

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [X] Choice

Name of Principal Mr. Timothy A. Isaly
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Early College High School
(As it should appear in the official records)

School Mailing Address 3939 Valley View Lane, Building P
(If address is P.O. Box, also include street address.)

City Farmers Branch State TX Zip Code+4 (9 digits total) 75244-4906

County Dallas County

Telephone (972) 968-6260 Fax (972) 247-2258

Web site/URL https://cfbisd.edu/schools/high-schools/early-college-high-school/ E-mail isalyt@cfbisd.edu

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. John E. Chapman III E-mail chapmanj@cfbisd.edu
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Carrollton-Farmers Branch Independent School District Tel. (972) 968-6100

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Ms. Nancy Cline
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 25 Elementary schools (includes K-8)
 - 6 Middle/Junior high schools
 - 5 High schools
 - 1 K-12 schools
- 37 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	30	59	89
10	33	53	86
11	43	48	91
12 or higher	23	59	82
Total Students	129	219	348

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.3 % American Indian or Alaska Native
 - 8 % Asian
 - 4.9 % Black or African American
 - 81.3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 4.3 % White
 - 1.2 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 4%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	2
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	10
(3) Total of all transferred students [sum of rows (1) and (2)]	12
(4) Total number of students in the school as of October 1, 2018	337
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

6. Specify each non-English language represented in the school (separate languages by commas):

33 Spanish, 1 Vietnamese, 1 Malayalam

English Language Learners (ELL) in the school: 11 %
40 Total number ELL

7. Students eligible for free/reduced-priced meals: 76 %

Total number students who qualify: 264

8. Students receiving special education services: 1 %
2 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>0</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>0</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>2</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 3

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	14
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	0
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	4
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 25:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	95%	96%	97%	97%	96%
High school graduation rate	100%	100%	100%	100%	100%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

Post-Secondary Status	
Graduating class size	68
Enrolled in a 4-year college or university	63%
Enrolled in a community college	13%
Enrolled in career/technical training program	1%
Found employment	20%
Joined the military or other public service	3%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes X No

If yes, select the year in which your school received the award. 2014

15. In a couple of sentences, provide the school’s mission or vision statement.

Graduate globally-minded citizens that are competently and confidently prepared to complete a four-year university program; who can positively lead and democratically serve communities.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Since Early College High School (ECHS) is a school of choice, a weighted lottery system governs the enrollment selection process. All students are eligible to apply, yet, if the high school is to remain a designated Texas Education Agency (TEA) early college high school it must select students from targeted subpopulations. The primary targeted group of students are those children that have an at-risk designation as defined by the Public Education Information Management System (PEIMS). The second more heavily weighted subpopulation are students who qualify for Free and Reduced lunch. Lesser-weighted groups include first generation college-attendees, Hispanic and African American students, and English Language Learners (ELL). Past academic success is not an enrollment criterion.

After target groups are selected enrollment decisions try to match other districtwide subpopulation proportions (e.g. gender, non-economically disadvantaged, Caucasian, non EL).

PART III - SUMMARY

Early College High School (ECHS) on the Brookhaven College campus was one of the original 15 Texas schools designated as an early college high school beginning in 2006. ECHS is the smallest of five public high schools in the Carrollton-Farmers Branch ISD with a staff of 20 (14 faculty, 1 counselor, 4 staff, and 1 principal) serving 348 students. Most enrolled students come from district middle schools while 8% do not.

The general purpose of an innovative early college high school is to enable students simultaneously earn a high school diploma and an Associates of Arts or Science degree (60 college credit hours). Students do not pay one penny for the 60 college credit hours. ECHS students and staff obligate themselves to create a transformative educational experience that drives inspiration, innovation and dedication.

The four pillars for ECHS academic success are 1) a campus-wide focus on literacy and critical thinking, 2) an AVID school-wide curriculum, 3) strong parent and community partnerships, and 4) a commitment to serve others. All teachers focus on the development of student literacy. They fully participate in the Instructional Rounds (see City, Elmore, Fiarman, Teitel) process. Observation evidence is gathered and shared to the entire team. Constructive conversations generate directions on how the faculty can improve learning as a whole. The dialogue also helps identify professional development topics such as a) employing literacy strategies, b) purposefully providing informative feedback, and 3) the effective use of TALK MOVES to extend academic conversations.

The AVID school-wide program focuses heavily on college readiness. In this class students complete college applications, learn how to take notes, use metacognition and self-reflections to draft formal tutorial requests for help, collaborate daily with 6-7 classmates to complete core subject assignments, complete FAFSA/TAFSA and ApplyTexas government forms, and polish scholarship essays. Over the past three years, scholarship awards have skyrocketed from \$5.3 million to \$8.6 million.

