

PSJA Southwest Early College High School



# Southwest Early College High School Campus Improvement Plan 2020-2021



PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



# Executive Summary



## **PSJA Southwest Early College High School**

### **Ranulfo Marquez, Principal**

**Mission:** P.S.J.A Southwest Early College High School, in conjunction with faculty, staff, parents and the community, will provide students with a strong network of support that will foster a culture of commitment to academic excellence. We will enable students to achieve their potential so they may be college and/or career ready with a sense of duty and responsibility to our community as productive citizens. P.S.J.A. Southwest ECHS students will be connected, encouraged, supported and assisted to accomplish a successful post secondary transition.

**Demographics Summary:** Our campus has an enrollment of 1,732 students of which 99.3% are Hispanic, 95% are Economically Disadvantaged, 45.5% are English Language Learners, and 8.7% are in the Special Education Program.



# Executive Summary



**Comprehensive Needs Assessment Summary:** After a thorough data review and comprehensive needs assessment, we have found that English Language Arts is a particular area of concern as well as English Language Proficiency for our English Language Learner Students. Our special education, ELL and non-continuously enrolled student populations require additional supports in ELA, Biology and U.S. History.

**Curriculum, Instruction and Assessment:** PSJA Southwest Early College High School offers a superb education with a rigorous curriculum and highly qualified teachers and staff. We have one of the most successful Dual Language and Early College Programs in the region, an excellent selection of AP and Pre-AP courses, and we offer a wide array of Career and Technical Education courses which lead to endorsements, college certificates and college associates degrees in various fields. Students can participate in our very successful UIL sanctioned Fine Arts and Athletics programs. We provide individualized instruction support to all of our students, including our at-risk and special needs students.

**Summary of Goals:** We will continue to strive to help our students reach Meets and Masters levels of student achievement on STAAR EOC exams with a focus on ELA, Science and Social Studies. We will seek to implement a Social Emotional Learning curriculum for both students and staff to help improve well-being during the Covid-19 pandemic and beyond. We will strengthen our parental engagement staff quality, teacher recruitment, and retention.



# Executive Summary



SBDM Member	Signature:
Principal: Ranulfo Marquez	
Dean: Jennifer Burden	
Counselor: Cynthia Saldana	
English: Rosalva Diaz	 <small>Rosalva Diaz [Oct 25, 2020 16:57 CDT]</small>
English: Gabriel Villarreal	
Math: Maria Gonzalez-Tevar	 <small>Maria Gonzalez-Tevar [Oct 23, 2020 10:48 CDT]</small>
Math: Nelson Carrasquero	
Social Studies: Erick Castillo	
Social Studies: Juan Garza	
Science: Jessica Galvan	 <small>Jessica Galvan [Oct 23, 2020 11:38 CDT]</small>
Science: Fabiola Doria	 <small>Fabiola Doria [Oct 26, 2020 11:54 CDT]</small>
CTE: Kellie Williams	
CTE: Dennille Hernandez	 <small>Dennille Hernandez [Oct 24, 2020 10:23 CDT]</small>
Special Ed.: Miguel Maynez	 <small>Miguel Maynez [Oct 24, 2020 11:39 CDT]</small>
Special Ed.: Debora Zerda	 <small>Debora Zerda [Oct 2020 12:46 CDT]</small>
Parent: Rubina Cavazos	
Student: Iza Garza	 <small>Iza Garza [Oct 25, 2020 17:38 CDT]</small>
Community Member: Jessie Garcia	 <small>Jessie Garcia [Oct 23, 2020 19:42 CDT]</small>

# Part 1: Background, Data Analysis and Needs Assessment

# School Profile

**PSJA Southwest ECHS** serves the community of **Pharr** in the Rio Grande Valley as part of the **Pharr-San Juan-Alamo Independent School District**. With an enrollment of over 1,700 students, we are focused on college and career readiness as students graduate high school through our excellent partnerships with **South Texas College** and the **University of Texas Rio Grande Valley**, as well as local business and industry partners. Our student body is 99% Hispanic, 99% Economically Disadvantaged and 46% Limited English Proficient. Despite some of the area demographics, PSJA Southwest ECHS ranked among the top 500 schools in the state of Texas and in the nation according to the 2020 **US News & World Report** and has rapidly become a state and national leader in creating more academic opportunities for all students.



# Mission Statement

P.S.J.A Southwest Early College High School, in conjunction with faculty, staff, parents and the community, will provide students with a strong network of support that will foster a culture of commitment to academic excellence. We will enable students to achieve their potential so they may be college and/or career ready with a sense of duty and responsibility to our community as productive citizens. P.S.J.A. Southwest ECHS students will be connected, encouraged, supported and assisted to accomplish a successful post secondary transition.

## "Vision Statement"

At P.S.J.A. Southwest Early College High School, we will strengthen instructional programs and systems of support that will provide a foundation for college readiness. Students will expand their knowledge of jobs for the future by incorporating college and career awareness. We will support diverse learners to master accelerated college preparatory material that will provide the framework for a successful post-secondary transition. Together, we will establish a vision of college readiness.

# SBDM Committee Members

1. Principal: Ranulfo Marquez
2. Dean: Jennifer Burden
3. Counselor: Cynthia Saldana
4. English: Rosalva Diaz
5. English: Gabriel Villarreal
6. Math: Maria Gonzalez-Tevar
7. Math: Nelson Carrasquero
8. Social Studies: Erick Castillo
9. Social Studies: Juan Garza
10. Science: Jessica Galvan
11. Science: Fabiola Doria
12. CTE: Kellie Williams
13. CTE: Dennille Hernandez
14. Special Ed.: Miguel Maynez
15. Special Ed.: Debora Zerda
16. Parent: Rubina Cavazos
17. Student: Iza Garza
18. Community Member: Jessie Garcia



# Data Sources

# Comprehensive Needs Assessment: Data Analysis Sources

## Data Resources Reviewed

1. PEIMS/Cognos Reports for Student Enrollment and Demographics
2. 2018-2019 Campus TAPR Report
3. 2018-2019 Campus State Accountability Report
4. 2019-2020 Attendance
5. 2019-2020 TELPAS Data
6. Discipline Referral Data
7. PEIMS Demographics
8. Parental Involvement Data
9. McRel Teacher Evaluations and Walkthrough Data
10. Professional Development Plan
11. Teacher Certifications
12. Technology Inventories

# Campus Demographics 2020-2021

	ALL	MALE	FEMALE	SPED	LEP	M1	M2	MIGRANT	ECD	GT	CTE
Number	1,732	878	855	150	788	4	102	57	1646	154	1,115
Percent	100	50.6	49.3	8.7	45.5	.2	5.9	3.3	95	8.9	64.4

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	1,732	1,719	0	1	11	1
Percent	100	99.2	0	0	.01	0

# CAMPUS DEMOGRAPHICS



Total Enrollment – 1,732

<b>Percent</b>	<b>Southwest ECHS</b>	<b>STATE*</b>
<b>Hispanic</b>	<b>99.2</b>	<b>52.6%</b>
<b>Economically Disadvantaged</b>	<b>95</b>	<b>60.6%</b>
<b>ELL</b>	<b>45.5</b>	<b>19.5%</b>

\* <https://rptsvr1.tea.texas.gov/perfreport/snapshot/2019/state.html>

# 2019 State Accountability Summary

**Texas Education Agency**  
**2019 Accountability Ratings Overall Summary**  
 PSJA SOUTHWEST EARLY COLLEGE H S (108909007) - PHARR-SAN JUAN-ALAMO ISD

## Accountability Rating Summary

	Component Score	Scaled Score	Rating
<b>Overall</b>		87	B
<b>Student Achievement</b>		87	B
<a href="#">STAAR Performance</a>	47	75	
<a href="#">College, Career and Military Readiness</a>	81	95	
<a href="#">Graduation Rate</a>	98.8	95	
<b>School Progress</b>		91	A
<a href="#">Academic Growth</a>	80	90	A
<a href="#">Relative Performance (Eco Dis: 99.8%)</a>	64	91	A
<a href="#">Closing the Gaps</a>	65	78	C

## Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

## Distinction Designations

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Not Earned
Social Studies	Not Earned
Comparative Academic Growth	Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Not Earned

# Domain 1: Student Achievement Performance Data Table 2019

2019 Performance	All Students	Hispanic	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
<b>ELA/Reading</b>									
% of Tests at Approaches GL Standard or Above	60%	60%	60%	40%	44%	25%	-	62%	54%
% at Meets GL Standard or Above	39%	39%	39%	16%	21%	14%	-	41%	31%
% at Masters GL Standard	6%	6%	6%	0%	1%	2%	-	6%	6%
<b>Mathematics</b>									
% of Tests at Approaches GL Standard or Above	97%	97%	97%	95%	96%	94%	-	97%	97%
% at Meets GL Standard or Above	78%	78%	78%	74%	76%	63%	-	78%	76%
% at Masters GL Standard	41%	41%	41%	26%	34%	29%	-	40%	44%
<b>Science</b>									
% of Tests at Approaches GL Standard or Above	82%	82%	82%	71%	74%	58%	-	83%	77%
% at Meets GL Standard or Above	41%	41%	41%	14%	19%	19%	-	43%	32%
% at Masters GL Standard	11%	11%	11%	2%	3%	2%	-	12%	7%
<b>Social Studies</b>									
% of Tests at Approaches GL Standard or Above	90%	90%	90%	80%	81%	61%	-	89%	93%
% at Meets GL Standard or Above	61%	61%	61%	34%	38%	29%	-	61%	59%
% at Masters GL Standard	29%	29%	29%	8%	10%	22%	-	29%	28%
<b>All Subjects</b>									
% of Tests at Approaches GL Standard or Above	75%	75%	75%	59%	63%	48%	-	76%	71%
% at Meets GL Standard or Above	49%	49%	49%	26%	30%	25%	-	50%	42%
% at Masters GL Standard	16%	16%	16%	5%	7%	9%	-	16%	15%
Avg of All Subjects	47%								
Scale Score	75 ( C ) Scaling tool at <a href="https://rptsrv1.tea.texas.gov/perfreport/account/2019/scaling_tool.html">https://rptsrv1.tea.texas.gov/perfreport/account/2019/scaling_tool.html</a>								

