



Campus Improvement Plan

Quest Early College High School 2020-2021

15903 West Lake Houston Parkway * Houston, TX 77044

Humble Independent School District, Humble, Texas

ADMINISTRATORS

Nachelle Scott	Principal
Kimberly Esparza	Assistant Principal

COMMITTEE

Edgar Jammer	Business Representative
Valerie Booth	Teacher
Latasha Mack	Teacher
Jerry Martin	Community Member
Arlene Martinez	Parent
Allen Schwind	Teacher

MISSION

Quest Early College High School is committed to providing a whole-child learning experience in a working partnership with the community to create college-educated lifelong learners and successful members of a global society

VISION

We envision schools where students and staff are enthusiastically engaged in learning within local and virtual environments. We see schools that encourage collaboration and cultivate a sense of belonging. We see learning standards that are rigorous and relevant. We see learning standards that inspire creativity and problem solving. Ultimately, we see schools that prepare students for many paths and that empower them with skills to successfully live in a rapidly changing world.

PROFILE

Quest Early College High School opened in 1995 and serves 427 students in grades 9 through 12. The student population is 20.37% African American, 47.54% Hispanic, 24.82% White, 43.79% Male, 56.21% Female.

Quest Early College High School serves 2.34% Special Education students, 40.75% Economically Disadvantaged students, 36.07% At-Risk students.

Comprehensive Needs Assessment

NEEDS

Goal #1: In addition to providing high quality instruction and learning opportunities in core areas (reading, math, writing, science, etc.), provide opportunities for students to develop important skills (POG) through modern, personalized instructional strategies that promote engagement, retention, and transfer of content and skills.

- 1 Offer supplementary services/strategies (ex. after school tutoring) to help identify and aid struggling students quickly and at the first indication of student needs.
- 2 Increase PD options on integrating technology into curriculum/lesson plans for the highest technology taxonomy levels.
- 3 Increase horizontal and vertical collaboration between facilitators on curriculum strategies, needs, etc.
- 4 Implement focused grade level meetings that discuss students' grades, home life, and classroom behavior.
- 5 Increase classroom observations and walkthroughs and provide feedback for teachers.
- 6 Identify designated days to evaluate relevant data in PLC's to facilitate student growth.
- 7 Adopt procedures for tracking student growth.
- 8 Create, maintain, and evaluate a grade level summative assessment calendar every 3 weeks.
- 9 Assess struggling students for areas of deficit and develop a plan to address those deficits.
- 10 Develop recruitment process that encourages target population to apply and attend ECHS.
- 11 Utilize data that accurately reflects student, facilitator, and campus achievements.

Goal #2: Study, plan and implement best practices in school safety to provide the most safe and secure schools possible.

- 1 Increase visibility of administrators on campus.
- 2 Develop faculty/staff handbook that is clear and concise.
- 3 Implement technology-based safety plan using Crisis Go application.

Goal #3: Attract and retain the most talented staff available for our students.

- 1 Recruit more support staff to meet the needs of evolving demographics.
- 2 Develop teacher mentors to provide support structures for new teachers.
- 3 Implement better strategy recruitment plan for a more diverse staff/faculty.
- 4 Increase efforts to collaborate beyond content areas to increase connection between coworkers.

Goal #3: Attract and retain the most talented staff available for our students.

- 5 Develop a procedural process for acquiring staff input for campus decision making.

Goal #4: Humble ISD is family - maintain and grow the family-like culture of Humble ISD in the best interest of the students, staff, and community.

- 1 Better support for increasing lines of communication through Quest to LSC.
- 2 Conduct parent meetings for each individual cohort.
- 3 Send electronic invitations for parents to volunteer/participate in major campus activities: beach clean up, adopt-a-block, assemblies, blood drives, etc.
- 4 Create a school-wide calendar for posting events promoting school culture.
- 5 Increase academic awareness through digital connection that inform families of progress report issuance, report cards, mail-outs, etc.

