



Imelda Davis Early College High School – New Frontiers Public School Campus
School Year 2022-2023

1819 N. Main, Avenue
San Antonio, TX 78212

Rev. 11/07/2022

COMMITTEE

Jeffrey Flores	Principal
Dr. Albert Salinas	Academic Counselor
Joredanné Carmack	College Success Liaison
Greg Morin	Math Teacher
Scott Horner	Science Teacher
Ryan Pastran	ELA Teacher
Michael Wright	Social Studies Teacher/LPAC Coordinator
Blanca Mendoza	Special Education Teacher
Norma Arshad	504 Coordinator/PFE Coordinator
Dr. Lillian Porter	Community Leader/SAC Director of High School Programs
Michelle Cuellar	Parent
Brenda Sonnen	District Representative
Vy-Lynn Hart	Student

MISSION

Davis ECHS is dedicated to offering a pathway where each student receives a collegiate experience. Students build a sense of pride and purpose and are inspired to become tomorrow's leaders.

VISION

To graduate scholars that are poised to elevate their communities, with their purpose and create opportunities.

CORE VALUES

- Inspiration
- Empowerment
- Dedication
- Community

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COMPREHENSIVE NEEDS ASSESSMENT

CNA PROCESS

Our Comprehensive Needs Assessment (CNA) process is a cyclical and continuous process that includes addressing improving academic achievement for students. The CNA process includes meaningful consultation with stakeholders and allows our public the opportunity to provide input in the development of our improvement plan. The CNA process involves a core committee of stakeholders at the district and campus level that are engaged in reviewing and analyzing data, collaborating on patterns of strengths, and identifying areas of need and areas of priority from the following 8 areas of compliance.

1. Demographics
2. Student Achievement
3. School Culture and Climate
4. Staff Quality and Professional Development
5. Curriculum Instruction and Assessment
6. Family and Community Involvement
7. School Context and Organization
8. Technology

Per Federal and State Law, funds are to be spent only when clearly identified in the Comprehensive Needs Assessment, District Improvement Plan, and Campus Improvement Plan.

Imelda Davis Early College High School

Our Comprehensive Needs Assessment is a cyclical continuous process at Imelda Davis ECHS that includes addressing improving academic achievement for students. The process involves a core committee of all stakeholders engaged in reviewing data, having discussions, and collaborating on finding the strengths, needs and areas of improvement. Imelda Davis Early College High School utilizes a core committee comprised of our teachers (core), ESL teacher, principal, academic counselor, college success liaison, SEL counselor, special education teacher, special programs coordinator, parent(s), student(s) and community member(s). The core committee meets throughout the year to address the 8 areas of compliance identified above.

The process includes:

- Core committee meets quarterly to review district/campus data and CNA/CIP
- Core committee will meet with campus staff to review minutes and data of the committee meetings
- All components of the CNA/CIP are reviewed and addressed (goals, performance objectives, strategies/activities, funding)
- An evaluation of all programs funded is completed
- The CNA/CIP is reviewed to ensure any revisions are completed

DEMOGRAPHICS

Summary: Imelda Davis ECHS will open in the fall of August 2022. Imelda Davis ECHS is a public school district/campus co-located on the San Antonio College Campus. Servicing the community of Bexar and surrounding counties.

This campus will serve its first 9th grade cohort group of approximately 30 students. Davis ECHS will add a grade level every year thereafter until students matriculate through 12th grade. The student population is projected to be: 87% Hispanic, 0% White, 13% African American, 0% Two or More Races, 37% Male and 63% Female.

Davis ECHS is projected to service 12% Special Education, 75% Economically Disadvantaged and 38% At-Risk students. Imelda Davis Early College High School will ensure that our community has a successful, vibrant, culturally responsive school that successfully engages and prepares all students for graduation and post-secondary success. Align all resources (time, money, and talent) with the highest priorities of New Frontiers – safety, instruction, talent, and culture.

Demographic Strengths

The schoolwide academic program provides an untracked honors-level academic program that prepares every student for college and work. We ensure that all students are serviced based on their individual academic and social needs. To meet the needs of our students, IDECHS employs interventions that includes the following: prescriptive block scheduling, imbedded tutorials in the school day, Saturday school, and strategic teacher staffing. Our program centers around meeting the needs of students at the appropriate level and supporting them to achieve their goal of obtaining up to 60 college hours (Associate’s Degree) while in high school.

Davis ECHS will use the following:

1. 100% of students reach CCMR status
2. 0% dropout rate
3. Co-located on campus of IHE partner (San Antonio College)
4. Engaging Instruction that Emphasizes Learning Through Inquiry (Common Instructional Framework)

Needs Statements Identifying Demographic Needs

Need Statement 1 (Priority): Increase academic, social, and emotional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports.

Need Statement 2 (Priority): Due to enrollment, student attendance goal for year 1 is 90%.

Need Statement 3 (Priority): Increase overall enrollment at 9th grade and reduce mobility rate of students by 13% to ensure consistency in enrollment matriculation.

Fund Resources: Federal funds (SEL Counselor, FTE), field trips (\$1200), Parental engagement (\$3000), ECHS Grant

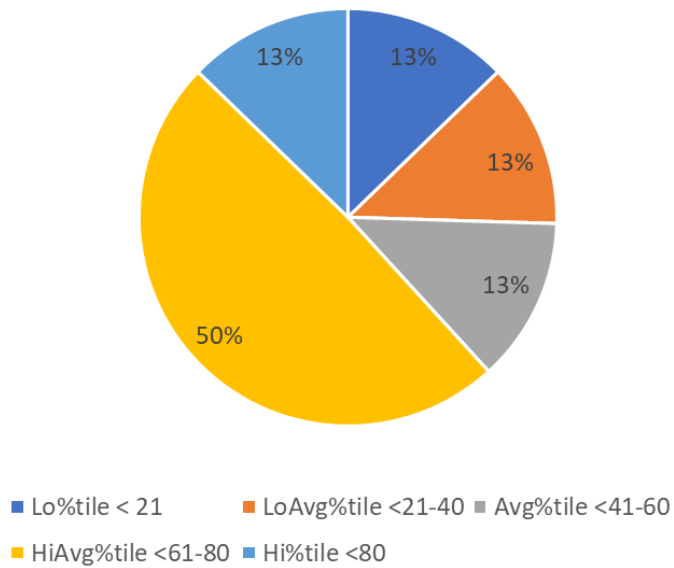
STUDENT ACADEMIC ACHIEVEMENT

Summary: Davis ECHS will use previous student data (i.e. 8th grade). In the spring 2023, Davis ECHS will review Student Achievement, School Progress, and Closing the Gap. Davis ECHS is using the most current data starting with the Fall of 2022. See chart below:

Subject	Performance	Spring 2022	Subject	Performance	Fall 2022 Benchmark
Math	Approaches	0%	Math	Approaches	0%
	Meets	0%		Meets	0%
	Masters	0%		Masters	0%
Science	Approaches	25%	Biology	Approaches	0%
	Meets	0%		Meets	0%
	Masters	37%		Masters	0%
Reading	Approaches	12%	Reading	Approaches	25%
	Meets	25%		Meets	38%
	Masters	25%		Masters	0%
Social Studies	Approaches	25%	Social Studies	Approaches	0%
	Meets	12%		Meets	0%
	Masters	0%		Masters	0%
Algebra 1	Approaches	20%	Algebra 1	Approaches	0%
	Meets	20%		Meets	0%
	Masters	60%		Masters	0%

	English I	Biology	Algebra I
Grade 9	8	8	3
Sp. Ed	1	1	1

Students



Other resources to be used include: PSAT, TAPR, MAPs, TSIA, benchmarks and interim assessments to monitor progress.

