

**Houston Independent School District  
486 South Early College High School  
2023-2024 Campus Improvement Plan**



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# Comprehensive Needs Assessment

Revised/Approved: December 11, 2023

## Student Achievement

### Student Achievement Summary

- i. Because the campus is an early college model, the high school core classes we have are designated as AP or PreAP. Our teachers use the CollegeBoard curriculum in the core content courses, except for Physics, which is implementing the OnRamps curriculum.
- ii. As a campus we have focused on using the Madilyn Hunter lesson plan template. Teachers are expected to implement the campus agreed multiple response strategies that have been set forth daily.
- iii. The campus is working on implementing a daily DOL data collection system. STAAR content areas are implementing student assessment and DOL TEKS tracker. Teachers will review DOL data in content PLCs.
- iv. The campus will implement AVID strategies with fidelity in ELA classrooms.

### Student Achievement Strengths

The following strengths were identified based on a review of the 2022-2023 data:

There were small growths in the meets or better categories in English I, English II and US History. The 79% achievement of Meets or greater in English II allowed a number of students to be qualified for dual credit classes, as the English II STAAR can be a substitute for the TSI for dual credit courses.

### Problems of Practice Identifying Student Achievement Needs

**Problem of Practice 1:** The percentage of students enrolled in dual credit math courses is below 25% of eligible students. **Root Cause:** The primary cause of this lack of enrollment is students not meeting the eligibility requirements for TSI math. Students have the ability to qualify using their Algebra 1 STAAR EOC scores, but the percentage of students at the Meets level has decreased over the last two years.

**Problem of Practice 2:** The number of students who are qualifying for the associate degree is below 50%. **Root Cause:** There has not been a systemic plan of action to advise and support students in their path to an associate degree.

# School Culture and Climate

## School Culture and Climate Summary

Attendance is above 97% (ADA).

Tardies to school in the morning have been a problem with 70 students a day entering the building after 8:00am.

Discipline has not been a problem. There are only Level 1 events in teacher classrooms and HCC.

Teachers and students attitudes are positive. Most students believe they belong at an early college.

Parents and students feel safe on campus.

Classroom management is positive for experienced teachers. New teachers struggle with classroom management due to lack of relationships with the students.

## Problems of Practice Identifying School Culture and Climate Needs

**Problem of Practice 1:** The school spirit and buy-in is low for all stakeholders on the campus. **Root Cause:** The expectations, vision and goals of the campus have not been consistently communicated to all stakeholders, so therefore, different entities have a different goal and expectation for the campus and reduces the amount of support.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

- i. Based on the campuses student growth and achievement data, the quality of instruction would be rated Tier II across the board. Data trends from the 2022 and 2023 school years shows a drop in overall student performance. Because the instructors have not changed in these years of testing, we are able to determine that Tier I instruction is an area of need for the campus.
- ii. Staff attendance is regularly above 90% on a faculty of only 19 teachers. There has been a 50% turnover of teachers since 2020. As a leadership team we collaborate with HISD Talent and different teacher preparation programs in the city and state.
- iii. We have used the achievement of student performance in HCC courses and STAAR testing to make decisions on professional development. We are also using information from walkthroughs to guide the instructional practice professional development.
- iv. This year we have provided professional development on demonstration of learning, and student advisement. We have biweekly instructional PLC with teachers to ensure consistency and follow up.
- v. As a campus and leadership team, we are still building the process and protocols.

## Staff Quality, Recruitment, and Retention Strengths

The following strengths were identified based on a review of the 2022-2023 data:

Our only has three teachers who have less than 5 years of teaching experience. This allows us to lean on the experience and knowledge of teachers of other potential teachers. As a campus we are in the process of creating a retention program.

## Problems of Practice Identifying Staff Quality, Recruitment, and Retention Needs

**Problem of Practice 1:** The CTE programs have not been able to provide students with adequate pathways to career certifications **Root Cause:** During the three past school years, there have been 10 teachers who have occupied the 4 CTE positions no campus. This year we have two new teachers in the engineering courses, with a total of 1 year of experience between the both.

# Parent and Community Engagement

## Parent and Community Engagement Summary

There are limited activities for parents to participate in. Mostly less than 5 parents are consistently on campus for field trips chaperones.

Parents participate in National Honor Society ceremony and Open House.

Parents participate in parent-teacher conferences during PLC, in person or online.

