



EARLY HIGH SCHOOL

Campus Improvement Plan

2019-2020

EHS Core Values

At Early High School, we believe in:

- Teaching students to be responsible, self-disciplined, and have a strong work ethic
- Ensuring rigorous and relevant instruction and curriculum that prepares students for the real world
- Preparing our students to be problem solvers who can apply their learning to find solutions
- Creating a passion for life-long learning in our students
- Building strong, positive relationships with our students
- Creating a warm, supportive environment where students feel safe and secure
- Instilling community pride, a service attitude, and a commitment to family in each student
- Teaching life skills and soft skills students need to be successful in a competitive world

Planning and Decision Making Committee

Name	Position Parent, Business, Community, Teacher, etc
Alveza Marin	Parent
Anne Caten	Business owner/Parent
Hope Bearden	Counselor
Daniel Price	Teacher
Courtney Brandstetter	Teacher
Roy Jones	Teacher
Brittney Dunlap	Teacher
Judith Ozuna	Principal
Anna Hughes	Tech. Aide

Comprehensive Needs Assessment

Areas of strength:

Freshman required to take BIM for technology training.

Rigor in classroom begins first day of school.

Staff tutoring and mentoring at all times including at lunch, before school, and after school.

Core areas working on vertical alignment of curriculum.

Class offerings address needs of all students i.e. pre AP, AP, dual credit, GT Lift.

Staff development addresses needs of staff and students.

Campus focus on staff support and assistance.

Administration provides money and student support.

Frequent use of school messenger, web site, and social media to reach out to parents and community.

Online gradebook for parents.

Concern by faculty and staff for educating the whole child.

Faculty supports policies by being visible and vocal when needed.

Programs used to teach character and safety for students.

Summer training programs address using technology in classroom.

Communication within departments address academic issues and realigns before it becomes critical.

The personal approach of faculty help to prevent and alleviate many discipline issues.

One for all and all for one attitude of entire school.

Areas Needing Improvement:

Technology for students: i.e.- Availability, classroom availability, how to use technology

Lack of technology and knowledge of use by faculty and staff.

Outdated technology software and hardware.

Staff use of technology in classroom to enhance learning experience.

Better selection of staff who are passionate for their field and teaching.

Lack of business partners, recruitment of business partners. i.e. guest speakers, mentoring, career counseling

More parental tutoring and mentoring in paying for college, choosing college, choosing career and support.

Better focus of CTE programs to equip students with careers which are viable in this area.

Better focus of CTE program to enlist guest speakers and mentors for non-college bound students.

A Comprehensive Needs Assessment was conducted with the following data sources examined:

Data Sources Reviewed:

- Disaggregated attendance and enrollment data & analysis
- Ethnic distributions
- Graduates/drop-out data
- AEIS reports
- Adequate Yearly Progress Report (AYP)
- Dual credit completion hours
- District teacher certification records/Highly Qualified reports
- Professional development records & calendar
- Technology inventory and campus plan
- Technology budget
- Community resources
- State & county population trends and predictions (Murdoch Report)
- Student achievement data (EOC, ACT, SAT, TAKS)
- At-risk data
- Staff demographics, teacher/student ratios, mobility/stability rates
- Class/campus schedules
- Class size information
- Retention rates
- Web-based technology surveys from staff
- Web-based technology surveys from students
- Tardy data
- Discipline data
- Student achievement gap analysis
- TEK Item Analysis
- Campus core values
- Program of Study Data
- Communication data (school reach, parent sessions)
- Master schedule
- Scholarship data

Comprehensive Needs Assessment Summary (2019-2020)

Early High School employs 45 staff members and educates approximately 370 students. The ethnicity distribution is 73.5% White, 20.3 % Hispanic, 2.8% two or more races, 1.7% Asian, and 1.4% African American. The school has 43.8% of the student population that is economically disadvantaged and 9% that is special education. At-Risk students make up 35.4% of the school population. EHS received an A rating from TEA with an overall score of 92. The campus received 6 of the possible 7 distinctions (Academic Achievement in Science, Academic Achievement in Mathematics, Academic Achievement in Social Studies, Academic Achievement in English Language Arts, Post-secondary readiness, and Top 25%: Comparative Closing the Gaps).