Goal #5: Align all resources (time, money, and talent) with the highest priorities of Humble ISD - safety, talent, instruction, and culture.

- 1 Acquire our own building facility with ample activity areas.
- 2 Save on textbook cost by completing accurate current inventory and negotiating new purchases.
- 3 Identify and provide acceleration opportunities in geometry.

Actions

ACTIONS

Goal #1: In addition to providing high quality instruction and learning opportunities in core areas (reading, math, writing, science, etc.), provide opportunities for students to develop important skills (POG) through modern, personalized instructional strategies that promote engagement, retention, and transfer of content and skills.

Campus Goal: Increase the percentage of teachers that utilize WICOR strategies in daily learning experiences to 100%.

Campus Goal: Increase the percentage of teachers that implement one TEKS-aligned POG learning activity per semester to 100%.

Campus Goal: Increase the percentage of students meeting the Mastery Level standard in English 2 EOC by 22%. (8% to 30%)

Campus Goal: Increase the percentage of students meeting the Mastery Level standard in Algebra I EOC by 32%. (8% to 40%).

Campus Goal: By the end of 2020-21 school year, 100% of the 9th grade students in 2024 cohort will earn enough credits to be classified as a sophomore.

Campus Goal: By the end of the 2020-21 school year, all students in the 2022cohort will be TSI complete in all subjects.

Campus Goal: By the end of the 2020-21 school year, all students in the 2022cohort will be TSI complete in reading and writing, 90% of the students in the 2022 cohort will be TSI complete in math.

Campus Goal: By the end of the 2020-21 school year, 85% of the students in the 2024cohort will be TSI complete in reading and writing.

1	Action: Data will be collected and reviewed for TSI, EOC, SAT/ACT, grades, and college credits earned.	
	Person(s) Responsible: Campus Principal Testing Coordinator Counselor	Evidence of Implementation: Records of test registration and test scores, grade reports, college and high school transcripts
	Evidence of Impact (Formative): Review all data at each semester end, and record in Excel spreadsheet	Evidence of Impact (Summative): Comparative data from 18-119 school year to 19-20 school year
	Funding: Local Funds	Timeline: 1/1/2019 - 6/1/2021 (Ongoing)

2	Action: Provide supplemental instruction/support and timely interventions for students who are at-risk of dropping out of school.	
	Person(s) Responsible: Principal	Evidence of Implementation: # of FTEs assigned; - 2.0 interventionists/credit recovery teachers - 1.0 at-risk counselor
	Evidence of Impact (Formative): Improved at-risk performance on check-point assessments	Evidence of Impact (Summative): Gap between at-risk and non-at-risk student performance and drop-outs reduced
	Funding: Local Funds; State Comp Ed Funds \$207,614.00; 3.00 FTEs	Timeline: 8/28/2020 - 5/30/2021 (Daily)
3	Action: Implement a new district-wide instructional framework for dyslexia instruction and timely interventions for dyslexic students.	
	Person(s) Responsible: Principal	Evidence of Implementation: - Conduct needs assessment - Dyslexia program evaluation - Teacher and Advisory Committee surveys
	Evidence of Impact (Formative): Progress Monitoring mastery checks; improved trends	Evidence of Impact (Summative): Student growth between Beginning and End of Year Performance through multiple measures (e.g., DRA, Barton, Fluency, Comprehension, spelling)
	Funding: Local Funds	Timeline: 8/28/2020 - 6/4/2021 (Daily)
4	Action: Provide challenging learning experiences using differentiated instruction and incorporating pacing , depth and complexity to enable all students to demonstrate self-directed learning, thinking, research, and communication.	
	Person(s) Responsible: Principal	Evidence of Implementation: - Implementation of G/T 3 yr plan - PD records - Meeting minutes - Student work samples
	Evidence of Impact (Formative): Improved performance of G/T identified students on district assessments	Evidence of Impact (Summative): Improved performance of G/T identified students on state assessments
	Funding: Local Funds	Timeline: 8/28/2020 - 6/4/2021 (Daily)