# Domain 1: CCMR Data Table 2019

	Annual Graduates			Annual Graduates	
	Count/Credit	Percent		Count/Credit	Percent
<b>Texas Success Initiative (TSI) Criteria</b>			<b>Level I or Level II Certificate</b>		
Met TSI criteria in both ELA/Reading and Mathematics	149	39%	Earned a level I or level II certificate in any workforce education area	20	5%
ELA/Reading			<b>Associate's Degree</b>		
Met TSI criteria for at least one indicator	205	54%	Earned an associate's degree while in high school	45	12%
Met TSI assessment criteria	201	53%	<b>OnRamps Dual Enrollment Course</b>		
Met ACT criteria	16	4%	Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	0	0%
Met SAT criteria	23	6%	<b>Graduate with Completed IEP and Workforce Readiness</b>		
Earned credit for a college prep course	3	1%	Received graduation type code of 04, 05, 54, or 55	1	0%
Mathematics			<b>Special Ed with Advanced Degree Plan</b>		
Met TSI criteria for at least one indicator	175	46%	Identified as receiving special education services and earned an advanced degree plan	15	4%
Met TSI assessment criteria	173	45%	<b>U.S. Armed Forces</b>		
Met ACT criteria	14	4%	Enlisted in the U.S. Armed Forces	42	11%
Met SAT criteria	12	3%	<b>Met Non-CTE Criteria</b>		
Earned credit for a college prep course	1	0%	Met at least one criteria above	291	76%
<b>AP/IB Examination</b>			<b>CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications</b>		
Met criterion score on an AP/IB exam in any subject	130	34%	CTE coherent sequence graduate with at least one CTE course aligned with an industry-based certification and did not meet any other criteria (1/2 credit)	16	4%
<b>Dual Course Credits</b>					
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	228	60%			
<b>Industry-Based Certifications</b>					
Earned an industry-based certification from approved list	18	5%			

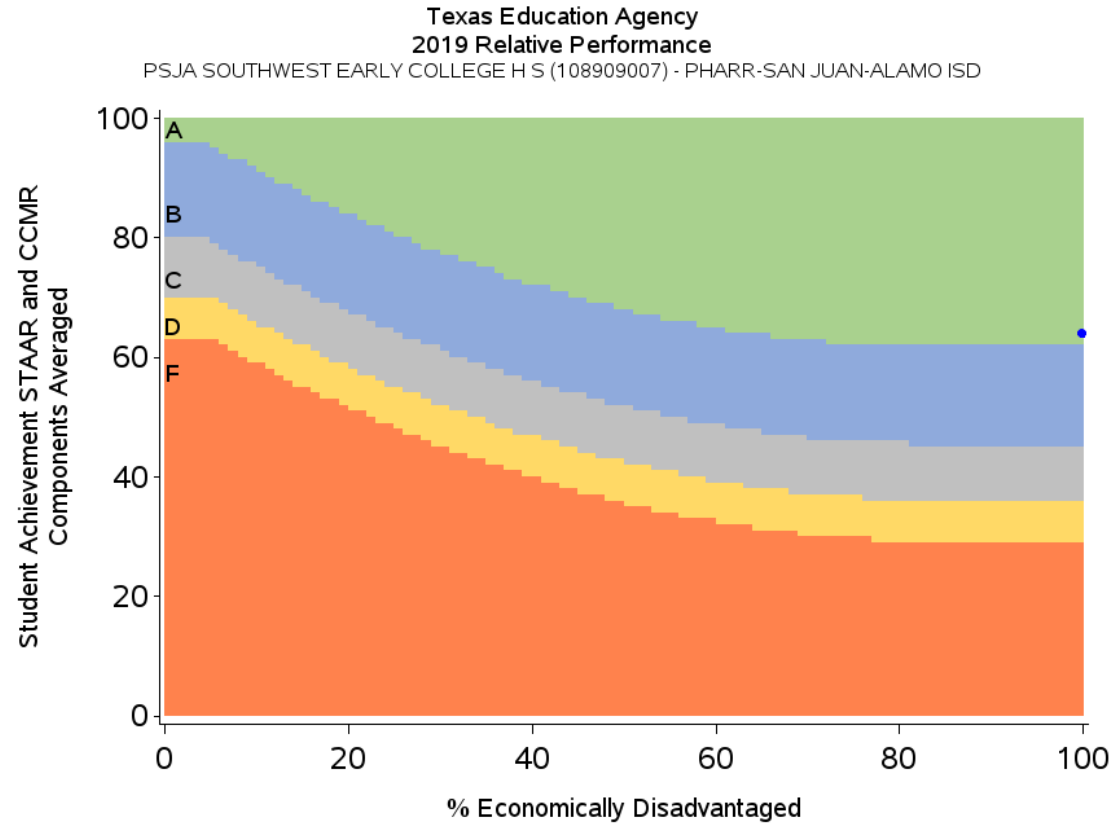
# Domain 1: Graduation Rate Data Table 2019

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL+	Special Ed
<b>4-Year Graduation Rate (Gr 9-12): Class of 2018</b>											
% Graduated	96.9%	-	96.8%	*	-	*	-	-	96.8%	96.9%	100.0%
# Graduated	372	-	368	*	-	*	-	-	368	158	22
Total in Class	384	-	380	*	-	*	-	-	380	163	22
<b>5-Year Extended Graduation Rate (Gr 9-12): Class of 2017</b>											
% Graduated	98.8%	*	98.8%	-	-	*	-	-	98.7%	98.0%	90.0%
# Graduated	405	*	401	-	-	*	-	-	384	148	18
Total in Class	410	*	406	-	-	*	-	-	389	151	20
<b>6-Year Extended Graduation Rate (Gr 9-12): Class of 2016</b>											
% Graduated	98.1%	*	98.1%	*	-	-	-	-	98.0%	96.7%	91.7%
# Graduated	358	*	355	*	-	-	-	-	338	116	22
Total in Class	365	*	362	*	-	-	-	-	345	120	24
<b>Annual Dropout Rate (Gr 9-12): SY 2017-18</b>											
% Dropped Out	0.3%	*	0.3%	0.0%	-	*	-	-	0.3%	0.4%	0.0%
% Dropped Out - Conversion	97.0%										
# Dropped Out	6	*	6	0	-	*	-	-	6	3	0
# of Students	1,942	*	1,921	16	-	*	-	-	1,905	830	153





# Domain 2: Relative Performance Data Table 2019



Note: Place your mouse cursor over a plot point for more detailed information.

				Value needed for:			
% Economically Disadvantaged	% Economically Disadvantaged Range	Type of Campus	STAAR and CCMR	90	80	70	60
99.8	99.1 to 100	High School/K-12	64	62	45	36	29

# Domain 3 Calculation Report: 2019



	<b>Total Met</b>	<b>Total Evaluated</b>	<b>Percent of Eligible Indicators Met</b>	<b>Weight</b>	<b>Score</b>
<b>Academic Achievement</b>	<b>9</b>	<b>14</b>	<b>64%</b>	<b>50.00%</b>	<b>32</b>
<b>Graduation Status</b>	<b>1</b>	<b>4</b>	<b>25%</b>	<b>10.00%</b>	<b>2.5</b>
<b>ELP Status</b>	<b>0</b>	<b>1</b>	<b>0%</b>	<b>10.00%</b>	<b>0</b>
<b>School Quality Status</b>	<b>6</b>	<b>6</b>	<b>100%</b>	<b>30.00%</b>	<b>30</b>
<b>Closing the Gaps Score</b>					<b>65</b>
<b>Scaled Score</b>					<b>78 (C)</b>



# Needs Assessment/Summary of Findings

# Comprehensive Needs Assessment: Goal 1-4 Summary of Findings

Goal	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	<b>Domain 1: Student Achievement</b>	<ul style="list-style-type: none"> <li>CCMR Scale Score of 95</li> <li>Graduation Rate Scale Score of 95</li> </ul>	<ul style="list-style-type: none"> <li>STAAR Performance Scaled Score of 75 is low.</li> <li>Continued gains are desired in ELA, Science and Social Studies</li> </ul>	<ul style="list-style-type: none"> <li>Eng 1 &amp; 2</li> <li>Biology</li> </ul>
1	<b>Domain 2 School Progress "A": Academic Growth</b>	<ul style="list-style-type: none"> <li>Academic Growth Scale Score of 90</li> </ul>	<ul style="list-style-type: none"> <li>Academic Progress is low in ELA at 71%.</li> </ul>	<ul style="list-style-type: none"> <li>Progress from Eng 1 to Eng 2 needs to improve.</li> </ul>
1	<b>Domain 2 School Progress "B": Relative Performance</b>	<ul style="list-style-type: none"> <li>Relative Performance Scale Score of 91</li> </ul>	<ul style="list-style-type: none"> <li>STAAR Component needs to improve to exceed the value needed for a 90 or higher.</li> </ul>	<ul style="list-style-type: none"> <li>Eng 1 &amp; 2</li> <li>Biology</li> </ul>
2	<b>Domain 3: Closing the Gaps</b>	<ul style="list-style-type: none"> <li>100% of indicators met for Math and CCMR</li> </ul>	<ul style="list-style-type: none"> <li>5 of 10 indicators missed in ELA for Academic Achievement;</li> <li>3 of 4 indicators missed in Graduation Rate;</li> <li>ELPS Target missed.</li> </ul>	<ul style="list-style-type: none"> <li>Eng 1 &amp; 2 Meets Grade Level Performance Targets need to be met by All, EL, SpEd, CE and N-CE student groups</li> </ul>

# Comprehensive Needs Assessment: Goal 1-4 Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1, 2	Technology	Availability of technology resources for students and teachers, and staff.	Integration of technology in instruction and increase the infrastructure, increase the use of student technology for instructional rigor and distance learning as necessary	Provide training on the implementation of technology integration; increase on-line resource use
3	Family and Community Involvement	High participation and attendance in parent meetings, high number of active parent volunteers, positive feedback on parent surveys, ongoing collaboration with city and community stakeholders	More active participation and support in Early College Program and in CTE pathways/Certifications	Recruit more parents to participate and volunteer; more frequent parent meetings.
3	School Culture and Climate	Good student attendance; Teachers provided common planning time for Collaborative Learning Communities; customer service; College for All Culture; Safe and Civil School	Static enrollment (little or no change from year to year)	Strengthen public relations; increase student recruitment; improve student retention
4	Staff Quality, Professional Development and Retention	High number of Highly Qualified Staff; low teacher turnover; high number of dual credit and dual language students; all teachers ELPS certified.	ESL certification of all ELA teachers; strengthen teacher mentor program	Provide better AP training and support; ongoing staff development; ESL certification for all ELA teachers

# Comprehensive Needs Assessment: All Student Group

## All Student Group:

The following sources from across the campus were used to review the All Student Group data by the Site Based Decision Making Council: State of Texas Assessments of Academic Readiness End-of-Course (STAAR EOC) results for the 2018 and 2019 accountability cycles; State Accountability Summary and Data Tables for 2019. In addition, DMAC was used to disaggregate data and to generate necessary reports.