The parent and community partnership pillar is indispensable. Parents routinely celebrate their children's successes, and prepare meals to keep them healthy and academically focused. With 75% of the students listed as economically disadvantaged, our community is acutely aware of the food stress our kids endure. Thanks to the Red Basket Brigade every classroom has a food basket. Parent donors generously paid SAT summer camp fees for twenty students. Community members voluntarily provide exposure to career opportunities (Ford, Toyota, Firehouse Theatre, Wells Fargo) via presentations and tours. Community partnerships have grown from 5 to 13 at the same time PTSA memberships have grown 133% to 219 members. A parent-teacher-student book club finished its second year adding focus and energy to the school-wide attention literacy.

Part of the school mission states students will democratically serve and positively lead communities. ECHS students serve others. They respond to calls from school district officials to entertain elementary students at community events, organize a local 5K race called Kaci's Run, assemble and provide care packages to identified people in the community, gather and ship school items to children affected by natural disasters, and setup an decorate Senior Proms for adults over the age of 64. Now that the school has many active extra-curricular clubs that require members to complete a service project more community outreach occurs.

ECHS earned the National Blue Ribbon Award in 2014. Flags, spirit wear, email signatures and the school logo all reference this incredible accomplishment. This accomplishment is proudly displayed at school recruitment and community fair events. The student-designed college preparation website contains this reference. Recognized past academic excellence drives the campus' pursuit of future academic excellence.

Since 2014, student and faculty committees have created and modified all campus cultural documents. These documents drive funding, scheduling and resource allocation decisions. Currently the school website displays these artifacts. This past year, students and teachers again created a new responsive and fair Student Code of Ethics.

Another new academic-related program is the student 'Google Book' Fair which occurs in the fall.

Approximately \$10,000 in Title I funds is set aside to purchase two books for every student so long as they write two SMART (Specific, Measurable, Achievable, Relevant, and Timely) reading goals. Most classrooms have 300 titles on shelves. The campus does not have its own library so classrooms become libraries. The goal is to fill shelves with 500 books, all purchased with Title I funds. With so many books coming onto campus the faculty decided to schedule 80 minutes of Silent Sustained Reading weekly.

These three new reading initiative in addition to the newly funded PSAT/SAT summers camps and after-school SAT tutorials correlate to improved campus SAT scores. The average campus score has improved from 1047 in 2017 to 1105 in 2019. The newest celebrated school achievement is the documented 2018-2019 academic success at the state level. According to the Texas Education Agency school ratings (A=99) ECHS is this highest achieving school in the district, the second highest rated school in north Texas and tied for fifth place in the entire state of TEXAS.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

The overarching ECHS philosophy for teaching and learning has been to focus on the development of students' critical thinking skills in all content areas. Teachers design writing and discussion tasks that make critical thinking visible. The faculty have completely bought into the use of Instructional Rounds to perfect pedagogical practices. Professional development cycles focus on specific skills such as timely feedback, types and functions of questions, and advancing classroom conversations using TALK MOVES. Teachers even pick their own literature strategy to study and perfect. Faculty collect data, supplement profession learning with literature, and progress monitor one another during designated Professional Learning Community (PLC) meetings. Often times these conversations occur with teachers from other content areas.

The second school-wide approach to support students who struggle academically is to provide schedule tutorial times during the day. Because students follow a college schedule (block schedule) rather than a traditional 45-minute class schedule, there is time in the day to flex where students report for a learning intervention. Tutorial rotations occur every six weeks. The real benefit to this schedule approach is that teachers by department routinely identify each student's learning needs and then plan lessons to address the gap. This rotation is especially beneficial for the ELL students and student who are performing below grade level. Bottom line: there is more on task teacher time directed at individual's learning needs. The rotational tutorials positively effect student levels of subject mastery and they build essential and productive esprit de corps among educators. In conjunction with the rotational tutorials Friday after-school tutorials, Saturday School sessions, lunch-buddy teacher lessons, and proactive reassessment policies are academic safety nets for students. The overarching message to students is that focused hard work produces remarkable achievements.

1b. Reading/English language arts

Almost all high school students take four years of high school English. Pre-AP English 1 and Pre-AP English 2 courses contain freshmen and sophomores students. Approximately 12-15% of the class (12 students) enroll in a high school English 3 course because they do not pass the college entrance test called the TSI. The TSI-met or TSI-waived 11th graders enroll in two semesters for College English earning themselves 6 college credits. All 12th grade students enroll in a high school AP English 4 class with 15% of the class taking the AP English Literature exam in May.

The three English teachers design and deliver lessons with alignment to the Texas Education Agency's Essential Knowledge and Skills. They model their instructional approach after a 'Modified Writers Workshop (see Lucy Calkins). They supplement lessons and enhance the learning experience by incorporating student choice into reading activities. Students follow a writing processes that allow them choice and independence on what to write. Also, infused AP English Language and Literature objectives strengthen student learning at all age levels. Twice a year the English teachers decide to embed SAT/PSAT/ACT skills into grade-level curriculum.

