

**Ector County Independent School District**  
**Falcon ECHS**  
**2018-2020 Campus Improvement Plan**

# Mission Statement

**At Falcon Early College High School our mission is to inspire, empower and prepare our diverse student body through relationship building, real world relevance and academic rigor. We strive to foster individual responsibility, and goal setting in order to reduce barriers to higher education.**

## Vision

**Falcon ECHS will prepare students to be creative critical thinkers who are well-rounded, marketable, and ambitious in the competitive university setting.**

## Core Beliefs

### Beliefs

1. Each person has inherent worth and unique strengths.
2. Curiosity and learning are natural and grow without limit given stimulation and nurturing.
3. People are interdependent.
4. Each individual has a responsibility to add value to self and community.

5. Individuals are accountable for their choices and actions.
6. Education creates opportunity and opportunity creates a better world.
  7. Progress improves and adds value to human life.
  8. Fear limits life's potential; courage inspires living.
  9. There is a difference between right and wrong.
    10. Values learned at home affect a lifetime.
  11. Leadership is influence; everyone is a leader.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Falcon Early College High School (FECHS) is in its fourth year of existence. Based on the 2016-17 TEA Report Card, there is a total enrollment of 140. For the 2018-19, the anticipated total enrollment is 234. According to data from the state, there are 28.6% economically disadvantaged students with a mobility rate of 44.4%. There are 4.3% of students classified as English Learners (EL). There are 1.4% of students classified as special education.

The enrollment by race/ethnicity in accordance to the TEA Report Card for the 2016-17 school year is; African American 5.7%, Hispanic 62.9%, White 20%, American Indian 0.7%, Asian 7.9%, and two or more races 2.9%.

9th - 79 Students

10th - 61 Students

11th - 66 Students

12th - 28 Students

### Demographics Strengths

FECHS has a growing student population that includes economically disadvantaged, ELLs, McKinney-Vento, Special Education, and homebound students. An increase in our Hispanic populations and ELL populations provide the district with a rich and diverse culture of students.

Below are 2016-17 State Progress Measures:

#### **Index 1: Student Achievement:**

FECHS scored an 92 with a target score of 60

#### **Index 2: Student Progress**

FECHS scored an 26 with a target score of 17

### **Index 3: Closing the Performance Gaps**

FECHS scored an 47 with a target score of 30

### **Index 4: Post Secondary Readiness**

FECHS scored an 69 with a target score of 21

For the AVID program, 100% of freshmen are enrolled in the program. The campus also offers AVID 2, 3, & 4 for grades 10th-12th. The campus implements AVID school-wide.

Every student is enrolled in either a core Pre AP classes or a minimum of one dual credit course per term for qualifying students.

The student population mirrors the district demographics, and enrollment is increasing. The campus goal is to be at capacity with 100 students per grade level, grades 9th-12th.

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

**Problem Statement 1:** The campus currently is not at full capacity for student enrollment. **Root Cause:** The campus was recently relocated from UTPB to the Odessa College campus. A barrier for the students to continue with dual credit courses has been a lack of passing scores for the TSI (college entrance readiness exam). Students have been exited from the program due to lack of scores.

**Problem Statement 2:** The number of EL and SPED populations at the campus level are below the early college high school demographic expectations. **Root Cause:** The campus administration needs to encourage EL and SPED students to apply for enrollment and look at options for lottery selection.

## **Student Achievement**

### **Student Achievement Summary**

The state accountability ratings are based on four performance indices:

#### **Index 1: Student Achievement:**

FECHS scored an 92 with a target score of 60

#### **Index 2: Student Progress**

FECHS scored an 26 with a target score of 17

#### **Index 3: Closing the Performance Gaps**

FECHS scored an 47 with a target score of 30

#### **Index 4: Post Secondary Readiness**

FECHS scored an 69 with a target score of 21

Falcon ECHS met standard in the 2017-18 school year.

