

Frank L. Madla ECHS  
(015805-001)



**FRANK L. MADLA**  

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**Early College High School**  
**New Frontiers – Palo Alto College**  
**ALAMO COLLEGES**

Campus Improvement Plan

Frank L. Madla Early College High School - A New Frontiers Public Schools Campus

School Year 2024 - 2025

Rev. - July 2024

Una versión en español está disponible en la escuela.

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## COMMITTEE

Jeff Flores	Deputy Superintendent/Executive Principal
Alyssa Gamez	Campus Administrator
Norma Arshad	District Lead SEL Counselor/PFE Coordinator
Kristina Canales	English Teacher
Sierra Garcia	AVID/Special Education Teacher
	English Teacher
Heather Gregg	Science Teacher
Danielle Magaña	History Teacher
Teressa Mireles	College Success Liaison
Greg Morin	Davis ECHS Math Teacher
Alice Rodriguez	Administrative Assistant
Yolanda Garcia	Administrative Assistant
Robin Wilhoit	Nurse
Brenda Sonnen	District Representative/Special Programs Coordinator
Jessica De Los Santos	Parent
Lina Denham	Parent

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## MISSION

Frank L. Madla Early College High School 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

Our Comprehensive Needs Assessment is a cyclical continuous process at Frank L. Madla Early College High School that includes addressing improving academic achievement for students. The process involves a core committee of all stakeholders at the district/campus engaged in reviewing data, having discussions, and collaborating on finding the strengths, needs and areas of improvement. The core committee is composed of the Teachers (ESL, SpEd), Campus Administrator, College Liaison, SEL Counselor, Special Programs Coordinator, Parents, Community Members, and Students.

The Comprehensive Needs Assessment (CNA) contains the Focus Areas. The focus areas include:

1. Demographics
2. Student Academic Achievement
3. School Culture and Climate
4. Staff Quality, Recruitment and Retention
5. Curriculum, Instruction, and Assessment
6. Parent, Family, and Community Engagement
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.

The process includes:

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

## DEMOGRAPHICS

### Summary

Frank L. Madla ECHS has a campus enrollment of 175 students and campus low income is 67.2%. Madla ECHS has a student population of 94% Hispanic, 5% White, 3% African American, 0.2% Two or More Races, 39% Male and 61% Female.

Madla ECHS is projected to service 3% Special Education, 88% Economically Disadvantaged and 19% At-Risk students.

The personnel at Frank L. Madla ECHS are all certified teachers. 38% of personnel hold Master's Degrees, 100% attend district/campus training, and there is a 94% retention rate.

The commissioner of education has approved the relocation of campus #015805-002 from 1819 North Main Avenue, San Antonio, Texas 78212 to 1400 Villaret, San Antonio, Texas 78224, effective August 1, 2024.

### Demographic Strengths

Among the many strengths in our schoolwide academic program, we ensure that all students are serviced based on their individual academic and social needs. Our program centers around meeting students academically and assisting them achieve their goals associated with post-secondary success.

Frank L. Madla ECHS has the following strengths:

1. Small campus size by design
2. Co-located at the Palo Alto College campus
3. Engaging instruction that emphasizes learning through inquiry
4. Low teacher turnover rate
5. High post-secondary completion rate
6. High graduation rate

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### Demographic Needs

Need Statement 1 (Priority) - Increase academic, technology, social, health, and emotional support for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations.

Need Statement 2 (Priority): Attendance rate of 98% for students.

Need Statement 3 (Priority): Increase community, parents, students, staff, and business stakeholders in supporting campus objectives.

Need Statement 4 (Priority): Hire certified teachers to address math, science, and special populations needs.

Need Statement 5 (Priority): Hire dual credit certified teachers to provide on campus DC classes

Need Statement 6 (Priority): Increase college Readiness through the TSIA2 exam

Fund Resources:





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Other resources such benchmarks, EOCs, MAP, and other resources to monitor student progress were also reviewed.

- Testing
  - HB1416 underway
  - Benchmark Testing underway
  - English 1 STAAR
  - English 2 STAAR
  - MAP Skills
  - TSIA2
  
- PSAT Testing
  - PSAT 8/9
  - PSAT NMSQT
  - SAT Testing (first time at Madla)
  - All 12<sup>th</sup> grade students (Accountability implications)
  
- STAAR EOC retesting-(numbers pending substitute assessment review)
  - English 1
  - English 2
  - Biology/US History
  - Algebra 1
  - Interim STAAR Assessments

### Student Achievement Strengths

1. High partnership engagement with the Palo Alto College (73% of students enrolled in PAC courses)
2. High percentage of students scores Approaches on STAAR
3. Consistency among sub-group performance
4. Strong projected assessment results

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Student Achievement Needs

1. Need Statement 1 (Priority): Continue math tutoring during instructional day
2. Need Statement 2 (Priority): College liaison will increase student management by checking attendance, reviewing grade progress, and establishing communication between student and IHE to maintain student success.
3. Need Statement 3 (Priority): Provide high evidence-based professional support for all teachers
4. Need Statement 4 (Priority): Offer additional emotional and academic support to include more on-campus activities for students and parents
5. Need Statement 5 (Priority): Increase the number of students scoring at Masters level on STAAR
6. Need Statement 6 (Priority): Higher performance on College Readiness assessments (PSAT, TSI, SAT, ACT)

Fund Resources:

## SCHOOL CULTURE AND CLIMATE

### Summary

Frank L. Madla ECHS provides a positive school culture which will positively influence student performance and achievement. With the return of students to campus Madla ECHS will continue to provide high level SEL support to parents and students. At Madla Early College High School parents take an active role in their children's education. Madla has taken steps to facilitate communication between parents and teachers with the goal of improving the academic program. Schoology is utilized as the primary Learning Management System (LMS). Parents, teachers, and students are encouraged to utilize this platform to communicate - especially for concerns regarding academic progress and attendance.

### School Culture and Climate Strengths

1. Use of Schoology for academics and communication
2. Madla Milestones to celebrate student achievement
3. NWEA MAPs Testing at BOY, MOY, and EOY
4. Data stored in Eduphoria for easy data tracking
5. Consistent Parent and Family Engagement Meetings/Activities
6. MTSS Implementation for embedded student support

### School Culture and Climate Needs:

1. Need Statement 1 (Priority): Credit recovery processes to address student academic needs.
2. Need Statement 2 (Priority): Test prep for all assessments to ensure student success as they transition after high school
3. Need Statement 3 (Priority): SEL support is needed to increase student achievement and performance.
4. Need Statement 4 (Priority): Updates and upgrades in facilities
5. Need Statement 5 (Priority): Review and upgrade existing technology

Fund Resources:

## STAFF QUALITY, RECRUITMENT, AND RETENTION

### Summary

Staff quality, recruitment, and retention at Frank L. Madla ECHS continues to be evaluated. Due to changes in staffing for the 24-25 school year, teachers will need to be shared amongst all NFPS campuses.

### Staff Quality, Recruitment, and Retention Strengths

1. Staff mobility is low - 94% retention rate
2. All teachers are certified and 38% of personnel hold Master's Degrees
3. 100% attend district/campus training
4. Madla teachers sponsor school clubs and organizations
5. Training for teachers and administration on teacher evaluation method

### Staff Quality, Recruitment, and Retention Needs

1. Need Statement 1 (Priority): Recruitment of new teachers to correspond with student enrollment and demographics
2. Need Statement 2 (Priority): Increase engagement and attendance of curriculum-based professional development
3. Need Statement 3 (Priority): Increase district support for returning teachers through collaboration and discussion
4. Need Statement 4 (Priority): Recruitment of Math and Science teachers that can teach dual-credit courses

Fund Resources:

## 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:

1. Accelerated learning to prepare students for early college
2. Progress monitoring through NWEA/MAP testing
3. Provide services for students that require HB1416
4. Madla offers PSAT/SAT tests for all grade levels
5. Teachers collaborate across the curriculum

### Curriculum, Instruction, and Assessment Needs

1. Need Statement 1 (Priority): Improve college readiness and performance for all students and special populations
2. Need Statement 2 (Priority): Implementation of TSIA2 testing procedures to ensure student success
3. Need Statement 2 (Priority): Aligning TEKS to curriculum and assessment
4. Need Statement 3 (Priority): Participation in SAT/ACT testing by senior level students
5. Need Statement 4 (Priority): Lack of staff in dual-credit content areas

Fund Resources:

## PARENT, FAMILY, AND COMMUNITY ENGAGEMENT

### Summary

Parents and family engagement place a high value on the Madla campus. Parents attend the events, when possible, as they are held multiple times throughout the school year. 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

1. Increased opportunities for Parent Engagement to include Workshops
2. Increased opportunities for parents to provide input (meetings, surveys, etc.)
3. Parents and community members serve on committees as needed
4. Campus staff has positive relationships with parents

### Parent, Family, and Community Engagement Needs

1. Need Statement 1 (Priority): Provide more opportunities for families to discuss specific questions/concerns about student(s) academic needs to include grades, specific classes, assessments, etc.
2. Need Statement 2 (Priority): Provide families with different times/dates to engage and learn about information that pertains to their student(s) and in a language that they understand.
3. Need Statement 3 (Priority): Provide all families with opportunities to learn with their student(s).
4. Need Statement 4 (Priority): To communicate with stakeholders, translate information into Spanish as needed.
5. Need Statement 5 (Priority): Increase family involvement throughout the year

Fund Resources:

## SCHOOL CONTEXT AND ORGANIZATION

### Summary

Madla operates a block schedule to meet student needs. All visitors must check-in through the front office to gain access to the campus. Weekly safety walkthroughs consist of checking all exterior doors to make sure they are in functioning condition and close properly. All Madla staff and students must wear their PAC IDs.

