Mission Statement

The Spring Early College Academy's mission is to prepare students to be critical thinkers, responsible citizens, and confident leaders while receiving rigorous and relevant instruction through best teaching practices and AVID strategies to close the achievement gap by preparing all students for college readiness that results in the attainment of secondary baccalaureate degree and promotes personal responsibility for lifelong learning and philanthropy.

Vision

To be considered as one of the best schools in the Greater Houston area.
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Spring Early College  
Generated by Plan4Learning.com  
September 26, 2019 9:05 am
3.2: Offer flexible number of parent involvement meetings

2019-2020 Campus Advisory Council

Campus Funding Summary
Comprehensive Needs Assessment

Demographics

Demographics Summary

The Early College student population mirrors the student population of the district. Spring Early College Academy serves students from every area of the district. Students apply and participate in an interview process to enter the weighted lottery for Spring Early College Academy. Students have the opportunity to graduate with their high school diploma and their Associate of Arts degree from Lone Star College North Harris.

Demographics Strengths

The Early College student population mirrors the student population of the district. We have limited mobility due to our school model. The Teacher/student ratio is currently 20:1. Diversity is apparent in our ethnic break down.

Demographics Strengths

Total Hispanic = 205
Gr 9 - 56
Gr 10 - 55
Gr 11 - 50
Gr 12 - 44

Total American Indian = 3
Gr 10 - 2
Gr 11 - 1

Total Asian = 31
Gr 9 - 7
Gr 10 - 11
Gr 11 - 8
Gr 12 - 5

Total African American = 115
Gr 9 - 35
Gr 10 - 17  
Gr 11 - 33  
Gr 12 - 27  

Total White = 48  
Gr 9 - 12  
Gr 10 - 20  
Gr 11 - 7  
Gr 12 - 9  

Total Hawaiian/Pacific Islander = 1  
Gr 10 - 1  

Total Two or More = 6  
Gr 9 - 1  
Gr 10 - 3  
Gr 11 - 1  
Gr 12 - 1  

TEA has created a new Blueprint with OBM's (Outcome Based Measures) that ECHS must meet. TEA pulls PEIMS data on snapshot day. The demographic OBM's that we must meet are:

Demographics/Access:
At-Risk must be no more than 15% under the District  
Economic Disadvantage must be no more than 5% under District  
African American must be no more than 5% under District  
Hispanic must be no more than 5% under District  
Males must be no more than 5% under District  

Achievement:
Algebra I must have 85% meet the Approaches criteria.  

Spring Early College Academy met 4 out of 6 of the OBM's which is a huge increase. SECA only met one of the OBM's in the 2017-2018 school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: AP History and AP Human Geography scores were low and not meeting school expectations. Root Cause: The AP teachers need additional AP training.

Problem Statement 2: Minimal ELL students were eligible to be dismissed from the ESL program. Root Cause: Sheltered Instruction and SIOP additional
training for teachers is needed.

**Problem Statement 3**: Advancement via Individual Determination (AVID) strategies, such as writing, inquiry, collaboration, organization and reading (WICOR) are not being used consistently across the campus. **Root Cause**: AVID WICOR strategies need to be increased and evident within the AP, as well as core content classes in order to support our ELL students, and ALL students.
Student Academic Achievement

Student Academic Achievement Summary

The Spring Early College Students are performing well academically overall. The graduating class of 2019 had 66 students out of 86 graduate with their associate degree from Lone Star College North Harris.

TSI Ready in Math 64% (total school population grades 10-12)

12th graders are at 72%
11th graders are at 84%
10th graders are at 41%

TSI Ready in Reading 95% (total school population grades 10-12)

12th graders are at 93%
11th graders are at 98%
10th graders are at 94%

TSI Ready in Writing 99% (total school population grades 10-12)

12th graders are at 97%
11th graders are at 100%
10th graders are at 100%

EOC Data:

Algebra I 94% Approaches, 61% Meets and 19% Masters
Biology 100% Approaches, 88% Meets and 35% Masters
English I 91% Approaches, 76% Meets and 11% Masters
English II 99% Approaches, 91% Meets and 11% Masters

US History 100% Approaches, 95% Meets and 60% Masters

Student Academic Achievement Strengths

The academic strengths of Spring Early College reflect strong instructional practices. The campus will MET STANDARD for overall STAAR EOC performance 2018-2019 (pending posting of compiled TEA data). Both Biology/US History EOC performance reached 100% Approaches with 88% and 95% Meets respectively. English II EOC Performance reached 99% Approaches with 91% Meets. Extensive growth was evident at the Mastery Level for US History at 60%. Algebra I reached 94% Approaches as well. TSI Reading and Writing data exhibits performance levels between 91% - 95% clearly noting SECA students readiness for college level coursework.