Each semester teachers choose themes to connect students to different genres and reading texts. Since the Pre-AP English 1 teacher plans cross-curricular lessons with the AP Human Geography theme choice matches directly to the Social Studies curriculum. Additionally the English 2 instructor empowers kids to form Book Clubs and provides several titles for them to read such as Born a Crime by Trevor Noah. They both gather mentor text selections and pair the writing process with novels or other short texts such as The Book Thief, To Kill a Mockingbird, and The Shinning. The English faculty employ Close Reading techniques, direct instruction, and read aloud, think aloud strategies. Face-to-face writing conferences increase student confidence and competence and provide a level of instructional differentiation for each child. Teacher monitored class discussions (e.g. whole group and Socratic Seminars), dialectical journals and peer writing tasks address reading comprehension, oral and written conventions, writing for particular

purposes, and vocabulary development. Teach Like a Champion (by Doug Lemov) techniques like ‘Show and Tell’ and ‘Everyone Writes’ encourage collaboration and build writing fluency.

The role of technology for student literacy success is significantly large. By enrolling in the teacher’s Google Classrooms and CANVAS content platforms students learn to write longer passages, collaborate in the writing process, conduct research, and receive specific feedback from teachers. Teachers examine student-writing, design mini-lessons then deliver them as a video (e.g. Castify or Flipgrid). Socratic Seminars and writing conferences provide excellent data for teacher designed summative assessments. These formative activities drive mini-lesson designs and add more reinforcement to perfect the writer’s craft (word choice, syntax, grammar). Four times a year the English department performs a ‘Stack Audit’ on a set of student written artifacts. The analysis leads the department to design new lessons and assessments. The department coordinates professional development sessions around the campus ‘Problem of Instructional Practice’ – the development of student literacy skills through critical thinking, writing, speaking, listening and reading.

1c. Mathematics

Students receive 320 minutes of math instruction weekly. Struggling students receive two additional 40-minute tutorial sessions on Mondays and Wednesdays. The rosters rotate every six weeks based on student mastery of content. Every teacher designs lesson using the Texas Essential Knowledge and Skills (TEKS) curriculum. Ninth graders may take Algebra 1 or Algebra 2. The Algebra 2 ninth graders go into Pre-AP Geometry/Pre-Calculus. As juniors, depending on their sophomore achievement success, they will take College Algebra/College Trigonometry or College Algebra/College Math. Finally, in the 12th grade year they may chose two one-semester long courses chosen from four options. Ninth graders leaving Algebra 1 move to Algebra 2, then Geometry and finally into a college prep math class or two college semester long courses.

The mathematics department employs the Analyze, Formulate, Solve, Justify, Reason (AFSJR) approach to develop problem-solving, literacy, and critical thinking skills. They chose AFSJR because it is a learning model widely used in Texas. Students are responsible for engaging in content with other students, to model their thinking and to seek and share alternative ways to solve problems. Teachers then expect students to present solutions publicly to the entire class seeking additional solving techniques and engaging in reasoning conversations to substantiate respective claims.

Explicit instruction takes place in a variety of ways. Teachers preform ‘think alouds’ as they model problem solving skills and use spiraling to reinforce specific knowledge and skills. Teachers expect students to generate Cornell Notes (AVID strategy), to design authentic vocabulary dictionaries, and to construct Think-Write-Talk-Write journal entries.

Technology-based support is a large component for each class. Teachers use the Understanding by Design online TEKS-based district curriculum. The curriculum offers lesson delivery strategies, remediation lessons, and suggested best instructional practices. Students use Chromebooks to activate DESMOS, an online math calculator designed to make math accessible. All freshmen receive a TI-84 graphing calculator as well. Every student joins either Google Classroom or the teacher’s CANVAS classroom. These platforms enable students to access specific assignments, reading texts, video content, and to participate in discussion boards. Teacher feedback is immediate and specific. UWorld (SAT preparation software), Khan Academy, Pearson-Excel Math, are three unique software programs teachers and students use.

Formative assessments include music parodies, AlphaBooks (creative dictionaries), essays, Quick Writes, focused college-level notetaking, student ‘Think Alouds’, and monitored class discussions to name a few. Analyzing these assessment data provide teachers with better insight on how deeply students have mastered a skill or understood a concept. Collectively, the team creates new reteach mini-lessons and compares successful instructional strategies.

Analysis of summative assessment data happens approximately once every six weeks. Subsequent item analyses identify learning gaps to address prior to the End-of-Course exam or semester exams. With an eye

on vertical alignment, teachers are able to prepare students for the next high school class or college course in the math sequence. These results guide teachers on how to prepare students for future complex applications. For example, students struggled with quadratic equation transformations. Knowing that square root, exponential and absolute function transformations would occur next, the department developed a transformation reference sheet so students could repeatedly practice vertical stretches and horizontal movements. The DESMOS Marble Slides program offered students visual confirmation of their thinking.