The school can boast of many accolades but needs to maintain high standards in order to remain an A campus and reach the seventh distinction. The campus must also focus on teacher retention and recruitment since 26.1 % of our faculty has over 20 years and 43.6% has 11-20 years' experience so as teachers retire , we must recruit, support and retain teachers who hold high expectations for our students. Effective professional development opportunities need to be provided to stay grow our teachers in research-based instructional practices, best-practices in classroom management, and peer collaboration. Positive partnerships with parents are also vital for the success of students so the school needs to maintain that connection and make more efforts to engage the families in the education of their children. Early High School also continues to struggle with the lack of technology resources. Our teachers and students need to have more exposure to technology in order to stay current.

Federal, State and Local Funding Sources

Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.

This schoolwide program will consolidate funds in the following way: **Title I, Part A only** [ESSA Sec. 1114(b)(7)(B)]

Federal	
Program/Funding Source	Amount of Funding
Title 1, Part A	\$500
Title 2, Part A	\$0
Part IV, Part 4	
State	
Program/Funding Source	Amount of Funding
State Compensatory Education	\$ 82,505
Special Education	\$219, 036
Bilingual/ESL Program	\$1,525
CCMR	\$46,399
Dyslexia	\$0
Local	
Program/Funding Source	Amount of Funding

Goal 1: Early High School will maintain an “A” in the accountability system for the 2019-2020 school year.

Objective 1: EHS students in all populations will show progress in all subjects while reducing the achievement gap.

Summative Evaluation: EOC and STAAR results will indicate growth for all students tested.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
1.1.1 Teachers will view data on Eduphoria to determine needs of all students to show growth. This includes Special Ed. Pops., economically disadvantaged, ESL	Teachers, Principal	Weekly	Eduphoria!	Lesson plans, Gradebook	Six weeks grades, Scores on interim assessments increase
1.1.2 ELA and Math teachers will monitor all student pops. to ensure success and growth especially focusing on the “bubble” students to get them from approaches to meets or from meets to masters	Principal, Teachers	Throughout school year	Data chart	Evidenced by active monitoring, lesson plans and grades	Grades will improve, test scores will improve, students will jump to the next level
1.1.3 Special Education students will receive support services that include weekly monitoring of grades, increased progress monitoring, and extra support	Special Education Teacher, Principal	2019-2020	TX Connect	Progress monitoring documentation	Increased student achievement within the special education student group

Goal 1: Early High School will maintain an “A” in the accountability system for the 2019-2020 school year.

Objective 2: Early High School will have all student groups in the meets grade level category and masters grade level category on the STAAR EOC tests. We will receive all seven distinctions in 2020.

Summative Evaluation: All reports from TEA will indicate all distinctions awarded. STAAR results will indicate growth by all student groups.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
1.2.1 Teachers will identify at risk students and use skills to mentor and tutor for subject area tests and skills	Principal,	2019-2020	EOC STAAR results from previous years, Interim assessments	Tutoring sessions will include these students with small groups and one-on-one tutoring	Grade reports and test scores will improve, graduation for students
1.2.2 ELA and Math teachers will monitor all student pops. to ensure success and growth especially focusing on the “bubble” students to get them from approaches to meets or from meets to masters	Transition coordinator	2019-2020	Data Chart	Evidenced by active monitoring, lesson plans and grades	Grades will improve, test scores will improve, students will jump to the next level
1.2.3 Attendance will be monitored weekly to work towards 98.5% attendance rate for school year 2019-2020	PEIMS Coord., Principal, AP, Counselor	2019-2020	PEIMS data	PEIMS data, documentation of efforts	Grades increase, attendance rate increases

Goal 1: Early High School will maintain an “A” in the accountability system for the 2019-2020 school year.

Objective 3: Early High School will effectively use technology for educating our students and also for tracking progress in all academic areas.

Summative Evaluation: Increased levels of use and knowledge of technology by students and staff will be shown in walkthroughs and observations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
1.3. All students will successfully complete Business Information Management before graduation	Counselor	2019-2020	Schedule	transcripts	Technology use increases
1.3. Staff development will continue to enhance teacher abilities with technology (software and hardware).	Principal, CIP committee	2019-2020	Technology records	Increased use of technology in classroom as seen in observations	Student engagement in class increases
1.3. High School will continue to strive for 100% student access to internet at home and school.	Parents, Administration	2019-2020	None	Students will have own devices for use in class when needed	Students current in all work

Goal 2: Early High School will recruit, support and retain effective staff that expect students to perform at a higher level.