The personnel at Davis ECHS are 100% highly qualified. 50% of personnel hold Master's Degrees, 100% attend District/campus training, and Davis ECHS hired 4 new teachers.

Student Academic Achievement Strengths

- High student engagement
- 60% of students enrolled with Algebra I credit
- IHE partnership engagement
- Minimal to none discipline issues
- Instructional Coaching (Common Instructional Framework)

Identifying Student Academic Achievement Needs

Need Statement 1 (Priority): Increase academic, social, and emotional supports for students to decrease achievement gaps, dropout rates, and ensure graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports.

Need Statement 2 (Priority): Increase supplemental instructional materials to improve math, reading, writing, and literacy skills through quality technology, software, and network access.

Need Statement 3 (Priority): Continue high evidence-based common instructional framework coaching and professional learning communities for all instructional personnel on topics such as, but not limited to Collaborative Group Work, Writing to Learn, Scaffolding, Questioning, Classroom Talk, and Literacy Groups.

Need Statement 4 (Priority): Purchase/produce testing materials for TSIA2 and STAAR activities in the core areas to ensure being compliant on TSI exams, to score above state average on SAT/ACT, and mastery on EOC exams.

Need Statement 5 (Priority): In year 1, the goal is for the number of students that are TSIA2 compliant in Reading/Writing (end of 9th grade) 95% and math (end of 9th grade) 20%. For Reading/Writing goal is 100% by fall of their junior year and math goal is 100% by fall of senior year.

Need Statement 6 (Priority): Promote student academic achievement by having a strong start-up Robotics program and enrichment clubs to include music fine arts.

Fund Resources: Federal funds (subscription \$13,134), Instructional Supplies (\$6000- 211-11), Student Travel (\$1200 – 282-11), College Board Memberships (\$400- 282-11), Dyslexia Supplies & Materials (\$231- 282-31), ECHS Start-Up Grant (\$15,000 for Robotics, \$7,000 Musical Fine Arts), Counseling (\$1600 – 211-31, \$1000- 811-31)

SCHOOL CULTURE AND CLIMATE

Summary: Imelda Davis Early College High School administration is comprised of the principal, Academic Counselor. The rest of the campus includes: four core teachers (Math, Science, English, Social Studies), an administrative assistant and a College Success Liaison. The campus employs teachers that are highly qualified to teach in their content areas for all academic areas. Professional growth opportunities are offered during the school day (embedded), after school, and weekends.

Davis Early College High School instructors seek to deliver lessons that are highly engaging, high yield educational practices, and targeted around the TEKS. Davis Early College High School will provide research based instructional

strategies for all classroom teachers and implement the Common Instructional Framework along with strategies to improve literacy in all content areas. Davis Early College High School will continue seeking out and implementing response-to-intervention strategies, using rigorous assessments as tools for learning, identifying, and refining current data systems to better track student progress. Student data provided through Eduphoria and Texas Assessment will continue identifying and assessing our strengths and weaknesses in our instructional practices.

Instructional technology is a tool used as part of the learning environment for campus administration, teachers, and students as we work together to promote student achievement infused with 21st century technology skills. Amongst the tools provided to teachers and students are teacher computers, mobile labs, access to IHE computer labs. Software offered will include Shmoop and Schoology.

Parents play an active role in our student's education. Davis ECHS will utilize Schoology as its learning management system. Schoology will assist in facilitating the communication between parents and teachers with the goal of improving the academic program and increasing parent engagement. Teachers are encouraged to communicate with parents especially for concerns over the student's academic progress and attendance. There are specific dates set aside on the school calendar for teachers to have parent conferences.

School Culture and Climate Strengths

- Embedded tutoring, academic labs, and interventions are included in the master schedule.
- Parent conference days offered one a month
- Recognition of student's academic and non-academic performance at the end of the semester and Milestone ceremonies
- Parent and Family Engagement Meetings/workshops

School Culture and Climate Needs

Need Statement 1 (Priority): Increase academic, social, and emotional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and special populations using appropriate supports.

Need Statement 2 (Priority): The need to include physical activity that will integrate the social emotional learning program (Heartbeat).

Need Statement 3 (Priority): The need to continue stipends and extra-duty funds for additional duties such as, but not limited to, teachers conducting Saturday before/after school tutorials for students in core content areas, TSIA and EOC exams.

Fund Resources: Federal funds (SEL Counselor, FTE), Supplies – Parent Involvement, field trips (\$1200), Parental engagement, Extra-Duty

STAFF QUALITY, RECRUITMENT AND RETENTION

SUMMARY: Teachers and staff are qualified and knowledgeable in their fields. Teachers attend PD and PD is embedded throughout the school day to help teachers grow in their profession. The campus aims to hire qualified and highly motivated faculty working in an Early College High School setting investing in time/resources to promote growth and teacher retention.

Staff Quality, Recruitment and Retention Strengths

- Highly collaborative campus
- All new-hire teachers are highly qualified
- Teachers seeking other certifications (ESL)
- Highly qualified Principal
- Early College designation
- Co-location at San Antonio College
- Academic counselor & SEL counselor for student support

Staff Quality, Recruitment and Retention Needs

Need Statement 1 (Priority): Promote student achievement by providing teachers with the needed materials and supplies to help in teaching and supporting student outcomes.

Need Statement 2 (Priority): Provide continuous PD to teachers in helping teachers grow in the classroom.

Need Statement 3 (Priority): Hire new staff as needed for continued growth while developing current teachers and growing a culture of excellence.

Fund Resources: Federal Funds (\$1400 – 289-13, PD (\$500 – 255-13), PD (\$13,000 – 427-13), Staff Recruitment (\$8415 – 811-11, \$1000 – 811-13), PD (\$1400 – 289-13)

CURRICULUM, INSTRUCTION, AND ASSESSMENT

SUMMARY: Curriculum, Instruction, and Assessment collectively describe the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the Texas Essential Knowledge and Skills (TEKS) and other standards, incorporating instruction and assessment processes.

Curriculum, Instruction and Assessment Strengths

- Meetings with San Antonio College – High School Programs Department (every two weeks/twice a month).
- Common Instructional Framework (CIF) Coach meets with teachers twice a month.
- Students have the opportunity to earn up to 60 college credit hours.
- Double-block core courses (9/10th grade).
- Co-location at San Antonio College -students have access to all facilities on campus (i.e. Library, student labs).
- Teachers collaborate to disaggregate student data and align the curriculum to ensure grade authenticity.

Curriculum, Instruction and Assessment Needs

Need Statement 1 (Priority): Provide training to teachers to disaggregate student data that will increase student academic achievement.

Need Statement 2 (Priority): Align instructional strategies in every classroom focused on improving student engagement.

Need Statement 3 (Priority): Engage all teachers in individual and campus goal setting focused on improving instructional delivery and data reviews.

Need Statement 4 (Priority): Provide the necessary accelerated instruction to address HB4545 campus needs.

Fund Resources: Federal Funds (\$1400 – 289-13, PD (\$500 – 255-13), PD (\$13,000 – 427-13), Staff Recruitment (\$8415 – 811-11, \$1000 – 811-13), PD (\$1400 – 289-13)

PARENT, FAMILY AND COMMUNITY ENGAGEMENT

Summary: Parent, Family, and Community Engagement refers to how these stakeholders are informed, invested, and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Parent, Family, and Community Engagement Strengths

- Scheduled opportunities for Parent Engagement via Parent Workshops (face-to-face and virtual).
- Offer opportunities for parents to provide input (meetings, surveys, etc.).
- Provide parent access to grades, assignments, teacher contact via Schoology.
- Scheduled parent conferences during teacher work day (monthly).

Parent, Family, and Community Engagement Needs

Need Statement 1 (Priority): Provide more opportunities for families to discuss specific questions/concerns about their student(s) academic needs to include grades, specific classes, and assessments, etc.