1d. Science

All three high school science teachers incorporate a literacy-based strategy called Claims-Evidence-Reasoning to broaden and deepen students' understanding of Physics (all 9th grade), Biology (all 10th grade), Chemistry (all 11th grade), and Anatomy and Physiology (some seniors). The remainder of the senior class (88%) enroll in college dual credit courses such as Physics, Biology, or Earth Science. Every high school lesson aligns to the Texas Essential Knowledge and Skills (TEKS). The faculty employ an inquiry-based instructional set hoping to honor the learning struggle and promote self-directed learning.

Explicit instruction occurs during Biology, Physics, Chemistry and Anatomy and Physiology (dissections) pre-lab sessions. Proper use of safety equipment is taught explicitly. The Biology teacher routinely uses manipulatives to replicate DNA structures, photosynthesis models and plasma membrane transport mechanisms. Each teacher uses word walls, anchor charts, graphic organizers and cognate displays to assist all learners, especially the English Learners (EL), in vocabulary acquisition. All science teachers use group STEM projects, labs journals, and interactive notebooks as both formative and summative assessments. Quick writes and exit ticket artifacts enable the teacher to determine the depth of student understanding and subsequently design spiraled reteach mini-lessons.

Technology-based support is significantly large. The Z-Space computer generates three dimensional body parts and empowers students to dissect the human body using a laser wand. All science students enroll in a Google Science Classroom or in the teacher's online CANVAS classroom. The teachers share reading material and video content on both platforms. Students access online textbook content, lab manuals, teacher-made tutorial sessions and supplemental materials such as AP Biology content.

The science department meets weekly during a common planning period. Dissemination of data after a unit or district-level summative assessment usually occurs once every three weeks. The Texas Education Agency's Biology Interim and End-of-Course exam data is unpacked and patterns are identified that lead to modifications of the course scope and sequence. Once a month, district professional development occurs on the campus.

1e. Social studies/history/civic learning and engagement

ECHS offers AP Human Geography (ninth grade), World History (10th grade), Economics and US History courses for juniors and a government class for seniors. Students may opt to take college dual credit US History, Sociology, World Religion, Psychology, and Economics courses. Half of the Human Geography class complete the AP Human Geography exam.

All Social Studies courses embed reading content, incorporate writing as mechanism to express critical thinking, and require speaking and listening tasks framed by 'Accountable Talk' norms and 'TALK MOVE' extensions. The powerful A.V.I.D. critical thinking program entitled Writing-Inquiry-Collaboration-Organization-Reading (W.I.C.O.R) supports the construction of authentic and creative teacher lessons. Employing WICOR, teachers are able to instruct students how to best state concise claims, present evidence, and use reasoning to substantiate the claim (C.E.R.)

These teachers use dialectical journals, Socratic Seminars, short and long (timed) writing tasks, and collaborative project-based learning presentations to deepen the students' understanding of content. Concept webbing, anchor charts, interactive notecards, and virtual discussion boards lodged in Google and CANVAS classrooms strengthen language acquisition skill. Both instructors enable students to use Chromebooks to access content through online games, quizlets, and 'Kahoot It' activities.

Students regularly take course-based field trips. All juniors went to see a live ‘Hamilton’ show. Many listened to a local Civil Rights leader and an Environmental Protection Agency policymaker. Still other 10th graders attended a showing of the movies 1917 and Churchill. With teacher supervision, students unselfishly serve at community food banks and represent classmates as officers in the Brookhaven College Student Government Association.

Both informal and formative assessments guide teachers on how well they taught content and pinpoint what specific learning standards need to be spiraled back into future lessons. Most often, exit tickets, quick writes, and quizzes serve to align both faculty and student efforts. Summative assessment data gathered from district and teacher-made tests, collaborative student projects, AP Mock test scores, and the state’s End of Course Exam support the departmental data dialogue sessions.

1f. For secondary schools:

Every year 100% of graduating seniors earn a College and Career Military Readiness (CCMR) designation simply because they take at least three college courses directly from Brookhaven College, the site of the high school campus. Three courses earn them nine credits. Typically, the first nine credits come from the Health, Art, a foreign language or a Business Integrated Management courses (learn the Microsoft Suite). Approximately 80% of the graduating class graduate with either an Associates of Arts or an Associates of Science degree. For the 20% that do not receive the college diploma they still walk out of the high school experience with at least nine college credits.

During the year, high school students compete against other college adults for internships. Two recent internship examples included employment with the Brookhaven Campus Activities Board and being part of a college mNiTERN team that tackled property concerns at Sharyland Utilities. Students may complete the Patient Care Technician Program. The program contains three different certificate elements. Phlebotomy and EKG certification are the first two courses. Clinical Nurse Aide certification is the third course. The third course contains a required on-the-job clinical component.