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.

### School Context and Organization Strengths

1. Each teacher can create curriculum specific assignments and tests for students
2. Benchmark data is collected to provide intervention for students based on the MTSS framework
3. Teachers have time at the beginning of each semester to prepare and analyze content data and sequencing
4. Teachers and staff attend professional development as needed

### School Context and Organization Needs

1. Need Statement 1 (Priority): Evaluation of school facilities and update issues caused by outdoor wear and tear
2. Need Statement 2 (Priority): Indoor temperature in the facilities varies based on the weather.
3. Need Statement 3 (Priority): Provide students with college visits in and out of the city.
4. Need Statement 4 (Priority): Increase involvement of Madla students with various PAC departments
5. Need Statement 5 (Priority): Provide teachers and staff with opportunities throughout the school year to attend professional development.

Fund Resources:



## TECHNOLOGY

### Summary

All students and staff have access to laptops, Chromebooks, and WiFi at Madla. Many assignments, projects, and assessments require the internet to complete. All courses utilize Schoology as a platform to deliver assignments and notes. 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.

### Technology Strengths

1. All classrooms are equipped with a Chromebook cart.
2. Campus-wide Wi-Fi is available for student/family use.
3. Parents can connect their own Schoology account to their students' account to monitor grades and progress and communicate with staff
4. Schoology participation by all stakeholders
5. Network is reliable and steady due to latest network updates

### Technology Needs

1. Need Statement 1 (Priority): Review Chromebooks to ensure they are up to date with the latest operating systems
2. Need Statement 2 (Priority): Evaluate classrooms to ensure existing equipment is functioning and up to date
3. Need Statement 3 (Priority): Increase technology partnership with PAC by use of their computer labs
4. Need Statement 4 (Priority): Provide teachers with technology accessories (clickers, adapters, power strips)
5. Need Statement 5 (Priority): Assist families with integration of technology and school platforms.
6. Need Statement 6 (Priority): Provide technology training for staff

Fund Resources:

## DATA SOURCES

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

### Improvement Planning Data

- District goals
- Campus goals Outcome Based Measures
- Campus/District improvement plans (current and prior years)
- NWEA MAP Testing
- TSIA 2.0 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
- CLEP
- 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

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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 Palo Alto 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-PESS data
- Parent engagement rate (analytics on Schoology)

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- 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 practice

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**Goal 1: Madla ECHS 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.**

**Performance Objective 1: Have 85% of students achieve *Approaches* grade level performance, 50% of students achieve *Meets Grade Level Performance* with 10% achieving *Masters Grade Level Performance* in *Algebra I* EOC (based on enrollment)**

<b>Strategy 1:</b> 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 Administrator, 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 2024-June 2025

<b>Strategy 2:</b> The student applies the mathematical process standards when using properties of linear functions to write and represent in multiple ways.	
Person(s) Responsible: Campus Administrator, 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:	Timeline: August 2024-June 2025

<b>Strategy 3:</b> 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	
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Person(s) Responsible: Campus Administrator, 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:	Timeline: August 2024-June 2025

**Performance Objective 2: Have 85% of students achieve Approaches grade level performance, 30% of students achieve Meets Grade Level Performance with 10% achieving Masters Grade Level Performance in English I EOC**

<b>Strategy 1:</b> Implement daily practice warm-ups for grammar and the writing process.	
Person(s) Responsible: Teacher, Campus Administrator	Evidence of Implementation: notebook checks, Schoology submissions
Evidence of Impact (Formative): warm-up checks, quiz grades	Evidence of Impact (Summative): test grades, performance on revising/editing of TSI, EOCs
Funding:	Timeline:

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<b>Strategy 2:</b> Incorporate required reading of a variety of text types—both fictional and informational— across different cultures and literary periods for each thematic unit.	
Person(s) Responsible: Teacher, Campus Administrator	Evidence of Implementation: Schoology unit folders, unit final project/test/quiz
Evidence of Impact (Formative): textual analysis writing assignments, whole-class discussions	Evidence of Impact (Summative): quiz/test grades, performance on reading portion of TSI
Funding:	Timeline:

<b>Strategy 3:</b> Host in-person and virtual parental engagement events on academic performance and English acquisition skills to include families in the education of Emergent Bilinguals.	
Person(s) Responsible: Teacher, Campus Administrator, Special Programs Coordinator	Evidence of Implementation: sign-in sheets, Zoom recordings, slides
Evidence of Impact (Formative): participation in meetings, comments on Schoology posts	Evidence of Impact (Summative): satisfaction survey
Funding:	Timeline:

<b>Strategy 4:</b> Students will revise and edit writing assignments through self-correction practice in both high school and college courses to improve oral and written language conventions at after school tutoring and at Saturday Workshops.	
Person(s) Responsible: Teacher, Campus Administrator	Evidence of Implementation: tutoring sign-up, sign-in sheets, Saturday workshop invitation/letter

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Evidence of Impact (Formative): grade checks, notebook checks, scores on practice exercises	Evidence of Impact (Summative): performance on TELPAS, English EOC scores
Funding:	Timeline:

**Performance Objective 3: Have 90% of students achieve Approaches grade level performance, 50% of students achieve Meets Grade Level Performance with 20% achieving Masters Grade Level Performance in Biology EOC**

<b>Strategy 1:</b> Saturday workshops and tutoring available for students that require additional support.	
Person(s) Responsible: Teacher, Campus Administrator	Evidence of Implementation: Test scores, course progress.
Evidence of Impact (Formative): Midterm assessments	Evidence of Impact (Summative): EOC Scores, Final Assessments
Funding:	Timeline:

<b>Strategy 2:</b> Students who successfully complete Aquatic Science will acquire knowledge about a variety of aquatic systems, conduct investigations and observations of aquatic environments, work collaboratively with peers, and develop critical-thinking and problem-solving skills.	
Person(s) Responsible: Teacher, Campus Administrator	Evidence of Implementation: Participate in SeaWorld STEM Day
Evidence of Impact (Formative): Field stations, Unit test	Evidence of Impact (Summative): lab write up, end of year assessment
Funding:	Timeline:



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<b>Strategy 3:</b> Biology students know that interactions at various levels of organization occur within an ecosystem to maintain stability. The student is expected to explain how environmental change, including change due to human activity, affects biodiversity and analyze how changes in biodiversity impact ecosystem stability. Aquatic science students understand how human activities impact aquatic environments. The student is expected to analyze the cumulative impact of human population growth on an aquatic ecosystem.	
Person(s) Responsible: Teacher, Campus Administrator	Evidence of Implementation: Participate in SeaWorld STEM Day
Evidence of Impact (Formative): Field stations, Unit test	Evidence of Impact (Summative): lab write up, end of year assessment
Funding:	Timeline:

**Performance Objective 4: Have 100% of teachers provide high quality instruction through implementation of AVID and Common Instructional Frameworks strategies**

<b>Strategy 1:</b> The AVID Tutorial Process is an inquiry based, collaborative effort by students and tutors, coached and facilitated by the teacher, designed to have a deeper understanding of content from core academic classes.	
Person(s) Responsible: Teacher, Campus Administrator	Evidence of Implementation: Test scores, course progress, weekly use of Tutorial Request Forms, observations of academic conversations in Tutorial groups
Evidence of Impact (Formative): Assessments at Midterm, Unit test	Evidence of Impact (Summative): EOC Scores, Final Assessments
Funding:	Timeline:

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<b>Strategy 2:</b> AVID Philosophical Chairs is a format designed for classroom discussion that ensures respectful dialogue/debate, mutual understanding, respect, and deep engagement in a content area.	
Person(s) Responsible: Teacher, Campus Administrator	Evidence of Implementation: Core content course progress, deep understanding of content discussed
Evidence of Impact (Formative): Students use of content knowledge during Philosophical Chairs and in core content areas	Evidence of Impact (Summative): Development of strong interpersonal skills to use in all areas of life
Funding:	Timeline:

<b>Strategy 3:</b> In AVID Socratic Seminars, students will examine a common piece of text to seek a deeper understanding of complex ideas in the text through high level thoughtful dialogue.	
Person(s) Responsible: Teacher, Campus Administrator	Evidence of Implementation: Student's preparation before Socratic Seminar to thoughtfully discuss the common text, meaningful discussion about the text
Evidence of Impact (Formative): Core content course progress through use of cross curricular texts	Evidence of Impact (Summative): EOC Scores, Final Assessments, learning to work with others in a collaborative effort for life
Funding:	Timeline:

<b>Strategy 4:</b> AVID 9th will implement extensive reading projects to become lifelong learners.	
Person(s) Responsible: Teacher, Campus Administrator	Evidence of Implementation: All students are required to get a composition book and they shall be writing in it daily. This will help them transition into their college classes.
Evidence of Impact (Formative): Agenda checks and Tutorials groups	Evidence of Impact (Summative): Project grade

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Funding:	Timeline:
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<b>Strategy 5:</b> AVID 2 is implementing college and career awareness to students by partnering with Texas universities for potential exposure to the college experience through college visits and field trips	
Person(s) Responsible: Teacher, Campus Administrator	Evidence of Implementation: Students will be able to research potential colleges/universities to help implement college and career readiness. After a consensus is made by the class students will visit a college campus for said exposure.
Evidence of Impact (Formative): Grade checks will be made at midterm and final of semester to determine eligibility	Evidence of Impact (Summative): EOC Scores, Final assessments
Funding: 420-11-6412-00-001-4-11-0-05	Timeline:

<b>Strategy 6:</b> The AVID Tutorial Process is an inquiry based, collaborative effort by students and tutors, coached and facilitated by the teacher, designed to have a deeper understanding of content from core academic classes.	
Person(s) Responsible: Teacher, Campus Administrator	Evidence of Implementation: Test scores, course progress, weekly use of Tutorial Request Forms, observations of academic conversations in Tutorial groups
Evidence of Impact (Formative): Assessments at Midterm, weekly progress with Tutorial Request Form and Tutorial Groups, Core subject content improvement	Evidence of Impact (Summative): EOC Scores, Final assessments
Funding:	Timeline:

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**Performance Objective 5: Personnel will attend evidence-based professional development to assist students succeed academically.**

<b>Strategy 1:</b> Teachers will attend PD to learn strategies to better align TEKS to the curriculum.	
Person(s) Responsible: Campus Administrator, Teacher	Evidence of Implementation: Excel spreadsheet on TEKS and curriculum
Evidence of Impact (Formative): Assessments, lessons	Evidence of Impact (Summative): EOCs
Funding:	Timeline:

<b>Strategy 2:</b> Teachers will attend PD to understand the process of the CNA/CIP.	
Person(s) Responsible: Campus Administrator, Teacher	Evidence of Implementation: CNA/CIP, Teacher-developed strategies
Evidence of Impact (Formative): Benchmarks, assessments	Evidence of Impact (Summative): EOCs
Funding:	Timeline:

<b>Strategy 3:</b> Teachers will attend PD to understand the process of identifying, monitoring, exiting, and providing supplemental services to at-risk students.	
Person(s) Responsible: Campus Administrator, Teacher	Evidence of Implementation: At-Risk Form, Monitoring Form, Student Grades
Evidence of Impact (Formative): Benchmarks, assessments	Evidence of Impact (Summative): EOCs
Funding:	Timeline:

<b>Strategy 4:</b> Teachers/Admin. will attend PD to increase their knowledge of content and best practices to support student success.	
Person(s) Responsible: Campus Administrator, SEL Counselor, Teacher	Evidence of Implementation: Agenda, Connect20 Invoice
Evidence of Impact (Formative): Benchmarks, assessments	Evidence of Impact (Summative): EOCs, Final Exams
Funding:	Timeline:

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**Performance Objective 6: By the end of the 2024-25 school year, 75% of students in the 2023 cohort will be TSI2 complete in reading and writing, 25% of the students in the 2024 cohort will be TSI2 complete in math.**

<b>Strategy 1:</b> 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 reading, writing, and math skills.	
Person(s) Responsible: Campus Administrator, 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:	Timeline:

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<b>Strategy 2:</b> The SAT test subjects cover reading, math, and writing and language.	
Person(s) Responsible: Campus Administrator, 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:	Timeline:

<b>Strategy 3:</b> Texas Success Initiative Assessment 2.0, or TSIA2 Test, as a method of determining academic readiness and the right level of course work for each student. The test is aimed at students who may not be ready for the academic rigor of college-level courses and who may be required to complete developmental courses. The test is to determine their students' readiness for success in freshman-level academic courses.	
Person(s) Responsible: Campus Administrator, 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:	Timeline:

<b>Strategy 4:</b> Data will be collected and reviewed for TSI2, EOC benchmarks, NWEA MAP, SAT/ACT, PSAT, class grades, college enrollment, and college credits earned. Campus Testing Coordinator (CTC) will assist with all campus testing requirements.	
Person(s) Responsible: Campus Administrator, 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:	Timeline:

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**Performance Objective 7: Increase the number of students achieving *Meets Grade Level Performance* and *Masters Grade Level Performance* in *Special Education*.**

<b>Strategy 1:</b> Collaboration with General Education Teachers to assist students by implementing the IEP, providing supports and accommodations	
Person(s) Responsible: Campus Administrator, Special Education Teacher, General Education Classroom Teacher, Special Programs Coordinator	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:	Timeline:

<b>Strategy 2:</b> Direct Support to SPED students in General Education Madla ECHS classrooms to meet IEP recommendations for academic growth	
Person(s) Responsible: Campus Administrator, Special Education Teacher, General Education Classroom Teacher, Special Programs Coordinator	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:	Timeline:

<b>Strategy 3:</b> Awareness of high school TEKS to assist student in completing class and homework assignments for academic content mastery	
Person(s) Responsible: Campus Administrator, Special Education Teacher, General Education Classroom Teacher, Special Programs Coordinator	Evidence of Implementation: Meeting with General Education Teachers to discuss Annual Goals, Accommodations, Progress of SPED students, ARDS, following the IEP

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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:	Timeline:

**Performance Objective 8: Increase the number of students that achieve *Meets Grade Level Performance* and *Masters Grade Level Performance* for At-Risk Students.**

<b>Strategy 1:</b> Identify and document students who are at-risk of dropping out of school and provide supplemental services such as tutoring, HB1416 and accelerated instruction. Provide supplemental instruction to students that have not scored Approaches or higher on STAAR tests.	
Person(s) Responsible: Campus Administrator, 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:	Timeline:

<b>Strategy 2:</b> Evaluate and document the effectiveness of the SCE program	
Person(s) Responsible: Campus Administrator, Teacher	Evidence of Implementation: Annual evaluation, data
Evidence of Impact (Formative): Grades, TSIA2, MAP testing	Evidence of Impact (Summative): STAAR EOC, student retention
Funding:	Timeline:

<b>Strategy 3:</b> Students will be monitored and exited from the SCE program	
Person(s) Responsible: Campus Administrator, Teacher	Evidence of Implementation: Monitoring form, exit criteria
Evidence of Impact (Formative): Grades, TSIA2, MAP testing	Evidence of Impact (Summative):



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	STAAR EOC, student retention
Funding:	Timeline:

<b>Strategy 4:</b> Provide supplemental instruction/support and timely interventions for students who are at-risk of failing core classes (needing additional services).	
Person(s) Responsible: Campus Administrator, Teacher	Evidence of Implementation: Shmoop, tutoring logs, HB1416 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:	Timeline:

<b>Strategy 5:</b> Provide supplemental instruction/support and timely interventions for students who are at-risk of failing core classes.	
Person(s) Responsible: Campus Administrator	Evidence of Implementation: # FTEs assigned; 1.0 math tutor, 1.0 science tutor, Shmoop
Evidence of Impact (Formative): Review all grades every 4 weeks.	Evidence of Impact (Summative): Increase in test scores, PGR, and grades
Funding:	Timeline:

<b>Strategy 6:</b> Provide supplemental instruction/support and timely interventions for students that require additional services	
Person(s) Responsible: Campus Administrator	Evidence of Implementation: EduPsy, Student Advancement Programs,
Evidence of Impact (Formative):	Evidence of Impact (Summative): Increase in test scores, PGR, and grades
Funding:	Timeline:

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<b>Strategy 7:</b> Provided supplemental instruction in addition to instruction typically provided to students in the grade levels in which they are enrolled and included targeted instruction in the Texas Essential Knowledge and Skills (TEKS) for the applicable grade levels and subject areas.	
Person(s) Responsible: Campus Administrator, 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:	Timeline:

**Performance Objective 9: Increase the number of students achieving *Meets Grade Level Performance* and *Masters Grade Level Performance* for 504 Students.**

<b>Strategy 1:</b> 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 Administrator, Teacher, Special Programs Coordinator	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:	Timeline:

<b>Strategy 2:</b> Provide 504 students with accommodations to address areas of need	
Person(s) Responsible: Campus Administrator, Teacher, Special Programs Coordinator	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:	Timeline:

**Performance Objective 10: By the end of the academic year, at least 75% of the 9<sup>th</sup> and 10<sup>th</sup> grade Emergent Bilingual (EB) population will show**

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**progress in the TELPAS assessment.**

<b>Strategy 1:</b> 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 Administrator, Special Programs 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:	Timeline:

<b>Strategy 2:</b> 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 Administrator, Teacher, Special Programs Coordinator	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:	Timeline:

<b>Strategy 3:</b> 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.	
Person(s) Responsible: Campus Administrator, Teacher, Special Programs Coordinator	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:	Timeline:

<b>Strategy 4:</b> Support literacy development for students learning English, including exposure to various texts, integration of academic language, general instructional strategies, and explicit instruction in phonics and phonemic awareness.
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Person(s) Responsible: Campus Administrator, Teacher	Evidence of Implementation: Picture-based activities, participate in dialogue with peers using language frames
Evidence of Impact (Formative): Quizzes and benchmarks	Evidence of Impact (Summative): TELPAS, EOC, or Final Exam
Funding:	Timeline:

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<b>Strategy 5:</b> To promote personalized and adaptive equitable literacy instruction for all students by ensuring emerging bilinguals receive unique instructional needs, instructional support, and scaffolding.	
Person(s) Responsible: Campus Administrator, Teacher, Special Programs Coordinator	Evidence of Implementation: Word recognition, academic language, grammar, and comprehension (monitoring for meaning, visualizing, short phrases)
Evidence of Impact (Formative): Quizzes and benchmarks	Evidence of Impact (Summative): TELPAS, EOC, or Final Exam
Funding:	Timeline:

<b>Strategy 6:</b> Assist students in building foundational literacy skills by offering opportunities to build background knowledge and to build concrete and abstract academic vocabulary by providing a combination of targeted instruction and assessment.	
Person(s) Responsible: Campus Administrator, Teacher	Evidence of Implementation: Interact with a variety of texts, decoding, picture-based activities, participate in dialogue with peers using language frames
Evidence of Impact (Formative): Quizzes and benchmarks	Evidence of Impact (Summative): TELPAS, EOC, or Final Exam
Funding:	Timeline:

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**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.**

<b>Strategy 1:</b> 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 offer credit recovery if needed.	
Person(s) Responsible: Campus Administrator, SEL Counselor, Teachers	Evidence of Implementation: Student-Parent Handbook, Student/Parent Informational Sessions, Student Assemblies, Shmoop
Evidence of Impact (Formative): Number of students absent	Evidence of Impact (Summative): Number of students absent for each semester
Funding:	Timeline:

**Performance Objective 12: Provide students with real world experiences through a rich variety of primary and secondary source materials to gain a deeper understanding of content. U.S. History TEKS high school level social studies classes for students to master the U.S. History state assessment.**

<b>Strategy 1:</b> Students will have a greater understanding of complex content material that can be attained by integrating social studies content and skills and by analyzing connections between and among historical periods and events.	
Person(s) Responsible: Campus Administrator, SEL Counselor, Teachers	Evidence of Implementation: State papers, legal documents, charters, constitutions, biographies, autobiographies, speeches, letters, literature, music, art, and architecture
Evidence of Impact (Formative): Test with short answer questions related to a given source. This could be a graph, map, quote or picture of an artifact	Evidence of Impact (Summative): Class project, Unit test
Funding:	Timeline:

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<p><b>Strategy 2:</b> Students will focus on the basic principles concerning production, consumption, and distribution of goods and services (the problem of scarcity) in the United States and a comparison with those in other countries around the world.</p>	
<p>Person(s) Responsible: Campus Administrator, SEL Counselor, Teachers</p>	<p>Evidence of Implementation: During the semester the student will be working on their own business ventures. With various check-ins throughout the semester. What is their product? Who is it for?</p>
<p>Evidence of Impact (Formative): Project check-ins</p>	<p>Evidence of Impact (Summative): Project grade</p>
<p>Funding:</p>	<p>Timeline:</p>

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**Goal 2: Madla ECHS 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.**

<b>Strategy 1:</b> Develop and create Social-Emotional Learning activities to support students' needs	
Person(s) Responsible: Campus Administrator, 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:	Timeline:

<b>Strategy 2:</b> Utilizing the facilities of Palo Alto College, the campus will provide students with physical activities to complement the SEL program.	
Person(s) Responsible: Campus Administrator, College Success Liaison, SEL 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:	Timeline:

<b>Strategy 3:</b> 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. Students will have the opportunity to participate in milestones to encourage student retention and completion of course sequences in an effort to obtain their degree. Milestones include Pinning Ceremony, College-Ready Ceremony, Letterman Ceremony, Senior Dinner, Commencement, and Alumni Breakfast.	
Person(s) Responsible: Campus Administrator, College Success Liaison, SEL Counselor	Evidence of Implementation: Student permission slips, agendas for activities



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Evidence of Impact (Formative): Review all data – Nov, Jan, Mar and June.	Evidence of Impact (Summative): Grades, PGR, test scores, student surveys.
Funding:	Timeline: August 2022 – June 2023

<b>Strategy 4:</b> Provide all teachers and students access to academic support that provides engaging digital classroom tools that support the curriculum, social-emotional learning, intervention and test readiness	
Person(s) Responsible: Campus Administrator, college success liaison	Evidence of Implementation: AVID, Shmoop, Heartbeat, Nearpod, Newsela, Turnitin, Adobe Sign, Tuition, Memberships
Evidence of Impact (Formative):	Evidence of Impact (Summative): Increase in test scores, PGR, and grades
Funding:	Timeline:

<b>Strategy 5:</b> Essential need to assist with academic persistence, wellness, and academic success.	
Person(s) Responsible: Campus Administrator, college success liaison	Evidence of Implementation: Water, PE Supplies, Mental Health Support, Health Services,
Evidence of Impact (Formative): High student engagement and success	Evidence of Impact (Summative): Increase in test scores, PGR, and grades
Funding:	Timeline:

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<b>Strategy 6:</b> Analyze and evaluate personal fitness status in terms of cardiovascular endurance, muscular strength and endurance, flexibility, and body composition. Identify correctly the critical elements for successful performance within the context of the activity.	
Person(s) Responsible: Campus Administrator, Teacher	Evidence of Implementation: Students will perform a variety of strength and endurance exercises in the weight room.
Evidence of Impact (Formative): Students will be assessed weekly on proper form for a variety of lifts in the weight room.	Evidence of Impact (Summative): Students will show knowledge of workout programming by designing a workout for the class and teach classmates proper form and technique.
Funding:	Timeline:

<b>Strategy 7:</b> Select and participate in aerobic activities that provide enjoyment and challenge. Evaluate personal skills and set realistic goals for improvement.	
Person(s) Responsible: Campus Administrator, Teacher	Evidence of Implementation: Students will walk, jog, or run on the track.
Evidence of Impact (Formative): Students will be timed in the mile every week.	Evidence of Impact (Summative): End of course mile run for Fitness gram to test progress of cardiovascular endurance.
Funding:	Timeline:

<b>Strategy 8:</b> Provide instructional support opportunities to engage and promote student academics	
Person(s) Responsible: Campus Administrator, Special Programs Coordinator	Evidence of Implementation: Student field trips/travel, PAC Adjunct Cuellar, Supplies (Dyslexia, Testing, Microscopes,), PD (Region 20), Employee Travel, Facility Lease, Textbooks
Evidence of Impact (Formative):	Evidence of Impact (Summative): Increase in test scores, PGR, and grades
Funding:	Timeline:

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<b>Strategy 9:</b> Provide students with opportunities to be involved in academic and athletic based extra-curricular activities.	
Person(s) Responsible: Campus Administrator, Teachers	Evidence of Implementation: National Honor Society, Student Council, Sports (Basketball, Soccer, Volleyball, Football, etc.)
Evidence of Impact (Formative):	Evidence of Impact (Summative):
Funding:	Timeline:

**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.**

<b>Strategy 1:</b> 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:

<b>Strategy 2:</b> 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:

<b>Strategy 3:</b> 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:

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<b>Strategy 4: Region 20 School Health Cooperative</b>	
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:

<b>Strategy 5: CPR/AED training and certification for staff</b>	
Person(s) Responsible: Nurse	Evidence of Implementation: Contracted service
Evidence of Impact (Formative): Number of online training courses	Evidence of Impact (Summative): Number of personnel certified
Funding:	Timeline:

<b>Strategy 6: AED monitoring program</b>	
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:

<b>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.</b>	
Person(s) Responsible: Campus Administrator, 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 TCOLE Credit.	Evidence of Impact (Summative): Individuals attend entire training to be eligible to receive 7 hours TCOLE Credit.
Funding:	Timeline:

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<b>Strategy 8:</b> 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 Administrator, 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:

<b>Strategy 9:</b> Essential need to assist with student academic persistence, wellness, and continued academic success.	
Person(s) Responsible: Campus Administrator, and College 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:	Timeline:

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

**Performance Objective 1: Madla 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.**

<b>Strategy 1:</b> Parents and family members will participate in activities and strategies that promote student academic success.	
Person(s) Responsible: Campus Administrator, 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:	Timeline:

<b>Strategy 2:</b> 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 Administrator, 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:	Timeline:

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<b>Strategy 3:</b> Provide parents and family members of Title I campus with engaging activities and strategies to assist in meeting the challenging needs of the parents, students and schools	
Person(s) Responsible: Campus Administrator, 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:	Timeline:

<b>Strategy 4:</b> 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)]	
Person(s) Responsible: Campus Administrator, SEL Counselor	Evidence of Implementation: Campus policy, Sign-in sheets, Agenda, Translation policy
Evidence of Impact (Formative): Number of parents attending meetings to develop/revise campus policy.	Evidence of Impact (Summative): Developed policy with parent comments/input, Number of Campus Policy distributed to parents.
Funding:	Timeline:

<b>Strategy 5:</b> 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)]	
Person(s) Responsible: Campus Administrator, SEL Counselor	Evidence of Implementation: PowerPoint, Sign-in sheets, Agenda, Translation policy
Evidence of Impact (Formative): Number of parents attending meeting.	Evidence of Impact (Summative): Parent comments/input

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Funding:	Timeline:
<b>Strategy 6:</b> 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)]	
Person(s) Responsible: Campus Administrator, SEL Counselor	Evidence of Implementation: School-Parent Compact, Sign-in sheets, Agenda, Translation policy
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:

<b>Strategy 7:</b> The LEA and Title I, Part A campuses shall educate teachers, specialized instructional support personnel, Campus Administrators, 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. [Section 1116 (e)(3)]	
Person(s) Responsible: Campus Administrator, 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:



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<b>Strategy 8:</b> 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)]	
Person(s) Responsible: Campus Administrator, SEL Counselor	Evidence of Implementation: Student-Parent Handbook information for parents
Evidence of Impact (Formative): Parents requesting information on classroom teacher qualifications	Evidence of Impact (Summative): Parents requesting information on classroom teacher qualifications
Funding:	Timeline:

<b>Strategy 9:</b> Parents and family members will participate in activities and strategies that promote student academic success	
Person(s) Responsible: Campus Administrator, SEL Counselor	Evidence of Implementation: Parental Engagement
Evidence of Impact (Formative):	Evidence of Impact (Summative): Increase in test scores, PGR, and grades
Funding:	Timeline:

<b>Strategy 10:</b> Increased opportunities for Parent Engagement to include Workshops.	
Person(s) Responsible: Campus Administrator, SEL Counselor	Evidence of Implementation: Parental Engagement
Evidence of Impact (Formative):	Evidence of Impact (Summative):
Funding:	Timeline:

<b>Strategy 11:</b> Increased opportunities for parents to provide input (meetings, surveys, etc.).	
Person(s) Responsible: Campus Administrator, SEL Counselor	Evidence of Implementation: Parental Engagement
Evidence of Impact (Formative):	Evidence of Impact (Summative):
Funding:	Timeline:

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<b>Strategy 12:</b> Provide parents with student academic information to assist with post-secondary decisions.	
Person(s) Responsible: Campus Administrator, SEL Counselor	Evidence of Implementation: Parental Engagement
Evidence of Impact (Formative):	Evidence of Impact (Summative):
Funding:	Timeline:

<b>Strategy 13:</b> Golf Cart for facilitating transport of testing materials from Madla ECHS campus to PAC testing rooms and new student campus tours which consist of visiting PAC buildings.	
Person(s) Responsible: Campus Administrator, SEL Counselor	Evidence of Implementation: Student Recruitment, Enrollment Data, PFE Attendance,
Evidence of Impact (Formative):	Evidence of Impact (Summative):
Funding:	Timeline:

**Goal 4: Madla ECHS will allow students least likely to attend college or who wish to accelerate completion of high school, to combine high school courses and college-level courses while participating in rigorous and accelerated instruction.**

**Performance Objective 1: The ECHS shall establish school structures and policies, regularly convene leadership teams and ensure adequate staff capacity for the successful implementation and sustainability of the ECHS program.**

<b>Strategy 1:</b> The ECHS program shall be offered at no cost to students.	
Person(s) Responsible: Campus Administrator, District Leadership, and IHE	Evidence of Implementation: School board and board of regents' presentations
Evidence of Impact (Formative): Benchmarks, Assessments	Evidence of Impact (Summative): EOCs, Final Exams
Funding:	Timeline:

<b>Strategy 2:</b> The ECHS location shall be on a college or university campus or in a high school - as a standalone high school campus or in a smaller learning community within a larger high school.	
Person(s) Responsible: Campus Administrator, District Leadership, and IHE	Evidence of Implementation: ECHS/IHE Leadership Meeting Agendas
Evidence of Impact (Formative): Benchmarks, Assessments	Evidence of Impact (Summative): EOCs, Final Exams

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Funding:	Timeline:
<b>Strategy 3:</b> ECHS students shall be placed in a cohort for core classes to the extent possible; this does not exclude non-ECHS students from enrolling in the same class(es).	
Person(s) Responsible: Campus Administrator, District Leadership, and IHE	Evidence of Implementation: Documents outline the strategic priorities for the current academic year and/or long-term priorities of the ECHS partnership
Evidence of Impact (Formative): Benchmarks, Assessments	Evidence of Impact (Summative): EOCs, Final Exams
Funding:	Timeline:

<b>Strategy 4:</b> The ECHS program shall provide flexible, individualized scheduling that allows students the opportunity to earn a high school diploma and enables a student to combine high school courses and college-level courses with the goal of earning an associate degree or up to 60 semester credit hours toward a baccalaureate degree.	
Person(s) Responsible: Campus Administrator, District Leadership, and IHE	Evidence of Implementation: Documents outline the strategic priorities for the current academic year and/or long-term priorities of the ECHS partnership
Evidence of Impact (Formative): Benchmarks, Assessments	Evidence of Impact (Summative): EOCs, Final Exams
Funding:	Timeline:

<b>Strategy 5:</b> The ECHS shall be a TSI assessment site or shall be in the process of becoming a TSI assessment site. The ECHS shall provide opportunities throughout the year for students to take the TSI assessment.	
Person(s) Responsible: Campus Administrator, District Leadership, and IHE	Evidence of Implementation: Documents outline the strategic priorities for the current academic year and/or long-term priorities of the ECHS partnership
Evidence of Impact (Formative): Benchmarks, Assessments	Evidence of Impact (Summative): EOCs, Final Exams
Funding:	Timeline:

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**Performance Objective 2: The ECHS must have a current, signed memorandum of understanding (MOU) or interlocal agreement (ILA) with each Institution of Higher Education (IHE) that outlines key issues related to the planning, implementation, and sustainability of the ECHS program. Stakeholders shall review the MOU or ILA annually.**

<b>Strategy 1:</b> The MOU or ILA shall include the goal of the ECHS and IHE partnership and a description of how the goals of the dual credit program align to the Texas Statewide Dual Credit Goals.	
Person(s) Responsible: Campus Administrator, District Leadership, and IHE	Evidence of Implementation: Final, signed, and executed MOU/ILA or similar agreement; MOU/ILA must be reviewed annually with the goal
Evidence of Impact (Formative): Benchmarks, Assessments	Evidence of Impact (Summative): EOCs, Final Exams
Funding:	Timeline:

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<b>Strategy 2:</b> The MOU or ILA shall include the respective roles and responsibilities for the campus/LEA and IHE in providing for and ensuring the quality and instructional rigor of the dual credit program.	
Person(s) Responsible: Campus Administrator, District Leadership, and IHE	Evidence of Implementation: Final, signed, and executed MOU/ILA or similar agreement; MOU/ILA must be reviewed annually with the goal of improving programmatic supports and services for students and alignment to the Texas Statewide Dual Credit Goals
Evidence of Impact (Formative): Benchmarks, Assessments	Evidence of Impact (Summative): EOCs, Final Exams
Funding:	Timeline:

<b>Strategy 3:</b> The MOU or ILA shall identify how costs will be shared, including for the following: Dual credit courses offered through the program; Instructional materials to be used and textbook adoption; Transportation costs and fees; Eligibility of ECHS students for financial assistance from the IHE(s); Specifically, waivers for tuition and fees.	
Person(s) Responsible: Campus Administrator, District Leadership, and IHE	Evidence of Implementation: Final, signed, and executed MOU/ILA or similar agreement; MOU/ILA must be reviewed annually with the goal of improving programmatic supports and services for students and alignment to the Texas Statewide Dual Credit Goals
Evidence of Impact (Formative): Benchmarks, Assessments	Evidence of Impact (Summative): EOCs, Final Exams
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<b>Strategy 4:</b> The MOU or ILA shall articulate the academic plan, including the following: Courses of study that enable a student to combine high school courses and college-level courses with the goal of earning an associate degree or up to 60 semester credit hours toward a baccalaureate degree; Curriculum alignment for each degree plan with a course equivalency crosswalk equating high school courses with college courses and the number of college credits that may be earned for each course completed through the dual credit program; Transferable and applicable college credits earned during high school.	
Person(s) Responsible: Campus Administrator, District Leadership, and IHE	Evidence of Implementation: Final, signed, and executed MOU/ILA or similar agreement; MOU/ILA must be reviewed annually with the goal of improving programmatic supports and services for students and alignment to the Texas Statewide Dual Credit Goals
Evidence of Impact (Formative): Benchmarks, Assessments	Evidence of Impact (Summative): EOCs, Final Exams

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<b>Strategy 5:</b> The MOU or ILA shall include components that enhance transcription of credit, including the following: Assurances that the IHE will transcribe college credit earned through dual credit in the same semester that credit is earned; Assurances that the ECHS will adhere to the grading periods and policies of the IHE for dual credit and college courses, including academic probation.	
Person(s) Responsible: Campus Administrator, District Leadership, and IHE	Evidence of Implementation: Final, signed, and executed MOU/ILA or similar agreement; MOU/ILA must be reviewed annually with the goal of improving programmatic supports and services for students and alignment to the Texas Statewide Dual Credit Goals
Evidence of Impact (Formative): Benchmarks, Assessments	Evidence of Impact (Summative): EOCs, Final Exams
Funding:	Timeline:

<b>Strategy 6:</b> The MOU or ILA shall articulate course delivery and scheduling including the following: The instructional calendar, including location of each course that will be offered; Assurances that ECHS students are treated as dual credit courses during the fall, spring, and summer sessions to meet the goals of the ECHS program.	
Person(s) Responsible: Campus Administrator, District Leadership, and IHE	Evidence of Implementation: Final, signed, and executed MOU/ILA or similar agreement; MOU/ILA must be reviewed annually with the goal of improving programmatic supports and services for students and alignment to the Texas Statewide Dual Credit Goals
Evidence of Impact (Formative): Benchmarks, Assessments	Evidence of Impact (Summative): EOCs, Final Exams
Funding:	Timeline:

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<b>Strategy 7:</b> The MOU or ILA shall include a staffing plan for the ECHS, including the following: Teacher qualification processes, instructor availability, and course offerings; Joint professional development for ECHS faculty and college and counselors/advisors (including both district and IHE faculty/staff).	
Person(s) Responsible: Campus Administrator, District Leadership, and IHE	Evidence of Implementation: Final, signed, and executed MOU/ILA or similar agreement; MOU/ILA must be reviewed annually with the goal of improving programmatic supports and services for students and alignment to the Texas Statewide Dual Credit Goals
Evidence of Impact (Formative): Benchmarks, Assessments	Evidence of Impact (Summative): EOCs, Final Exams
Funding:	Timeline:

<b>Strategy 8:</b> The MOU or ILA shall articulate instructional materials and textbook policies, including the following: The duration for which textbooks can be used; Instructional materials and textbook costs and fees.	
Person(s) Responsible: Campus Administrator, District Leadership, and IHE	Evidence of Implementation: Final, signed, and executed MOU/ILA or similar agreement; MOU/ILA must be reviewed annually with the goal of improving programmatic supports and services for students and alignment to the Texas Statewide Dual Credit Goals
Evidence of Impact (Formative): Benchmarks, Assessments	Evidence of Impact (Summative): EOCs, Final Exams
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<b>Strategy 9:</b> The MOU or ILA shall articulate that students will be granted access to higher education resources, including the following: ECHS students' access to the IHE facilities, services and resources; Disability services available to students in compliance with Section 504 of the Rehabilitation Act (Section 504), the Individuals with Disabilities Education Act (IDEA), and the Americans with Disabilities (ADA) for college courses for dual credit.	
Person(s) Responsible: Campus Administrator, District Leadership, Special Programs Coordinator and IHE	Evidence of Implementation: Final, signed, and executed MOU/ILA or similar agreement; MOU/ILA must be reviewed annually with the goal of improving programmatic supports and services for students and alignment to the Texas Statewide Dual Credit Goals
Evidence of Impact (Formative): Benchmarks, Assessments	Evidence of Impact (Summative): EOCs, Final Exams
Funding:	Timeline:

<b>Strategy 10:</b> The MOU or ILA shall address transportation, including the following: Transportation policies, including the ECHS and IHE respective roles and responsibilities related to transportation; Transportation costs and fees funding.	
Person(s) Responsible: Campus Administrator, District Leadership, and IHE	Evidence of Implementation: Final, signed, and executed MOU/ILA or similar agreement; MOU/ILA must be reviewed annually with the goal of improving programmatic supports and services for students and alignment to the Texas Statewide Dual Credit Goals
Evidence of Impact (Formative): Benchmarks, Assessments	Evidence of Impact (Summative): EOCs, Final Exams
Funding:	Timeline:



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<b>Strategy 11:</b> The MOU or ILA shall outline the commitment that the ECHS and IHE will implement purposeful and collaborative outreach efforts to inform all students and parents for the benefits and costs of dual credit, including enrollment and fee policies.	
Person(s) Responsible: Campus Administrator, District Leadership, and IHE	Evidence of Implementation: Final, signed, and executed MOU/ILA or similar agreement; MOU/ILA must be reviewed annually with the goal of improving programmatic supports and services for students and alignment to the Texas Statewide Dual Credit Goals
Evidence of Impact (Formative): Benchmarks, Assessments	Evidence of Impact (Summative): EOCs, Final Exams
Funding:	Timeline:

<b>Strategy 12:</b> The MOU or ILA shall articulate student participation, including the following: Policy on minimum class size per dual credit course; Student enrollment policies, including student eligibility for enrollment and prerequisite policies; Student attendance policies; Code of conduct policies; Administration of statewide assessments of academic skills (TEC, Subchapter B, Chapter 39); Provisions for discontinuing ECHS operation and ensuring students previously enrolled will have the opportunity to complete their course of study.	
Person(s) Responsible: Campus Administrator, District Leadership, and IHE	Evidence of Implementation: Final, signed, and executed MOU/ILA or similar agreement; MOU/ILA must be reviewed annually with the goal of improving programmatic supports and services for students and alignment to the Texas Statewide Dual Credit Goals
Evidence of Impact (Formative): Benchmarks, Assessments	Evidence of Impact (Summative): EOCs, Final Exams
Funding:	Timeline:

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<b>Strategy 13:</b> The MOU or ILA shall identify how the ECHS and the IHE will provide academic supports including the following: Academic and college readiness advising with access to student support services to bridge students successfully into college course implementation; Advising services for students on the transferability and applicability to baccalaureate degree plans for all college credit offered and earned; Policies related to student intervention.	
Person(s) Responsible: Campus Administrator, District Leadership, and IHE	Evidence of Implementation: Final, signed, and executed MOU/ILA or similar agreement; MOU/ILA must be reviewed annually with the goal
Evidence of Impact (Formative): PEIMS, Registration	Evidence of Impact (Summative): ADA, Budget
Funding:	Timeline:

<b>Strategy 4:</b> For any ECHS at capacity, the ECHS shall use either a performance-blind, open-access lottery system that encourages and considers applications from all students (all students have an equal opportunity for acceptance, regardless of background or academic performance) or a weighted lottery that favors students who are historically underrepresented students for the ECHS. Districts are encouraged to standardize lottery practices across campuses implementing the College and Career Readiness School Models.	
Person(s) Responsible: Campus Administrator and District Leadership	Evidence of Implementation: Written lottery procedures (district-level or campus-level)
Evidence of Impact (Formative): PEIMS, Registration	Evidence of Impact (Summative): ADA, Budget
Funding:	Timeline:

**Performance Objective 3: The ECHS shall target and enroll historically underserved students. The campus must enable students who are at-risk of dropping out or those who wish to accelerate completion of high school to combine high school courses and college-level courses. Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendations, parent or student essays, minimum grade point average (GPA), or other criteria that create barriers for student enrollment.**

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<b>Strategy 1:</b> The ECHS shall be open enrollment for all students and shall identify, recruit, and enroll subpopulations that are historically underrepresented in college courses. The ECHS shall coordinate activities with feeder middle school(s) and high education partners(s) to participate in recruitment activities. The ECHS must enroll a 9th grade class during the first year of implementation and will progressively scale up by adding at least one grade level per year after the first year of implementation. If an ECHS phases out their services, the academy must be prepared to provide services to each enrolled cohort through graduation.	
Person(s) Responsible: Campus Administrator and District Leadership	Evidence of Implementation: Written admission policy, and enrollment application
Evidence of Impact (Formative): PEIMS, Registration	Evidence of Impact (Summative): ADA, Budget
Funding:	Timeline:

<b>Strategy 2:</b> The ECHS shall clearly document recruitment and enrollment policies and practices, refining and improving them annually based on data reviews.	
Person(s) Responsible: Campus Administrator and District Leadership	Evidence of Implementation: Written recruitment plan, including a timeline of recruitment and enrollment events, and recruitment materials for distribution at feeder middle schools and other appropriate locations in the community
Evidence of Impact (Formative): PEIMS, Registration	Evidence of Impact (Summative): ADA, Budget
Funding:	Timeline:

<b>Strategy 3:</b> Recruitment and enrollment processes (including marketing and recruitment plans, materials, and timelines) shall include input from key stakeholders (e.g., parents, community members, higher education partners) and shall include regular activities to education students, counselors, Campus Administrators, parents, and school board and community members.	
Person(s) Responsible: Campus Administrator and District Leadership	Evidence of Implementation: Brochure and marketing in Spanish, English, and/or other relevant language(s); Written communication plan for targeting identified audiences (e.g., parents, community members, school boards, higher education personnel, etc.)
Evidence of Impact (Formative): PEIMS, Registration	Evidence of Impact (Summative): ADA, Budget
Funding:	Timeline:

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<p><b>Strategy 4:</b> For any ECHS at capacity, the ECHS shall use either a performance-blind, open-access lottery system that encourages and considers applications from all students (all students have an equal opportunity for acceptance, regardless of background or academic performance) or a weighted lottery that favors students who are historically underrepresented students for the ECHS. Districts are encouraged to standardize lottery practices across campuses implementing the College and Career Readiness School Models.</p>	
<p>Person(s) Responsible: Campus Administrator and District Leadership</p>	<p>Evidence of Implementation: Written lottery procedures (district-level or campus-level)</p>
<p>Evidence of Impact (Formative): PEIMS, Registration</p>	<p>Evidence of Impact (Summative): ADA, Budget</p>
<p>Funding:</p>	<p>Timeline:</p>

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**Performance Objective 4: The ECHS must provide a rigorous course of study that allows students the opportunity to earn a high school diploma and enable a student to combine high school courses and college-level courses with the goal of earning an associate degree or up to 60 semester credit hours toward a baccalaureate degree.**

<b>Strategy 1:</b> The ECHS shall explore how the ECHS academic plan and targeted postsecondary credentials connect with the local economic needs.	
Person(s) Responsible: Campus Administrator, District Leadership, and IHE	Evidence of Implementation: Crosswalk aligning high school and college courses, grades 9 through 12, which enables a student to earn an associate degree or up to 60 college credit hours toward a baccalaureate degree
Evidence of Impact (Formative): Master Schedule	Evidence of Impact (Summative): Degree Audits
Funding:	Timeline:

<b>Strategy 2:</b> The ECHS program must provide a rigorous course of study that allows students the opportunity to earn a high school diploma and enables a student to combine high school courses and college-level courses with the goal of earning an associate degree or up to 60 semester credit hours toward a baccalaureate degree.	
Person(s) Responsible: Campus Administrator, District Leadership, and IHE	Evidence of Implementation: Crosswalk aligning high school and college courses, grades 9 through 12, which enables a student to earn an associate degree or up to 60 college credit hours toward a baccalaureate degree
Evidence of Impact (Formative): Master Schedule	Evidence of Impact (Summative): Degree Audits
Funding:	Timeline:

<b>Strategy 3:</b> The ECHS program shall offer a course of study that provides a detailed and relevant course sequence to the postsecondary opportunities aligned to the high school and college courses provided to the ECHS students. This crosswalk must follow the courses and fields of study listed in the THECB Lower Division Academic Course Guide Manual (ACGM) and/or the Workforce Education Course Manual (WECM).	
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Person(s) Responsible: Campus Administrator, District Leadership, and IHE	Evidence of Implementation: Crosswalk aligning high school and college courses, grades 9 through 12, which enables a student to earn an associate degree or up to 60 college credit hours toward a baccalaureate degree
Evidence of Impact (Formative): Master Schedule	Evidence of Impact (Summative): Degree Audits
Funding:	Timeline:

**Strategy 4:** The ECHS shall provide a variety of opportunities for students to earn college credit (e.g., a portfolio approach may include dual credit, Advanced Placement (AP), International Baccalaureate (IB), OnRamps, CLEP assessments, and local articulation agreements for specific courses in partnership with a local college) with applicability of college credits in mind.