## Strengths:

The All Student Group achieved the following gains:

- In **English 1**, there was a **6%** point increase from the prior year at the *Approaches* Grade Level; a **10%** point increase from the prior year at the *Meets* Grade Level and a **5%** point increase from the prior year at the *Masters* Grade Level.
- In **English 2**, there was a **7%** point increase from the prior year at the *Approaches* Grade Level and a **4%** point increase from the prior year at the *Meets* Grade Level
- In **Algebra 1**, there was a **12%** point increase from the prior year at the *Approaches* Grade Level; a **20%** point increase from the prior year at the *Meets* Grade Level and a **12%** point increase from the prior year at the *Masters* Grade Level.
- In **Biology**, there was a **7%** point increase from the prior year at the *Approaches* Grade Level; a **10%** point increase from the prior year at the *Meets* Grade Level and a **6%** point increase from the prior year at the *Masters* Grade Level.
- In **US History**, there was a **4%** point increase from the prior year at the *Approaches* Grade Level and a **2%** point increase from the prior year at the *Meets* Grade Level
- For **Domain 1: CCMR and Domain 3: School Quality**, **78%** of graduates met CCMR indicators and exceeded the federal target of 47% by **31%** pts.
- For **Domain 3: Academic Achievement**, the federal target of 46% for passing the **Math** STAAR EOC Exams at the *Meets* Grade Level or Higher was exceeded by **32%** points

## Needs:

The All Student Group experienced the following declines and deficiencies:

- In **English 2**, there was a **1%** point decrease from the prior year at the *Masters* Grade Level
- In **US History**, there was a **3%** point decrease from the prior year at the *Masters* Grade Level
- For **Domain 3: Academic Achievement**, the federal target of 44% in **ELA** was not met by **5%** points
- For **Domain 3: Graduation Rate Status**, the required growth of 1/10<sup>th</sup> of a percentage point was not met by **2/10ths of a percentage point**



# Comprehensive Needs Assessment: Special Education

## Special Education:

The following sources from across the campus were used to review the Special Education data by the Site Based Decision Making Council: State of Texas Assessments of Academic Readiness End-of-Course (STAAR EOC) results for the 2018 and 2019 accountability cycles; State Accountability Summary and Data Tables for 2019, State Performance Plan (SPP) indicators to determine strengths and needs of our Special Education students. In addition, the Special Education Department was very involved in the curriculum writing and revision for grades 9-12 during the summer to ensure that the general curriculum meets the needs of our special education students. Professional development is also coordinated with the curriculum and instruction department to ensure that all general education teachers are well-versed in best practices that support the learning of special education students.

## Strengths:

The Special Education Student Group achieved the following gains:

- In **English 1**, there was a **5%** point increase from the prior year at the *Approaches* Grade Level; a **4%** point increase from the prior year at the *Meets* Grade Level and a **2%** point increase from the prior year at the *Masters* Grade Level.
- In **English 2**, there was a **2%** point increase from the prior year at the *Approaches* Grade Level
- In **Algebra 1**, there was a **24%** point increase from the prior year at the *Approaches* Grade Level; a **33%** point increase from the prior year at the *Meets* Grade Level and a **26%** point increase from the prior year at the *Masters* Grade Level.
- In **Biology**, there was a **6%** point increase from the prior year at the *Approaches* Grade Level; a **7%** point increase from the prior year at the *Meets* Grade Level and a students maintained the 2% passing rate at the *Masters* Grade Level
- In **US History**, there was a **4%** point increase from the prior year at the *Approaches* Grade Level and a **2%** point increase from the prior year at the *Meets* Grade Level
- For **Domain 3: Academic Achievement**, the federal target of 23% for passing the **Math** STAAR EOC Exams at the *Meets* Grade Level or Higher was exceeded by **40%** points
- For **Domain 3: Graduation Rate Status**, the Special Education student group had a **100%** graduation rate.
- For **Domain 3: School Quality**, **67%** of graduates met CCMR indicators and exceeded the federal target of 27% by **40%** pts.

## Needs:

The All Student Group experienced the following declines and deficiencies:

- In **English 2**, there was a **2%** point decrease from the prior year at the *Meets* Grade Level and a **6%** point decrease from the prior year at the *Masters* Grade Level
- In **US History**, there was a **3%** point decrease from the prior year at the *Approaches* Grade Level, an **11%** point decrease from the prior year at the *Meets* Grade Level and an **18%** point decrease from the prior year at the *Masters* Grade Level
- For **Domain 3: Academic Achievement**, the federal target in **ELA** of 19% was not met by **5%** points

# Comprehensive Needs Assessment: English Language Learners (ELL)

## English Language Learners (ELL):

The following sources from across the district were used to review the Dual Language/English as a Second Language (DL/ESL) Department data by the District Education Improvement Council: State of Texas Assessments of Academic Readiness End-of-Course (STAAR EOC) results for the 2018 and 2019 accountability cycles; State Accountability Summary and Data Tables for 2019, TELPAS results for 2020 as well as TELPAS indicators to determine strengths and needs of our ELL students. Highly qualified teachers and instructional assistants were recruited, hired, and placed in the appropriate educational setting. Curriculum writing and revision for grades 9-12 occurred during the summer to address the needs of our ELL students and to align the curriculum between English and Spanish Language Arts that led to a more coherent and consistent bi-literacy program. Professional development was also planned and developed to ensure that all general education teachers utilize best practices that support the learning of ELL students.

### Strengths:

The All Student Group achieved the following gains:

- In **English 2**, there was a **4%** point increase from the prior year at the *Approaches* Grade Level. There was **no change** from the prior year at the *Meets* Grade Level
- In **Algebra 1**, there was a **12%** point increase from the prior year at the *Approaches* Grade Level; a **18%** point increase from the prior year at the *Meets* Grade Level and a **5%** point increase from the prior year at the *Masters* Grade Level.
- In **Biology**, there was a **5%** point increase from the prior year at the *Approaches* Grade Level and **no change** from the prior year at the *Masters* Grade Level.
- In **US History**, there was a **4%** point increase from the prior year at the *Approaches* Grade Level and a **2%** point increase from the prior year at the *Meets* Grade Level
- For **Domain 3: Academic Achievement**, the federal target of 40% for passing the **Math** STAAR EOC Exams at the *Meets* Grade Level or Higher was exceeded by **36%** points
- For **Domain 3: Graduation Rate Status**, the required growth of 1/10<sup>th</sup> of a percentage point was exceeded by **1.4%** pts.
- For **Domain 3: School Quality**, **63%** of graduates met CCMR indicators and exceeded the federal target of 33% by **30%** pts.

### Needs:

The All Student Group experienced the following declines and deficiencies:

- In **English 1**, there was a **2%** point decrease from the prior year at the *Approaches* Grade Level; a **1%** point decrease from the prior year at the *Meets* Grade Level and a **1%** point decrease from the prior year at the *Masters* Grade Level.
- In **English 2**, there was a **2%** point decrease from the prior year at the *Masters* Grade Level
- In **Biology**, there was a **3%** point decrease from the prior year at the *Meets* Grade Level
- In **US History**, there was a **3%** point decrease from the prior year at the *Masters* Grade Level
- For **Domain 3: Academic Achievement**, the federal target of 29% in **ELA** was not met by **8%** points
- For **Domain 3: English Language Proficiency**, the federal target of 36% was not met by **2%** points in 2019 and by **4%** points in 2020.

# Comprehensive Needs Assessment: Hispanic and Economically Disadvantaged (ECD)

## **Hispanic and Economically Disadvantaged**

Because the campus ECD and Hispanic enrollment is within 1% point of the All Student Group, there was no statistically significant deviation in data analyzed; therefore, these two sub-groups are identified as having the same strengths and needs as the All Student Group.

Part 2: Goals, Objectives, Strategies  
and Action Plans - Planning,  
Implementing and Monitoring,  
House Bill 3 –CCMR

# State Accountability 2019 Comparison & Goals



	PSJA ISD 2019	Southwest ECHS 2019	Campus Goals 2020*
Overall Score and Rating	<b>Scaled Score: 87</b> <b>Rating: B</b>	<b>Scaled Score: 87</b> <b>Rating: B</b>	<b>Scaled Score: 90</b> <b>Rating: A</b>
Domain 1: Student Achievement	<b>Component Score: 87</b> <b>Scale Score: B</b>	<b>Component Score: 87</b> <b>Scale Score: B</b>	<b>Component Score: 90</b> <b>Scale Score: A</b>
Domain 2 Part A: Academic Progress	<b>Component Score: 67</b> <b>Scale Score: 73</b>	<b>Component Score: 80</b> <b>Scale Score: 90</b>	<b>Component Score: 80</b> <b>Scale Score: 90</b>
Domain 2 Part B: Relative Performance	<b>Component Score: 59</b> <b>Scale Score: 91</b>	<b>Component Score: 64</b> <b>Scale Score: 91</b>	<b>Component Score: 64</b> <b>Scale Score: 91</b>
Domain 3: Closing the Gaps	<b>Component Score: 70</b> <b>Scale Score: 83</b>	<b>Component Score: 65</b> <b>Scale Score: 78</b>	<b>Component Score: 95</b> <b>Scale Score: 90</b>