Need Statement 2 (Priority): Provide families different times/dates to engage and learn about information that pertains to their children and in a language that they understand.

Need Statement 3 (Priority): Provide families opportunities to be involved and aware in their student's high school classes.

Fund Resources: Federal Funds (\$2500- 211-61, 282-61)

SCHOOL CONTEXT AND ORGANIZATION

Summary: School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning. Campus master schedules are set to maximize the amount of time spent on explicit instruction. Intervention/acceleration times are built into the daily schedule to provide additional academic help/assistance to students.

School Context and Organization Strengths

- Teachers are highly collaborative (collaboration between Davis and Madla)
- Teachers feel they have a voice in the decision-making process
- Purposeful planning and prepping
- Individualized instructional coaching
- Master schedule geared toward student achievement

School Context and Organization Needs

Need Statement 1 (Priority): During daily Enrichment Period, the campus will address the overall social and academic needs of the student.

Need Statement 2 (Priority): During Advisory Period, teachers monitor student's attendance and grades.

Need Statement 3 (Priority): Provide college visits in city and out of city experiences.

Fund Resources: Federal Funds, PD (\$500 – 255-13), PD (\$13,000 – 427-13), Staff Recruitment (\$8415 – 811-11), PD (\$1400 – 289-13)

TECHNOLOGY

Summary: Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning. It should also connect to real-world experiences, including post-secondary opportunities. Our teachers and students are moving to teaching and learning using a variety of technology items.

Technology Strengths

- Students on campus are tech-savvy
- Students are fully engaged in digital learning spaces (computer lab, technology in the classroom)
- Teachers are willing to learn different technology platforms to provide a high-level of instruction (Shmoop, Schoology, Newsela)

Technology Needs

Need Statement 1 (Priority): Provide other technology platforms to promote more student achievement.

Need Statement 2 (Priority): Ensure that teachers have technology equipment that is needed in the classroom.

Need Statement 3 (Priority): Provide PD to address the technology platforms being used in class.

Fund Resources: Federal funds (subscription \$13,134)

DATA SOURCES

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

- District goals
- Campus goals Outcome Based Measures
- Campus/District improvement plans (current and prior years)
- NWEA MAP Testing
- TSIA2 Assessment
- Benchmarks/Interim Assessment
- Planning and decision-making committee(s) meeting data
- State and federal planning requirements
- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- 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
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Progressive Grade Report (PGR)
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Collaborate with the Title IX Coordinator at San Antonio College
- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high-quality staff data
- 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
- Equity data
- T-TESS and T-P ESS data
- Parent engagement rate (analytics and Schoology)
- 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

Goal 1: Increase academic supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations.

Performance Objective 1: Have 33% of students achieve *Approaches* grade level performance, 33% of students achieve *Meets* Grade Level Performance with 33% achieving *Masters* Grade Level Performance in *Algebra I* EOC (based on enrollment)

Strategy 1: Saturday school, before and after-school tutoring available for students that require additional support by displaying, explaining, and justifying mathematical ideas and arguments using precise mathematical language in written or oral communication.	
Person(s) Responsible: Campus Principal, Teacher	Evidence of Implementation: Sign-in sheets for outside of school hours
Evidence of Impact (Formative): Quizzes and unit exams, benchmark exams	Evidence of Impact (Summative): STAAR EOC Scores, Final grade
Funding:	Timeline: August 2022 - June 2023

Strategy 2: The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways.	
Person(s) Responsible: Campus Principal, Teacher	Evidence of Implementation: Assignments, (Schoology/Shmoop), Informal Assessments, Formal Assessments (MAP), T-TESS walkthroughs
Evidence of Impact (Formative): Released STAAR EOC and Interim Assessments, mid-term grades	Evidence of Impact (Summative): STAAR EOC Scores, Final grade
Funding: 282-11-6399-XX	Timeline: August 2022 - June 2023

	Strategy 3: Using the gradual release of responsibility method, have students become more responsible for independent practice to solve and evaluate the reasonableness of their algebraic solutions	
	Person(s) Responsible: Campus Principal, Teacher	Evidence of Implementation: Independent practice, walkthroughs, observation from Instructional Coach, T-TESS walkthroughs
	Evidence of Impact (Formative): 80% of students completing in-class and reinforcement assignments in compliance with syllabus deadlines	Evidence of Impact (Summative): STAAR EOC Scores, Final grades, TSIA2 scores
	Funding: 255-13-6291-XX	Timeline: August 2022 - June 2023

Performance Objective 2: Have 80% of students achieve *Approaches* grade level performance, 25% of students achieve *Meets* Grade Level Performance with 25% achieving *Masters* Grade Level Performance in *English I* EOC (based on enrollment)

	Strategy 1: Students are learning and mastering rules of grammar and the writing process to compose multiple texts that are legible and use appropriate conventions.	
	Person(s) Responsible: Campus Principal, Teacher	Evidence of Implementation: Student in class essays, benchmarks, observation from Instructional Coach, T-TESS walkthroughs
	Evidence of Impact (Formative): TSIA2 scores, MAP, Informal/Formal Assessments	Evidence of Impact (Summative): STAAR EOC Scores, Final grade
	Funding: 255-13-6291-XX TII, PD	Timeline: August 2022 - June 2023

Strategy 2: Small group intervention for struggling writers while mastering the editing process for revising drafts to improve clarity, development, organization, style, diction, and sentence effectiveness	
Person(s) Responsible: Campus Principal, Teacher	Evidence of Implementation: Students improving in essay editing and improving in formal assessments over writing, observation from Instructional Coach, T-TESS walkthroughs
Evidence of Impact (Formative): writing samples, informal assessments, growth in MAP scores and TSIA2	Evidence of Impact (Summative): STAAR EOC Scores, Final grade
Funding: 255-13-6291-XX	Timeline: August 2022 - June 2023

Strategy 3: Students will write expository essays over relevant material (i.e. prompts from released STAAR EOC tests). Write responses that demonstrate understanding of texts, including comparing texts within and across genres.	
Person(s) Responsible: Campus Principal, Teacher	Evidence of Implementation: Questioning exit tickets, students will close by discussing what new information they learned, observation from Instructional Coach, T-TESS walkthroughs
Evidence of Impact (Formative): Expository samples, inner-district review and evaluation of writing samples	Evidence of Impact (Summative): STAAR EOC Scores, Final grade
Funding: 282-13-6291-XX	Timeline: August 2022 - June 2023

Performance Objective 3: Have 80% of students achieve *Approaches* grade level performance, 25% of students achieve *Meets* Grade Level Performance with 25% achieving *Masters* Grade Level Performance in *Biology* EOC (based on enrollment)

	Strategy 1: Science Saturdays and built-in tutoring for students that require additional support.	
	Person(s) Responsible: Campus Principal, Teacher	Evidence of Implementation: Documentation for hours students attend out of school-time. Small assessments to reflect on the data it provides, observation from Instructional Coach, T-TESS walkthroughs
	Evidence of Impact (Formative): Quizzes, Informal and Formal Assessments.	Evidence of Impact (Summative): STAAR EOC Scores, Final grade
	Funding: 282-13-6291-XX	Timeline: August 2022 - June 2023

	Strategy 2: Small group intervention focusing on concepts such as science, systems, and models identified as needing reinforcement	
	Person(s) Responsible: Campus Principal, Teacher	Evidence of Implementation: Documentation of mini-assessments in order to reflect on the data it provides, observation from Instructional Coach, T-TESS walkthroughs
	Evidence of Impact (Formative): Quizzes, Informal and Formal Assessments, benchmark, practice, homework, classwork, projects	Evidence of Impact (Summative): STAAR EOC Scores, Final grade
	Funding: 282-13-6291-XX	Timeline: August 2022 - June 2023

Strategy 3: Hands-on activities that reinforce the learned topics in order to connect with the lesson/EOC. Students conduct laboratory and field investigations, use scientific practices during investigations, and make informed decisions using critical thinking and scientific problem solving.	
Person(s) Responsible: Campus Principal, Teacher	Evidence of Implementation: Documentation of Lab Days and activities students accomplished, observation from Instructional Coach, T-TESS walkthroughs
Evidence of Impact (Formative): Quizzes, Informal and Formal Assessments, benchmark, practice, homework, classwork, projects	Evidence of Impact (Summative): STAAR EOC Scores, Final grade
Funding: 282-13-6291-XX	Timeline: August 2022 - June 2023

Performance Objective 4: The teacher will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards. In World Geography Studies, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography.