### **Student Achievement Strengths**

92% of students approached grade level for all subjects. 68% of students met grade level for two or more subjects.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Although 92% of students passed their EOCs, only 19% scored at masters. **Root Cause:** Lack of carry over from approaches to meets and from meets to masters. Scores in mathematics were the most dramatic at 86% approaches to only 39% meets.

**Problem Statement 2:** The school did not meet any distinctions. **Root Cause:** State report-able data is a year behind. With no graduating class, CTE

coherent completion, no SAT/ACT data submitted to the state, along with increasing student progress and meeting masters.



## **School Culture and Climate**

### **School Culture and Climate Summary**

Falcon ECHS is in the early stages of adoption of the ECHS model. With only 16 teachers and fewer than 234 students, the school has learned how to become self-reliant, operating with a skeleton staff but still managing to provide students with a well-rounded environment. Students are not working toward college readiness, they are learning to thrive in a college environment, replete with academic rigor and expectations for their full engagement and responsibility. Instructors at both Odessa College and ECISD, are professional and model master-teacher qualities and work cooperatively to prepare our collegians for life after this experience including a career and senior college mindset simultaneously.

Falcon ECHS is working diligently to close the performance gaps of our student body. We want to ensure best practices throughout campus which include pursuing an aligned curriculum throughout the district, updating classroom technology, training teachers in best practice solutions for struggling learners, best discipline practices, improved communications, providing early interventions, supporting professional learning communities and recruiting a quality teacher workforce. The culture and climate of ECISD is focused on building world class leaders in education who empower all students to learn.

Culture and climate is positive and supportive at Falcon ECHS. The campus has high expectations of all stakeholders involved. TSI study oppurtunities are available through Odessa College with remediation. Expectations are set so that our students will leave us with the knowledge and skills necessary to pursue post-secondary education and careers. The campus is staffed one full-time teacher aimed at dual-credit facilitation to help strengthen and guide students as they matriculate through higher education.

### **School Culture and Climate Strengths**

Falcon ECHS works to provide best practice solutions to ensure all students learn and progress toward accomplishing our mission of making our student body world class leaders and life long learners. These include working toward an aligned curriculum, improved use of data to target early interventions for students, teacher support in job-embedded professional development, building the academic vocabulary of our student body, strategies to improve all student's higher-order thinking skills, instructional support programs for struggling students, and identification and support for the psycho-social needs of our students. Our faculty and staff work in unison toward the ultimate success of our students.

Strengths include a supportive School Board, Superintendent Leadership Team, and administration focused toward school improvement and teamwork. Additionally, our faculty and staff are working toward best practice solutions to closing performance gaps.

Keeping expectations high where college readiness is the focus and students have the opportunity to be enrolled and participate as a college student.

### **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** The campus culture and climate is sensitive to change and is in need for strong system, structures, and transparent communication.

**Root Cause:** The campus transitions from one college partner to another. The transition from a four year university and a community college has different variables.

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

Falcon ECHS benefits from a variety of recruiting strategies to grow staff; including, increased recruiting participation by bilingual/ESL staff, alternative certification programs, college fairs, district and intrastate teacher fairs. Additionally, the district posts available positions on a variety of websites. ECISD undergoes a hiring process which ensures that candidates are credentialed for the positions they are seeking. Professional development provides staff with the tools needed to intervene and enrich the learning of all subgroups which includes supplemental support staff that provides job embedded training and resources for teachers on our campuses. Retention strategies include longevity pay, stipends for special program areas, and stipends for education beyond position requirement. The district uses staff recognition programs in conjunction with other retention strategies. There are quarterly checkpoints to ensure all staff members have updates certification in compliance with the state.

All secondary AP/GT staff are AP/GT certified and all teachers are Highly Qualified in all subject areas. About half of our teachers have been to an AVID Summer Institute to be AVID trained. Every teacher has multiple preps within their certification to best support student scheduling needs.

### Staff Quality, Recruitment, and Retention Strengths

Professional development is offered to all teachers and is ongoing throughout the school year through different learning modalities. These include best practice methodologies such as professional developers to model instruction on campus targeting reading, writing and math, data systems and depth and complexity of data, classroom management, professional learning communities, language acquisition and closing the achievement gap for underperforming populations. Reimbursement of ESL supplemental testing fees and fees to attach supplemental to certificate is offered to increase number of ESL-certified teachers in the district. For a small campus, Falcon ECHS has several staff members who have several years of experience.