# Domain 1: Student Achievement Goals for 20-21

2020-2021 Goals	All Students	Hispanic	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
<b>ELA/Reading</b>									
% of Tests at Approaches GL Standard or Above	65%	65%	65%	45%	50%	35%		35%	35%
% at Meets GL Standard or Above	50%	50%	50%	33%	35%	21%		46%	46%
% at Masters GL Standard	12%	12%	12%	5%	10%	10%		10%	10%
<b>Mathematics</b>									
% of Tests at Approaches GL Standard or Above	99%	99%	99%	99%	99%	99%		99%	99%
% at Meets GL Standard or Above	85%	85%	85%	85%	85%	85%		85%	85%
% at Masters GL Standard	50%	50%	50%	50%	50%	50%		50%	50%
<b>Science</b>									
% of Tests at Approaches GL Standard or Above	93%	93%	93%	85%	85%	70%		93%	93%
% at Meets GL Standard or Above	63%	63%	63%	52%	52%	25%		63%	63%
% at Masters GL Standard	24%	24%	24%	15%	15%	10%		24%	24%
<b>Social Studies</b>									
% of Tests at Approaches GL Standard or Above	95%	95%	95%	85%	85%	65%		90%	95%
% at Meets GL Standard or Above	70%	70%	70%	35%	40%	30%		65%	65%
% at Masters GL Standard	30%	30%	30%	15%	15%	10%		30%	30%
<b>All Subjects</b>									
% of Tests at Approaches GL Standard or Above	88%	88%	88%	79%	80%	67%		79%	81%
% at Meets GL Standard or Above	67%	67%	67%	51%	53%	40%		65%	65%
% at Masters GL Standard	29%	29%	29%	21%	23%	20%		29%	29%
Avg of All Subjects	61%								
Scale Score	90 (A)	Scaling tool at <a href="https://rptsvr1.tea.texas.gov/perfreport/account/2019/scaling_tool.html">https://rptsvr1.tea.texas.gov/perfreport/account/2019/scaling_tool.html</a>							

## Campus Goal Areas

- Goal Area 1: Student Achievement
- Goal Area 2: Closing the Gaps: Special Population Goals & Strategies
- Goal Area 3: Improve Safety, Public Support, Culture and Climate
- Goal Area 4: Increase Staff Quality, Recruitment and Retention

# Goal Area Presentation

## Goal Area 1: Student Achievement



<b>Goal Area 1:</b>		<b>Student Achievement: ELA</b>					
<b>Annual Goal 1:</b>		<b>By May 2021, the All Student Group will pass the Eng 1 and 2 STAAR EOC exams at the following rates: Approaches: 65%; Meets 50%; Masters 12%.</b>					
<b>Objective 1:</b>		<b>All identified student groups will be monitored to ensure that they meet targets at the Approaches, Meets and Masters levels</b>					
<b>Strategy 1</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Identify Student Strengths and Weaknesses Based on Prior Assessment Data	Dean, Teacher of Record, Content AP	DMAC, ETS (STAAR EOC), Pearson (TELPAS)	05/2020-08/2020	Students are intentionally grouped with teachers based on individualized strengths and needs	Instruction is aligned to student needs and strengths	2019-2020 BM Data, 2018-2020 SY Data	1
<b>Action Steps</b>							
Used data to group students							
Created schedules based on student needs							
Reviewed students for possible accommodations							
Made adjustments to schedules as needed once school started							
<b>Strategy 2</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Data discussions on goal setting for each student. Teachers meet individually with students to go over their historical performance, needs and goals. Students have input on their own goals.	Teachers of record, co-teachers, EL tutors, counselors and APs	Goal Setting Document, DMAC data, ETS and Pearson Data, IEPs, Accommodations when they apply.	09/2020-10/2020	Student portfolios on file in each teacher's classroom to include the goal setting document.	Students are able to verbalize their goals and to advocate for accommodations (when they apply). Progress towards goals is evident in formative assessments.	Formative: CBA 1, BM1, BM2 Summative: EOC, TELPAS	1, 8
<b>Action Steps</b>							
Create Goal Setting Document and Requirements for Student Portfolio							
Intentionally make time for teachers to meet with students on data discussions and goal setting							
Review student needs and accommodations based on historical data, IEPs, 504/LPAC accommodations when necessary							
<b>Strategy 3</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Implement high quality, research-based instruction drawn from an effective curriculum to meet the needs of all students, including supplemental instruction (tutoring).	Teachers of record, co-teachers, Dean of Instruction, Content APs, district curriculum team, CLL	District Curriculum, NEWS ELA, Criterion, McGraw-Hill textbook and resources, StudySync, AR, online released-test platforms	09/2020-06/2020	Lesson Plans, walkthrough observations, CLC planning discussions, instructional coaching conversations, aligned instruction	Progress towards goals on formative assessments and attainment of goals on summative assessments	Formative: CBA 1, BM1, BM2 Summative: EOC	2, 9
<b>Action Steps</b>							
Ensure a viable, quality curriculum which includes campus teacher input is available and accessible through SharePoint							
Make sure teachers have common planning time and that time is set aside for feedback and conversations on walkthrough observations							
Allow teachers to share best practices during CLCs							
<b>Strategy 4</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Provide professional development for CIF strategies to increase student engagement and rigor in instruction so that students pass at the Meets and Masters levels. Increase the use of effective classroom talk and questioning techniques. Targeted tutoring.	Dean, CLL, APs, Outside Consultants	CIF Strategies (JFF), DOK Question Stems, SR3 Strategies	09/2020-06/2020	CLC Agendas, Sign-Ins, student writing portfolios, data from classroom observations, CLC discussions and reflections on implementation	Increased classroom talk and effective questioning in the classrooms	Formative: CBA 1, BM1, BM2 Summative: EOC, TSI	1, 4, 9
<b>Action Steps</b>							
Ensure that intentional planning is occurring to use specific CIF strategies of questioning (including DOK) and classroom talk in the delivery of instruction.							
Monitor that the actual instructional delivery includes high level CIF strategies (walkthrough observations and feedback afterwards with teacher)							
Have AP and DC teachers from next grade level connect with students on the importance of rigor							
Ensure that targeted tutoring includes strategies and content to help students pass at the Meets and Masters grade levels.							

<b>Goal Area 1:</b>	<b>Student Achievement: Math</b>						
<b>Annual Goal 1:</b>	<b>By May 2021, the All Student Group will pass the STAAR EOC Algebra 1 Exam at the following rates: Approaches 99%; Meets 85%; Masters 50%</b>						
<b>Objective 1:</b>	<b>All identified student groups will be monitored to ensure that they meet targets at the Approaches, Meets and Masters levels</b>						
<b>Strategy 1</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Identify Student Strengths and Weaknesses Based on Prior Assessment Data	Dean, Teacher of Record, Content AP	DMAC, ETS (STAAR EOC), Pearson (TELPAS)	05/2020-08/2020	Students are intentionally grouped with teachers based on individualized strengths and needs	Instruction is aligned to student needs and strengths	2019-2020 BM Data, 2018-2020 SY Data	1
<b>Action Steps</b>							
Used data to group students							
Created schedules based on student needs							
Reviewed students for possible accommodations							
Made adjustments to schedules as needed once school started							
<b>Strategy 2</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Data discussions on goal setting for each student. Teachers meet individually with students to go over their historical performance, needs and goals. Students have input on their own goals.	Teachers of record, co-teachers, EL tutors, counselors and APs	Goal Setting Document, DMAC data, ETS and Pearson Data, IEPs, Accommodations when they apply.	09/2020-10/2020	Student portfolios on file in each teacher's classroom to include the goal setting document.	Students are able to verbalize their goals and to advocate for accommodations (when they apply). Progress towards goals is evident in formative assessments.	Formative: CBA 1, BM1, BM2 Summative: EOC, TELPAS	1, 2, 8, 9
<b>Action Steps</b>							
Create Goal Setting Document and Requirements for Student Portfolio							
Intentionally make time for teachers to meet with students on data discussions and goal setting							
Review student needs and accommodations based on historical data, IEPs, 504/LPAC accommodations when necessary							
<b>Strategy 3</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Implement high quality, research-based instruction drawn from an effective curriculum to meet the needs of all students, including supplemental instruction (tutoring). Targeted instruction by Reporting Category and skill set.	Teachers of record, co-teachers, Dean of Instruction, Content APs, district curriculum team, CLL	District Curriculum, online released-test platforms, EL Tutors and co-teachers working with online EOC platform	09/2020-06/2020	Lesson Plans, walkthrough observations, CLC planning discussions, instructional coaching conversations, aligned instruction	Progress towards goals on formative assessments and attainment of goals on summative assessments	Formative: CBA 1, BM1, BM2 Summative: EOC	1, 2, 4, 8
<b>Action Steps</b>							
Ensure a viable, quality curriculum which includes campus teacher input is available and accessible through SharePoint							
Make sure teachers have common planning time and that time is set aside for feedback and conversations on walkthrough observations							
Allow teachers to share best practices during CLCs							
<b>Strategy 4</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Provide professional development for CIF strategies to increase student engagement and rigor in instruction so that students pass at the Meets and Masters levels. Increase the use of effective classroom talk and questioning techniques. Targeted tutoring; tutoring academies; peer-tutoring via AP students by reporting category.	Dean, CLL, APs, Outside Consultants	CIF Strategies (JFF), DOK Question Stems, SR3 Strategies, AP Students and Teachers	09/2020-06/2020	CLC Agendas, Sign-Ins, student Math portfolios, data from classroom observations, CLC discussions and reflections on implementation	Increased classroom talk and effective questioning in the classrooms	Formative: CBA 1, BM1, BM2 Summative: EOC, TSI	4, 8, 9
<b>Action Steps</b>							
Ensure that intentional planning is occurring to use specific CIF strategies of questioning (including DOK) and classroom talk in the delivery of instruction.							
Monitor that the actual instructional delivery includes high level CIF strategies (walkthrough observations and feedback afterwards with teacher)							
Have AP and DC teachers from next grade level connect with students on the importance of rigor and the importance of TSI and possible Math Associates degrees.							
Ensure that targeted tutoring includes strategies and content to help students pass at the Meets and Masters grade levels.							