SECA students also performed at high levels, earning 3 or above, on AP College Board assessments for AP Spanish and AP World History (final data to be compiled/updated). SECA currently has 1 student qualified for the National Hispanic Recognition Program (NHRP) for his outstanding academic achievement on PSAT/NMSQT.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Low percentage of students reaching Masters level on English I, English II, Alg I and History EOCs. Root Cause: Students need more opportunities to engage in discussions of text and writing summaries, dialectical journaling and critiques in all core classes.
School Processes & Programs

School Processes & Programs Summary

Spring Early College Academy uses the AVID to help close the achievement gap by preparing all students for college readiness in a global society. Spring Early College Academy is in partnership with Lone Star College North Harris to provide the opportunity for our students to complete their Associate of Arts degree (60 hours of college credit) while at the same time earning their high school diploma.

Spring Early College Academy is made up of 2 administrators, liaison from LSC NH, 1 counselor, 1 Student Support Specialist and 20 teachers. There are 444 students enrolled.

The admissions process of SECA involves an application of interest, an interview with staff members of SECA and LSC. All applicant names go into a weighted lottery based on the requirements of the ECHS Blueprint.

Students must be TSI ready in Math, Reading and Writing prior to taking college classes and must maintain a grade of 75 or better. Academic probation meetings are held each semester if a student falls below a 75 or earns a grade below C in a college class.

School Processes & Programs Strengths

The requirement of maintaining grades above a 75 is solid and a strength for SECA. Students and parents are made aware that if a student goes on academic probation twice they are no longer eligible to take college courses. This SECA and LSC policy ensures success for all students. Academic probation meetings are held for students who have fallen below a grade of 75 in their high school classes to make sure that they are getting the support needed and to remind them that they must stay on track with course completion for high school in order to be able to handle the rigor of college courses.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The social and emotional well being of Spring Early College Academy students is sometimes in jeopardy. Root Cause: The workload and stress of the program can be overwhelming to students. While SECA has AVID in place to help organize and support we need additional services and teacher training to support our students.
Perceptions

Perceptions Summary

The Spring Early College Academy focuses on students for whom the transition into post-secondary education is problematic. Our priority is to serve low-income students, first generation college students, English language learners, and students receiving special services, all of whom are statistically underrepresented in higher education and for whom society often has low expectations for academic achievement.

Perceptions Strengths

Based on the Spring Early College Academy's 2019 School Quality Survey our parents are 98% strongly satisfied that:

- SECA has high learning expectations for all students
- Teachers set high expectations for all students
- Students are challenged by their school work
- Administrators clearly communicate the school mission and vision
- Families are encouraged to attend school sponsored activities

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students feel that the teachers are not showing students how lessons relate to life outside of school. Root Cause: The teachers are not making connections to life outside of school with the instruction they are delivering. Staff development on adding this piece into their lesson planning is essential.
Priority Problem Statements

**Problem Statement 1**: AP History and AP Human Geography scores were low and not meeting school expectations.

**Root Cause 1**: The AP teachers need additional AP training.

**Problem Statement 1 Areas**: Demographics

**Problem Statement 2**: Minimal ELL students were eligible to be dismissed from the ESL program.

**Root Cause 2**: Sheltered Instruction and SIOP additional training for teachers is needed.

**Problem Statement 2 Areas**: Demographics

**Problem Statement 3**: Advancement via Individual Determination (AVID) strategies, such as writing, inquiry, collaboration, organization and reading (WICOR) are not being used consistently across the campus.

**Root Cause 3**: AVID WICOR strategies need to be increased and evident within the AP, as well as core content classes in order to support our ELL students, and ALL students.

**Problem Statement 3 Areas**: Demographics

**Problem Statement 4**: Low percentage of students reaching Masters level on English I, English II, Alg I and History EOCs.

**Root Cause 4**: Students need more opportunities to engage in discussions of text and writing summaries, dialectical journaling and critiques in all core classes.