Falcon ECHS faculty are recruited from ECISD job fairs and the HR department. Odessa college provides dual credit professors that are more than willing to help students with being successful as ECHS students and first year college students. All FECHS teachers are supportive of the leadership team, each other, and students.

### Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Teacher retention rate at Falcon ECHS is low. Most teachers do not stay for more than two years on average. **Root Cause:** Due to a continual increase in the community's population, highly certified teachers are hard to find as the demand increases. The community does not offer the full opportunities of a metropolitan area so recruitment outside the area becomes a common challenge. Another challenge is the cost of living exceeds the state average

**Problem Statement 2:** Teacher candidates for vacant positions are limited and difficult to fill. **Root Cause:** Competitive pay and promotional opportunities makes it difficult to retain teachers in the area of Ector County. There are state and local barriers in receiving certification.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Research-based best practices curriculum, instruction and assessment are integral components to meeting the educational needs of our student body. Providing an aligned curriculum for all students in all core subject areas is vital and must be reinforced within tutoring to close the achievement gap. Additionally, resource allocations in the form of textbooks, supplemental materials and classroom technology use contribute to student performance by providing tools to utilize when educating students. Teachers, Campus Curriculum Facilitators (CCFs), ESL faculty, tutors support the programs and intervention services which allow for the opportunity to close the achievement gap. STAAR, SBAs, DBAs, unit assessments, and TELPAS assessments allow for early identification of need and potential targets for intervention.

The campus has two full time AVID teachers on staff. The campus highly utilizes and promotes WICOR strategies. The AVID program incorporates WICOR as the basis for instruction across the curriculum to improve learning and access for all students (W - Writing to learn, I - Inquiry, C - Collaboratio, O - Organization, R - Reading to learn).

All sophomores and juniors will be administered the PSAT/NMSQT. All seniors will take the ASVAB. Also, all incoming freshman are required to take the TSI in order to qualify students for dual credit courses.

### **Curriculum, Instruction, and Assessment Strengths**

The Curriculum and Instrucion Department has worked diligently to allocate sufficient resources in the form of staff and programs directed at the diverse learning needs of our students while protecting the integrity of an aligned curriculum. In collaboration with Odessa College, students have been offered TSI support oppurtunities

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** All of our students have gaps in their learning. **Root Cause:** According to the ECHS blueprint, we must recruit from all tiers of learners. It is our responsibility to close the gaps that are apparent.

## Parent and Community Engagement

### Parent and Community Engagement Summary

Falcon ECHS promotes family and community involvement through the Community Outreach Center, press releases, district and school websites, school newsletters, parent conferences, VIPS, and Parent Link. Family and community members are encouraged to participate in numerous activities outside and within the classrooms including open house events, FECHS Parent Nights, Orientation meetings, PTOs, and organizational booster clubs to name a few. Parents are also an integral part of helping to establish and form and continue traditions.

The campus administration will visit frequently with parents and students to discuss campus needs, expectations, and any updates.

### Parent and Community Engagement Strengths

Increased participation of family and community involvement through Volunteers in Public Schools and committee involvement at the campus and district level. Stakeholder surveys, Falcon highlights, Parent/Community meetings for Falcon programs provide opportunities for more involvement.

Falcon ECHS provides opportunities for parents and students to learn of the educational benefits of our campus through multiple Parent Links, recruitment at each of the middle schools, Parent Nights at UTPB and Informational Nights at Falcon.

### Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** There is low family and community participation. **Root Cause:** Lack of past communication between the campus and stakeholders.

**Problem Statement 2:** Falcon ECHS currently does not have an active VIPS group. **Root Cause:** The transition has caused some parents and students to leave the program.

## School Context and Organization

### School Context and Organization Summary

Falcon ECHS is a stand alone early college high school on the OC campus. There are over 230 students enrolled in grades 9th-12th and project an additional 100-120 students for the 2019-20 school year.