<b>Goal Area 1:</b>		<b>Student Achievement: Biology</b>						
<b>Annual Goal 1:</b>		<b>By May 2021, the All Student Group will pass the STAAR EOC Biology Exam at the following rates: Approaches 93%; Meets 63%; Masters 24%</b>						
<b>Objective 1:</b>		<b>All identified student groups will be monitored to ensure that they meet targets at the Approaches, Meets and Masters levels</b>						
<b>Strategy 1</b>		<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Identify Student Strengths and Weaknesses Based on Prior Assessment Data		Dean, Teacher of Record, Content AP	DMAC, ETS (STAAR EOC), Pearson (TELPAS)	05/2020-08/2020	Students are intentionally grouped with teachers based on individualized strengths	Instruction is aligned to student needs and	2019-2020 BM Data, 2018-2020 SY Data	1
<b>Action Steps</b>								
Used data to group students								
Created schedules based on student needs								
Reviewed students for possible accommodations								
Made adjustments to schedules as needed once school started								
<b>Strategy 2</b>		<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Data discussions on goal setting for each student. Teachers meet individually with students to go over their historical performance, needs and goals. Students have input on their own goals.		Teachers of record, co-teachers, EL tutors, counselors and APs	Goal Setting Document, DMAC data, ETS and Pearson Data, IEPs, Accommodations	09/2020-10/2020	Student portfolios on file in each teacher's classroom to include the goal setting document.	Students are able to verbalize their goals and to advocate for accommodations	Formative: CBA 1, BM1, BM2 Summative: EOC, TELPAS	1, 2, 8
<b>Action Steps</b>								
Create Goal Setting Document and Requirements for Student Portfolio								
Intentionally make time for teachers to meet with students on data discussions and goal setting								
Review student needs and accommodations based on historical data, IEPs, 504/LPAC accommodations when necessary								
<b>Strategy 3</b>		<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Implement high quality, research-based instruction drawn from an effective curriculum to meet the needs of all students, including supplemental instruction (tutoring). Academic Vocabulary Development through Marzano's 6 Steps for Academic Vocabulary Development and School-Wide Academic Support Lessons		Teachers of record, co-teachers, Dean of Instruction, Content APs, district	District Curriculum, NEWS ELA, online released-test platforms, EL Tutors	09/2020-06/2020	Lesson Plans, walkthrough observations, CLC planning discussions, instructional coaching conversations,	Progress towards goals on formative assessments and attainment of goals	Formative: CBA 1, BM1, BM2 Summative: EOC	2, 8
<b>Action Steps</b>								
Ensure a viable, quality curriculum which includes campus teacher input is available and accessible through SharePoint								
Make sure teachers have common planning time and that time is set aside for feedback and conversations on walkthrough observations								
Allow teachers to share best practices during CLCs								
<b>Strategy 4</b>		<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Provide professional development for CIF strategies to increase student engagement and rigor in instruction so that students pass at the Meets and Masters levels. Increase the use of effective classroom talk and questioning techniques. Targeted tutoring; tutoring academies; peer-tutoring via AP students by reporting category.		Dean, CLL, APs, Outside Consultants	CIF Strategies (JFF), DOK Question Stems, SR3 Strategies, AP	09/2020-06/2020	CLC Agendas, Sign-Ins, student writing portfolios, data from classroom observations, CLC discussions	Increased classroom talk and effective questioning in the	Formative: CBA 1, BM1, BM2 Summative: EOC, TSI	2, 4, 9
<b>Action Steps</b>								
Ensure that intentional planning is occurring to use specific CIF strategies of questioning (including DOK) and classroom talk in the delivery of instruction.								
Monitor that the actual instructional delivery includes high level CIF strategies (walkthrough observations and feedback afterwards with teacher)								
Have AP and DC teachers from next grade level connect with students on the importance of rigor								
Ensure that targeted tutoring includes strategies and content to help students pass at the Meets and Masters grade levels.								

<b>Goal Area 1:</b>	<b>Student Achievement: US History</b>						
<b>Annual Goal 1:</b>	<b>By May 2021, the All Student Group will pass the STAAR EOC US History Exam at the following rates: Approaches 95%; Meets 70%; Masters 30%</b>						
<b>Objective 1:</b>	<b>All identified student groups will be monitored to ensure that they meet targets at the Approaches, Meets and Masters levels</b>						
<b>Strategy 1</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Identify Student Strengths and Weaknesses Based on Prior Assessment Data	Dean, Teacher of Record, Content AP	DMAC, ETS (STAAR EOC), Pearson (TELPAS)	05/2020-08/2020	Students are intentionally grouped with teachers based on individualized strengths and needs	Instruction is aligned to student needs and strengths	2019-2020 BM Data, 2018-2020 SY Data	1, 2
<b>Action Steps</b>							
Used data to group students							
Created schedules based on student needs							
Reviewed students for possible accommodations							
Made adjustments to schedules as needed once school started							
<b>Strategy 2</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Data discussions on goal setting for each student. Teachers meet individually with students to go over their historical performance, needs and goals. Students have input on their own goals.	Teachers of record, co-teachers, EL tutors, counselors and APs	Goal Setting Document, DMAC data, ETS and Pearson Data, IEPs, Accommodations when they apply.	09/2020-10/2020	Student portfolios on file in each teacher's classroom to include the goal setting document.	Students are able to verbalize their goals and to advocate for accommodations (when they apply). Progress towards goals is evident in formative assessments.	Formative: CBA 1, BM1, BM2 Summative: EOC, TELPAS	1, 8
<b>Action Steps</b>							
Create Goal Setting Document and Requirements for Student Portfolio							
Intentionally make time for teachers to meet with students on data discussions and goal setting							
Review student needs and accommodations based on historical data, IEPs, 504/LPAC accommodations when necessary							
<b>Strategy 3</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Implement high quality, research-based instruction drawn from an effective curriculum to meet the needs of all students, including supplemental instruction (tutoring). Academic Vocabulary Development through Marzano's 6 Steps for Academic Vocabulary Development and School-Wide Academic Support Lessons	Teachers of record, co-teachers, Dean of Instruction, Content APs, district curriculum team, CLL	District Curriculum, NEWS ELA, online released-test platforms, EL Tutors working with online EOC platform	09/2020-06/2020	Lesson Plans, walkthrough observations, CLC planning discussions, instructional coaching conversations, aligned instruction	Progress towards goals on formative assessments and attainment of goals on summative assessments	Formative: CBA 1, BM1, BM2 Summative: EOC	4
<b>Action Steps</b>							
Ensure a viable, quality curriculum which includes campus teacher input is available and accessible through SharePoint							
Make sure teachers have common planning time and that time is set aside for feedback and conversations on walkthrough observations							
Allow teachers to share best practices during CLCs							
<b>Strategy 4</b>	<b>Persons Responsible/Title</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative Assessment</b>	<b>Title-I School- wide Component</b>
Provide professional development for CIF strategies to increase student engagement and rigor in instruction so that students pass at the Meets and Masters levels. Increase the use of effective classroom talk and questioning techniques. Targeted tutoring; tutoring academies; peer-tutoring via AP students by reporting category.	Dean, CLL, APs, Outside Consultants	CIF Strategies (JFF), DOK Question Stems, SR3 Strategies, AP Students and Teachers	09/2020-06/2020	CLC Agendas, Sign-Ins, student writing portfolios, data from classroom observations, CLC discussions and reflections on implementation	Increased classroom talk and effective questioning in the classrooms	Formative: CBA 1, BM1, BM2 Summative: EOC, TSI	
<b>Action Steps</b>							
Ensure that intentional planning is occurring to use specific CIF strategies of questioning (including DOK) and classroom talk in the delivery of instruction.							
Monitor that the actual instructional delivery includes high level CIF strategies (walkthrough observations and feedback afterwards with teacher)							
Have AP and DC teachers from next grade level connect with students on the importance of rigor							
Ensure that targeted tutoring includes strategies and content to help students pass at the Meets and Masters grade levels.							

<b>Goal Area 1:</b>	Student Achievement						
<b>Annual Goal 3:</b>	The percent of graduates who are CCMR ready will increase from 78% to 88% by June 2021.						
<b>Objective 1:</b>	The percent of graduates who earn an industry certification will increase from 5% to 10% by June 2021.						
<b>Strategy 1</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
Curriculum will be aligned to embed the knowledge and skills for students to successfully earn an industry based certification in their chosen career pathway.	Executive Officer for High School	TEKS	June - July 2021	Sign-in sheets	Certification results	Teacher created Benchmarks	#2a Reform Strategy. Required: Review program documentation to ensure that all instruction programs/instructional strategies are supported by scientifically-based research
	Executive Officer for College Readiness	Components of Industry		Agendas		Certification Exam	
	Principals	Certification		Curriculum developed in SharePoint			
	AP in charge of CTE	Computers					
	CTE Director	Specialized Software and Equipment					
	CTE Coordinators						
<b>Action Steps</b>							
1) Teachers create curriculum to include activities that simulate requirements to be successful on certification exam							
2) Teachers create an aligned curriculum embedding activities necessary to meet all components of the certification exam							
3) Teachers will embed practice exam questions to scaffold previously taught content material							
<b>Strategy 2</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
Ongoing Professional Development training will be provided for teachers and administrators to ensure all components of certifications are understood and part of instruction.	AP in charge of CTE	Certifying entity	August 2020 December 2020	Sign-in sheets	Certifying entity		#4a Professional Development. Required: Select professional development to meet the needs of all principals, teachers, paraprofessionals, parents, and others as appropriate
	CTE Director			Agendas			
	CTE Coordinators			ERO Certificates			
<b>Action Steps</b>							
1) Schedule professional development training							
2) Identify teachers who need professional development							
<b>Strategy 3</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School- Wide Component</b>
Student data for industry certifications will be reviewed three times a year in the Fall, Spring, and Summer.	Executive Officer for High School	Student reports by name by certifying entity	October 2020 - August 2021	Student reports by name by certifying entity	Increased certification awards	Teacher submitted reports match eSchool submitted reports	Monitor and review District Dashboard
	Executive Officer for College Readiness						
	AP in charge of CTE						
	CTE Director						
	CTE Coordinators						
PEIMS							
<b>Action Steps</b>							
1) Provide professional development on data entry for industry certificates							
2) Teachers submit results to their assigned CTE Coordinator and their CTE Campus Administrator							
3) CTE Campus Administrator works with PEIMS clerk to enter certifications earned on eSchool							