In January during the week college classes remain dormant, all high school students attend different career related events. Seniors receive eight hours of training from the Brookhaven College Soft Skills team. Juniors take the ASVAB military test and leave campus to tour four-year universities such as Midwestern State and Paul Quinn College. They also complete a four-hour CPR course, earning a certification card. The underclassmen may go to the local playhouse (The Firehouse Theatre) to learn about auditioning, theatre management, and improvisation. The Ford Motor Company, Toyota, and the Texas Workforce Commission are a few of school’s community partners that send speakers to describe workforce conditions.

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

The Early College Visual and Performing Arts curriculum is simply the Brookhaven College Arts curriculum. Every high school students is required to take at least one of the Arts courses. This course will earn the student college credit, too. Most ECHS students take a Music Appreciation course during their sophomore year. College courses meet twice a week for 80 minutes. Students are not limited to one arts course, though. For example, one senior enrolled in the Theater Arts program as her second course two years ago. She then became the tech stage manager for the Brookhaven College spring play production. Last year, two other students took a second art course to earn dual credit in Piano 1 and Guitar 1. This year two students enrolled in an Advanced Drawing course. Other course students took a beginning contemporary Dance class. Because our high school students are registered college students, they may audition to become cast members in the college play, or earn a seat in the choir or orchestra. They do not have to be in a college class at the same time they audition. Last year, an 11th grader auditioned for the Agatha Christie Spring play and landed the lead role.

students to take a physical education courses or try out for a community college sports team. A high school teacher teaches the 80-minute PE class during the students' 9th grade year. Until three years ago curriculum was limited to the use of the outdoor obstacle course attached to the two-mile loop surrounding the college. Hill sprints, relay races, and 2-mile runs constituted our curriculum. Occasionally, the PE Teacher had access to one of three soccer pitches and tennis courts. Since then, the fields have been fenced, gated and locked.

The principal and PE teacher found a suitable replacement curriculum called Outdoors Adventures. The PE teacher attended certification courses in Archery (National Archery in Schools Program), and Hunting and Boating Education classes (Texas Parks and Wildlife Department). With the curriculum and training came supplies like complete Frisbee golf kits, tennis balls and racquets, field hockey sticks and nets, an outdoor volleyball kit, flag football supplies, soccer balls and cones, and portable fitness stations complete with steps, hula-hoops and elastic bands. Outdoors Adventures enables teachers to teach Dutch oven cooking and orienteering. The PE teacher uses the curriculum and the new supplies except for the cooking units throughout the year.

Brookhaven College offers a dual credit Health class and an integrated dual credit Business Management course incorporating all Microsoft Office suite software programs. Sophomores take these two semester long courses.

Lastly, the college provides all of the Foreign Language (dual) credit courses. Students historically take Spanish for two full years usually beginning in the 9th grade. For the first time, students may take a college or a high school French course. A small group of students took American Sign Language last year.

The most impactful course our students take outside of a core subject is the Advancement Via Individual Determination (A.V.I.D) class each year for all four years. ECHS is an AVID designated school because all students take the four-year coherent sequence and that a full-time teacher teaches only the AVID curriculum (four ninth grade sections and two tenth grade sections). Besides the AVID elective teacher a science teacher covers two sections of 10th grade AVID, an English teacher teaches all three 11th grade section, and a math teacher teaches all three 12th grade classes. During the courses students learn to organize classwork in subject binders, use a daily planner, create a personalized and user-friendly progress monitoring system to track PSAT, SAT and TSI test results.

Mastering the AVID course provides students the confidence and competence to collaborate with peers in small group settings, to write detailed tutorial request forms (TRF's) asking for specific core content help, and to locate resources they need. Students are better self-advocates and they feel a sense of empowerment in controlling their own career and college journey.

3. Academic Supports:

3a. Students performing below grade level

The ECHS enrollment mandate by the Texas Education Agency (TEA) states we are to enroll students who have failed a core course or a corresponding state subject exam (STAAR test). Federal at-risk criteria label these students as being at risk of dropping out of school. These students come to us as being below grade level.

Prior to stepping through the schoolhouse door, the ECHS counselor and principal identify incoming 'At-Risk' 9th grade students. They participate in transition conversations with middle school personnel. Ninth grade ECHS teachers use the transition information to create specially designed Bridge program lessons to determine how deep the learning gap truly is. The Bridge program occurs after the last day of school and lasts for one full week in June with every ninth grader. The summer bridge program is another TEA Early College High School requirement. All four-core subject teachers and the designated 9th grade AVID teacher use assessment data gathered during the week to prepare an individualized learning plan for each child that is at least one grade level below.