Objective 1: Early High School will be appropriately trained in technology, newest teaching techniques in order to provide the most up to date and quality trainings for teachers and instruction for students.

Summative Evaluation: Observations and walkthroughs will indicate the use of research-based instructional strategies which have proven qualities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
2.1.1 Instructional leaders will take leading role in staff development and direction of campus best teaching practices.	Principal, committee	2019-2020	Workshops available to teachers	Staff development offered. Google classroom used by teachers	Students engaged and grades reflect better teaching
2.1.2 Core teachers will be supported with materials and supplies needed to be successful as well as planning days with the Region Center.	Principal	2019-2020	TEKS Resources	Sign-in sheets to staff developments and planning days	Higher staff retention and student achievement
2.1.3 Enrollment in advanced classes increases	Counselor, Principal	2018-2019	Counselor	Selection of courses	Numbers increase through student interaction.
2.1.4 Current successful teaching strategies will assist student engagement. Classroom management will improve and discipline issues decline.	Principal, AP, teachers	2018-2019	Staff development	Observations improve and referrals decline	Fewer assignments to DAEP and ISS.

Goal 2: Early High School will recruit, support and retain effective staff that expect students to perform at a higher level.

Objective 2: Early High School will maintain a safe and disciplined environment conducive to student learning.

Summative Evaluation: Analysis of disciplinary referrals will reflect fewer referrals and fewer placements out of class for all student groups.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
2.2.1 Teachers will receive training on how to handle level one infractions within the classroom consistently across the campus to ensure common language to students	Principal	Aug. 2019	Principal generated materials	Agenda, sign-in sheet	Fewer disciplinary referrals written
2.2.2 Teachers will receive student-specific training on students with disabilities that may affect their behavior	Counselor, Principal, Diagnostician, Special Ed Teacher	Aug. 2019	Principal generated materials	Sign-in sheets	Fewer disciplinary referrals and time out of class by special education students
2.2.3 Saturday school will be utilized as an option for consequences before sending a student to ISS (as appropriate)	Principal, Dean of Students	2019-2020	School-generated materials	Sign-in sheets	Fewer assignments to ISS with less time out of class

Goal 2: Early High School will recruit, support and retain effective staff that expect students to perform at a higher level.

Objective 3: Early High School will provide opportunities for teachers to collaborate, to plan, and to relieve job related stress.

Summative Evaluation: Web-based technology surveys from teachers rate highly on teacher satisfaction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
2.3.1 Pineappling will be introduced and implemented as a way to visit other teachers' classrooms in order to view a variety of instructional strategies	Principal	2019-2020	Pineapple charts	Initials on pineapple chart	Classroom visits become embedded professional development with teachers learning and sharing new strategies. Teachers using new strategies will lead to an increase in student learning. Teachers collaborating in a positive environment
2.3.2 All staff mentored and supported by administration. Necessary tools, materials and training provided.	Principal	2019-2020	Teachers	Documentation of walkthroughs, feedback, and reflection reports	Higher performance on T-TESS and student achievement
2.3.3 Professional Learning Communities will provide support thru collegial discussions and mentoring	Principal	2019-2020	Book study on high-leverage instructional strategies	Satisfaction and job approval increases	Grades increase and morale increases

Goal 3: Early High School will maintain a connection between home, community and school by engaging families in students' daily learning and development.

Objective 1: Early High School will make news and events available to parents and community through a variety of means.

Summative Evaluation: 90% of parents will respond to surveys stating they are satisfied with the way EHS keeps them informed.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
3.1.1 EHS will routinely update Facebook and the website to communicate about news and events	Teachers, Technology	2019-2020	Updated information	Maintained Facebook page and website	Good rating on survey
3.1.2 Videos will be made to share vital information with parents and students	Principal, Counselor	2019-2020	YouTube, Internet	Posted videos	Number of views and increased rating on parent surveys
3.1.3 EHS will strive to involve Hispanic families in meetings and will be intentional in celebrating their culture	ESL Teachers, Principal	2019-2020	Local	Sign-in sheets	Increased participation of Hispanic parents

Goal 3: Early High School will maintain a connection between home, community and school by engaging families in students’ daily learning and development.

