

Cotton Valley ECHS Campus Improvement Plan

2016-2017 Mission Statement

The Cotton Valley Early College High School will provide students a unique educational opportunity to attend both high school and college in a special campus environment that will challenge students to excel in their academic and personal endeavors. Students will have the opportunity to earn a high school diploma and a two-year Associates Degree upon graduation.

CVECHS Planning and Decision Making Committee Campus Improvement Plan 2016-2017

2016-2017 CIT Committee

Name	Position
Dr. Samuel Hogue	Principal
Susana Jones	Counselor
Carmen Varela	Teacher
Cristina Rubio	Teacher
Dr. Roderick Pearson	Teacher
Irene Gonzalez	Staff
Leticia Avila	Parent

Comprehensive Needs Assessment

In order to assess the strengths and weaknesses of the campus' programs and processes and to determine and prioritize the current needs, the following data was reviewed: Individual and aggregated results from STAAR EOC, and the TSI results and success, Academic Achievement Records, EPCC Reports for ECHSs, attendance records, staffing status. After reviewing the consolidated and individual assessment reports, it was found that, although improvement is noted on EOC, there continues to be a need for increased performance in several areas. The 2014-2015 scores are as follows:

CVECHS/FISD/FHISD/TISD

- **78.3% / 78.3% / NA/ NA** of students Passed EOC ELA I Exam
- **80.5 / 80.5% / 100% / NA** of students Passed EOC ELA II Exam
- **91.8% / 91.8% / NA/ NA** of students Passed EOC Algebra I Exam
- **98.5% / 98.5% / NA/ NA** of students Passed EOC Biology I Exam
- **100% / 100% / 100% / 100%** of students Passed EOC U.S. History Exam

The areas of lowest performance on the EOC tests were I the area of English Language Arts. This indicates a continued need for intervention classes and tutoring for those students who have not been successful on one or more of the EOC exams as well as a full-scale practice for the timed writing exam.

A review of the Academic Achievement records and EPCC reports from Spring 2016 once again revealed an overall course/college hour success rate of **90%**. This equaled the highest percentage to date at CVECHS and shows that an increased number of students are meeting the college-ready standard. In addition the TSI had an increased number of students meeting standard, yet more work in that area is needed. The concern also remains that students entering their junior and senior year who had not met the TSI standard for enrolling in college courses had very few high school-only course requirements remaining. This continues to indicate a need for developing specific interventions for TSI success, as well as continuing to develop course options for these students to progress toward high school graduation. For students who are enrolled in dual credit, there continues to be a significant number of failures for online courses. This illustrates a great need to increase credentialed staffing on the campus to decrease the number of online courses that students are forced to take. With a restructured facilitation model and full-time lab aide in the on-line lab, we anticipate better performance in those courses.

Parent conferences for all incoming freshmen are also held in accordance with the graduation requirements in HB 5. Included in the conference was information regarding high school graduation plans, college degree plans, TSI/EOC testing, and study skills.

Prioritized Areas	
Area of Focus	Data Source
<i>ELA Performance (Writing)</i>	<i>EOC Confidential Student Reports</i>
<i>College Course Success /College Course Readiness</i>	<i>EPCC Database, At-Risk report</i>
<i>Student Success on TSI test</i>	<i>TSI/EPCC Databases</i>
<i>Individualized support</i>	<i>EPCC Database, At-Risk report</i>
<i>Parent Involvement</i>	<i>Parent and student feedback</i>

Federal, State and Local Funding Sources

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

Program/Funding Source
Federal Programs
<i>Title 1, Part A</i>
State Programs/Funding Source
<i>High School Allotment</i>
Local Programs/Funding Source
<i>Grants (EPCC foundations)</i>

Goal 1: 100% of CVECHS students will graduate high school in four years.

Objective 1: By June 2016, all students and each student group, including Special Education students, will earn grades of 75 or above and obtain all credits attempted, whether high school or college.