# Goal Area Presentation

## Goal Area 2: Closing the Gaps

Goal Area 2:		Closing the Gaps: ELA					
Annual Goal 1:		By May 2021, all measured student groups will meet federal targets for passing the ELA and Algebra 1 STAAR Exams at the Meets Grade Level standard					
Objective 1:		Students will be monitored to ensure that they are making progress towards the goal.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
All: Identify sub-pops testing in Eng 1 and 2; intentional grouping, student friendly data portfolios developed; review performance to make data driven test decisions; meet with students individually to go over performance, needs and goals; include parents in data discussions; HQ curriculum and instruction; CIF Strategies	Dean, Teacher of Record, Content AP, Diagnostician and Case Workers, Counselors	DMAC, ETS (STAAR EOC), Pearson (TELPAS), IEPs, plans and Accomodations, EL monitoring (LPAC)	05/2020-08/2020	Each teacher is aware of their sub-pops and IEPs/Accomodations (documented via signature of receipt)	Instruction is aligned to student needs and strengths, increased student engagement, attendance, grades	2019-2020 BM Data, 2018, 2020 SY Data	1, 8, 9
Action Steps							
Ensure that intentional planning is occurring to use specific CIF strategies of questioning (including DOK) and classroom talk in the delivery of instruction.							
Monitor that the actual instructional delivery includes high level CIF strategies (walkthrough observations and feedback afterwards with teacher)							
Have AP and DC teachers from next grade level connect with students on the importance of rigor							
Ensure that targeted tutoring includes strategies and content to help students pass at the Meets and Masters grade levels.							
Ensure a viable, quality curriculum which includes campus teacher input is available and accessible through SharePoint							
Make sure teachers have common planning time and that time is set aside for feedback and conversations on walkthrough observations							
Allow teachers to share best practices during CLCs							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
<b>ELL:</b> Use TEA/EL Checklist (BOY, MOY, EOY); Campus-Wide literacy and writing initiative; universal ELPS certification of teachers; Sheltered Instruction; print-rich environments, fidelity to language of instruction; intentional tracking of assessment performance; ongoing tutor/mentor support; online test practice.	Teachers of record, co-teachers, EL tutors, counselors and APs	Goal Setting Document, DMAC data, ETS and Pearson Data, IEPs, Accomodations when they apply.	09/2020-10/2020	Student portfolios on file in each teacher's classroom to include the goal setting document. ELPs evident in instruction.	Students are able to verbalize their goals and to advocate for accomodations (when they apply). Progress towards goals is evident in formative assessments.	Formative: CBA 1, BM1, BM2 Summative: EOC, TELPAS	1, 2, 4, 8, 9
Action Steps							
Create Goal Setting Document and Requirements for Student Portfolio							
Intentionally make time for teachers to meet with students on data discussions and goal setting							
Review student needs and accomodations based on historical data, IEPs, 504/LPAC accomodations when necessary							
Create Goal Setting Document and Requirements for Student Portfolio							
Intentionally make time for teachers to meet with students on data discussions and goal setting							
Review student needs and accomodations based on historical data (LPAC accomodations) when necessary							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
<b>SpEd:</b> Student-led ARD Meetings; Co-Teachers assigned to students by content and exam; co-teachers planned with content departments; intentional, targeted tutoring; intentional grouping for testing; use instructional technology to support literacy and increase lexile levels; exposed students to post-secondary opportunities and visits to colleges.	Teachers of record, co-teachers, Dean of Instruction, Content APs, district curriculum team, CLL	District Curriculum, NEWS ELA, online released-test platforms, Accelerated Reader, MyOn	09/2020-06/2020	Lesson Plans, walkthrough observations, CLC planning discussions, instructional coaching conversations, aligned instruction	Progress towards goals on formative assessments and attainment of goals on summative assessments	Formative: CBA 1, BM1, BM2 Summative: EOC	1, 2, 8, 9
Action Steps							
Identifying and reviewing IEPs and accomodations needed							
Created schedules based on student needs							
Ensure that all teachers receive a copy of IEPs and accomodations							
Assigning co-teachers and mentors by content to support sub-pops and intentionally plan with those contents							
Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
<b>CE/N-CE:</b> provide flexible scheduling and instructional support allowing students to supplement their instruction from home; flexbile tutoring schedules; instructional technology to provide additional support; targeted tutoring based on learning gaps; continued asynchronous learning opportunities.	Dean, CLL, APs, Outside Consultants	CIF Strategies (JFF), DOK Question Stems, SR3 Strategies, Accelerated Reader (STAR Assessment),	09/2020-06/2020	CLC Agendas, Sign-Ins, student writing portfolios, data from classroom observations, CLC discussions	Increased classroom talk and effective questioning in the classrooms	Formative: CBA 1, BM1, BM2 Summative: EOC, TSI	1, 2, 9
Action Steps							
Creating a student mentor program to provide instructional and social-emotional support							
Developing impactful, asynchronous learning opportunities							
Engage parents for collaboration and support							

<b>Goal Area 2:</b>		<b>Closing the Gaps</b>					
<b>Annual Goal 3:</b>		In the 2020-2021 school year ELs will increase their composite proficiency rating from 32%-40% on the TELPAS exam					
<b>Objective 1:</b>		By the end of June 2021, 100% of teachers servicing English Learners will implement the English Language Proficiency Standards (ELPS).					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Specialized personnel will facilitate professional development on the English Language Proficiency Standards. Monitor that TELPAS writing practice is routinely implemented across all contents during instruction. Provide TELPAS practice and Benchmarks for Reading, Listening and Speaking.	Dean, Assistant Principals, all teachers	ELPS, NewsELA, Texas Gateway	09/2020-03/2021	100% of teachers will be ELPS and sheltered instruction certified through Texas Gateway. EL checklists will be in place in all classrooms with review at BOY, MOY and EOY with all stakeholders. SLO examinations administered will reflect TELPAS proficiency goals in listening and speaking.	An increased awareness and knowledge of required strategies and methods implemented to ensure EL linguistic growth. Awareness by all stakeholders of EL proficiency levels in all domains and linguistic targets as monitored through the EL checklist.	ongoing BOY, MOY, EOY assessments of listening and speaking. Mid year benchmark all ELs.	4, 2
<b>Action Steps</b>							
All teachers certified in the ELPS and Sheltered Instruction through TEA Texas Gateway with additional face to face professional development at the campus level in ELPS and sheltered instruction							
Required EL Checklists completed and reviewed with teachers and students at BOY, MOY and EOY.							
Monitoring of inclass instruction and ELPS/sheltered instruction implementation							
Common CLC planning time with a focus on CIF strategies and an increased emphasis on classroom talk and questioning							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Specialized personnel will provide coaching to novice teachers and teachers who need support in working with students at the beginning, intermediate and advanced levels of TELPAS on Composite Rating with a specific focus on listening and speaking.	Dean, CLL, Dual Language Department EL Coach	The McRel framework, CIF, the ELPS, The sheltered instruction observation protocol checklist (Pearson), TELPAS PLDS and speaking	09/2020-05/2021	Increased engagement of ELs in listening and speaking activities in all contents. Intentional coaching and support in pre and post conferences through the Mcrel framework. Intentional CLC focus on linguistic growth through initiation and collaboration with a strong emphasis placed on transformation.	Increased use of high yield CIF strategies to support linguistic growth. Increased intentional listening and speaking opportunities all contents.	BOY, MOY, EOY EL checkins and growth targeted. Informal weekly listening and speaking assessments through the Onenote platform.	4, 3
<b>Action Steps</b>							
CLL and Dean intentionally review campus blueprint and roadmap to ensure that CIF is a focus with strong emphasis placed on classroom talk and questioning.							
Increased collaboration between the dual language department, CIT and dean to develop TELPAS assessments and administer through Onenote							
Universal usage of the PLDS and speaking rubric to gauge EL participation and support by proficiency level with a special emphasis on listening and speaking							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Provide professional development training on how to strategically analyze data for student progress on composite level of TELPAS.	Dean	DMAC data, TELPAS results, TELPAS test blueprint	09/2020-05/2020	Registration Records, Sign-In Sheets, Agendas	An increased awareness of proficiency levels and targets for ELS by all stakeholders.	BOY, MOY, EOY checklists	4
<b>Action Steps</b>							
Review of teacher TELPAS data by EL and proficiency level. PD to review linguistic growth in each domain by teacher.							
Campus TELPAS data review and teacher data review with targeted goals created by campus, grade level, teacher and domain							
Review and coaching of ELs on proficiency levels in all domains by teachers and EL tutors as well as targeted EL parent meetings to review TELPAS data.							



<b>Goal Area 2:</b>		<b>Closing the Gaps: Grad Rate</b>					
<b>Annual Goal 1:</b>		By the end of the 20-21 school year, our 4 year federal graduation rate will be at 99% or higher.					
<b>Objective 2:</b>		All identified sub groups will be informed of graduation requirements and will stay on track throughout the year.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ensure that students who have dropped out or are in danger of dropping out are recruited back into school. Garner parental, staff and community support in dropout recovery efforts.	Principal, Assistant Principals, Counselors, Teachers and Staff	Pupil Accounting Office, PEIMS data	09/2020-05/2021	Sign-In Sheets from Parental Meetings; contact logs for outreach; social media posts for outreach and education	Federal Targets for graduation met for 4 year cohort.	State Accountability Instrument, TAPR Reports	1, 2, 9
<b>Action Steps</b>							
Generate a list of dropouts and potential dropouts to share with counselors, admin, teachers and appropriate staff							
Schedule parent meetings and also individual parent conferences with target students							
Use school social media as an additional platform for student outreach							
All students (focus on ALL, ECD, Hispanic) will be informed of graduation requirements and graduation types with a strong emphasis on students meeting Distinguished and DLACH requirements.	Principal, Counselors (general, gear up and migrant), assistant principals, dean, early college director, parent educator	District designed counselor's cafes, inclass presentations, credit checklists	09/2020-05/2021	Southwest will meet the graduation rate goal with the majority of students graduating with distinguished or DLACH requirements	An increased awareness of graduation requirements and tracks by students and parents and higher representation of students meeting DLACH requirements	Ongoing credit checks	1, 2, 9
<b>Action Steps</b>							
Counselors will conduct counselor's cafe on the first Tuesday of each month to increase awareness around graduation requirements for parents.							
Increased in class presentations for all students on graduation requirements with a stronger emphasis placed on the benefits of graduating DLACH							
Regular credit checks and reviews of all students with counselors each year.							
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ensure that students are on track to graduate by providing opportunities for credit recovery, EOC tutorials and academic advisement.	Principal, counselors, Dean of Instruction, Assistant Principals	GradPoint, Title 1, State Compensatory Funds	09/2020-05/2021	Counselor Logs, Credit Recovery Sign-In Sheets, tutorial schedules	Increased credit recovery, passing rates on EOC exams	Credit Recovery tracking, Benchmark Exams, EOC Exams	1, 2, 9
<b>Action Steps</b>							
Periodic meetings with counselors to measure progress							
Tutoring will be offered after-school and on Saturdays for struggling students							