Strategy 1: The student understands how physical processes shape patterns in the physical environment.	
Person(s) Responsible: Campus Principal, Teacher	Evidence of Implementation: Document-Based Questions (DBQ's), short expository writings in partnership with ELA Class, observation from Instructional Coach, T-TESS walkthroughs
Evidence of Impact (Formative):	Evidence of Impact (Summative): Tests/Projects, Final Exam

	Quizzes, unit exams, benchmark exams, EOC Released Test, Mid-Term	
	Funding: 811-11-6399-XX	Timeline: August 2022 - June 2023

	Strategy 2: The student understands the patterns and characteristics of major landforms, climates, and ecosystems of Earth and the interrelated processes that produce them.	
	Person(s) Responsible: Campus Principal, Teacher	Evidence of Implementation: Document-Based Questions (DBQ's), short expository writings in partnership with ELA Class, observation from Instructional Coach, T-TESS walkthroughs
	Evidence of Impact (Formative): Quizzes, unit exams, benchmark exams, EOC Released Test, Mid-Term	Evidence of Impact (Summative): Tests/Projects, Final Exam
	Funding: 811-11-6399-XX	Timeline: August 2022 - June 2023

	Strategy 3: The student understands how political, economic, and social processes shape cultural patterns and characteristics in various places and regions.	
	Person(s) Responsible: Campus Principal, Teacher	Evidence of Implementation: Document-Based Questions (DBQ's), Exit tickets, observation from Instructional Coach, T-TESS walkthroughs
	Evidence of Impact (Formative): Quizzes, unit exams, benchmark exams, EOC Released Test, Mid-Term	Evidence of Impact (Summative): Tests/Projects, Final Exam

	Funding: 811-11-6399-XX	Timeline: August 2022 - June 2023

Performance objective 5: Have 100% of teachers provide high quality instruction through implementation of AVID and Common Instructional Frameworks strategies

	Strategy 1: Students are provided explicit instruction through reading, writing, speaking and college readiness skills using research-based practice and teaching methodology promoting WICOR strategies. This will increase student ownership, accountability and critical thinking.	
	Person(s) Responsible: Campus Principal, Academic Counselor, Student Success Liaison	Evidence of Implementation: AVID class, tutorial process, evidence of note taking, AVID interactive notebook
	Evidence of Impact (Formative): Notebook checks, checking notes (i.e. Cornell Notes), Socratic seminar, philosophical chairs	Evidence of Impact (Summative): Class grades, Test Scores, college course enrollment
	Funding: 282-11-6299-XX	Timeline: August 2022 - June 2023

	Strategy 2: AVID tutoring focusing on areas identified as needing reinforcement.	
	Person(s) Responsible: Campus Principal, Academic Counselor, Student Success Liaison, Teacher	Evidence of Implementation: AVID class, tutorial process, evidence of note taking, AVID interactive notebook
	Evidence of Impact (Formative): Notebook checks, checking notes (i.e. Cornell Notes), Socratic seminar, philosophical chairs	Evidence of Impact (Summative): Class grades, Test Scores, college course enrollment
	Funding: 282-11-6299-XX	Timeline: August 2022 - June 2023

	Strategy 3: Provide all teachers individual instructional coaching (monthly) in the common instructional framework	
	Person(s) Responsible: Campus Principal, Academic Counselor, Student Success Liaison, Teacher	Evidence of Implementation: EM Consulting visits, checking lesson plans, walkthroughs
	Evidence of Impact (Formative): Monthly report on coaching sessions from EM Consulting	Evidence of Impact (Summative): Class grades, Test Scores, college course enrollment
	Funding: 255-13-6291-XX	Timeline: August 2022 - June 2023

	Strategy 4: Provide planners/binders, organizational strategies, study skills, test-taking strategies, confidence building, reading materials, and other college-readiness training/resources during students' four years in high school.	
	Person(s) Responsible: Campus Principal, Academic Counselor, and College Success Liaison	Evidence of Implementation: AVID, online course library, and Heartbeat
	Evidence of Impact (Formative): Observation, high student engagement	Evidence of Impact (Summative): Grade reports, Binder checks
	Funding: 811-11-XXXX-XX	Timeline: August 2022 – June 2023

Performance Objective 6: Increase supplemental instructional materials to improve math, reading, writing, and literacy skills through quality technology, software, and network access. By the end of the 2022-2023 school year, 85% of the 9th grade ECHS students will earn a minimum of 3 college credit hours. In year 1, the goal is for the number of students that are TSIA2 compliant in Reading/Writing (end of 9th grade) 95% and math (end of 9th grade) 20%. For Reading/Writing goal is 100% by fall of their junior year and math goal is 100% by fall of senior year.

Strategy 1: By the end of the first quarter of the 2022-2023 school year, 12% students in the 2023 cohort will be TSIA2 compliant in reading and writing, 12% of the students in the 2023 cohort will be TSIA2 compliant in math (based on student enrollment).	
Person(s) Responsible: Campus Principal, Academic Counselor, Teacher	Evidence of Implementation: TSIA2 Prep, Enrichment Class review, daily school work
Evidence of Impact (Formative): TSIA2, MAP, Benchmarks	Evidence of Impact (Summative): EOC's, final grades
Funding: 811-11-6399-XX	Timeline: August 2022 - June 2023

Strategy 2: By the end of the second quarter of the 2022-2023 school year, 50% of the ECHS 9 th grade students will be Reading and Writing TSI compliant (based on student enrollment).	
Person(s) Responsible: Campus Principal, Academic Counselor, Teacher	Evidence of Implementation: TSIA2 Prep, Enrichment Class review, daily school work
Evidence of Impact (Formative): TSIA2, MAP, Benchmarks	Evidence of Impact (Summative): EOC's, final grades
Funding: 811-11-6399-XX	Timeline: August 2022 - June 2023

	Strategy 3: By the end of the third quarter of the 2022-2023 school year, 95% of the ECHS 9 th grade students will be Reading and Writing TSI compliant.	
	Person(s) Responsible: Campus Principal, Academic Counselor, Teacher	Evidence of Implementation: TSIA2 Prep, Enrichment Class review, daily school work
	Evidence of Impact (Formative): TSIA2, MAP, Benchmarks	Evidence of Impact (Summative): EOC's, final grades
	Funding: 811-11-6399-XX	Timeline: August 2022 - June 2023

	Strategy 4: The PSAT 8/9 is to establish a starting point in terms of college and career readiness as students transition to high school. The PSAT 8/9 tests the student's reading, writing, and math skills. Students will be administered the PSAT 8/9 in the fall 2022.	
	Person(s) Responsible: Campus Principal, Academic Counselor, College Success Liaison, Testing Coordinator	Evidence of Implementation: Records of test registration, test scores, grade reports and implementation of Shmoop test readiness package, and online course library.
	Evidence of Impact (Formative): Review all data – September, January, March, June	Evidence of Impact (Summative): Increase in test scores and grades
	Funding: 811-11-6339-XX	Timeline: August 2022 - June 2023

Strategy 5: The SAT tests subjects covered in school: reading, math, and writing and language. Students will be administered the SAT at the end of Junior year or beginning of Senior year.	
Person(s) Responsible: Campus Principal, Academic Counselor, College Success Liaison, Testing Coordinator	Evidence of Implementation: Records of test registration, test scores, grade reports and implementation of Shmoop test readiness package, and online course library.
Evidence of Impact (Formative): Review all data – September, January, March, June	Evidence of Impact (Summative): Increase in test scores and grades
Funding: 811-11-6339-XX	Timeline: August 2022 - June 2023

Strategy 6: Students are administered the TSIA2 Test as a method of determining academic readiness and the appropriate placement level of college course work for each student. The test is to determine the students’ readiness for success in academic college courses.	
Person(s) Responsible: Campus Principal, Academic Counselor, College Success Liaison, Testing Coordinator	Evidence of Implementation: Records of test registration, test scores, grade reports, PGR, and implementation of Shmoop test readiness package, and online course library.