Summative Evaluation Source: Student academic achievement records, testing data and college transcripts

Activity/Strategy	Deficit Addressed	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide mandatory study table for students who are at risk of failure in any course. Mandatory study tables will be taught by highly qualified Title I funded teachers and teachers paid through local funds. (Title I SW: 3,5,9) (Target Group: All, H, ECD, At Risk)	Success rate of all coursework to include EPCC and high school	Teachers, Principal, Counselor	3 weeks	Federal, State and Local Funds	Improved six weeks grades Reduced failure rate
Implementation of ELL instructional strategies-Staff development. System Safeguard	ELA performance and college readiness	Principal, Teacher(s) Counselor	Semester	Federal, State and Local Funds	Summative - Improved student performance
Implementation Kagan strategies-Staff development System Safeguard	Success rate of all coursework to include EPCC and high school	Teachers, Principal, Counselor	3 weeks	Federal, State and Local Funds	Improved six weeks grades Reduced failure rate

Objective 2. Improve from 78.3% to 83% of all students scoring at least a Level 2 in the first attempt of STAAR EOC English 1 and 80.5% to 85% of all students scoring at least a Level 2 in the first attempt of STAAR EOC English 2

<i>Activity/Strategy</i>	<i>Deficit Addressed</i>	<i>Person(s) Responsible</i>	<i>Timeline</i>	<i>Resources</i>	<i>Formative Evaluation</i>
<i>Conduct intervention classes and targeted tutoring for students who have not performed satisfactorily on previous administrations of the EOC exam or on benchmark exams. (Title I SW: 3,5,9) (Target Group: All, At Risk) TX System Safeguard</i>	<i>ELA EOC Scores</i>	<i>Principal, Teacher(s)</i>	<i>Every semester</i>	<i>Local Funds</i>	<i>Summative - Improved student performance.</i>
<i>Full-length mock test for English I and II Writing. (Title I SW: 9) (Target Group: All, LEP, SPED, At Risk) System Safeguard</i>	<i>ELA EOC Scores</i>	<i>Principal, Teacher(s) Counselor</i>	<i>End of first semester</i>	<i>State and Local Funds</i>	<i>Summative - Improved student performance</i>
<i>Achieve 3000 for reading and Writing for writing intervention (Title I SW: 9) (Target Group: All, LEP, SPED, At Risk) System Safeguard</i>	<i>ELA EOC & TSI Scores</i>	<i>Principal, teachers</i>	<i>Semester</i>	<i>Federal, State and Local Funds. Achieve 3000 program resources</i>	<i>Summative - Improved student performance</i>

Friday EOC camps (Title I SW: 3,5,9) (Target Group: All, H, ECD, At Risk) System Safeguard)	ELA EOC Scores	Principal, Teachers	Second Semester	Federal, State and Local Funds	Summative - Improved student performance
Implementation of Writing for Texas strategies-Staff development System Safeguard)	ELA performance and college readiness	Principal, teachers	Semester	Federal, State and Local Funds	Summative - Improved student performance
Implementation of ELL instructional strategies-Staff development. System Safeguard)	ELA performance and college readiness	Principal, Teacher(s) Counselor	Semester	Federal, State and Local Funds	Summative - Improved student performance
Implementation Kagan strategies-Staff development System Safeguard)	ELA performance and college readiness Successful completion of all coursework to include EPCC and high school	Principal, teachers Teachers, Principal, Counselor	3 Semesters	Federal, State and Local Funds	Improved six-weeks grades Improved student performance Reduced failure rate

Objective 3. Improve to 100% of all students scoring at least a Level 2 in the first attempt of STAAR EOC Algebra I, Biology & U.S. History (Not deficit however an area of priority current scores 91.8%, 98.5% & 100% respectively)