### School Context and Organization Strengths

Falcon ECHS is an all academic high school in which students have the opportunity to earn up to 60 college credit hours, an associates degree, cost free, and by the time they graduate high school.

### Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Students struggle to pass the TSI assessment to qualify them for dual credit opportunities. **Root Cause:** There was a lack of intervention and support for students to pass the TSI assessment. There was a lack of resources to assist students and teachers in this initiative.

# Technology

## Technology Summary

Falcon ECHS has interactive flat panels in each classroom. Teachers have laptops to enhance student achievement and supplement instruction. Falcon ECHS students have the opportunity to have a Chromebook laptop. Falcon ECHS is a one-to-one campus. Teachers utilize Google Classroom along with all other Google programs such as Google Slides, Docs, Sheets, and Drive, in all classes.

Falcon ECHS students have access to other forms of technology at the college. All students have access to the LRC (Learning Resource Center) with access to computers, printers, tutors, and other resources. Students also have access to the Fab Lab. The campus also has a Testing Center for the convenience of remediation and testing support.

## Technology Strengths

Falcon ECHS continues to move forward with technological changes. Odessa College and ECISD have provided the necessary technology for each classroom. This includes interactive projectors, laptop, Wifi access, document cameras, etc.

ECISD instructional technologists provide training and support for best instructional practices. Falcon ECHS will implement the EdTech Innovators Badges for all teachers on campus.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** There is some technology that will be outdated soon and will require replacing. **Root Cause:** Technology longevity is short. Technology changes at a steady pace. Technology has to be updated and rotated in a timely manner.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- 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 data
- PSAT and/or ASPIRE

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility



- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

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

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- 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
- T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

# Goals

**Goal 1: The number of IR campuses will decrease from five to two by the end of the 2018-2019 school year.**

**Performance Objective 1:** Goal Progress Measure (GPM) Students in Tier 3 instruction who move to Tier 2 instruction will increase from 348 to 443 by the end of the 2018-19 school year. Students in Tier 2 instruction who move to Tier 1 instruction will increase from 479 to 576 by the end of the 2018-19 school year.

**Evaluation Data Source(s) 1:** Teacher will implement classroom best practices. Teachers, counselor, and admin will identify students requiring remediation for tier 2 and 3. Campus will provide appropriate pull-out per tier for remediation.

## Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Offer credit recovery to failing students.	2.4, 2.5, 2.6	Director of Early College High Schools, Dean of Students, Counselor, Classroom Teachers, CCF, and Special Education case manager	For students to be on track to graduate.				
Problem Statements: Student Achievement 1 Funding Sources: State Comp Ed - 35000.00							

## Performance Objective 1 Problem Statements:


Student Achievement
<b>Problem Statement 1:</b> Although 92% of students passed their EOCs, only 19% scored at masters. <b>Root Cause 1:</b> Lack of carry over from approaches to meets and from meets to masters. Scores in mathematics were the most dramatic at 86% approaches to only 39% meets.

**Goal 1:** The number of IR campuses will decrease from five to two by the end of the 2018-2019 school year.

**Performance Objective 2:** GPM 1.2 District benchmarks will increase from an overall average of 57% to an overall average of 68% by the end of the 2018-19 school year.

**Evaluation Data Source(s) 2:** Teachers will give and upload DBAs within their testing windows. Teachers, counselor, and admin will then look at data to target gaps in learning and offer spiraled learning and remediation.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Oct	Dec	Mar	May
1) Provide instruction that incorporates best practices. This includes teaching that is engaging, tutoring, use of technology, and offering challenging courses.	2.4, 2.5	Director of Early College High Schools, Dean of Students, Counselor, Classroom Teachers, CCF, and Special Education case manager	Student pass rates, graduation rates, SBAs, DBAs, and state assessments.				
							

