando, Trevino, Salge, and Hunt. Parent representative was unable to attend.

Committee discussed difficulties in communicating with San Jacinto College and the recent news that the LVN nursing program has been changed and will directly affect the Class of 2019.

Needs:

- Better form of communication with parents of ECHS students when a college program is suspended or drastically changed. LVN program affected 32 students and ECHS was forced to create a new program with the assistance of college personnel. ECHS would like college to communicate with parents in such instances.
- More degree/certificate programs to offer students (construction, business, etc.).

CPAC team discussed current Algebra and English Unit 2 exam scores. Significant drop in scores from Alg Unit 1 test to Unit 2 test. English scores remain steady.

Meeting end time: 2:25

FACULTY/CPAC MEETING - Agenda

GPISD CTE/ECHS

For: October 23, 2015

- Advisory Period updates – Villalpando
- Student concerns
- Red Ribbon week plan
- Budget update – Hunt
- PEIMS reporting – Mendez
- Testing dates

CPAC

- Air quality in rooms – San Jacinto college responsibility
- Communication with college Professors
- Student success – Look at Unit test scores
- Classroom needs for next year
- Parking issues

FACULTY/CPAC MEETING - Minutes

GPISD CTE/ECHS

For: October 23, 2015

Meeting start time: 1:34

In attendance were:

CPAC Members: Jeff Hutchinson, Monica Villalpando, Kristen Hunt, Sandra Salge and Jose Treviño.

Faculty & Staff Members: Norma Burke, Anthony Felder, Randy Gaddis, Diomil Haro, Carelly Ibarra and Michelle Mendez.

Full faculty meeting discussed concerns with particular students not making progress with the rigorous course work, especially in the EDUC 1300 college class.

Parents are complaining that college class has too many requirements and that Professors are not available. Parents want access to Professors, which is not allowed by San Jacinto College. This will be discussed further in CPAC meeting.

Red Ribbon theme days are set and will be emailed by K. Hunt.

K. Hunt reminded staff to submit purchase requests and updated the budget numbers.

Hutchinson listed the 7 students receiving ESL/LEP support and to be mindful of their accommodations.

Advisory Committee

Committee Role	Name	Position
Administrator	Jeff Hutchinson	Principal
Administrator	Ashley Sherrard	Associate Principal
Paraprofessional	Rosa Meraz	Paraprofessional
Classroom Teacher	Diomil Haro	Classroom Teacher
Classroom Teacher	Norma Burke	Classroom Teacher
Classroom Teacher	Allison Evans	Classroom Teacher
Classroom Teacher	LaMicha Jackson	Classroom Teacher
Parent	Kim Hadaway	Parent
MOU representative	Anne Dickens	MOU Representative
Classroom Teacher	Anthony Felder	Classroom Teacher
Counselor	Carely Ibarra	Counselor
Community Representative	Brissa Quinones	Community member