Activity/Strategy	Target Addressed	Person(s) Responsible	Timeline	Resources	Formative Evaluation
<p>Conduct intervention classes and targeted tutoring for students who have not performed satisfactorily on previous administrations of the EOC exam or on benchmark exams. (Title I SW: 3,5,9) (Target Group: All, At Risk)</p> <p>TX System Safeguard</p>	EOC student performance	Principal, Teacher(s)	Every semester	Local Funds	Summative - Improved student Performance.
<p>3. Full-length mock test for English I and II Writing. (Title I SW: 9) (Target Group: All, LEP, SPED, At Risk)</p> <p>System Safeguard</p>	EOC student performance	Principal, Teacher(s) Counselor	Every semester	Local Funds	Summative - Improved student Performance.
<p>1. Friday EOC camps (Title I SW: 3,5,9) (Target Group: All, H, ECD, At Risk)</p> <p>System Safeguard</p>	EOC student performance	Principal, Teacher(s)	Every semester	Local Funds	Summative - Improved student Performance.

<i>Implementation of ELL instructional strategies- Staff development. System Safeguard</i>	EOC student performance		<i>Principal, Teacher(s)</i>	<i>Every semester</i>	<i>Local Funds</i>	<i>Summative - Improved student Performance.</i>
<i>Implementation Kagan strategies-Staff development System Safeguard</i>	<i>ELA performance Success rate of all course work to include EPCC and high school</i>	<i>Principal, teachers Teachers, Principal, Counselor</i>	<i>Semester weeks</i>	<i>Federal, State and Local Funds</i>	<i>Federal and Local Funds</i>	<i>Summative six weeks student performance Reduced failure rate</i>

Objective 4. 95% of students will score at a college-ready level on TSI test by May 2017.

Summative Evaluation Source: Student enrolled in dual credit coursework

Activity/Strategy	Deficit Addressed	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Writing Component Achieve 3000. (Title I SW: 3,5,9) (Target Group: All, H, ECD, At Risk)	ELA performance and college readiness	Principal, Teacher(s) Counselor	Semester	Federal, State and Local Funds	Improved rates of college readiness as demonstrated by College readiness scores in writing
Achieve 3000 reading (Title I SW: 3,5,9) (Target Group: All, H, ECD, At Risk) <i>TX System Safeguard</i>	ELA performance and college readiness	Principal, Teacher(s) Counselor	Semester	Federal, State and Local Funds. Achieve 3000 program resources	Improved rates of college readiness as demonstrated by College readiness scores in Reading

Objective 5. All students will pass college level/dual credit coursework on first attempt.

Summative Evaluation Source: Student academic achievement records, and college transcripts

Activity/Strategy	Deficit Addressed	Person(s) Responsible	Timeline	Resources	Formative Evaluation
On-Line facilitators: Certified in courses facilitated during lab time. Active facilitation. (Title I SW: 3,5,9) (Target Group: All, H, ECD, At Risk)	Success rate of all coursework to include EPCC and high school	Principal, Facilitator	Semester	State and Local Funds	Online course grades, student success rates
Teachers will incorporate mini lessons on college study skills and set expectations for use of the skills. (Title I SW: 3,4) (Target Group: All)	Success rate of all coursework to include EPCC and high school	Principal, Teacher(s)	Every six weeks	Local Funds	Summative - Improved six weeks grades.
Active facilitation for online courses. Hired full time Lab Aide as facilitator. (Title I SW: 3,5,9) (Target Group: All, H, ECD, At Risk)	Success rate of all coursework to include EPCC and high school	Principal, Facilitator	Semester	State and Local Funds	Online course grades, student success rates

Provide mandatory study table for students on Academic probation or Academic Suspension through EPCC. Mandatory study tables will be facilitated by highly qualified teachers (Title I SW: 3,5,9) (Target Group: All, H, ECD, At Risk)	Success rate of all coursework to include EPCC and high school	Principal, Teachers	Every Semester	Federal, State and Local Funds	Summative - Improved student performance
SSI/ICU mandatory lunch study table for students who do not turn in assignments. (Title I SW: 3,5,9) (Target Group: All, H, ECD, At Risk)	Success rate of all coursework to include EPCC and high school	Principal, Teachers	Every Semester	Federal, State and Local Funds	Summative - Improved student performance

Objective 6. 70% of CVECHS students will earn an Associate's Degree or at least 60 hours of college credit.