# Goal Area Presentation

Goal Area 3: Improve Safety, Public Support, Culture & Climate

<b>Goal Area 3:</b>		Improve Safety, Public Support, Culture and Climate					
<b>Annual Goal 1:</b>		By June 2021, the campus' positive culture and climate will increase from 66% to 75% based on teachers and staff perception of staff-student relationships					
<b>Objective 1:</b>		By June 2021, student social and emotional learning knowledge and skills will increase by 9%.					
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
All students will be provided guidance lessons that build on the social emotional development of the student	Teachers	*Region One and State Conference Training and Materials	Aug. 2020 –August 2021	*Attendance Reports	*Culture and Climate Survey (BOY, MOY & EOY)	* Panorama Surveys and Needs Assessments	Title I: #2, #9, #10
	Principals	*Research Based Best Practices		*Walk Through/Observation Reports	*Increase in student participation	*SEL Skills Universal Screener	
	Campus Counselors	*Structured and intentional Timelines		* Powerpoint Presentations		*Performance	
				*Student Guidance Lessons			
				*Completed Surveys			
Action Steps							
1) Implement of a comprehensive counseling and guidance curriculum during advisory period							
2) Deliver virtual Social Emotional Learning Student Academies							
3) Analyze data collected from Panorama SEL skills surveys and needs assessments							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Teachers will embed the five social emotional learning competencies during their content areas and extra curricular activities	*Principals	*District Training and Materials	Aug. 2020 –August 2021	*Walk Through /Observation Reports	*SEL Skills Screener	* Panorama Climate Survey	Title I: #2 #9, #10
	*Teachers	*Research Based Best Practices		*Lesson Plans	*Increase in student classroom participation	*Participation and Performance	
	*Executive Officers	*Structured and intentional Timelines		*Completed Surveys	*Increase in Student Achievement	*Panorama SEL Skills Screener	
	*Counselor Director	*Survey Feedback					
	*Campus Counselors						
Action Steps							
1) Implement and address the following skills in their lessons such as: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.							
2) Promote the five competencies in extra curricular activities such as cheerleading, football, UIL academic events, Enrichment Camps, etc.							
3) Analyze data collected from Panorama SEL skills surveys and needs assessments							

<b>Goal Area 3:</b>	Improve Safety, Public Support, Culture and Climate						
<b>Annual Goal 3:</b>	By June 2021, family involvement and their interaction with their child's school will increase from 5% to 10%.						
<b>Objective 1:</b>	By June 2021, 50% of parents will participate in informational and training sessions.						
<b>Strategy 1</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School-Wide Component</b>
Increase Parental Engagement	*Parental Educators	*Texas Education Agency Material		*Minutes	*Course Statistics using District Dashboard		
				*Attendance Reports			
<b>Action Steps</b>							
1) Implement PSJA Virtual and face to face Family Learning Academies on a weekly basis with increased participation by Southwest parents							
2) Provide one to one campus sessions on multiple topics (Title I, Campus Policy, Home-School Compacts, Campus Plans, Attendance, Assessment, etc.)							
3) Provide information on scheduled literacy and entrepreneurship sessions to support families							
<b>Strategy 2</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School-Wide Component</b>
Facilitate parental sessions for parents through a collaboration between Public Relations Department, Counseling Department and Family and Community Department	*Principals	*District Social Media		*Sign-in Sheets	*Parent Surveys	*State/Local	
	*Administrators	*Parent Questions on Chat and One on One Meetings		*Minutes	*Accountability Report	*Participation	
	*Parental Educators		August 2020 - August 2021	*Power-Point		*Campus and District Assessments	*Title I-#2,#4
	*Campus Counselors			*Counselor's Café Calendar			
				*Video Recordings of Meetings			
<b>Action Steps</b>							
1) Conduct weekly meetings with Dean, parent educator and CIT for technology support on ways to engage more parents to information and training sessions							
2) Utilize tools such as school messenger and social media outlets to promote parent participation							
3) Analyze data on parent participation and feedback provided by parents through chat notes or verbal feedback at meetings							

# Goal Area Presentation

Goal Area 4: Increase Staff Quality, Recruitment and Retention

<b>Goal Area 4:</b>	Increase Staff Quality, Recruitment and Retention						
<b>Annual Goal 1:</b>	All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.						
<b>Objective 2:</b>	Use walk-through data to monitor and support teacher effectiveness.						
<b>Strategy 1</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School-Wide Component</b>
Campus administrators will conduct weekly walk-throughs using Instructional Focus Walk-through form.	Principal, Assistant Principals, Dean and CLL	Instructional walk-through focus tool	Aug. 2020 - May 2021	campus walk-through schedule, walk-through data weekly reviews, student-centered classroom, bell to bell instruction	Professional growth and high-quality teaching	Weekly walk-through data	Local funds
							Title I funds
							SCE Funds
							State Bilingual funds
							Migrant funds
1) Create campus walk-through schedule 2) Complete 10 walk-throughs per week. 3) Review walk-through data and address areas of need.							
<b>Strategy 2</b>	<b>Persons Responsible</b>	<b>Resources</b>	<b>Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative Evaluation</b>	<b>Title-I School-Wide Component</b>
All teachers will be provided with weekly instructional feedback by campus administrators.	Principal, Assistant Principals, Dean and CLL	Instructional walk-through focus tool	Aug. 2020 - May 2021	CLC agendas Admin/teacher conferences	Professional growth and high-quality teaching	Weekly walk-through data	Local funds
							Title I funds
							SCE Funds
							State Bilingual funds
							Migrant funds
<b>Action Steps</b>							
1) Schedule time to meet with teachers focusing on addressing no more than 2 areas of need.							
2) Provide learning opportunities, ie... peer observations to observed effective strategies based on areas of need.							
3) Monitor and follow up with next steps							

<b>Goal Area 4:</b>	Increase Staff Quality, Recruitment and Retention						
<b>Annual Goal 1:</b>	All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.						
<b>Objective 3:</b>	Provide professional learning opportunities for staff based on observed data using Instructional Focus Walk-Through Form.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School-Wide Component
Campus administrators will collect and monitor data supporting maximizing of instructional time.	Campus Administrators, district leaders, curriculum coordinators, directors	Dashboard, Instructional walk-through focus tool, McREL observations, SLO data, Professional Learning Communities.	"-Aug. 2020	Walk-Through Data, Walk-Through schedule, CLC agenda and sign in sheets, Admin/teacher conferences	Increased quality instructional time, implementation of best practices	Walk-Through Data Reviews	Local funds
			-Oct. 2020				Title I funds
			-Nov. 2020				SCE Funds
			-Jan. 2021				State Bilingual funds
			-March 2021				Migrant funds
			-April 2021				
			-June 2021"				
Action Steps							
1) Campus leadership will review walk-through data and identify areas of need.							
2) Campus leadership will identify staff instructional needs and develop an action plan							
3) Monitor and revise action plan.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School-Wide Component
Campus administrators will identify areas of need by teacher	Campus Administrators, district leaders, curriculum coordinators, directors	Dashboard, Instructional walk-through focus tool, McREL observations, SLO data, Professional Learning Communities.	"-Aug. 2020	Walk-Through Data, Walk-Through schedule, CLC agenda and sign in sheets, Admin/teacher conferences	Increased quality instructional time, implementation of best practices	Walk-Through Data Reviews	Local funds
			-Oct. 2020				Title I funds
			-Nov. 2020				SCE Funds
			-Jan. 2021				State Bilingual funds
			-March 2021				Migrant funds
			-April 2021				
			-June 2021"				
Action Steps							
1) Campus administrators and teacher will develop and monitor professional development goals to address areas of need.							
2) Provide professional development opportunities for staff							
3) Review and monitor achievement of professional development goals.							

	Increase Staff Quality, Recruitment and Retention						
<b>Annual Goal 2:</b>	District leaders will use evaluation systems to increase staff quality, recruitment and retention by May 2021.						
<b>Objective 4:</b>	Use data collected in the evaluation system to offer professional growth opportunities for all staff as means of recruitment and retention.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School-Wide Component
Use data to identify district wide areas of Needs and create professional development opportunities for staff.	Talent Development Dept., NTS Dept., EOs, Director	PD funds	Quarterly	Professional development offered	Improved staff moral, and customer service	PD surveys	T1, #3, #5
Action Steps							
1) Conduct PD goals survey							
2) Work with staff to create trainings							
3) Schedule and hold training							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School-Wide Component
Offer career pathway professional leadership growth opportunities	Talent Development, Professional Development, NTS	Funds, time to develop trainings	Quarterly	Career pathways PD trainings	Improved staff moral, and customer service, increase retention rate	PD feedback survey	T1 #3, #5
Action Steps							
1) Conduct survey to identify areas of interest							
2) Create trainings based on data collected							
3) Conduct trainings and evaluate results							



# Part 4: Professional Development Plan

# Campus Professional Development

Date	Time	Topic	Audience	Location	Presenter	ERO#
<b>Monday, August 17, 2020</b>	8:00-8:30	<i>Welcome Back and 3 Week Overview</i>	All Teachers and Staff	TEAMS	R.Marquez	N/A
	8:30-10:30	<i>Superintendent's Welcome</i>	All Teachers and Staff	TEAMS	Dr. Arredondo	ERO #157090
	10:45-11:30	<i>Campus Data Review &amp; Goals</i>	All Teachers and Staff	TEAMS	R. Marquez	ERO #157173
	1:00-4:00	<i>TELPAS Data Review and Action Plan</i>	All Teachers and Staff	TEAMS	R. Marquez, J. Burden	ERO #157173
<b>Tuesday, August 18, 2020</b>	8:00-8:30	<i>Day 2 Welcome and Overview</i>	All Teachers	TEAMS	R. Marquez	N/A
	8:30-11:30	<i>STAAR Data Review and Goal Setting (by pops)</i>	Core Content Teachers	TEAMS	Admin by Dept	ERO#157239
	8:30-11:30	<i>TELPAS Instruction Through the Content</i>	CTE, Fine Arts and Elective Teachers	TEAMS	J. Burden	ERO#157244
	1:00-4:00	<i>Social Emotional Learning</i>	All Teachers	TEAMS	J. Burden, Counselor, A. De la Rosa	ERO#157248
<b>Wednesday, August 19, 2020</b>	8:00-4:00	<i>District PD</i>	All Teachers	TEAMS	District Staff	See District PD Attachment
<b>Thursday, August 20, 2020</b>	8:00-4:00	<i>District PD</i>	All Teachers	TEAMS	District Staff, APs	See District PD Attachment
<b>Friday, August 21, 2020</b>	8:00-4:00	<i>Teacher Workday</i>	All Teachers	N/A	N/A	N/A