**Goal 1:** The number of IR campuses will decrease from five to two by the end of the 2018-2019 school year.

**Performance Objective 3:** GPM 1.3 Blackshear Elementary, Pease Elementary, and Goliad Elementary will not be designated as an IR campus by the end of the 2018-19 school year. Students in Tier 3 instruction who move to Tier 2 instruction will increase from 432 to 450 by the end of the 2018-19 school year. Students in Tier 2 instruction who move to Tier 1 instruction will increase from 594 to 860 by the end of the 2018-19 school year.

**Evaluation Data Source(s) 3:** For Falcon ECHS to stay out of IR, teacher offer before and/or after school tutoring. Teachers implement best practices, data digs and remediation for students they see falling behind.

**Summative Evaluation 3:**

**Goal 2: The percentage of high school graduates will increase from the 88% to 90% by the end of the 2018-2019 school year.**

**Performance Objective 1:** GPM 3.1 The percent of first year freshmen leaving the 9th grade with an Algebra 1 credit will increase from 75% to 80% by the end of the SY 2019. This will be monitored by the 2nd six weeks grade, 1st semester grade, and 5th six weeks grade.

**Evaluation Data Source(s) 1:** Algebra 1 teacher will report any failing students to admin and counselor. Once these students are identified, students will have mandatory tutoring and RTI pull-out

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) 1) Offer credit recovery to failing students	2.4	Director of Early College High School Dean of Students Classroom Teachers CCF Special Education case manager	Keep students on track for graduation.				

**Goal 2:** The percentage of high school graduates will increase from the 88% to 90% by the end of the 2018-2019 school year.

**Performance Objective 2:** GPM 3.2 The percent of first year freshmen earning 6 or more credits will increase from 79% to 82% by the end of SY 2019. This will be monitored by the 2nd six weeks grade, 1st semester grade, and 5th six weeks grade.

**Evaluation Data Source(s) 2:** Teachers will turn in all failure reports to admin and counselor. Once these students are identified, students will have mandatory tutoring and RTI pull-out

**Summative Evaluation 2:**

**Goal 2:** The percentage of high school graduates will increase from the 88% to 90% by the end of the 2018-2019 school year.

**Performance Objective 3:** Credit Recovery will be offered to students who are falling off pace for graduation.

**Evaluation Data Source(s) 3:** This will be offered through Odyssey Ware, or hour by back on Saturdays at the AEC,

**Summative Evaluation 3:**

**Goal 3: The district will ensure a safe and supportive learning environment and actively engage parents and the community in our students' learning.**

**Performance Objective 1:** District approved positive behavior management programs will be used in 100% of classrooms.

**Evaluation Data Source(s) 1:** All classes are to implement the CHAMPs program.

**Summative Evaluation 1:**

**Goal 3:** The district will ensure a safe and supportive learning environment and actively engage parents and the community in our students' learning.

**Performance Objective 2:** Physical Education and Health classes will promote health and safety, lifelong physical enjoyment, involving family and community in becoming physically healthy.

**Evaluation Data Source(s) 2:** All students are enrolled in Physical Education through Odessa College where they not only learn about physical needs through lecture, but also have a physical exercise lab that is paired with this dual credit course.

**Summative Evaluation 2:**

**Goal 3:** The district will ensure a safe and supportive learning environment and actively engage parents and the community in our students' learning.

**Performance Objective 3:** SAS Counselors will support at risk students to remove psycho-social barriers that prevent them from being successful in the classroom.

**Evaluation Data Source(s) 3:** SAS Monthly Reports from SAS counselors

**Summative Evaluation 3:**


**Goal 3:** The district will ensure a safe and supportive learning environment and actively engage parents and the community in our students' learning.

**Performance Objective 4:** VIPS participation will increase from 1000 volunteers to 1080 volunteers with an increase from 80,000 volunteer hours to 82,000 volunteer hours.

**Evaluation Data Source(s) 4:** Falcon will increase VIPS membership from 2 to 10.

We will have a registration table at school registration and Open House. VIPS will also hold monthly meetings that admin and teachers will attend.

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) 1) Hold sign-up during registration, promote on Social Media, work hand in hand with the current VIPS chair, and recruit one on one with parents.	3.2						
							

**Goal 3:** The district will ensure a safe and supportive learning environment and actively engage parents and the community in our students' learning.