Once school resumes the same teachers reconvene to review plans and prepare differentiated lessons. Immediately, a portion of the master schedule includes two 40-minute tutorial sessions on Mondays and Wednesdays for them. Every six weeks teachers may relocate a student into a different tutorial session. This is especially helpful for EL struggling students. These considerations happen throughout the year.

During the week, a teacher who does not receive all completed assignments from a child may place them into a mandatory Friday afternoon tutorial session called Zeroes Aren't Permitted or ZAP. In the ZAP session, students complete missing work independently or after they receive a brief reteach lesson. The same conditions apply for joining the morning Saturday School session held from 9:00 AM – 12:00 noon. Most of the time students attending Saturday School complete late assignments, polish college course presentations, or take a reassessment. No reassessment occurs until the student receives a reteach and completes all corresponding formative assessments.

3b. Students performing above grade level

We annually enroll students labeled as Gifted and Talented, approximately 15% of each incoming class. Additionally, half of the incoming freshmen have already taken Algebra and earned high school credit while enrolled as an eighth grader. We immediately place these students into a Geometry/Pre-Calculus fast track yearlong class. As juniors, depending on their sophomore achievement success, they will take College Algebra/College Trigonometry or College Algebra/College Math. As a senior, there are four different courses students could take up to and including Calculus 2. The math sequence is just one example of students maximizing learning options. Acceleration can occur within the college science and social studies divisions. The above grade level students complete high school classes quicker. These open sections in the daily schedule provide them with elective course offerings, such as World Religion, Introduction to Engineering, Sociology, and Accounting.

As with any student, these students must work hard, complete all assignments and learn to advocate for themselves. They will receive mandatory Friday tutorial sessions and Saturday School placements if they fall behind or do poorly on college exams. Typically, these students will take advantage of the bi-weekly SAT preparation sessions taught by both high school English and Mathematics teachers. Any student may voluntarily show up for the SAT/PSAT/ACT tutorial session. During the summer Title I money is used to pay for PSAT course entry fees. The top 15 ECHS scorers on the PSAT have a chance to attend a three-week intensive summer course free of charge. Again, any student may receive a camp scholarship, however, most students are categorized as above grade level.

3c. Special education

ECHS historically has had small special needs population. Whether a student has a specific learning disability in Math or Reading or a physical impairment, teachers prepare for the incoming student by attending collaborative transition meetings with the previous year's teachers. The Individual Education Plan's instructional and assessment accommodations are reviewed.

Teachers provide three-week updates (progress monitoring) for our special needs students. At the end of the nine-week grading term a more thorough review is conducted and parent conferences are held on campus. These grades provide the instructional team, the parent, and student with talking points on how best to implement and modify accommodations. Assessment accommodations such as 1) text to speech, 2) online vs paper versions, 3) extended time, and 4) vocabulary and content supports are discussed. Accommodations for Brookhaven College dual credit courses, Advanced Placement exams or nationally-normed tests such as the SAT or PSAT are finalized and properly submitted.

Like other students these children are often scheduled into a weekly rotational tutorial sessions, attend both Saturday School and Friday ZAP sessions, and use accommodations properly to reassess major course tests and projects. The grade-level teachers collaboratively communicate often with one another and with the Principal.

3d. ELLs, if a special program or intervention is offered

Our ELL subpopulation has an achievement gap greater than 10% in test scores for all state exams. This gap caused the faculty 5 years ago to adjust the master schedule. Back then incoming freshmen took the Algebra 1, English 1 and Biology end of course exams produced by the Texas Education Agency. Biology, being heavy with vocabulary, coupled with two other state exams frustrated and overwhelmed the ELL population. To mitigate these pressures the faculty decided to place Biology into the 10th grade year. By then, ELL students and 10th graders as a whole already had a year of rigorous instruction under their belts and could be more confident and competent to successfully master the Biology curriculum. Every 10th grader these past two years has passed the state Biology test. Routinely, they score above other students across the district on benchmark exams.

Trust between adults and students is also a mitigating factor in building academic confidence. Because our school population is small, every employed adult eagerly commits to forging relations with students. Amazingly, our faculty and staff know the students' individual stories. With student trust comes a greater ability for teachers to coach and support them in risky academic endeavors (e.g. speaking presentation and writing tasks). By the end of the year, less than 2% of graduating seniors have not met testing standards for high school graduation. Individual graduation committees rally around these students to help them build subject-specific portfolios to meet graduation requirements. For the past five years, high school graduation rates have been perfect.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

No special programs for other subpopulations are offered.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

The school vision statement informs all constituents that the students and staff are collectively responsible for creating a transformative educational experience that drives inspiration, innovation and dedication for all students and staff. This means the school adults encourage students to advocate for their individual and collective academic, social, emotion and physical needs.