Evidence of Impact (Formative): Review all data – September, January, March, June	Evidence of Impact (Summative): Increase in test scores, PGR, and grades
Funding: 811-11-6339-XX	Timeline: August 2022 - June 2023

Strategy 7: Data will be collected and reviewed for TSIA2, EOC benchmarks, NWEA MAP, SAT/ACT, PSAT, class grades, college enrollment, and college credits earned.	
Person(s) Responsible: Campus Principal, Academic Counselor, College Success Liaison, Testing Coordinator	Evidence of Implementation: Records of test registration, test scores, grade reports, PGR, and implementation of Shmoop test readiness package, and online course library.
Evidence of Impact (Formative): Review all data – September, January, March, June	Evidence of Impact (Summative): Increase in test scores, PGR, grades, college course enrollment
Funding: 811-11-6339-XX	Timeline: August 2022 - June 2023

	Strategy 8: Provide all teachers and students access to academic support that provides engaging digital classroom tools that support the curriculum, intervention and test readiness	
	Person(s) Responsible: Campus Principal, Academic Counselor, and College Success Liaison	Evidence of Implementation: Shmoop test readiness, online course library, and Heartbeat
	Evidence of Impact (Formative): Review all data (analytics, scores, and student surveys) – Quarterly	Evidence of Impact (Summative): Grade reports, scores,
	Funding: 282-11-XXXX	Timeline: August 2022 - June 2023

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	Strategy 9: Teachers will conduct Saturday school and after school tutorials for students in all content areas, TSIA2, PSAT, SAT and EOC exams	
	Person(s) Responsible: Campus Principal, Academic Counselor, and College Success Liaison	Evidence of Implementation: Shmoop test readiness, online course library, and Heartbeat
	Evidence of Impact (Formative): Review all data (analytics, scores, and student surveys) – Quarterly	Evidence of Impact (Summative): Grade reports, scores
	Funding: 282-11-XXXX	Timeline: August 2022 – June 2023

Performance Objective 7: Have 100% of students achieve *Approaches* grade level performance, 0% of students achieve *Meets* Grade Level Performance with 0% achieving *Masters* Grade Level Performance in *Special Education* (based on student enrollment)

Strategy 1: Collaboration with General Education Teachers to assist students by implementing the IEP, providing supports and accommodations	
Person(s) Responsible: Campus Principal, Special Education Teacher, Classroom Teacher, Academic Counselor	Evidence of Implementation: Meeting with General Education Teachers to discuss Annual Goals, Accommodations, Progress of SPED students, ARDs, following the IEP
Evidence of Impact (Formative): Review of grades, benchmarks, informal/formal assessments, TSIA2, MAP testing	Evidence of Impact (Summative): Final grades and STAAR EOC's
Funding: 211-11-6399-XX	Timeline: August 2022 - June 2023

Strategy 2: Direct Support to SPED students in General Education Davis ECHS classrooms to meet IEP recommendations for academic growth	
Person(s) Responsible: Campus Principal, Special Education Teacher, Classroom Teacher, Academic Counselor	Evidence of Implementation: Meeting with General Education Teachers to discuss Annual Goals, Accommodations, Progress of SPED students, ARDS, following the IEP
Evidence of Impact (Formative): Review of grades, benchmarks, informal/formal assessments, TSIA2, MAP testing	Evidence of Impact (Summative): Final grades and STAAR EOC's

	Funding: 211-11-6399-XX	Timeline: August 2022 - June 2023
	Strategy 3: Awareness of high school TEKS to assist student in completing class and homework assignments for academic content mastery	
	Person(s) Responsible: Campus Principal, Special Education Teacher, Classroom Teacher, Academic Counselor	Evidence of Implementation: Meeting with General Education Teachers to discuss Annual Goals, Accommodations, Progress of SPED students, ARDS, following the IEP
	Evidence of Impact (Formative): Review of grades, benchmarks, informal/formal assessments, TSIA2, MAP testing	Evidence of Impact (Summative): Final grades and STAAR EOC's
	Funding: 211-11-6399-XX	Timeline: August 2022 - June 2023

Performance Objective 8: Have 50% of students achieve *Approaches* grade level performance, 25% of students achieve *Meets* Grade Level Performance with 25% achieving *Masters* Grade Level Performance for At-Risk Students (based on student enrollment)

	Strategy 1: Identify and document students who are at-risk of dropping out of school and provide supplemental services such as tutoring, HB4545 and accelerated instruction.	
	Person(s) Responsible: Campus Principal, Academic Counselor, SEL Counselor, Teacher	Evidence of Implementation: complete at-risk student profile by listing at-risk criteria and documentation
	Evidence of Impact (Formative): Grades, TSIA2, MAP testing	Evidence of Impact (Summative): STAAR EOC, student retention
	Funding: 211-11-XXXX	Timeline: August 2022 - June 2023

Strategy 2: Evaluate and document the effectiveness of the SCE program	
Person(s) Responsible: Campus Principal, Academic Counselor, Teacher	Evidence of Implementation: Annual evaluation, data
Evidence of Impact (Formative): Grades, TSIA2, MAP testing	Evidence of Impact (Summative): STAAR EOC, student retention
Funding: 211-11-XXXX	Timeline: August 2022 - June 2023

Strategy 3: Students will be monitored and exited from the SCE program	
Person(s) Responsible: Campus Principal, Academic Counselor, Teacher	Evidence of Implementation: Monitoring form, exit criteria
Evidence of Impact (Formative): Grades, TSIA2, MAP testing	Evidence of Impact (Summative): STAAR EOC, student retention
Funding: 211-11-XXXX	Timeline: August 2022 - June 2023

Strategy 4: Provide supplemental instruction/support and timely interventions for students who are at-risk of failing core classes (needing additional services)	
Person(s) Responsible: Campus Principal, Academic Counselor, Teacher	Evidence of Implementation: Shmoop, tutoring logs, HB4545 logs, sign-in sheets
Evidence of Impact (Formative): Review all grades every 3 weeks.	Evidence of Impact (Summative): Increase in passing rate, PGR, decrease in students on academic probation
Funding: 282-11-6399-XX	Timeline: August 2022 - June 2023

Performance Objective 9: Have 0% of students achieve *Approaches* grade level performance, 0% of students achieve *Meets* Grade Level Performance with 0% achieving *Masters* Grade Level Performance for 504 Students (based on student enrollment)

Strategy 1: Student will be referred and evaluated for section 504 to determine qualification of a disability that substantially limits a major life activity	
Person(s) Responsible: Campus Principal, Academic Counselor, 504 Coordinator, Teacher	Evidence of Implementation: Following the 504 referral and evaluation, progress reports
Evidence of Impact (Formative): Grades, TSIA2, MAP testing	Evidence of Impact (Summative): STAAR EOC's, final grades
Funding: 211-11-6399-XX	Timeline: August 2022 - June 2023

Strategy 2: Provide 504 students with accommodations to address areas of need	
Person(s) Responsible: Campus Principal, Academic Counselor, 504 Coordinator, Teacher	Evidence of Implementation: Supplemental aids and services, individual accommodations
Evidence of Impact (Formative): Grades, TSIA2, MAP testing	Evidence of Impact (Summative): STAAR EOC's, final grades
Funding: 211-11-6399-XX	Timeline: August 2022 - June 2023

Performance Objective 10: By May of 2023, 50% of the Emergent Bilingual (EB) population will show progress of at least one proficiency level on the composite rating of the TELPAS assessment (based on student enrollment).