**Problem Statement 4 Areas**: Student Academic Achievement

**Problem Statement 5**: The social and emotional well being of Spring Early College Academy students is sometimes in jeopardy.
Root Cause 5: The workload and stress of the program can be overwhelming to students. While SECA has AVID in place to help organize and support we need additional services and teacher training to support our students.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Students feel that the teachers are not showing students how lessons relate to life outside of school.

Root Cause 6: The teachers are not making connections to life outside of school with the instruction they are delivering. Staff development on adding this piece into their lesson planning is essential.

Problem Statement 6 Areas: Perceptions
Comprehensive Needs Assessment Data Documentation

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

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

**Accountability Data**
- Texas Academic Performance Report (TAPR) data

**Student Data: Assessments**
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data

**Student Data: Behavior and Other Indicators**
- Completion rates and/or graduation rates data
- Attendance data
- Discipline records

**Employee Data**
- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data

**Parent/Community Data**
- Parent surveys and/or other feedback
- Community surveys and/or other feedback

**Support Systems and Other Data**
- Other additional data
Goals

Goal 1: By June 2020, student achievement in English I will increase from 11% "Mastery" level to 25% "Mastery" Level as measured by the STAAR EOC English I test. In addition, by June 2020, student achievement in English II will increase from 11% "Mastery" level to 30% "Mastery" level.

Performance Objective 1: In alignment with the Instructional, Data Driven, and Observation Feedback levers, we will build teacher capacity through the utilization of the Springway coaching feedback protocols and the implementation of professional learning communities - PLC- (Learning, Planning, Practice, and DDAP).

Evaluation Data Source(s) 1: EOC scores for English I and English II.

Summative Evaluation 1:

Targeted or ESF High Priority

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
<th>Reviews</th>
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<tbody>
<tr>
<td>1) AVID I, II and English I, II classes will teach AVID critical reading strategies (WICOR).</td>
<td>AVID Teachers, English Teachers</td>
<td>Students will be able to demonstrate reading comprehension skills through annotated reading selections that are annotated, active engagement with literature and other reading strategies.</td>
<td></td>
</tr>
<tr>
<td>2) Students who do not show improvement in class and/or benchmark/checkpoint results will be assigned to mandatory English tutorials.</td>
<td>Erwin, Team Leaders</td>
<td>Tutorials lists, attendance sheets and letters sent to families. Tutorials are held twice a week.</td>
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<tr>
<td><strong>Funding Sources:</strong> 199 State SCE - State Compensatory Education (PIC - 16000.00)</td>
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<tr>
<td>3) Collaborative AVID strategies will be implemented each six weeks to review the literature being read, as well as to deepen analysis and perspective of what is being read.</td>
<td>English teachers Kimberly Lee</td>
<td>Students will have a deeper and broader understanding of literature.</td>
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<td>Strategy Description</td>
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<td>4) In order to meet the needs of our ELL students, teachers will model reading aloud and writing in front of the students and provide sample essays to promote confidence, word recognition and pronunciation. Organization strategies will be done daily.</td>
<td>English teachers Kimberly LEE</td>
<td>The use of ESL methodologies will increase student understanding, engagement and academic success.</td>
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<tr>
<td>5) Academic terminology practice will be used each six weeks on vocabulary quizzes, seen on exams using test stems similar to STAAR, and having students write their own questions over texts read using the academic terminology to familiarize them with these words and test questions.</td>
<td>English teachers Kimberly Lee</td>
<td>Students will have a broader toolbox of academic terms and understand how to use and apply the terms to their everyday work.</td>
<td></td>
</tr>
<tr>
<td>6) Additional intervention classes are built into the master schedule to address the needs of students needing extra support.</td>
<td>Erwin Hill Lee Kimberly</td>
<td>More immediate attention given to the students during the school day in addition to tutorials will help support the students academically.</td>
<td></td>
</tr>
<tr>
<td>7) Instructional software and English specific technology tools will be used by all students to increase digital fluency.</td>
<td>Martinez, Lee Kimberly</td>
<td>Students become more comfortable with technology to increase performance with on-line testing.</td>
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<tr>
<td>8) Early identification of students who failed the 8th grade Reading or English I STAAR test and with skill deficiencies. Students will participate in increased instructional time through RTI Tier Two interventions.</td>
<td></td>
<td>Increase in course passing rate on progress reports and increase in mastery of EOC scores.</td>
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Funding Sources: 199 General Fund - 7500.00

- **100%** = Accomplished
- **→** = Continue/Modify
- **0%** = No Progress
- **✗** = Discontinue
Goal 2: By June 2020, student achievement in Biology will increase from 35% at "Mastery" Level to 45% at "Mastery" Level as measured by STAAR EOC Biology test.