**Performance Objective 5:** The Community Action Network will have a 5% increase in participants (from 36 participants to 38 participants) with a 5% increase in hours participated (from 893 hours to 937 hours).

**Evaluation Data Source(s) 5:**

**Summative Evaluation 5:**

**Goal 3:** The district will ensure a safe and supportive learning environment and actively engage parents and the community in our students' learning.

**Performance Objective 6:** Community partnerships will increase by 5% from previous year including a 5% increase in engagement by partners at campuses.

**Evaluation Data Source(s) 6:** Falcon ECHS will meet quarterly and recruit outside reps for the CIT

**Summative Evaluation 6:**


**Goal 3:** The district will ensure a safe and supportive learning environment and actively engage parents and the community in our students' learning.

**Performance Objective 7:** The District will provide professional development to ensure consistent safety processes and procedures are implemented across the District.

**Evaluation Data Source(s) 7:** Training agendas and sign-in sheets, campus documentation of practice drills conducted.

Falcon ECHS students will follow the safety guidelines in place for the Odessa College campus and OCPD.

**Summative Evaluation 7:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) 1) We will coordinate safety and training with OCPD and ECISD PD.							
							



**Goal 4: It is the goal of the Falcon ECHS Instructional Staff to improve Tier 1 instruction and related support so to guarantee the following improvement on our August 2019 Student Achievement Data as compared to 2018 data: (a) doubling the number of students who exceed progress on all EOC assessments (Index 1), (b) achieving a minimum of two distinctions (Distinction Designation Data Overview), and (c) meeting or exceeding the Texas State average EOC scores for Algebra 1, Biology, U.S. History, English 1 and English II (2019 Accountability Summary).**

**Performance Objective 1:** Focus on strengthening Tier 1 instruction as to add rigor and increase student mastery

**Evaluation Data Source(s) 1:** UA, SBA, and EOC scores.

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

## 2018-2020 Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Kelsey Worthy	English
Classroom Teacher	Elizabeth Gray	AVID
Classroom Teacher	Lydia Rountree	Math
Classroom Teacher	Cindy McCord	Science
Classroom Teacher	David Steele	Social Studies
Parent	Sonya Salcido	Parent
Administrator	Gerardo Ramirez	Director of Early College High Schools
Administrator	Rene Barrientes	Dean of Students
Community Representative	Roxanne Mitchell	Parent
Paraprofessional	Jennifer Bakley	Secretary
District-level Professional	JaniceLynn Granada	CCF

## Campus Funding Summary

<b>State Comp Ed</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>	
1	1	1	extra duty teachers and curriculum		\$35,000.00	
					<b>Sub-Total</b>	\$35,000.00
					<b>Grand Total</b>	\$35,000.00

# Addendums

<b>ESC Region #:</b>	18
<b>LEA Name:</b>	Ector County ISD
<b>County-District #:</b>	068901

<b>Contact Name:</b>	Julia Willett
<b>Telephone:</b>	432-456-8769
<b>Email:</b>	Julia.willett@ectorcountyisd.org

## Highly Qualified Teacher Continuous Improvement Plan 2015-2016

### PART I – LEA Plan

#### Definitions

**Strategies/Activities** - Strategies and activities to be implemented to meet the goal and objectives listed. **(A single strategy may meet multiple objectives).**

**Objective Met** – Select the objective(s) from the list that the strategy/activity addresses.

**Person(s) Responsible** - Personnel (by position) needed to implement the activity.

**Measurable Evidence of Improvement** - Qualitative and/or quantitative measures of improvement.

**Target Completion Date** - Date that strategy/activity will be complete.

**Goal:** To meet the 100% highly qualified teacher requirements by the end of the 2015-2016 school year.

**All objectives below must be addressed in the plan.**

**Objective 1** - Increase the percentage of highly qualified core academic subject area teachers on each campus to 100%.

**Objective 2** - Increase the percentage of core academic subject area classes taught by highly qualified teachers on each campus to 100%.