Parents participate in ARDs.

Parents participate in disciplinary conference meetings, when necessary.

A barrier is that most meetings are in English and our parents mostly speak Spanish. Limited translators available.

Prior to attending SECHS, parents participate in outreach through Magnet process and during Bridge program.

We have a family and community engagement person on campus, Ms. Flagg and our Magnet Coordinator, Ms. Sada support parents and connect with community services and supports.

## Parent and Community Engagement Strengths

Parents attend events where their student is showcased.

Parents attend meetings whose focus is their student's behavior and academic performance.

## Problems of Practice Identifying Parent and Community Engagement Needs

**Problem of Practice 1:** Parents did not consistently engage with the school. **Root Cause:** School did not open enough opportunities nor communicate effectively when/how parents could get involved in supporting their children in attaining their associate's degrees.

# Priority Problems of Practice

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates

## 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Gifted and talented 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
- Annual dropout rate data
- Attendance data
- Discipline records

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- T-TESS data

**Parent/Community Data**

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

**Support Systems and Other Data**

- Organizational structure data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

# Key Actions

Revised/Approved: April 1, 2024

## **Key Action 1:** Improve student TSIA math and ELAR outcomes

As an early college, the success of SECHS meeting the outcomes for TEAL are dependent on students ability to gain college credit. This is determine by their preparedness status on the TSIA or a substitute assessment. Though the majority of students at SECHS reach this student through STAAR EOC Algebra I and English II assessments,the ability to grow the success rates on the TSIA assessment is needed

### **Strategic Priorities:**





Expanding Educational Opportunities

## **Indicator of Success 1:** Algebra I testers will perform at Meets level or higher

- Interim I - 50%
- Interim 2 - 70%
- 2024 STAAR EOC - 80%

Students will be TSIA complete

- 50% of 10th grade by January 1
- 75% of 10th grade by June 1
- 100% of 10th grade by September 1
- 20% of 9th grade by January 1
- 40% of 9th grade by June 1
- 60% of 9th grade by September 1

Specific Action 1 Details		Reviews			
<b>Specific Action 1:</b> TSI and ELAR Outcomes  <b>School Leaders' Actions</b>  - Designate testing dates throughout the year so students are able to pace their learning and intervention. (Gourrier) - Implement TSI intervention on a weekly basis through the advisory period. (Admin Team - Train teachers on the use and importance of TSIA testing as it applies to campus goals. (Admin Team) - Train teachers to use Apex and Khan academy during the advisory period to support student learning. (Admin Team) - Monitor the use of Apex and Khan Academy for fidelity. (Admin Team) - Acknowledge successful completion of TSIA testers. (Swanson) - Conduct monthly observational walkthroughs on advisory. (Swanson, Vega, Clark)  <b>Staff Actions</b>  Provide lessons to students on how TSIA applies to student enrollment into dual credit courses. (Grade Level Chair) - Provide TSIA tutorials throughout the year, and the Saturday prior to testing date. - Monitor weekly progress of students TSIA interventions. - Communicate with student parents regarding TSIA results and interventions. - Teachers will be responsible for recommending students for TSIA administrations.		Formative			Summative
		Feb	Mar	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

**Key Action 2:** Increase the number of graduating seniors who earn the associate degree.

The primary goal for SECHS is to provide students with the opportunity to gain an associate degree upon graduation from high school. Historically, SECHS has been successful with less than half of the graduating class reaching this goal.

**Strategic Priorities:**

Expanding Educational Opportunities

**Indicator of Success 1:** f students will earn 15 credit hours by the start of their 11th grade year.

75% of students will earn a total of at least 30 credit hours by the start of their 12th grade school year.

60% of students will earn their associate degree by graduation.

85% of students will be core complete by graduation.

Specific Action 1 Details	Reviews			
<b>Specific Action 1:</b> Increase graduating seniors  <b>School Leaders' Actions</b>  Recruitment of dual credit embedded faculty. - Training of teachers on the associate degree plan. - Regular teacher conferences regarding advisory students. - Conduct student academic reviews and conference once per grading cycle. - Organize parent nights for students who show signs of struggling in classes.  <b>Staff Actions</b>  - Discuss student data and progress in each advisory team meeting. - Monitor student academic progress in all dual credit classes. - Communicate student academic progress in dual credit classes with parent/guardian. - Participate in parent nights after each report card distribution.	Formative			Summative
	Feb	Mar	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Key Action 3:** Build capacity of teachers to ensure implementation of high-quality Tier 1 instruction.