Performance Objective 1: In alignment with the Instructional, Data Driven, and Observation Feedback levers, we will build teacher capacity through the utilization of the Springway coaching feedback protocols and the implementation of professional learning communities - PLC- (Learning, Planning, Practice, and DDAP).

**Evaluation Data Source(s) 1:** EOC score for Biology

**Summative Evaluation 1:**

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<tr>
<td>1) Increase the application of Science concepts in laboratory settings while using WICOR strategies to react to findings.</td>
<td>Science teachers, Lee, Kimberly</td>
<td>Labs will be included in the course syllabus and lesson plans at a minimum of one per two weeks. Response to the labs will be a quick write, reflection, summary or lab report. Increased scores on EOC and performance in course work evident through progress reports.</td>
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<tr>
<td>2) Academic vocabulary will be used daily to improve language and meet the needs of ELL students. SpringWay routines and Systems will be implemented to support.</td>
<td>Science Teachers, Lee, Kimberly</td>
<td>The use of ESL methodologies will increase student understanding, mastery and engagement and academic success.</td>
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<tr>
<td><strong>Funding Sources:</strong> 199 State Bilingual/ESL (PIC 25, 35) - 16800.00</td>
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<tr>
<td>3) EOC Bootcamp will provide individualized targeted instructions to students not successful on the 8th grade STAAR test and/or benchmarks.</td>
<td>Science Teachers, Lee, Kimberly</td>
<td>Improved performance on state testing.</td>
<td></td>
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<td><strong>Funding Sources:</strong> 199 State SCE - State Compensatory Education (PIC - 6000.00)</td>
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<tr>
<td>4) Individualized tutorials based on process skills and reinforcement of concepts identified on teacher assessments and district checkpoints. These will be held on Tuesdays and Wednesdays for six weeks at a time.</td>
<td>Science Teachers, Erwin, Lee, Kimberly</td>
<td>The extra focused and targeted instruction will enhance the students academic success in science.</td>
<td></td>
</tr>
<tr>
<td>5) Early identification of mastery students to connect real world scenarios to concepts through differentiation of assignments.</td>
<td>Biology teacher, Lee, Kimberly</td>
<td>Students at the mastery level will have a deeper understanding of concepts.</td>
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<tr>
<td>6) Instructional software and Biology specific technology tools will be used by all</td>
<td>Science teacher,</td>
<td>Students become more comfortable with technology to increase performance in on-line tests.</td>
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<tr>
<td>students to increase digital fluency.</td>
<td>Lee, Kimberly</td>
<td></td>
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<tr>
<td>7) Early identification of students who failed the 8th grade science STAAR test and</td>
<td>Increase in course passing rate on progress reports and increase in mastery of EOC scores.</td>
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<td>with skill deficiencies. Students will participate in increased instructional time</td>
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<td>through RTI Tier Two interventions.</td>
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![Icons](https://example.com/icons.png)

- 100% = Accomplished
- 0% = No Progress
- x = Discontinue

- = Continue/Modify

**Reviews**

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<tr>
<th>Formative</th>
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Spring Early College
Generated by Plan4Learning.com
Goal 3: By June 2020, student achievement in Algebra I will increase from 19% "Mastery" Level to 30% "Mastery" Level as measured by the STAAR EOC Algebra I test.

Performance Objective 1: In alignment with the Instructional, Data Driven, and Observation Feedback levers, we will build teacher capacity through the utilization of the Springway coaching feedback protocols and the implementation of professional learning communities - PLC- (Learning, Planning, Practice, and DDAP).