**Objective 3** - Increase or maintain the percentage of teachers receiving high-quality professional development on each campus to meet 100%.

**Objective 4** - Ensure low-income students and minority students are not taught at higher rates than other student groups by inexperienced, out-of-field, or non-highly qualified teachers. (If the objective is not applicable, please review the Continuous Improvement Plan Instructions for further guidance.)

**Objective 5** – Increase the percentage of core academic subject area classes taught by highly qualified teachers on high poverty campuses to 100%.  
(If the objective is not applicable, please review the Continuous Improvement Plan Instructions for further guidance.)

**Objective 6** - Attract and retain highly qualified teachers.

**Objective 7** - Assist teachers not currently highly qualified to meet the highly qualified requirements in a timely manner.

<b>Strategies/Activities</b>	<b>Objective(s) Met</b> <i>(Multiple boxes may be checked.)</i>	<b>Person(s) Responsible</b>	<b>Measurable Evidence of Improvement</b>	<b>Target Completion Date</b>
ECISD will offer a spring Job Fair, and will communicate with regional colleges to solicit student teachers to ECISD and will offer PD to support teachers in ECISD to become HQ in core academic areas.	<input checked="" type="checkbox"/> Objective 1 <input type="checkbox"/> Objective 2 <input type="checkbox"/> Objective 3 <input type="checkbox"/> Objective 4 <input type="checkbox"/> Objective 5 <input type="checkbox"/> Objective 6 <input type="checkbox"/> Objective 7	HR, Campus leadership, Communications Department, Teachers	100% HQ by end of school year	6-1-2016
ECISD will recruit globally from colleges, alternative certifications programs, and educational service centers.	<input type="checkbox"/> Objective 1 <input checked="" type="checkbox"/> Objective 2 <input type="checkbox"/> Objective 3 <input type="checkbox"/> Objective 4 <input type="checkbox"/> Objective 5 <input type="checkbox"/> Objective 6 <input type="checkbox"/> Objective 7	HR, Campus leadership, Communications Department	100% HQ by end of school year	6-1-2016
All ECISD teachers are required to attend content specific professional development that is aligned with national staff dev standards	<input type="checkbox"/> Objective 1 <input type="checkbox"/> Objective 2 <input checked="" type="checkbox"/> Objective 3 <input type="checkbox"/> Objective 4 <input type="checkbox"/> Objective 5 <input type="checkbox"/> Objective 6 <input type="checkbox"/> Objective 7	Campus Leadership, Curriculum & Instruction, PD, Teachers	100% HQ by end of school year	
Low income students and minority students will be taught by HQ teachers & experienced teachers at the same or higher rates as other students.	<input type="checkbox"/> Objective 1 <input type="checkbox"/> Objective 2 <input type="checkbox"/> Objective 3 <input checked="" type="checkbox"/> Objective 4 <input type="checkbox"/> Objective 5 <input type="checkbox"/> Objective 6 <input type="checkbox"/> Objective 7	HR, Campus and Central administration	100% HQ by end of school year	6-1-2016

Strategies/Activities	Objective(s) Met	Person(s) Responsible	Measurable Evidence of Improvement	Target Completion Date
High poverty students in core academic subject areas will be taught by HQ & experienced teacher at the same or higher rates as other students.	<input type="checkbox"/> Objective 1 <input type="checkbox"/> Objective 2 <input type="checkbox"/> Objective 3 <input type="checkbox"/> Objective 4 <input checked="" type="checkbox"/> Objective 5 <input type="checkbox"/> Objective 6 <input type="checkbox"/> Objective 7	HR, Campus and Central administration	100% HQ by end of school year	6-1-2016
ECISD will recruit globally to attract HQ teachers and support teachers who are here by working collaboratively with and formulating partnerships with university programs, and certification programs to retain and attract HQ teachers.	<input type="checkbox"/> Objective 1 <input type="checkbox"/> Objective 2 <input type="checkbox"/> Objective 3 <input type="checkbox"/> Objective 4 <input type="checkbox"/> Objective 5 <input checked="" type="checkbox"/> Objective 6 <input type="checkbox"/> Objective 7	HR, Campus leadership, Communications Department	100% HQ by end of school year	6-1-2016
ECISD will offer support to non- hq teachers by providing meaningful, ongoing PD, make study and preparation materials available, and coordinate through formulating partnerships with surrounding universities & educational service centers, and observation opportunities to non-hq teachers.	<input type="checkbox"/> Objective 1 <input type="checkbox"/> Objective 2 <input type="checkbox"/> Objective 3 <input type="checkbox"/> Objective 4 <input type="checkbox"/> Objective 5 <input type="checkbox"/> Objective 6 <input checked="" type="checkbox"/> Objective 7	HR, Campus and Central administration	100% HQ by end of school year	6-1-2016
	<input type="checkbox"/> Objective 1 <input type="checkbox"/> Objective 2 <input type="checkbox"/> Objective 3 <input type="checkbox"/> Objective 4 <input type="checkbox"/> Objective 5 <input type="checkbox"/> Objective 6 <input type="checkbox"/> Objective 7			