Strategy 1: Ensure all EB students are speaking and writing in all content areas to enhance student comprehension and will be monitored through lessons and walk-throughs.	
Person(s) Responsible: Campus Principal, Academic Counselor, LPAC Coordinator, Teacher	Evidence of Implementation: LPAC documentation, assignments, T-TESS walkthroughs, practice tests
Evidence of Impact (Formative): Grades, TSIA2, MAP testing	Evidence of Impact (Summative): STAAR EOC's, TELPAS, final grades
Funding: 211-11-XXXX	Timeline: August 2022 - June 2023

Strategy 2: All teachers will provide sentence stems for students to help build their ability to respond using appropriate academic vocabulary and will be monitored through lessons and walk-through observations.	
Person(s) Responsible: Campus Principal, Academic Counselor, LPAC Coordinator, Teacher	Evidence of Implementation: STAAR EOC's, TELPAS, final grades
Evidence of Impact (Formative): Grades, TSIA2, MAP testing	Evidence of Impact (Summative): STAAR EOC's, final grades, TELPAS
Funding: 211-11-XXXX	Timeline: August 2022 - June 2023

Strategy 3: Students will be guided to improve their own writing through the evaluation and analysis of exemplar writing samples and will be monitored through lessons and walk-throughs.	
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	Person(s) Responsible: Campus Principal, Academic Counselor, LPAC Coordinator, Teacher	Evidence of Implementation: T-TESS walkthroughs, assignments
	Evidence of Impact (Formative): Grades, TSIA2, MAP testing	Evidence of Impact (Summative): STAAR EOC's, final grades, TELPAS
	Funding: 211-11-XXXX	Timeline: August 2022 - June 2023

Performance Objective 11: Students will attend school 90% of the time. They must not exceed 4 absences for high school courses or 3 absences for college courses.

	Strategy 1: Attendance is cumulative. 90% attendance is required for credit (excused and unexcused). Attendance impacts a student's learning. Interventions are in place to assist students to avoid loss of credit and offered credit recovery if needed.	
	Person(s) Responsible: Campus Principal, Academic Counselor, SEL Counselor, Teachers	Evidence of Implementation: Student-Parent Handbook, Student/Parent Informational Sessions, Student Assemblies
	Evidence of Impact (Formative): Number of students absent	Evidence of Impact (Summative): Number of students absent for each semester
	Funding:	Timeline: August 2022 - June 2023

Performance Objective 12: Personnel will attend evidence-based professional development to assist students succeed academically.

	Strategy 1: Provide all teachers individual instructional coaching (monthly) in the common instructional frameworks	
	Person(s) Responsible: Principal	Evidence of Implementation: Contract with EM consulting, sign in sheets, monthly coaching reports
	Evidence of Impact (Formative): Monthly report on coaching sessions from Melson Consulting	Evidence of Impact (Summative): TTESS
	Funding: 255-13-XXXX-XX (\$500)	Timeline: August 2022 - June 2023

	Strategy 2: Teachers will attend PD to learn strategies to better align TEKS to the curriculum.	
	Person(s) Responsible: Principal, Academic Counselor, Teacher	Evidence of Implementation: Excel spreadsheet on TEKS and curriculum
	Evidence of Impact (Formative): Assessments, lessons	Evidence of Impact (Summative): EOCs
	Funding:	Timeline: August 2022 - June 2023

	Strategy 3: Teachers will attend PD to understand the process of the CNA/CIP.	
	Person(s) Responsible: Principal, Academic Counselor, Teacher	Evidence of Implementation: CNA/CIP, Teacher-developed strategies
	Evidence of Impact (Formative): Benchmarks, assessments	Evidence of Impact (Summative): EOCs
	Funding:	Timeline: August 2022 - June 2023

	Strategy 4: Teachers will attend PD to understand the process of identifying, monitoring, exiting, and providing supplemental services to at-risk students.	
	Person(s) Responsible: Principal, Academic Counselor, Teacher	Evidence of Implementation: At-Risk Form, Monitoring Form, Student Grades
	Evidence of Impact (Formative): Benchmarks, assessments	Evidence of Impact (Summative): EOCs
	Funding:	Timeline: August 2022 - June 2023

	Strategy 5: Teachers/Administration will attend PD to increase their knowledge of content and best practices to support student success.	
	Person(s) Responsible: Principal, Academic Counselor, SEL Counselor, Student Success Liaison, Teacher	Evidence of Implementation: Agenda, Connect20 Invoice
	Evidence of Impact (Formative): Benchmarks, assessments	Evidence of Impact (Summative): EOCs, Final Exams
	Funding: 255-13-6239-XX	Timeline: August 2022 - June 2023

Goal 2: Increase social emotional support for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations.

Performance Objective 1: The campus will implement and provide supports to address the overall social and academic needs of the students.

	Strategy 1: Develop and create Social-emotional Learning activities to support students’ needs	
	Person(s) Responsible: Campus Principal, Academic Counselor, SEL Counselor, Student Success liaison	Evidence of Implementation: Schedule of activities, sign-in sheets, analytic review of Shmoop Heartbeat program
	Evidence of Impact (Formative): Review all data – Nov, Jan, Mar and June.	Evidence of Impact (Summative): EOC’s, grades
	Funding: 282-31-XXXX	Timeline: August 2022 – June 2023

	Strategy 2: Utilizing the facilities of San Antonio College (i.e. gym), the campus will provide students with physical activities to compliment the SEL program.	
	Person(s) Responsible: Campus Principal, College Success Liaison, SEL Counselor, Academic Counselor	Evidence of Implementation: Calendar, sign up sheets, emails/confirmation
	Evidence of Impact (Formative): Review all data – Nov, Jan, Mar and June.	Evidence of Impact (Summative): EOC’s, grades
	Funding: 282-31-XXXX	Timeline: August 2022 – June 2023

	Strategy 3: Students will be provided field trips/conferences/training opportunities to create real life connections to State Curriculum, Career Fields, and higher ed opportunities (college visits). Field trips provide instructional support opportunities to engage and promote student academics	
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	Person(s) Responsible: Campus Principal, College Success Liaison, SEL Counselor, Academic Counselor	Evidence of Implementation: Student permission slips, agendas for activities
	Evidence of Impact (Formative): Review all data – Nov, Jan, Mar and June.	Evidence of Impact (Summative): Grades, PGR, test scores, student surveys.
	Funding: 282-11-XXXX-XX	Timeline: August 2022 – June 2023

Performance Objective 2: Health Services will support the CIP by aligning campus goals, objectives, strategies, and actions which will lead to improved performance for all students and student groups as well as student safety.