5	Action: Provide supplemental instruction/support and timely interventions for students who are Limited English Proficient.	
	Person(s) Responsible: Principal	Evidence of Implementation: - Professional development records - FTEs assigned (if applicable)
	Evidence of Impact (Formative): Increase in student attendance; success in core academics; meeting expectations on check-point and benchmark assessments	Evidence of Impact (Summative): Improved standardized test data
	Funding: Local Funds	Timeline: 8/28/2020 - 6/4/2021 (Daily)
6	Action: Provide supplemental instruction/support and timely interventions for Special Education students.	
	Person(s) Responsible: Principal	Evidence of Implementation: - Training for SB1196 (Behavior Support) and SB1727 (support for general education teachers who instruct special education students) completed # of FTEs assigned; - 2.30 teachers/staff
	Evidence of Impact (Formative): Improved performance of special education students on district assessments	Evidence of Impact (Summative): Improved performance of special education students on state assessments
	Funding: Local Funds; Special Education Funds (199) \$140,782.00; 2.30 FTEs; Special Education Funds (Federal) \$2,733.00; 0.10 FTEs	Timeline: 8/28/2020 - 6/4/2021 (Daily)
7	Action: Ensure students participate in moderate to vigorous physical activity	
	Person(s) Responsible: Health Coordinator PE Coach	Evidence of Implementation: Check-point fitness assessments
	Evidence of Impact (Formative): FitnessGram data analysis used to design PE lessons	Evidence of Impact (Summative): Increase in percentage of student completing all six metrics.
	Funding:	Timeline: 7/1/2020 - 7/1/2020 (Daily)

Goal #2: Study, plan and implement best practices in school safety to provide the most safe and secure schools possible.

Campus Goal: Integrate campus safety processes such that all monthly safety drills are completed in conjunction with HHS in the Crisis Go Application .

Campus Goal: Hold at least 1 safety tabletop and/or core threat assessment meetings to proactively make adjustments to the campus emergency plan each semester.

1	Action: Implement strategies for violence prevention and intervention	
	Person(s) Responsible: Principal, Assistant Principal, Counselor	Evidence of Implementation: - No Place for Hate activities/curriculum - Individual and group counseling logs
	Evidence of Impact (Formative): Reduced discipline referrals, improved grades, increased attendance rates	Evidence of Impact (Summative): Year-over-year comparison demonstrates reduced discipline referrals, improved grades, increased attendance rates, and improved retention rates
	Funding:	Timeline: 8/1/2020 - 5/1/2021 (Daily)

Goal #3: Attract and retain the most talented staff available for our students.

Campus Goal: Increase the number of staff members that have a content area masters degree by 50%.

Campus Goal: Ensure 100% of teachers attend POG training and implement one TEKS-aligned POG learning activity per semester.

Campus Goal: Increase the number of teachers that have participated in Advanced Placement and AVID training to 100%.

Campus Goal: Hold at least 14 teacher-led POG and WICOR discussions during campus professional learning sessions this year.

Campus Goal: Increase teacher collegiality and collaboration through bi-weekly content team meetings and at-risk student discussions.

1	Action: Provide specialized professional development, improve sense of team and collegial community, form committees to allow teacher voices to be heard regarding campus issues, have collaborative activities, and build and utilize professional learning communities	
	Person(s) Responsible: Principal Assistant Principal ALT Counselor	Evidence of Implementation: Collaborative Schedules, minutes from team meetings, portfolio of specialized professional development and impact on student learning, PLC meeting minutes, employee satisfaction surveys, committee work and outcomes
	Evidence of Impact (Formative): Review of evidence from professional development portfolios, completion of teacher satisfaction surveys, PLC meeting minutes, committee reports and impact	Evidence of Impact (Summative): Employee satisfaction surveys report high levels of satisfaction, 90% of employees retained for following year, positive impact of specialized professional development on student learning, teacher growth shown in reflective portfolios, committee work impacting positive campus change.
	Funding: Local Funds	Timeline: 8/1/2020 - 6/1/2021 (Ongoing)

Goal #4: Humble ISD is family - maintain and grow the family-like culture of Humble ISD in the best interest of the students, staff, and community.