**Evaluation Data Source(s) 1:** The EOC Algebra I test scores

**Summative Evaluation 1:**

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<tr>
<td>1) Summer Bridge Algebra I prep held the first two weeks of June 2020. Prepares students who have not taken Algebra I for the course work required.</td>
<td>Algebra I teachers, Hill, Kimberly</td>
<td>The progress students make on the pre-test and post-test, student evaluations.</td>
<td></td>
</tr>
<tr>
<td>Funding Sources: 199 State SCE - State Compensatory Education (PIC - 6000.00)</td>
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<tr>
<td>2) Early identification of students who failed the 8th grade math or Algebra I STAAR test and with skill deficiencies. Students will participate in increased instructional time through RTI Tier Two interventions.</td>
<td>Erwin, Kimberly</td>
<td>Increase in course passing rate on progress reports and increase in mastery of EOC scores.</td>
<td></td>
</tr>
<tr>
<td>3) In order to meet the needs of our ELL students more teacher modeling, reading aloud, writing in front of the students and providing exemplars to promote confidence, academic vocabulary recognition and pronunciation</td>
<td>Algebra I teachers, Kimberly, Lee</td>
<td>The use of ESL methodologies will increase student understanding, engagement and achievement.</td>
<td></td>
</tr>
<tr>
<td>4) EOC Camps will be held to further meet the needs of our students and to prepare them for the EOC exam.</td>
<td>Algebra I teacher, Kimberly, Erwin, Lee</td>
<td>The extra focused and targeted instruction will enhance student achievement.</td>
<td></td>
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<tr>
<td>5) Student Support Specialist will provide support to teachers and at-risk students by developing individualized plans to ensure academic success.</td>
<td>Erwin, Kimberly</td>
<td>At risk students will meet state standards and excel with academic achievement</td>
<td></td>
</tr>
<tr>
<td>6) Early identification of mastery students to connect real world scenarios to concepts through differentiated assignments.</td>
<td>Algebra I teacher, Lee, Kimberly</td>
<td>This will deepen the rigor and understanding of concepts which lead to mastery.</td>
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</table>

Funding Sources: 199 State SCE - State Compensatory Education (PIC - 6000.00)

Funding Sources: 199 State SCE - State Compensatory Education (PIC - 6000.00)
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<tr>
<td>7) Instructional software and Algebra I specific technology tools will be used by all students to increase digital fluency.</td>
<td></td>
<td>Students become more comfortable with technology to increase performance in on-line tests.</td>
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100% = Accomplished  
→ = Continue/Modify  
0% = No Progress  
✗ = Discontinue
Goal 4: By June 2020, student achievement in U.S. History will increase from 60% "Mastery" Level to 80% "Mastery" as measured by the STAAR EOC U.S. History test.

Performance Objective 1: In alignment with the Instructional, Data Driven, and Observation Feedback levers, we will build teacher capacity through the utilization of the Springway coaching feedback protocols and the implementation of professional learning communities - PLC- (Learning, Planning, Practice, and DDAP).

Evaluation Data Source(s) 1: EOC scores for U.S. History

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<td>Oct</td>
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<tr>
<td>1) Students take Dual Credit U.S History by LSC professors, therefore we will introduce grade level academic vocabulary in core classes including AVID. Hearing the vocabulary in other content areas will support our 11th grade students in U.S. History.</td>
<td>Kimberly, Lee, U.S. History teacher, Martinez</td>
<td>Using the Lead4ward grade level vocabulary list, students will be supported to score at a higher mastery rate on the U.S. History EOC exam.</td>
<td></td>
</tr>
<tr>
<td>2) Provide tutorials using curriculum and content from released EOC exams during scheduled LSC class time on Fridays to support students enrolled in HIST 1301/1302 to cover EOC content not addressed in course work.</td>
<td>Kimberly, Lee, U.S. History teacher</td>
<td>Increased scores on EOC and performance in course work evident through benchmark tests.</td>
<td></td>
</tr>
<tr>
<td>3) EOC Camps held for students who do not show satisfactory results on benchmarks.</td>
<td>Kimberly, Lee Erwin, U.S. History teacher</td>
<td>Students will show improvement with U.S. History content from targeted and focused instruction.</td>
<td></td>
</tr>
</tbody>
</table>

Funding Sources: 199 General Fund - 5500.00

100% = Accomplished  
0% = No Progress  
= Continue/Modify  
= Discontinue
Goal 5: By June 2020, overall student attendance will increase by 1.5% from 97.47% to 98.97%, as measured by the EOY PEIMS submission.

Performance Objective 1: In alignment with the Student and Staff Culture lever, we will implement the Springway structures and routines with fidelity to strengthen relationships with all stakeholders through building a collective teacher efficacy.