Person(s) Responsible: Campus Administrator, District Leadership, College Liaison, and IHE	Evidence of Implementation: Testing calendar and schedule for SAT, ACT, or other college readiness assessments
Evidence of Impact (Formative): Benchmarks, Assessments, Midterms	Evidence of Impact (Summative): EOCs, Final Exams, Final Grades
Funding:	Timeline:

Strategy 5: The campus may implement multiple dual enrollment delivery models, including, but not limited to the following: College courses taught on the college campus by college faculty; College courses taught on the high school campus by college faculty, College Courses taught on the high school campus by high school educators who meet faculty requirements; College courses taught virtually, via distance/online/blended learning.

Person(s) Responsible: Campus Administrator	Evidence of Implementation: Master Schedules
Evidence of Impact (Formative): Benchmarks, Assessments, Midterms	Evidence of Impact (Summative): EOCs, Final Exams, Final Grades
Funding:	Timeline:

**Strategy 6:** The ECHS shall implement a plan for End-of-Course (EOC) assessment success, including academic preparation classes for accepted students and academic interventions for students who do not pass EOC assessments.

Person(s) Responsible: Campus Administrator, Teachers	Evidence of Implementation: Interventions, Master Schedules
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Evidence of Impact (Formative): Benchmarks, Assessments, Midterms	Evidence of Impact (Summative): EOCs, Final Exams, Final Grades
Funding:	Timeline:

**Strategy 7:** The ECHS shall provide a TSI assessment to accepted students as early as incoming 9th graders. The assessment may not be used as a prerequisite for admissions to the ECHS. The ECHS shall publish on its website the dates, times, and location(s) for TSIA administration; The ECHS shall provide assessment fee waivers for all administration of the TSIA test; The ECHS shall implement a plan for TSIA success, including academic preparation classes for accepted students and shall provide academic interventions (e.g., tutorials, workshops, testing strategies, accelerated instruction) for students who do not pass the TSIA before retesting; The ECHS shall review TSIA testing data, particularly the number/percentage of students who have passed each section of the TSI assessment to prescribe accelerated instruction to support students; The ECHS shall explore alternative measures for students to meet college readiness standards.

Person(s) Responsible: Campus Administrator, Teachers, College Liaison	Evidence of Implementation: Calendar of TSIA scheduled test administration dates, sign-up process, and intervention expectations; Aggregate reports of TSIA exam performance; Testing calendar and schedule for SAT, ACT, or other college readiness assessments
Evidence of Impact (Formative): Benchmarks, Assessments	Evidence of Impact (Summative): EOCs, SAT/ACT Scores, TSIA Scores
Funding:	Timeline:

**Strategy 8:** The ECHS shall biannually implement structured data review processes to do the following: Identify student strengths and areas of growth and develop individual instructional support plans; Provide an assessment for measuring student progress to ensure students are on track to meet the outcomes-based measures; Provide an opportunity for the IHE to provide feedback on the value of the ECHS program.

Person(s) Responsible: Campus Administrator, District Leadership, IHE, College Liaison	Evidence of Implementation: Crosswalk aligning high school and college courses, grades 9 through 12, which enables a student to earn an associate degree or up to 60 college credit hours toward a baccalaureate degree
Evidence of Impact (Formative): Benchmarks, Assessments, Midterms	Evidence of Impact (Summative): EOCs, Final Exams, Final Grades, Degree Audits
Funding:	Timeline:

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<b>Strategy 9:</b> The ECHS shall create a plan for students off-track for success in the ECHS program. Support systems shall include infrastructure, resources, and personnel to enable every possibility to retain the student in the ECHS program and promote program completion.	
Person(s) Responsible: Campus Administrator, IHE, College Liaison	Evidence of Implementation: Crosswalk aligning high school and college courses, grades 9 through 12, which enables a student to earn an associate degree or up to 60 college credit hours toward a baccalaureate degree; Intervention expectations
Evidence of Impact (Formative): Benchmarks, Assessments, Midterms	Evidence of Impact (Summative): EOCs, Final Exams, Final Grades, Degree Audits
Funding:	Timeline:

<b>Strategy 10:</b> The ECHS shall develop a plan to support direct-to-college student enrollment following high school graduation and a strategy to foster long-term workforce readiness.	
Person(s) Responsible: Campus Administrator, IHE, College Liaison	Evidence of Implementation: Crosswalk aligning high school and college courses, grades 9 through 12, which enables a student to earn an associate degree or up to 60 college credit hours toward a baccalaureate degree; Intervention expectations
Evidence of Impact (Formative): Benchmarks, Assessments, Midterms	Evidence of Impact (Summative): EOCs, Final Exams, Final Grades, Degree Audits
Funding:	Timeline:



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**Performance Objective 5: The ECHS must provide wrap-around strategies and services involving multiple stakeholders to strengthen academic, technical, and individual support for students to be successful in the ECHS program.**

<b>Strategy 1:</b> The ECHS provides a bridge program (an intensive academic preparation program that provides opportunities to strengthen academic skills necessary for high school, college readiness, and career readiness) to prepare students for the TSIA and provide academic interventions for those who do not pass the TSIA. The bridge program may also serve to support student transition from middle school to the ECHS program.	
Person(s) Responsible: Campus Administrator, IHE	Evidence of Implementation: Bridge program curriculum and schedule
Evidence of Impact (Formative): Registration	Evidence of Impact (Summative): Enrollment, Budget
Funding:	Timeline:

<b>Strategy 2:</b> The ECHS shall collaborate with its IHE to personalize the learning environment for students by developing individualized student plans for ongoing academic support, filing a degree plan, and the attainment of long-term goals. The ECHS and IHE shall develop robust college and career advising systems to support student plans and advance academic progress and shall develop a process for collaboration to provide an academic bridge across two educational systems.	
Person(s) Responsible: Campus Administrator, IHE	Evidence of Implementation: Schedule of advising events; Calendar of enrichment events and family outreach events
Evidence of Impact (Formative): Benchmarks, Assessments, Midterms	Evidence of Impact (Summative): EOCs, Final Exams, Final Grades, Degree Audits
Funding:	Timeline:

<b>Strategy 3:</b> The ECHS shall administer interventions as needed, including tutoring and/or Saturday school for identified students in need of academic supports. The ECHS shall monitor academic progress with formative data.	
Person(s) Responsible: Campus Administrator, IHE	Evidence of Implementation: Tutoring schedules
Evidence of Impact (Formative): Benchmarks, Assessments, Midterms	Evidence of Impact (Summative): EOCs, Final Exams, Final Grades, Degree Audits
Funding:	Timeline:

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<b>Strategy 4:</b> The ECHS shall ensure time for advisory and/or college and career readiness advising is built into the instructional sequence for all students. The ECHS shall provide skill building instruction for students, such as time management, study skills, collaboration, and interpersonal relationship skills.	
Person(s) Responsible: Campus Administrator, IHE	Evidence of Implementation: Schedule of advising events; Calendar of enrichment events and family outreach events
Evidence of Impact (Formative): Benchmarks, Assessments, Midterms	Evidence of Impact (Summative): EOCs, Final Exams, Final Grades, Degree Audits
Funding:	Timeline:

<b>Strategy 5:</b> The ECHS shall provide a system of supports that encompasses career, academic, behavioral, and mental health supports for all students.	
Person(s) Responsible: Campus Administrator, IHE	Evidence of Implementation: Advisory/study skills curriculum material; Calendar of enrichment events and family outreach events
Evidence of Impact (Formative): Benchmarks, Assessments, Midterms	Evidence of Impact (Summative): EOCs, Final Exams, Final Grades, Degree Audits
Funding:	Timeline:

<b>Strategy 6:</b> The ECHS shall provide enrichment opportunities, including the following: A structured program of community service to promote community involvement; Partnering with community businesses to expose students to a variety of potential career options and possible internship opportunities; Establishing a mentorship program available to all students; Parent outreach and involvement opportunities; Family engagement to support rigorous course enrollment and college and career planning.	
Person(s) Responsible: Campus Administrator, IHE	Evidence of Implementation: Advisory/study skills curriculum material; Calendar of enrichment events and family outreach events
Evidence of Impact (Formative): Benchmarks, Assessments, Midterms	Evidence of Impact (Summative): EOCs, Final Exams, Final Grades, Degree Audits
Funding:	Timeline:

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Strategy 7: The ECHS shall provide college and career awareness to current and prospective students and families, including the following: College application assistance; Financial aid counseling; College and career counseling.	
Person(s) Responsible: Campus Administrator, IHE	Evidence of Implementation: Advisory/study skills curriculum material; Calendar of enrichment events and family outreach events
Evidence of Impact (Formative): Benchmarks, Assessments, Midterms	Evidence of Impact (Summative): EOCs, Final Exams, Final Grades, Degree Audits
Funding:	Timeline:

**Goal 5: Madla ECHS will implement a Multi-Tiered Systems of Support (MTSS) framework that focuses on intervention best practices within the areas of academics, behavior, and social/emotional supports for the whole child. Tiers are based on student need and increase the level of support provided as a student moves from classroom-wide, to targeted and intensive interventions.**

**Performance Objective 1: The goal of MTSS is to find struggling students early and quickly to provide intervention. The systems use interventions proven by research to meet a student’s needs. Progress monitoring data is used to make decisions about movement between the tiers.**

Strategy 1: Tier 1 includes high quality classroom-wide instruction and support for all students.	
Person(s) Responsible: Campus Administrator, District Leadership, Teacher	Evidence of Implementation: Student files, scores, grades
Evidence of Impact (Formative): Benchmarks, Assessments	Evidence of Impact (Summative): EOC, STAAR
Funding:	Timeline:

Strategy 2: Tier 2 provides targeted support to address a student’s gaps in skills.	
Person(s) Responsible: Campus Administrator, District Leadership, Teacher	Evidence of Implementation: Student files, scores, grades

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Evidence of Impact (Formative): Benchmarks, Assessments	Evidence of Impact (Summative): EOC, STAAR
Funding:	Timeline:

Strategy 3: Tier 3 involves intensive support usually provided more often and in smaller groups.	
Person(s) Responsible: Campus Administrator, District Leadership, Teacher	Evidence of Implementation: Student files, scores, grades
Evidence of Impact (Formative): Benchmarks, Assessments	Evidence of Impact (Summative): EOCs, Final Exams
Funding:	Timeline:

**Goal 6: Madla will implement Title III, Part A of the Elementary and Secondary Education Act (ESEA), as reauthorized under the No Child Left Behind Act of 2001 (NCLB), as it aims to ensure that English language learners and immigrant students attain English language proficiency and meet the state’s challenging academic achievement standards**

**Performance Objective 1: Attend Professional Development that addresses the intent and purpose of the Title III, Part A program, addresses a need(s) identified in your Comprehensive Needs Assessment (CNA), is included in your Campus Improvement Plan (CIP), only be provided to Title III, Part A eligible staff (i.e., teachers instructional assistants, campus administrators, and Campus Administrators), and the teacher is not under a bilingual exception or ESL waiver.**

Strategy 1: Assisting all English learners, including immigrant children and youth, to achieve at high levels in academic subjects so that all English learners can meet the same challenging State academic standards that all children are expected to meet;	
Person(s) Responsible: Campus Administrator, District Leadership, Teachers	Evidence of Implementation: CIP, Summer PD Excel Spreadsheet, PD Request Form, Proof of Completion, Timesheet
Evidence of Impact (Formative): Benchmarks, Assessments	Evidence of Impact (Summative): EOCs, Final Exams
Funding:	Timeline:

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Strategy 2: Assist teachers (including preschool teachers), Campus Administrators and other school leaders, state educational agencies, LEAs, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth	
Person(s) Responsible: Campus Administrator, District Leadership, Teachers	Evidence of Implementation: Summer PD Excel Spreadsheet, PD Request Form, Proof of Completion, Timesheet
Evidence of Impact (Formative): Benchmarks, Assessments	Evidence of Impact (Summative): EOCs, Final Exams
Funding:	Timeline:

Strategy 3: Assist teachers (including preschool teachers), Campus Administrators and other school leaders, state educational agencies, and LEAs to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings	
Person(s) Responsible: Campus Administrator, District Leadership, Teachers	Evidence of Implementation: Summer PD Excel Spreadsheet, PD Request Form, Proof of Completion, Timesheet
Evidence of Impact (Formative): Benchmarks, Assessments	Evidence of Impact (Summative): EOCs, Final Exams
Funding:	Timeline:

Strategy 4: Promoting parental, family, and community participation in language instruction educational programs for parents, families, and communities of English learners.	
Person(s) Responsible: Campus Administrator, District Leadership, Teachers, Special Programs Coordinator	Evidence of Implementation: Meeting Agendas, Sign-in Sheets, Schoology Notifications, Social Media Posts
Evidence of Impact (Formative): Benchmarks, Assessments	Evidence of Impact (Summative): EOCs, Final Exams
Funding:	Timeline:

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**Goal 7: Madla ECHS is required to meet the Outcome-Based Measures (OBMs) to receive the Texas Education Agency (TEA) ECHS designation related to access, achievement, and attainment.**

**Performance Objective 1: To yearly meet access, achievement, and attainment Designated and Distinction OBMs.**

Strategy 1: Grow cohorts, improve programming, and build strong partnerships.	
Person(s) Responsible: Campus Administrator, and IHE	Evidence of Implementation: Test scores, student grades & progress
Evidence of Impact (Formative): Benchmarks, Assessments	Evidence of Impact (Summative): EOCs, Final Exams
Funding:	Timeline:

Strategy 2: Student representation in the ECHS program -Data Indicators (At-Risk Students, Economically-Disadvantaged Students, Emergent Bilingual Students, Students with Disabilities)	
Person(s) Responsible: Campus Administrator, Teacher, Special Programs Coordinator	Evidence of Implementation: PEIMS Data, Scores & Grades
Evidence of Impact (Formative): Benchmarks, Assessments	Evidence of Impact (Summative): EOCs, Final Exams
Funding:	Timeline:

Strategy 3: Student achievement through high school-based opportunities- (Algebra I EOC Assessment, English II EOC Assessment, TSIA and STAAR EOC Criteria in Mathematics, TSIA and STAAR EOC Criteria in ELA/Reading, High School Graduation Rate, College Readiness in Mathematics and ELA/Reading)	
Person(s) Responsible: Campus Administrator, District Leadership, Teacher	Evidence of Implementation: Test scores, student grades & progress
Evidence of Impact (Formative): Benchmarks, Assessments	Evidence of Impact (Summative): EOCs, Final Exams
Funding:	Timeline:

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Strategy 4: Student attainment of postsecondary opportunities such as Dual Credit, up to 60 college credit hours, or an Associate Degree.	
Person(s) Responsible: Campus Administrator, District Leadership, and IHE	Evidence of Implementation: Recommendation List, TSIA2, CLEP, AARs
Evidence of Impact (Formative): Benchmarks, Assessments	Evidence of Impact (Summative): EOCs, Final Exams
Funding:	Timeline:

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## FUNDING

420	11	6399	22	001	4	99	0	01	General Supplies (Tech)	-39,776.00	462.75	5,279.47	-34,033.78
420	11	6399	62	001	4	11	0	02	General Supplies (Tech)	0.00	0.00	0.00	-2,000.00
420	11	6412	00	001	4	11	0	05	Travel	0.00	0.00	0.00	-1,300.00
420	11	6499	00	001	4	11	0	06	Misc.	0.00	5.30	0.00	-234.70
420	11	6499	65	001	4	11	0	00	Misc. Fees/Dues/Awards (EOY GR)	-1,000.00	0.00	0.00	-1,000.00
420	13	6411	00	001	4	24	0	04	Travel - Employee	-1,000.00	0.00	0.00	-1,000.00
420	23	6239	00	001	4	99	0	00	ESC Services	-500.00	180.00	0.00	-320.00
420	23	6399	01	001	4	99	0	00	General Supplies	-500.00	138.60	0.00	-361.40
420	23	6411	00	001	4	99	0	00	Travel - Employee	-500.00	0.00	0.00	-500.00
420	23	6411	02	001	4	24	0	07	Travel - Employee CCRSM	-500.00	0.00	0.00	-500.00
420	31	6239	00	001	4	99	0	00	ESC	-800.00	0.00	0.00	-800.00
420	31	6299	00	001	4	37	0	00	Misc Contracted Svcs	-500.00	0.00	0.00	-500.00
420	31	6399	00	001	4	99	0	00	General Supplies (Academic Cou	-650.00	0.00	0.00	-650.00
420	31	6399	17	001	4	99	0	00	General Supplies (SEL \$5 Per S	-1,850.00	0.00	0.00	-1,850.00
420	31	6499	00	001	4	99	0	00	Fees, Dues, Awards, Misc.	0.00	0.00	0.00	0.00
420	33	6219	00	001	4	99	0	00	Professional Services	-140.00	0.00	0.00	-140.00
420	33	6399	00	001	4	99	0	00	General Supplies (Nurse)	-200.00	43.85	129.44	-26.71
420	51	6269	56	001	4	99	0	00	Rent/Lease (ACC Facility)	-215,940.00	0.00	0.00	-215,940.00
420	61	6499	65	001	4	30	0	00	Misc. Fees/Dues/Awards	-500.00	0.00	0.00	-500.00
865	36	6399	00	001	4	99	0	22	General Supplies (Prom)	-1,496.34	0.00	0.00	-1,496.34
865	36	6399	00	001	4	99	0	24	General Supplies (STUCO)	-1,588.71	0.00	0.00	-1,588.71
865	36	6399	00	001	4	99	0	25	General Supplies (Senior Class	-436.70	0.00	0.00	-436.70
865	36	6399	00	001	4	99	0	26	General Supplies (Yearbook)	-560.73	0.00	0.00	-560.73
865	36	6399	00	001	4	99	0	33	General Supplies (NHS)	-110.00	0.00	0.00	-110.00
865	36	6399	00	001	4	99	0	34	General Supplies (ECHS Princip	-750.18	0.00	0.00	-750.18

Currently awaiting 24-25 budget



SCHOOLWIDE TITLE I ELEMENTS

**Schoolwide Checklist**

<b>Checklist Description</b>
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

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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 Campus Administrators
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

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