	Strategy 1: Assist students by treating minor injuries or illnesses and providing support to students with chronic health issues.	
	Person(s) Responsible: Nurse	Evidence of Implementation: Clinic log and medication log
	Evidence of Impact (Formative): Number of student visits, COVID absence days	Evidence of Impact (Summative): Clinic log
	Funding:	Timeline: August 2022 - June 2023

	Strategy 2: Audiometer calibration to perform state required hearing screenings	
	Person(s) Responsible: Nurse	Evidence of Implementation: Annual screenings
	Evidence of Impact (Formative): Number of students screened	Evidence of Impact (Summative): Report to state at the end of the school year

	Funding:	Timeline: August 2022 - June 2023
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	Strategy 3: Physician consult to assist nurse with oversight of health services	
	Person(s) Responsible: Nurse	Evidence of Implementation: Yearly Contract
	Evidence of Impact (Formative): Clinic standing orders	Evidence of Impact (Summative): Corresponding with physician throughout the school year
	Funding:	Timeline: August 2022 - June 2023

	Strategy 4: Region 20 School Health Cooperative	
	Person(s) Responsible: Nurse	Evidence of Implementation: District Contract
	Evidence of Impact (Formative): Number of trainings and meetings	Evidence of Impact (Summative): Attending trainings and number of email correspondence
	Funding:	Timeline: August 2022 - June 2023

	Strategy 5: CPR/AED training and certification for staff	
	Person(s) Responsible: Nurse	Evidence of Implementation: Contracted service
	Evidence of Impact (Formative): Number of online trainings	Evidence of Impact (Summative): Number of personnel certified
	Funding:	Timeline: August 2022 - June 2023

Strategy 6: AED monitoring program	
Person(s) Responsible: Nurse	Evidence of Implementation: Yearly contract for service
Evidence of Impact (Formative): Number of AED's monitored	Evidence of Impact (Summative): Monthly correspondence on properly functioning equipment
Funding:	Timeline: August 2022 - June 2023

Strategy 7: Behavioral Threat Assessment provides a proactive, evidence-based approach for identifying individuals who may pose a threat and for providing interventions before a violent incident occurs.	
Person(s) Responsible: Campus Principal, Nurse, Special Education Teacher, SEL Counselor, District Personnel	Evidence of Implementation: Attend 7-hour training, Completion of both the online course and the virtual training will meet the new State requirements for threat assessment training.
Evidence of Impact (Formative): Individuals attend entire training to be eligible to receive 7 hours of TCOLE Credit.	Evidence of Impact (Summative): Individuals attend entire training to be eligible to receive 7 hours TCOLE Credit.
Funding:	Timeline: August 2022 - June 2023

Strategy 8: Use of student code of conduct, trainings, and programs on internet safety to deter violence and drug/alcohol incidents, unwanted physical or verbal aggression, sexual harassment, dating violence, suicide, and other forms of bullying, including cyber-bullying.	
Person(s) Responsible: Campus Principal, Academic Counselor, SEL Counselor, Student Success Liaison	Evidence of Implementation: Staff training, Campus policies, Student training

	Evidence of Impact (Formative): Campus staff and students will complete 6 hour training.	Evidence of Impact (Summative): Certificate of completion
	Funding:	Timeline: August 2022 - June 2023

	Strategy 9: Essential need to assist with student academic persistence, wellness, and continued academic success.	
	Person(s) Responsible: Campus Principal, Academic Counselor, Student Success Liaison, Administrative Assistant	Evidence of Implementation: Student usage
	Evidence of Impact (Formative): Benchmarks, grades, walk-throughs	Evidence of Impact (Summative): STAAR EOC's, grades
	Funding: 427-11-XXXX	Timeline: August 2022 - June 2023

Goal 3: Davis ECHS will provide a variety of opportunities for parents and community members to be involved through an array of activities.

Performance Objective 1: Davis ECHS believes that a partnership is beneficial between the school, parents and community. Through parent and family engagement positive communication will be implemented between the parent and the school.

	Strategy 1: Parents and family members will participate in activities and strategies that promote student academic success.	
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	Person(s) Responsible: Campus Principal, Academic Counselor, SEL Counselor, Teacher	Evidence of Implementation: Family workshops and Parent Night sign-in sheets, Power Points, Agendas
	Evidence of Impact (Formative): Parent communication via email and Schoology	Evidence of Impact (Summative): Participation at meetings, parent feedback
	Funding: 282-61-XXXX	Timeline: August 2022 - June 2023

	Strategy 2: Parent and family members will have opportunities to communicate readily and easily with teachers and staff regarding their student’s academics	
	Person(s) Responsible: Campus Principal, Academic Counselor, SEL Counselor, Teacher	Evidence of Implementation: Attendance at Parent Nights and parent conferences, Parent registered Schoology account
	Evidence of Impact (Formative): Conferences and Parent Nights, Schoology analytics	Evidence of Impact (Summative): Participation at meetings, parent feedback, Schoology analytics
	Funding: 282-61-XXXX	Timeline: August 2022 - June 2023

	Strategy 3: Provide parents and family members of Title I campus engaging activities and strategies to assist in meeting the challenging needs of the parents, students and schools	
	Person(s) Responsible: Campus Principal, Academic Counselor, SEL Counselor, Teacher	Evidence of Implementation: Sign-in sheets, agendas, Power Points, PFE Policy, Compact.
	Evidence of Impact (Formative): Parent communication via email and Schoology, attendance of meetings.	Evidence of Impact (Summative): Participation at meetings, parent feedback

Funding: 282-61-XXXX	Timeline: August 2022 - June 2023
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	<p>Strategy 4: Each school served shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. [Section 1116 (b)(1)]</p>	
	<p>Person(s) Responsible: Campus Principal, Academic Counselor, SEL Counselor</p>	<p>Evidence of Implementation: Campus policy, Sign-in sheets, Agenda, Translation policy</p>
	<p>Evidence of Impact (Formative): Number of parents attending meetings to develop/revise campus policy.</p>	<p>Evidence of Impact (Summative): Developed policy with parent comments/input, Number of Campus Policy distributed to parents.</p>
	Funding:	Timeline: August 2022 - June 2023

	<p>Strategy 5: Each Title I, Part A campus convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved. (Note: TEA requires that the annual meeting be offered on more than one day and at more than one time, so that parents have more than one option to attend.) [Section 1116(D)(c)(1)]</p>	
	<p>Person(s) Responsible: Campus Principal, Academic Counselor, SEL Counselor</p>	<p>Evidence of Implementation: PowerPoint, Sign-in sheets, Agenda, Translation policy</p>
	<p>Evidence of Impact (Formative): Number of parents attending meeting.</p>	<p>Evidence of Impact (Summative): Parent comments/input</p>
	<p>Funding:</p>	<p>Timeline: August 2022 - June 2023</p>

	<p>Strategy 6: The LEA has School-Parent Compacts at each Title I, Part A campus that outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. [Section 1116 (d)]</p>	
	<p>Person(s) Responsible: Principal, Academic Counselor, SEL Counselor</p>	<p>Evidence of Implementation: School-Parent Compact, Sign-in sheets, Agenda, Translation policy</p>

	Evidence of Impact (Formative): Number of parents attending meetings to develop/revise school-parent compact.	Evidence of Impact (Summative): Developed revised School-Parent Compact with parent comments/input, Number of School-Parent Compacts distributed to parents.
	Funding:	Timeline: August 2022 - June 2023

	<p>Strategy 7: The LEA and Title I, Part A campuses shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.</p> <p>[Section 1116 (e)(3)]</p>	
	Person(s) Responsible: Campus Principal, Academic Counselor, SEL Counselor	Evidence of Implementation: Sign-in sheets, Agenda, Presentation,
	Evidence of Impact (Formative): Number of staff trained.	Evidence of Impact (Summative): Parental engagement percentage increase.
	Funding:	Timeline: August 2022 - June 2023

	<p>Strategy 8: At the beginning of each school year, a local educational agency shall notify the parents of each student that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teacher(s). [Section 1112 (e)(1)(A)]</p>	
	<p>Person(s) Responsible: Campus Principal, Academic Counselor, SEL Counselor</p>	<p>Evidence of Implementation: Student-Parent Handbook information for parents</p>
	<p>Evidence of Impact (Formative): Parents requesting information on classroom teacher qualifications</p>	<p>Evidence of Impact (Summative): Parents requesting information on classroom teacher qualifications</p>
	<p>Funding:</p>	<p>Timeline: August 2022 - June 2023</p>