Evaluation Data Source(s) 1: EOY PEIMS Submission Data (ADA)

Summative Evaluation 1:

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Develop specific intervention plans for each student at-risk of not meeting state attendance requirements.</td>
<td>Attendance Committee, Lee, Kimberly, Attendance Clerk, Counselor</td>
<td>Students will be accountable for meeting attendance requirements which will improve their daily attendance.</td>
<td>Oct</td>
</tr>
<tr>
<td>2) Attendance Clerk will maintain accurate records, reconcile daily reporting, and review data with stakeholders.</td>
<td>Attendance Clerk Data Steward, Kimberly</td>
<td>Consistent reviews and communication of data will increase the overall campus ADA above 98%.</td>
<td>Jan</td>
</tr>
<tr>
<td>3) New SISD Data reporting analysis tools will be utilized to target specific attendance growth areas for the campus (grade level, individual)</td>
<td>SSS Coordinator, Data Steward, Campus Behavior Coordinator</td>
<td>By implementing the use of data analysis tools to target attendance trends, interventions can be devised immediately in turn increasing the campus overall ADA above 98%.</td>
<td>Apr</td>
</tr>
<tr>
<td>4) Campus celebrations will be held each six weeks for those students who meet the 98.97% attendance rate.</td>
<td>Kimberly, Lee</td>
<td>This will create a positive climate and culture. The students will see the great give aways and accolades and come to school everyday.</td>
<td>July</td>
</tr>
</tbody>
</table>

100% = Accomplished    0% = No Progress    X = Discontinue

= Continue/Modify
Goal 6: By June 2020, Spring Early College Academy will improve the climate and culture of the school environment as measured by the Employee Engagement Survey by increasing the overall engagement from 76% highly engaged to 85% highly engaged.

Performance Objective 1: In alignment with the shared values, communication, leadership, feedback and recognition, work environment, and professional development levers of the Employment Engagement Survey we will build the positive culture through utilization of the Employee Engagement Survey data and results.

Evaluation Data Source(s) 1:

<table>
<thead>
<tr>
<th>Summative Evaluation 1:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Strategy Description</th>
<th>Monitor</th>
<th>Strategy's Expected Result/Impact</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Grade level teams collaborate and communicate in weekly PLC meetings.</td>
<td>Team Leads, Kimberly, Lee</td>
<td>Weekly, organized meetings will improve communication.</td>
<td>Formative</td>
</tr>
<tr>
<td>2) Team Leads will be given an agenda weekly with reminders and information pertaining to school events, due dates and any assistance needed.</td>
<td>Team Leads, Kimberly, Lee</td>
<td>The agendas will assist staff what is needed and when to improve cohesiveness as a staff and communication.</td>
<td>Formative</td>
</tr>
<tr>
<td>3) Staff and PLC meetings will begin with celebrations, Restorative Circles and acknowledgement of professional needs and relational building activities.</td>
<td>Kimberly, Lee</td>
<td>Celebrations, recognition and validations of staff members consistently will improve the environment of the school.</td>
<td>Formative</td>
</tr>
<tr>
<td>4) Administrators will strive to build personal relationships, be warm and welcoming and reach out to staff members.</td>
<td>Kimberly, Lee</td>
<td>The staff will get to know the administration on a more personal level which will increase the positive environment on campus.</td>
<td>Formative</td>
</tr>
</tbody>
</table>

100% = Accomplished  
0% = No Progress  
= Discontinue
## Budget for Spring Early College:

<table>
<thead>
<tr>
<th>Account Code</th>
<th>Account Title</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>6100 Payroll Costs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1990110212458</td>
<td>6118 Extra Duty Stipend - Locally Defined</td>
<td>$6,000.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6100 Subtotal:</td>
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<td>$6,000.00</td>
</tr>
<tr>
<td>6300 Supplies and Services</td>
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<tr>
<td>1990110212458</td>
<td>6390 Supplies and Materials - General</td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6300 Subtotal:</td>
<td></td>
<td>$6,000.00</td>
</tr>
<tr>
<td>6400 Other Operating Costs</td>
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</tr>
<tr>
<td>1990110212458</td>
<td>6412 Student Travel</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>6400 Subtotal:</td>
<td></td>
<td>$16,000.00</td>
</tr>
</tbody>
</table>
Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Title I, Part A Campus Improvement Plan is based on a Comprehensive Needs Assessment (CNA) of the entire school. It reflects the status of academic achievement of our scholars in relation to the challenging state academic standards focusing on students who are failing to or are at-risk of failing to meet the rigorous state academic standards and those determined by local policy. The Comprehensive Needs Assessment (CNA) includes a deliberate focus on achievement for special populations such as At-Risk, Special Education, English Learners, Economically Disadvantaged and Gifted & Talented.