Activity/Strategy	Deficit Addressed	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Active facilitation for online courses. full time Lab Aide as facilitator. (Title I SW: 3,5,9) (Target Group: All, H, ECD, At Risk)	Success rate of all coursework to include EPCC and high school	Principal, Facilitator	Semester	State and Local Funds	Online course grades, student success rates

<p>Provide mandatory study table for students who are at risk of failure in any course. Mandatory study tables will be taught by highly qualified Title I funded teachers and teachers paid through local funds. (Title I SW: 3,5,9) (Target Group: All, H, ECD, At Risk)</p>	<p>Success rate of all coursework to include EPCC and high school</p>	<p>Teachers, Principal, Counselor</p>	<p>3 weeks</p>	<p>Federal, State and Local Funds</p>	<p>Improved six weeks grades</p> <p>Reduced failure rate</p>

Goal 2. All CVECHS parents will be informed of the activities and expectations of the school.

Objective 1. Schedule and conduct information sessions based on parent needs collected through survey results

Summative Evaluation Source: Sign-in sheets and agendas.

Activity/Strategy	Deficit Addressed	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Determine student needs and areas of concern during faculty meetings. (Title I SW: 3,5,9) (Target Group: All, H, ECD, At Risk)	Student Performance overall	Principal	Every-other Week	Local Funds	Increased student performance
Determine parents' areas of concern through CIT meetings. (Title I SW: 3,5,9) (Target Group: All, H, ECD, At Risk)	Parental involvement	Principal	Monthly	Local Funds	I Increased parent involvement and student performance
CVECHS PTSO provides input from parents' & areas of concern through monthly meetings. (Title I SW: 3,5,9) (Target Group: All, H, ECD, At Risk)	Parental involvement	Principal	Monthly	Local Funds	I Increased parent involvement and student performance

Goal 3. Student attendance will meet or exceed the state standard for attendance.

Activity/Strategy	Deficit Addressed	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1. Use of planners for students to keep track of assignments and planned absences for appointments or school activities (Title I SW: 2,3,6,9) (Target Group: All)	College/Course Success, College Readiness	Teacher(s)	Every three weeks	(S)Local Funds	Summative - Decrease in missing assignments and increase in attendance

Goal 4. CVECHS students will engage in college experiences on a regular basis.

Summative Evaluation Source: Agendas, survey results

Activity/Strategy	Deficit Addressed	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1.Coordinate activities with EPCC and/or UTEP personnel. (Title I SW: 3,5,9) (Target Group: All, H, ECD, At Risk)		Principal	Every semester		Increased student knowledge of college culture
2.Gather feedback from students regarding the effectiveness of the activity. (Title I SW: 3,5,9) (Target Group: All, H, ECD, At Risk)		Principal	Once per semester	Survey	Increased student knowledge of college culture

College Center with PC's for college applications, testing and exploration. (Title I SW: 3,5,9) (Target Group: All, H, ECD, At Risk)		Principal, Counselor	Semester	Federal, State and Local Funds	Increased student knowledge of college culture, scholarship totals.
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Goal 5. All Teachers at CVECHS will be Highly Qualified and meet all certification and Dual Credit credentialing requirements.

Summative Evaluation Source: Human resources report, master schedule

Activity/Strategy	Deficit Addressed	Person(s) Responsible	Timeline	Resources	Formative Evaluation
1. Coordinate with human resources in teacher recruitment and hiring (Target Group: All, H, ECD, At Risk)		Principal, Human resources	Annual	Federal, State and Local Funds.	Staffing reports
2. Teachers without dual credit credentialing will be given two years to		Principal, Human resources	Annual	Federal, State and Local Funds.	Staffing reports

complete necessary graduate work in field of certification. (Title I SW: 3,5,9) (Target Group: All, H, ECD, At Risk)

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