FUNDING

Date Run: 10-27-2022 10:11 AM		Inquiry Information for All Accounts				Page: 1 of 1	
Cnty Dist: 015-805		New Frontiers Public Schools				File ID: C	
Processed <input checked="" type="checkbox"/> Current (09) <input checked="" type="checkbox"/> Next (10) <input checked="" type="checkbox"/>		XXX XX XXXX XX 002 X XX X XX					
Account Number		Description		Est Revenue/ Appropriation	Encumbrance	Rizd Revenue/ Expenditure	Balance
211 11 6399 00 002 3 24 0 00	Instructional Supplies	-1,000.00	188.23	552.16	-259.61		
211 31 6399 00 002 3 24 0 00	Counseling SEL Supplies	-800.00	0.00	0.00	-800.00		
211 31 6399 02 002 3 24 0 00	Academic Counseling Supplies	-800.00	0.00	0.00	-800.00		
211 61 6399 00 002 3 24 0 00	Parent Engagement Supplies	-500.00	0.00	0.00	-500.00		
255 13 6291 62 002 3 30 0 00	Melson Consulting PD	-500.00	0.00	0.00	-500.00		
282 11 6222 00 002 1 38 0 00	Student Tuition	-5,823.00	0.00	0.00	-5,823.00		
282 11 6299 62 002 1 30 0 00	Newsela	-270.00	0.00	0.00	-270.00		
282 11 6339 62 002 1 24 0 00	NWEA	-150.00	0.00	150.00	0.00		
282 11 6399 00 002 1 99 0 00	Microscopes	-5,000.00	0.00	0.00	-5,000.00		
282 11 6399 62 002 1 30 0 00	Shmoop Davis	-4,000.00	0.00	0.00	-4,000.00		
282 11 6399 62 002 1 99 0 00	Nuzella Digital Svc	-270.00	0.00	0.00	-270.00		
282 11 6399 62 002 1 99 0 02	NearPod	-2,700.00	169.00	0.00	-2,531.00		
282 11 6411 00 002 1 11 0 00	Employee Travel	-177.00	156.87	0.00	-20.13		
282 11 6412 00 002 1 30 0 00	Student Travel	-1,200.00	0.00	0.00	-1,200.00		
282 11 6499 00 002 1 11 0 00	College Board Memberships	-400.00	0.00	0.00	-400.00		
282 31 6399 62 002 1 37 0 00	Dyslexia Supplies & Materials	-231.00	0.00	0.00	-231.00		
282 33 6219 00 002 1 99 0 00	Health Prof Svcs	0.00	0.00	0.00	0.00		
282 33 6299 00 002 1 99 0 00	AED Svc/Hearing Calibration	-225.00	0.00	0.00	-225.00		
282 33 6399 00 002 1 99 0 00	Misc. Operating	0.00	0.00	0.00	0.00		
282 61 6399 62 002 1 99 0 00	Parental Engagement	-2,000.00	31.82	0.00	-1,968.18		
289 13 6239 00 002 3 99 0 00	ESC Training & Development	-1,400.00	0.00	0.00	-1,400.00		
410 11 6321 00 002 3 11 0 00	Reg Ed - Textbooks	-6,400.00	0.00	0.00	-6,400.00		
420 13 6239 00 002 3 37 0 00	Dyslexia ESC20 PD	-1,000.00	0.00	0.00	-1,000.00		
420 31 6299 00 002 3 37 0 00	Dyslexia Contracted Svcs	-80.00	0.00	0.00	-80.00		
420 33 6399 00 002 3 99 0 00	Davis Nurse Supplies	-100.00	0.00	10.54	-89.46		
420 51 6269 56 002 3 99 0 00	ACC Davis Lease	-84,400.00	8,158.34	4,308.34	-71,933.32		

Imelda Davis ECHS (015805-002)

427	11	6269	00	002	3	11	0	00	Culligan Water @ Davis	-887.00	0.00	124.50	-762.50
427	13	6239	00	002	3	99	0	00	ESC	-209.52	209.52	0.00	0.00
427	13	6291	62	002	3	24	0	00	Melson Consulting PD	-13,000.00	0.00	2,250.00	-10,750.00
427	13	6299	62	002	3	99	0	00	MELSON CONSULTING	0.00	0.00	0.00	0.00
427	23	6239	00	002	3	99	0	00	ESC	-250.00	52.38	0.00	-197.62
427	31	6239	00	002	3	99	0	00	ESC	-240.48	65.13	0.00	-175.35
427	51	6249	00	002	3	99	0	00	Contracted Maint. & Repair	-1,000.00	0.00	0.00	-1,000.00
427	51	6269	00	002	3	99	0	00	Rentals - Richo	-3,000.00	0.00	0.00	-3,000.00
811	11	6299	00	002	3	11	0	00	AVID	-13,500.00	0.00	0.00	-13,500.00
811	11	6299	00	002	3	99	0	00	Staff Recruitment	-8,415.00	0.00	0.00	-8,415.00
811	11	6299	02	002	3	11	0	00	Motivational Speaker	-5,000.00	0.00	0.00	-5,000.00
811	11	6339	00	002	3	11	0	00	Testing Material	-1,000.00	0.00	0.00	-1,000.00
811	11	6399	00	002	3	11	0	00	Davis Instructional Supplies	-2,000.00	54.42	1,429.77	-515.81
811	11	6399	02	002	3	11	0	00	Science Material & Supplies	-2,000.00	67.59	545.29	-1,387.12
811	13	6299	02	002	3	99	0	98	PD Training & Development	-1,000.00	0.00	0.00	-1,000.00
811	23	6399	00	002	3	99	0	00	Campus Admin Supplies	-340.00	120.79	376.42	157.21
811	23	6411	00	002	3	99	0	00	Campus Admin Travel	-160.00	140.00	19.81	-0.19
811	31	6399	00	002	3	99	0	00	Academic Counseling Supplies	-941.00	0.00	0.00	-941.00
811	31	6411	00	002	3	99	0	00	Academic Counseling Travel	-59.00	0.00	58.75	-0.25
Totals:										-172,428.00	9,414.09	9,825.58	-153,188.33

Schoolwide Title 1 Elements

Checklist Description
1.1 Comprehensive Needs Assessment
Description of Process
Data Sources Used
Participants in CNA process
Strengths
Needs
Conclusions/ Priorities
2.1 Campus Improvement Plan
List of participants in developing the CIP
Role (parent, teacher, etc.)
2.2 Regular monitoring and revision
List of dates CIP review or will review
2.3 Available to parents and community
Location CIP made available: website ... campus and district office, etc.
English & Spanish
How was it made available to parents, i.e., Schoology
2.4 Opportunities for all children to meet State standards
Provide evidence

2.5 Increased learning time and well-rounded education
2.6 Address needs of all students, particularly at-risk
3 Parent & Family Engagement (PFE)
3.1 Develop and distribute Parent and Family Engagement Policy
3.2 Offer flexible number of parent involvement meetings

TEXAS EDUCATION AGENCY STRATEGIC PRIORITIES

1. Recruit, support and retain teachers and principals
2. Build a foundation of reading and math
3. Connect high school to career and college
4. Improve low-performing schools

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

1. The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
2. The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
3. The students in the public education system will demonstrate exemplary performance in the understanding of science.

4. The student in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

Objective 1. Parents will be full partners with educators in the education of their children.

Objective 2. Students will be encouraged and challenged to meet their full educational potential.

Objective 3. Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective 4. A well-balanced and appropriate curriculum will be provided to all students.

Objective 5. Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.

Objective 6. Qualified and highly effective personnel will be recruited, developed and retained.

Objective 7. The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective 8. School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective 9. Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective 10. Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.