Campus Goal: During 2020-2021 SY, we will increase the number of respondents in the Parent Survey by 50%.

Campus Goal: During 2020-21 SY, we will increase guardian attendance at Open House and cohort meetings to at least 50% of total student population.

Campus Goal: During 2020-21 SY, we maintain staff PTSA membership to 100%.

Campus Goal: During 2020-21 SY, we will increase communication with parents and community members through social media platforms by 50%.

Campus Goal: During the 2020-21 SY, increase the number of student service/internship sites by 10%.

Campus Goal: During the 2020-21 SY, parents and students will be provided information about college and university admissions and financial aid.

Campus Goal: During 2020-21 SY, we will hold monthly collaboration opportunities between Lone Star College administration and Quest leadership team.

1	Action: Publicize the survey more effectively via campus webpage and other forms of electronic communication	
	Person(s) Responsible: Principal Assistant Principal Designated Office Professional	Evidence of Implementation: Campus webpage, communication to parents from school
	Evidence of Impact (Formative): More early survey completers, showing PR campaign is reaching parents more effectively	Evidence of Impact (Summative): Final number of completed parent surveys compared to last year
	Funding: Local Funds	Timeline: 8/1/2020 - 6/1/2021 (Ongoing)
2	Action: Provide programs to encourage parental involvement	
	Person(s) Responsible: Campus Staff	Evidence of Implementation: Advertising to parents, attendance logs
	Evidence of Impact (Formative): Number of parents attending different events	Evidence of Impact (Summative): Increased parental involvement
	Funding: Title I, Part A \$500.00;	Timeline: 8/29/2020 - 6/1/2021 (Ongoing)

3	Action: Parents and Students will be provide information about college and university admissions and financial aid via AVID 4, the campus College and Career Coordinator, and the Counselor's Corner monthly newsletter.	
	Person(s) Responsible: AVID 4 Teacher College and Career Coordinator Counselors	Evidence of Implementation: Monthly Newsletter % of 12th grade students attending a 4 year university/college Monthly Newsletter
	Evidence of Impact (Formative): % of 12th grade students applying to a 4 year university/college and completing a 2020-2021 FASFA	Evidence of Impact (Summative): % of 12th grade students attending a 4 year university/college and completing 2020-2021 FASFA
	Funding:	Timeline: 8/11/2020 - 7/1/2021 (Ongoing)

Goal #5: Align all resources (time, money, and talent) with the highest priorities of Humble ISD - safety, talent, instruction, and culture.

Campus Goal: By the end of the 2020-21 school year, we will reduce the annual textbook cost by 20%.

Campus Goal: By the end of the 2020-21 school year, all staff will be trained in district fiscal management policies, procedures, and documents - including fundraising, cash collection, and basic cash controls.

1	Action: Committees of campus faculty and staff will be formed to address and recommend changes to organizational structures and process, which need improvement.		
	Person(s) Responsible: Principal Assistant Principal Faculty		Evidence of Implementation: Formation of committees to address campus needs; meetings to address improvement of and increase in efficiency to campus structures and processes
	Evidence of Impact (Formative): Committee formation; Meeting minutes with ideas and solutions to increase efficiency in structures and processes across the campus		Evidence of Impact (Summative): Implementation of solutions to increase efficiency to our campus structures and processes; improved efficiency in targeted areas
	Funding: Local Funds		Timeline: 9/1/2020 - 5/1/2021 (Ongoing)

FUNDING

Local Funds			
State Comp Ed Funds	\$207,614.00	3.00	FTEs
Special Education Funds (199)	\$140,782.00	2.30	FTEs
Special Education Funds (Federal)	\$2,733.00	0.10	FTEs

TEXAS EDUCATION AGENCY STRATEGIC PRIORITIES

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

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

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

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

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