Objective 2: Early High School will encourage and promote parent involvement in their students’ education.

Summative Evaluation: End of year evaluations and surveys will indicate parent participation in their child’s educational experience.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
3.2.1 Early High School will communicate to parents with messenger, web page, and social media.	Principal	2019-2020	Web page, social media, and messenger	More parental knowledge of activities in school.	More parental support and participation in grades and activities.
3.2.2 Early High School will be sensitive to parental needs and requests by seeking data from surveys of parents.	Principal, counselor	2019-2020	Internet, Google Forms	Completed surveys	Data from survey will improve relations of parents and school.
3.2.3 Early High School will continue to identify parental needs thru conferencing with parents as needed for discipline , attendance and grades	Teachers, counselor, principal	2019-2020	Parental contacts	Student improvement with discipline and grades	Less disciplinary issues and increased grades by students

Goal 3: Early High School will maintain a connection between home, community and school by engaging families in students' daily learning and development.

Objective 3: Early High School will strive to work with local businesses and community people in educating our student's and building pride in our school system.

Summative Evaluation: Surveys at end of year will indicate the community satisfaction with efforts of school to include all participants.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
3.3.1 EHS will invite business partners and donors to school functions for recognition.	Principal	2019-2020	Sponsors	Business partners being recognized at school functions	Cultivate our business partners assistance to improve campus and community relations.
3.3.2 Early High School will recruit and grow business partners who could mentor and tutor our students.	Principal, staff	2019-2020	Early Chamber	Growth of involved businesses.	School will have involved community and business support
3.3.3 Early High School will continue to inform community of school functions and update calendars through messenger, email, remind, web pages, and social media.	Principal, Staff	2019-2020	Early Chamber	Community attendance and knowledge of school business increases.	Increased attendance by community to school function

Goal 4: Early High School will prepare all students for college and career readiness by providing rigorous academic coursework and curriculum.

Objective 1: Early High School will provide diverse CTE courses and curriculum to enhance CCMR

Summative Evaluation: EHS will continue to receive the readiness distinction for CCMR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
4.1.1 CTE industry certification exam opportunities will be given in the CTE courses	CTE teachers	2019-2020	Certification requirements	Certifications earned by CTE students	Number of certifications increases
4.1.2 The Learning Lab will be set up with opportunities to have study sessions for the ASVAB	Principal, Teachers	2019-2020	ASVAB proctor materials	Sign in sheets	Increased results on the ASVAB
4.1.3 Student completion of the CTE coherent sequences will be emphasized	CTE teachers	2019-2020	None	Student CTE completion rates	Students will remain engaged in their chosen sequence and will have higher matriculation into that career field

Goal 4: Early High School will prepare all students for college and career readiness by providing rigorous academic coursework and curriculum.

Objective 2: Early High School will maintain a focus on college and career readiness.

Summative Evaluation: The number of students entering secondary education will increase.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
4.2.1 Students will attend College Fairs	Counselor	2019-2020	Local	Agendas, sign-ins, pictures	Increased student college awareness and matriculation
4.2.2 College prep English courses and College prep Math courses will be offered	Teachers	2019-2020	Local	Classes on master schedule, Teachers trained	Increased student college admittance, fewer remediation classes in college for math and English
4.2.3 Administer TSI (college readiness test) on campus	Counselor	2019-2020	Ranger Junior College	Students taking the assessment	Increased number of students taking the exam and going to college

Goal 4: Early High School will prepare all students for college and career readiness by providing rigorous academic coursework and curriculum.

Objective 3: Early High School will integrate technology throughout the campus to benefit all students.

Summative Evaluation: 100% of lesson plans will show the integration of technology in the classroom.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evidence of Implementation	Evidence of Impact
4.3.1 A variety of sessions will be offered to teachers to increase their technology competence.	Principal, Campus Technology	Summer 2020	Local	Sign-in sheets	Increased use of technology in the classrooms as a learning tool
4.3.2 Teachers and students will have access to a variety of technology tools to utilize in the classroom	Principal, Campus Tech	2019-2020	Local	Walk-through documentation, lesson plans	Increased engagement and demonstrated proficiency in technology
4.3.3 Distance learning will be implemented more often	Campus Tech, Teachers	2019-2020	Region XV	Service Center Records	Teachers will be exposed to more trainings without having to travel