**Part II - Signatures of all Required Team Members and Superintendent**

Role	Please Print or Type	Please Sign
Superintendent	Thomas Crowe	
Federal Programs Director <input type="checkbox"/> LEA does not have Federal Programs Director position	Julia Willett	
Human Resource Director <input type="checkbox"/> LEA does not have Human Resource Director position	Staci Ashley	
Name of each campus not able to report 100% HQT:  1. DAEP 2. Odessa High School 3. Permian High School 4. NTO 5. UT Falcon Early College High School 6. Crockett Middle School 7. Bonham Middle School 8. Bowie Middle School 9. Ector Middle School	Campus Administrator from each campus not able to report 100% HQT:  1. Charles Quintela 2. Rachel Baxter 3. Vanessa Carr 4. Tina Lopez 5. Lindsey Lumpkin 6. Mauricio Marquez 7. Mark Ferrar 8. Shelia Stevenson 9. Kendra Herrera	1. CQ 2. RB 3. VC 4. TL 5. LL 6. MM 7. MF 8. SS 9. KH



10. Nimitz Middle School	10. Robin Fawcett	10. RF
11. Wilson Young Middle School	11. Andrea Martin	11. AM
12. Gale Pond Alamo	12. Regina Lee	12. R L
13. Austin	13. Crystal Marquez	13. CM
14. Blackshear	14. Marissa King	14. MK
15. Blanton	15. Stacey Molyneaux	15. SM
16. Buice	16. Alicia Press	16. AP
17. Burleson	17. Evelyn Garcia	17. EG
18. Burnet	18. Tristan Specter	18. TS
19. Cameron	19. Jacob Bargas	19. JB
20. Carver	20. Sherry Palmer	20. SP
21. Cavazos	21. Maribel Aranda	21. MA
22. Dowling	22. Valerie Rivera	22. VR
23. Edward Downing	23. Linda Subia	23. LS
24. George W. Bush	24. Marcos Lopez	24. ML
25. Goliad	25. Lauren Tavarez	25. LT
26. Gonzales	26. Sunny Rodriguez	26. SR
27. Hays	27. Amy Anderson	27. AA

28. Jordan	28. Linda Voss	28. LV
29. Lamar	29. Martha Mitchell	29. MM
30. LB Johnson	30. Christopher Houston	30. CH
31. Milam	31. Natalie Fitzgerald	31. NF
32. Murry Fly	32. Yolanda Hernandez	32. YH
33. Noel	33. Stacy Johnson	33. SJ
34. Pease	34. Autumn Sloan	34. AS
35. Ross	35. Rebecca Phillips	35. RP
36. Sam Houston	36. Sandra Banda	36. SB
37. San Jacinto	37. Pam Walker	37. PW
38. Zavala	38. Amanda Warber	38. AW

The Highly Qualified Continuous Improvement Plan must be completed by **December 16, 2015**. If you have any questions, contact the Highly Qualified Unit via email at [highlyqualified@tea.state.tx.us](mailto:highlyqualified@tea.state.tx.us).