To heighten motivation and interest incoming freshmen participate in many orientation and registration events. Students may shadow a student and join together with the entire school for a Thanksgiving Feast, Families are invited to tour the campus and hear a student panel describe their own school experiences. In February, accepted students return to campus for lunch, to meet the counselor, college personnel, and the principal. They also participate in a question and answer session with the current ninth grade students. A formal induction program obligates the students to uphold school traditions. The week-long June bridge program acclimates students to daily academic rigors. These students take field trips together and participate in a fun field day event. By week's end incoming ninth grades hopefully have made new friends and built trusting relationship with campus adults.

Upperclassmen are free to join clubs such as Interact, the BE KIND club, DECA, Dungeons and Dragons, and the chess club. High school student executive councils flourish, as does the Junior Affairs World Council. On Fridays 25 girls participate in an IGNITE course which is designed to empower them to get active in the political process. The Louder than a Bomb class is really a creative writing class brought to life through poetry. Our students compete routinely with other regional school teams. All high school students are registered at Brookhaven College students. They can join and actively participate in over 35 college clubs such as the Green Club, the Brookhaven College Student Government Association, and the Pan America Club.

As for positive celebrations teachers select four students monthly as the Student of the Month. Seniors once every six weeks participate in a 'Ring the Bell' ceremony. The entire student body forms a path for seniors to walk through while ringing a cowbell. The names of the colleges that have accepted them are read aloud. End of year awards ceremonies celebrate individual student academic accomplishments.

2. Engaging Families and Community:

Early College High School (ECHS) has robust parent and community participation beginning with an incredible Parent-Teacher-Student Association. This 15-member board made of parents, staff and students meet regularly as an Executive Board and twice annually with the membership. Memberships have steadily risen the past three years from 90 to 219. Every parent receives weekly communication from a parent newsletter (called Parent Square). Additionally all parents receive similar recorded phone calls, email messages and text alerts. The ECHS PTSA (@ECHSPTSAPRIDE) maintains a Facebook page using this social media platform to communicate directly to parents and the greater community.

The PTSA plans and budgets money to support our students during the school year. Before each of the five state exams on five separate mornings, the ECHS PTSA feeds every child breakfast. The collaborative meal effort between school personnel and the PTSA sends a strong positive health message to kids and demonstrates to them that both their families and school staff support their academic success.

Several times throughout the year, the PTSA hosts special guest speaker events such as an immigration lawyer to address recent state legislation, arrange for a local Folklorico dance team to perform prior to Christmas, co-host a Parent-Teacher-Student Book Club that meets four times a year. Parents eagerly help host the Thanksgiving Feast and Spring Field Day. They cook pancakes for students and grill hamburgers and hotdogs.

The website quickcampusconnections.com is an ECHS student-made active website designed to help current

and former students, parents, and community members understand the pre-college journey. The team's vision is to garner parent and community support for students seeking higher education. The development process involved local community members who reviewed the content for marketability and appeal. Other community partners these past two years include the Farmers Branch Chamber of Commerce, the Farmers Branch Firehouse Theatre, the local Sam Pack Ford Auto Group, the Red Basket Brigade, the American Association for University Women, the Girls Who Code organization, Wells Fargo Bank, Intellic Integration and the Addison Treehouse. These partners guided our students in their academic preparation to prepare them for careers and the four-year college life. All of these partners receive social media blasts detailing the students' accomplishments.

3. Creating Professional Culture:

The Early College High School professional culture derives its power from the campus vision statement: The vision of Early College High School is to create a transformative educational experience that drives inspiration, innovation and dedication for all students and staff. Faculty want each student to believe that they are providing the best learning experience for all (Core Value #3).

Annually, department chairpersons, the principal and counselor collaborate to revise, modify or strengthen the campus instructional 'Problem of Practice.' The principal presents the campus goals (e.g. increasing SAT scores for all students above 1100; earn one national achievement accolade; earn all six Texas campus achievement distinctions). Conversations then focuses on how each professional development cycle (i.e. six weeks) will incorporate components of the 'Problem of Practice' to meet campus goals. Faculty-wide discussions are strengthened by the educational literature each teacher reads (e.g. Leadership journal articles from Feb 2020 issue entitled Rooted in Reading; Power of a Positive Team by Jon Gordon; Think Critically by Facione and Gittens; assorted books written by Kate Roberts and Penny Kittle). Reading selections correlate to the faculty-learning objective in a particular PD cycle.

Every faculty member attends at least one AVID Summer Institute every three years. This is a minimum expectation. Teams of 5-7 teachers spend three full days transferring new knowledge and skills into the development of campus goals within the Coaching and Certification Instrument (CCI). ECHS is a school-wide AVID site. Since every student takes an AVID class, every year our teachers must remain engaged with the proven methodologies that increase inquiry, collaboration, and organization skills in students.