While SECHS has consistently been rated an A campus, exceeding district measurements on assessments, teachers have room for continuous improvement with instructional practices that ensure increased student mastery. Spot observations and timely data-driven coaching and feedback will lead this effort.

**Strategic Priorities:**

Cultivating Team HISD Talent

**Indicator of Success 1:** 80% of teachers will perform at or above the proficient level on T-TESS on Dimension 2.5 (Monitor and Adjust)

100% of core teachers are rated at proficient in Domain 2 & 3 by the end of the 2023-2024 appraisal cycle.

60% of all STAAR EOC testers will achieve Meets or greater status on the fall TEA interim assessments.

Specific Action 1 Details		Reviews			
<b>Specific Action 1:</b> Build teacher capacity  <b>School Leaders' Actions</b>  - Train teachers on classroom expectations regarding Tier I instruction. - Train teachers on data analysis protocol. - Conduct weekly walkthroughs of teacher instructional practices. - Conduct monthly data meetings with teachers regarding student progress. - Provide coaching and support to teachers who are rated below proficient in any particular dimension based on the TTESS rubric. - Review teacher NWEA BOY and MOY data to coach teachers on best practices. -Provide training for Canvas platform use. - Monitor teacher Canvas implementation.  <b>Staff Actions</b>  - Implement the AP classroom curriculum in all applicable classes. - Create and submit weekly lesson plans. - Create effective exit tickets/CFU and use the data to adjust future lessons. - Conduct standard based tutorials for all tier 2 and tier 3 students. - Use NWEA BOY data to create instructional plans for students. - Use the Canvas platform daily for all instructional purposes. - Teachers will require at least one writing product in their classes each week.		Formative			Summative
		Feb	Mar	Apr	June
<div> <div>0%</div> No Progress           <div>100%</div> Accomplished           <div>→</div> Continue/Modify           <div>✗</div> Discontinue         </div>					

**Key Action 4:** Teachers will improve students ability to participate in discourse through writing and speaking.

The recent increase of EB students at SECHS has required that teachers address the need for students to write and speak in class much more often. The written discourse will support students not only with EB, but also enrich students abilities as they matriculate to dual credit courses that require a great deal of writing.





**Strategic Priorities:**

Expanding Educational Opportunities

**Indicator of Success 1:** EB shows increases of 50% and 25% on the NWEA MOY and EOY

Special education 20% on the NWEA MOY and EOY.

100% of students taking TELPAS will show growth or score Advanced High.

Specific Action 1 Details	Reviews			
<b>Specific Action 1:</b> Student discourse and EB support  <b>School Leaders' Actions</b>  - Provide training to all teachers on implementing writing, reading and speaking expectations in the classroom. - Provide professional development opportunities for teachers who are identified below proficiency in dimensions 1 and 2. - Implement a campus based reading and writing expectation. - Review weekly lesson plans to ensure appropriate reading and writing expectations are included. - Provide training to all teachers on TELPAS - Provide training to all teachers on the NWEA screener and how to use the data for instructional needs.  <b>Staff Actions</b>  - Implement reading and writing in daily lesson plans with fidelity. - Assign and provide feedback of writing samples at least once per week. - Communicate with parents on a biweekly basis of all tier 2 and 3 students. - Monitor student progress as it relates to reading, writing, and speaking. - Provide scaffolding and differentiation to ensure students can participate in daily reading, writing, and speaking activities.	Formative			Summative
	Feb	Mar	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

# State Compensatory

## Budget for 486 South Early College High School

**Total SCE Funds:** \$47,919.00

**Total FTEs Funded by SCE:** 1

### Brief Description of SCE Services and/or Programs

The goal of the State Compensatory Education (SCE) program is to provide funding to reduce disparity in performance on assessment instruments or disparity in the rates of high school completion between educationally disadvantaged students, at-risk students, and all other students. The purpose of the SCE program is to increase academic achievement and reduce the dropout rate for these students by providing supplemental programs and services.

## Personnel for 486 South Early College High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Liaundra Grace	English Teacher	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
GRACE, LIAUNDRA NAE	Tchr, English		.71
Tulanagwe M Muhammad	Teacher (Class Size Reduction)	Regular	1