The most recent date the Comprehensive Needs Assessment (CNA) was developed/reviewed/revised/approved is noted in the CNA section of Plan4Learning. The comprehensive list of stakeholders engaged in the development, review, revisions, and approval of the CNA will be documented in the Committees section of Plan4Learning. The committee, as well as specialized subcommittees, will meet throughout the school year as new data becomes available and/or when the needs of scholars require campus-level action. The district goal is to conduct at least 2 meetings during the 2019-2020 fall semester (July 2019-December 2019) and at least 3 meetings during the 2019-2020 spring semester (January 2020-July 2020).

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan (CIP) is developed in collaboration with parent(s), community member(s), and campus personnel including teachers, paraprofessionals, campus leaders and leadership team members, and district administration. The committee may include additional stakeholders such as specialized instructional support, technical-assistance personnel, and other campus staff, as needed. Secondary-level (MS/HS) campuses may also include student input through membership on the CIP team. The list of stakeholders who participate in the development and review of the CIP may be found in Plan4Learning in the Committees section.

2.2: Regular monitoring and revision
The CIP remains in effect for the duration of the school's identification as a Title I campus. The plan and its implementation shall be regularly monitored and revised as necessary, based on scholars' needs to ensure that all students are provided opportunities to meet the challenging state academic standards. (ESSA Sec. 12114(b)(3)). The monitoring must include students defined as economically disadvantaged, each major racial and ethnic group, students with disabilities, English learners (ESSA Section 1111(c)(2)) and "at-risk" students [TEC 42.152(d)].

The date the CIP and District Improvement Plan (DIP) were developed/reviewed/revised/approved is noted in Plan4Learning under the Goals tab for the District and for each campus.

### 2.3: Available to parents and community in an understandable format and language

The CIP is readily available to parents and the community on our campus website. Upon request, an electronic or paper copy will be provided to interested parties. The CIP has been translated into Spanish and both versions are posted on our webpage. The campus and/or district will, to the extent possible, provide translations into other languages. Communication will be provided to families at the beginning of the year and during the fall Open House to address this option. (ESSA, Sec. 1114(b)(4))

### 2.4: Opportunities for all children to meet State standards

Campus-wide Reform Strategies: Sec. 1114(b)(7)(A)(i-iii) The school determines campus-wide reform strategies based upon formative and summative student achievement data. The CIP includes a description of how such strategies will provide opportunities for all children, including each of the student populations (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111 (c)(2)]) to meet the challenging state academic standards.

This requirement is documented at the strategy level in Plan4Learning. Each strategy meeting the requirements of 2.4 include this Element designation above the strategy.

### ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

#### 3.1: Develop and distribute Parent and Family Engagement Policy

The school jointly developed a written parent and family engagement policy and a school parent compact with parents and family members of our students. The policy describes the ways Spring ISD fulfills the requirements for partnering with parents and families as we provide a high quality education. Our
school believes that this partnership is essential for students to succeed. This partnership includes:

- Assisting parents to understand the state standards (TEKS) and curriculum
- Understanding state (STAAR/EOC) and local assessment standards
- How to work with the school to improve their child’s achievement
- Providing materials and training to help parents work with their child, such as literacy and technology training
- Parent curriculum workshops

The School Parent compact outlines how parents, the entire school staff and students will share the responsibility for improved academic achievement. Spring ISD also embraces family and community engagement as it is clearly outlined in our 5-year Strategic Plan as one of our 5 imperatives:

Engaged Stakeholders in Every Community
Our Parent and Family Engagement performance indicators include:
- Increase percentage of schools with an active PTA or PTO
- Increase percentage of stakeholders participating and engaged/highly engaged with Spring ISD
- Increase parent rating of overall quality of education provided by Spring ISD
- Increased two-way communication with parents and stakeholders
- Increase the number of student-enrichment opportunities with higher education or business partners

A list of the individuals and their roles who assisted with the development of the Parent and Family Engagement Policy and Compact can be found in the Committees section of Plan4Learning. The Parent and Family Engagement Policy is published on the school's website and distributed throughout our community.