Additionally, all professional staff are encouraged to seek out learning seminars/conferences both in and out of the district. Recently, the English Language Arts department created their own off-campus PD session to design lessons that infused SAT/ACT content into their English courses. Mathematics teachers arranged to attend the 'Laying the Foundation' conference while science teachers attended the annual conference of the Science Teachers Association of Texas. School Title 1 money funds all faculty professional development sessions.

Upon return from a conference, faculty conduct a turn-around presentation to their colleagues on the newly acquired knowledge and skills either during designated staff development time or in a faculty meeting. Additionally, the campus professional learning community comes to life during the three Instructional Rounds debriefing meetings throughout the year. Correlations between the classroom observation data and the 6-week PD learning cycle objectives occur. Collectively these learning experience increase relational capacity among peers and stimulate creativity and innovation within each individual.

4. School Leadership:

The school's inclusive leadership philosophy derives from input given by all school constituents.

School-related teams include a college-to-high school liaison team, an ECHS Advisory Team, and an Incident Command Team (ICT). Non-school constituents belong to the strong Parent-Teacher-Student Association (PTSA) and the Campus Improvement Committee (CIC). Core curricular teams, an Advancement Via Individual Determination (A.V.I.D) site team, an operations team, a faculty team and four student executive councils are all comprised of campus individuals.

The CIC consists of parents, students, faculty and staff, a college representative, the school principal, and a community member. The CIC provides valuable feedback on the efficacy of Title 1 expenditures. Achievement data from local course benchmarks, the state End-of-Course exams, and national-normed assessments such as the PSAT, SAT and the ACT are reviewed. Upon analysis, the committee submits spending recommendations for the upcoming year to the principal.

The ECHS Advisory Team, consisting of the high school principal and counselor along with college and school district administrators, convene annually to review the Inter-local Agreement, examine the school's alignment to the ECHS state blueprint, and discuss all academic achievement data. The campus Incident Command Team (comprised of campus teachers and staff) use the national FEMA guidelines to develop and practice the school's crisis plan, designed to protect students and school resources.

Operationally speaking, the principal, counselor and two college liaisons meet weekly to discuss master schedule, dual credit concerns, facility needs, and college and high school events. The faculty meet monthly to identify students deemed 'at-risk' on campus, to discuss educational literature focused on either critical thinking skills or literacy strategies, and to synchronize A.V.I.D. methodologies across content areas. Department chairpersons meet monthly with the principal while each cadre of department teachers meet at least twice a month to analyze assessment data. They then collaboratively design tutorial lessons focused on narrowing student academic gaps. The Operation team consists of all support staff who meet weekly to hammer out details for academic-related events (field trips, pre-exam student meals) and the acquisition, distribution and collection of school resources (textbooks, calculators, planners).

PART VI - STRATEGY FOR ACADEMIC SUCCESS

For the past three years Early College High School (ECHS) faculty along with several district content specialists and a predetermined network of other district employees participate at least three times per year in Instructional Rounds. This educational practice is predicated upon our school faculty identifying a single, impactful ‘Problem of Instructional Practice’ in which to enhance our teachers’ pedagogical skills and develop a culture of collaboration.

The goal of instructional rounds is not to simply provide feedback to the teacher being observed, rather it is used primarily for colleagues on the observation team to critically analyze and hone their own instructional practices through dialogue and an analysis of evidence gathered during observations. The chief benefit of this approach resides in the discussion that takes place after the observation and then in subsequent self-reflection. A couple of days after the classroom visits we present the data in the most non-judgmental manner to the entire faculty, making sure specific pieces of observed instructional data connected to the problem of practice are highlighted.

This year the Momentum Plan (includes Problem of Practice) is as follows: since we believe all students can become better thinkers through reading, writing, and discussion then we must identify and address students’ needs as they struggle to demonstrate critical thinking through reading, writing, and speaking. Our action plan focuses our professional development cycles on designing lessons that develop critical thinking skills of students in all content areas and make critical thinking visible through writing and discussion.

During the rounds visits we ask observers to uncover and document evidence to answer four essential questions collaboratively generated by the ECHS faculty prior to the instructional rounds. Those questions are: 1) what evidence exists that employing a TALK MOVE impacts student engagement, 2) what literacy strategies are employed that enable students to read and write, 3) how do the questions asked by the teacher or by the students prompt critical thinking, and 4) how do the learning tasks done by students elicit critical thinking? We also document employed Vocabulary Acquisition strategies and Master Teacher moves.

Remarkably, these professional learning community conversations drive our professional development cycles. For example, these five teaching strategies were investigated, discussed and implemented by each teacher over the course of the year: 1) types and functions of questions, 2) employee literacy strategies, 3) generate critical thinking, 4) informative feedback, and 5) teacher choice strategy. Unifying academic language and working collaboratively keeps us focused on high academic achievement.