3.2: Offer flexible number of parent involvement meetings

The school provides a flexible number of meetings for parents. At the district level, the parents meet 4 times annually and serve on a Parent Advisory Council. At the school level we encourage our parents to participate in all enrichment activities as well as academic focused training and workshops such as Language Acquisition courses, technology training and many academic and social/emotional focused workshops. We also have a volunteer program in place where parents may donate their time and their talents in the schools, such as reading in the classroom, participating in College and Career Days as well as serving on the Watch DOGS committee.
### 2019-2020 Campus Advisory Council

<table>
<thead>
<tr>
<th>Committee Role</th>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Teacher</td>
<td>Chrisanne Christensen</td>
<td>Teacher</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Kimberly Daniels</td>
<td>Teacher</td>
</tr>
<tr>
<td>Non-classroom Professional</td>
<td>Diane Erwin</td>
<td>Instructional Specialist</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Constance Francisco</td>
<td>Teacher</td>
</tr>
<tr>
<td>District-level Professional</td>
<td>Carlos Gonzalez</td>
<td>District Director</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Elizabeth Graham</td>
<td>Teacher</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Valerie Hassel</td>
<td>Teacher</td>
</tr>
<tr>
<td>Non-classroom Professional</td>
<td>Michelle Hill</td>
<td>Counselor</td>
</tr>
<tr>
<td>Administrator</td>
<td>Diana Kimberly</td>
<td>Principal</td>
</tr>
<tr>
<td>Parent</td>
<td>Alegría LaTier</td>
<td>Parent</td>
</tr>
<tr>
<td>Administrator</td>
<td>Tanisha Lee</td>
<td>Associate Principal</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Maria Martinez</td>
<td>Teacher</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Kevin Nunn</td>
<td>Teacher</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Debbie Quan</td>
<td>Teacher</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Kaleem Rayees</td>
<td>Teacher</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Paulette Sokoya</td>
<td>Teacher</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Enrique Solis</td>
<td>Teacher</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Andrew Stewart</td>
<td>Teacher</td>
</tr>
<tr>
<td>LSC-NH Liasion</td>
<td>Cathleen Tyson-Ferrol</td>
<td>LSC Liasion</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Renisha Wiley</td>
<td>Teacher</td>
</tr>
<tr>
<td>Classroom Teacher</td>
<td>Rodney Schmitz</td>
<td>Teacher</td>
</tr>
</tbody>
</table>
# Campus Funding Summary

## 199 General Fund

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Strategy</th>
<th>Resources Needed</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>7</td>
<td>Schmoop Intervention Software</td>
<td>6397.00</td>
<td>$7,500.00</td>
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<tr>
<td>4</td>
<td>1</td>
<td>2</td>
<td>Supplemental Teacher Pay</td>
<td>6118.00</td>
<td>$5,500.00</td>
</tr>
</tbody>
</table>

**Sub-Total** $13,000.00

**Budgeted Fund Source Amount** $46,000.00

**+-/ Difference** $33,000.00

## 199 State SCE - State Compensatory Education (PIC)

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Strategy</th>
<th>Resources Needed</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>2</td>
<td>Academic buses</td>
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<tr>
<td>2</td>
<td>1</td>
<td>3</td>
<td>Supplemental Teacher pay</td>
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<td>$6,000.00</td>
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<tr>
<td>3</td>
<td>1</td>
<td>1</td>
<td>Instructional/Supplemental Pay</td>
<td>6321.00</td>
<td>$6,000.00</td>
</tr>
</tbody>
</table>

**Sub-Total** $28,000.00

**Budgeted Fund Source Amount** $28,000.00

**+-/ Difference** $0

## 199 State Bilingual/ESL (PIC 25, 35)

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objective</th>
<th>Strategy</th>
<th>Resources Needed</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1</td>
<td>2</td>
<td>ESL Aide</td>
<td></td>
<td>$16,800.00</td>
</tr>
</tbody>
</table>

**Sub-Total** $16,800.00

**Budgeted Fund Source Amount** $16,800.00

**+-/ Difference** $0

**Grand Total** $57,800.00