# Campus Professional Development

Date	Time	Topic	Audience	Location	Presenter	ERO#
<b>Monday, August 24, 2020</b>	08:00-8:30	<i>Welcome and Overview, Enrichment Camp Info</i>	All Teachers	TEAMS	R. Marquez	N/A
	8:00-4:00	<i>Curriculum Overview: Mapping Out the 1st 8 Weeks</i>	Core Content Teachers	TEAMS with Breakout Sessions	Admin by Dept	ERO#157250
	8:00-4:00	<i>Curriculum Overview: Mapping Out the 1st 8 Weeks</i>	CTE, Fine Arts, Electives	TEAMS with Breakout Sessions	J. Burden	ERO#157250
<b>Tuesday, August 25, 2020</b>	08:00-8:30	<i>Welcome and Overview: Growth Mindset</i>	All Teachers	TEAMS	J. Burden	N/A
	8:00-4:00	<i>Setting Up Your Google Classroom and Refresher on Google Apps; PSJA Virtual Learning Pathway Modules</i>	All Teachers	TEAMS with Breakout Sessions	A. Whitelaw	ERO#157254
<b>Wednesday, August 26, 2020</b>	08:00-8:30	<i>Welcome and Overview: Our School Culture and Expectations</i>	All Teachers	TEAMS	I. Nicanor	N/A
	8:00-4:00	<i>Customizing and Making Your Google Classroom Fun; PSJA Virtual Learning Pathway Modules</i>	All Teachers	TEAMS with Mini Sessions	Teacher Presenters	ERO#157255
<b>Thursday, August 27, 2020</b>	08:00-8:30	<i>Welcome and Overview: School Safety and Security</i>	All Teachers	TEAMS	R. Elizondo	N/A
	8:00-11:30	<i>State Mandates, Teacher/Student Handbooks, 504/SpEd Updates</i>	All Teachers	TEAMS	Admin by Assignment	ERO#157258
	1:00-3:00	<i>COVID-19 Procedures for Students &amp; Staff and COVID-19 Campus plan</i>	Campus Staff	TEAMS	S. Linan	ERO#157156
	3:00-4:00	<i>Enrichment Camp Schedule and Instructions, 1st Day Procedures</i>	All Teachers	TEAMS	R. Marquez	ERO#157258
<b>Friday, August 28, 2020</b>	08:00-8:30	<i>Welcome and Overview: SEL: Balancing Work and Home</i>	All Teachers	TEAMS	A. DelaRosa, A. Estrada	N/A
	8:00-4:00	<i>Teacher Workday</i>	All Teachers	TEAMS with Mini Sessions	N/A	N/A

# District Professional Development

Session	Audience	Date/Time	*Lead/Responsibility
<b>DISTRICT WIDE TRAININGS</b>			
<b>Workshop# 154751:</b> School Year 2020-2021 Public Health Training – PSJA ISD Staff (Required) <i>via Hoonuit</i>	All PSJA District Staff	8/4 – 8/16 (self-paced -online modules)	Dr. Lauro Davalos
<b>Workshop # 151280:</b> 2020 -2021 Summer Instruction, Activities and School Visits: Guidance for Reopening and Student Interaction (Required) <i>via Hoonuit</i>	All PSJA District Staff	8/3 – 8/8	Dr. Lauro Davalos
<b>Workshop # 157156:</b> COVID-19 Procedures for Students & Staff and COVID-19 Campus plan (Required)	Campus Staff (Elem. MS & HS)	8/19 - 8/27 3 hr. training Date TBD by Campus Principal	Sulema Solis <b>*Campus Nurse (presenter)</b>
<b>Workshop # 157090:</b> Spirit of PSJA: Stronger Together 2020 -2021 Welcome Back Convocation (Required)	All PSJA District Staff	8/17/2020	Arianna Vazquez-Hernandez
<b>CURRICULUM &amp; INSTRUCTION</b>			
<b>a. Teacher Leaders</b>			
<b>Workshop #157923</b> <i>TxCEE Summer Training with Learning Forward via Hoonuit</i>	Principals, Asst. Principals, Teachers, CLL's	Aug. 17, 2020- May 24, 2021 Time: 8:00 am-5:00 pm	Dr. Rebeca Garza Dr. Melissa Ramirez
<b>b. Teachers and Instructional Aides</b>			
<b>Workshop #154764:</b> Virtual Learning Pathway Via <i>Hoonuit Platform</i> (8 Hrs. CPE Required)	All teachers & Instructional Aides	8/17 to 8/27 8 hrs. CPE Training Date TBD by Campus Principal	Dr. Davalos Stella Sanchez Campus Principal

# District Professional Development

<b>Workshop #157032 Secondary Google Classroom Synchronous Training (Trainer of Trainers)</b>	Campus Team (Campus CITs, <i>Librarians</i> ) –HS	Aug. 18 - (8:30 -10:30)	District Technology Specialists *Elem: Debra Pingel <del>Senyda Elizondo</del>  *Secondary: David Villarreal & Melissa Marvin
<b>Turnaround Google Classroom Synchronous Training for Teachers and Instructional Aides</b>	All teachers & Instructional Aides	August 19 – 27 Date TBD by Campus Principal	*Campus Team: CITs & Librarians
<b>Workshop # 156535: AVID Middle School Summer Institute</b> (other AVID PD ongoing)	8 Member Team per Middle School (1-Principal, 1- counselor, 1-AVID elective teacher, content core teacher: 1-ELA, 1- math, 1-science, 1-social studies)	August 11-13, 2020	Principals Stella Sanchez Nora Rivas Garza, Executive Officer for Middle Schools Iris Alvarez, Executive Officer for Middle Schools
<b>2020 August PD Plan – High School</b>	Campus Staff	August 17 - 27	Principal Dr. Nora Cantu, Executive Officer for High School
<b>College Board Pre-Ap PD plan</b>	Secondary Teachers, Aps, Principals	Pending	Dr. Nora Cantu
<b>c. Social and Emotional Learning (SEL)</b>			
<b>2020-2021 Counselor Café- High School Teachers Meetings (6 meetings per six weeks)</b>	Sept. 2021- May 2021	PSJA HS Teachers	Counselors
<b>2020-2021 Counselor Café- High School Parents Meetings (7 meetings)</b>	Sept. 2020- April 2021	PSJA HS Parents	Counselors

# District Professional Development

<b>2020-2021 High Schools Guidance Lessons (26 Lessons)</b>	Sept. 2020- May 2021	PSJA HS Students	Teachers
Virtual Student SEL Academies - Topic: Goal Setting for a Successful School Year! Counselor will inform the students about the importance of goal setting and how to take realistic steps to achieve them.	9/18/2020	PSJA Students	Denise Alonzo
SEL Academy: Ways to Manage Stress & Anxiety Counselors will show the students different strategies on how to manage stress and anxiety during the school year.	9/17/2020	PSJA Students	Jessica Salinas & Michelle Gutierrez
Virtual Student SEL Academies: Growth Mindset Counselor will describe powerful ways to help students develop growth mindset.	9/16/2020	PSJA Students	Beatriz Gonzalez
Virtual Student SEL Academies: Back 2 School Routine Tips Counselor will provide students with a couple of quick tips to help transition from summer break to a distance learning mode.	9/15/2020	PSJA Students	Aisha Loya
Virtual Student SEL Academies: Introductory Parent Session	9/14/2020	PSJA Parents	Gloria Gutierrez & Sonia Arce

# District Professional Development

Counselors will provide parents an overview of the virtual student sessions and explain the importance of social emotional learning.			
<b>Workshop # 157352</b> <b>Social and Emotional Sessions for Spanish Teachers</b>	Spanish Teachers	<b>August 20, 2020</b>	Virginia Saenz, LPC Summer Curriculum Team
<b>Workshop # 157351</b> <b>Social and Emotional Learning for Social Studies</b>	Social Studies Teachers	<b>August 20, 2020</b>	LPC, Summer Curriculum Team
<b>Trauma-Informed Practices in the School Setting</b>	All PSJA Counselors	<b>August 27, 2020</b>	Loretta Sanchez & Hector Pena
<u>Everfi</u> Digital Lessons	All PSJA Counselors	<b>August 27, 2020</b>	Kim-Jamy Nguyen & Kevin <u>Mechenbier</u>
<b>Counseling Curriculum Rollout</b>	Elem., MS, & HS Counselors	<b>August 27, 2020</b>	Summer Curriculum Team
<b>Workshop # 156717</b> <b>PSJA Virtual Counselor Academy</b>	All PSJA Counselors	<b>August 27, 2020</b>	Virginia Saenz
<b>Workshop # 157248</b> <b>Social and Emotional Learning Support while online</b>	Campus Staff	<b>8/18/2020 1:00 PM</b>	Counseling Staff
<b>Workshop # 163204</b> <b>Counseling and Social Emotional Development (MS &amp; HS)</b>	Middle School & High School Counselors	<b>9/18/2020</b>	Patricia Rendon Noemi Serna
<b>d. Other Campus Support to assist with Asynchronous instruction</b>			
<b>Substitute: Google Classroom/TEAMS Training</b> <b>Workshop #158748</b> <b>Workshop #158754</b> <b>Workshop #158763</b> <b>Workshop #158766</b>	Substitute Teachers	Nov.1 Nov. 2 Nov. 3 Nov. 4	Melissa Ramirez Stella Sanchez Principals

# District Professional Development

<b>Workshop #158768</b> <b>Workshop #158770</b> <b>Substitute: Campus Support Training (Clerical only)</b> <b>Substitute: TEAMS Training (Tutor/Clerk)</b>		<b>Time: (2) sessions per day</b> <b>8:30 – 11:00 am</b> <b>1:00 – 4:00 pm</b>	
<b>INSTRUCTIONAL TECHNOLOGY DEPARTMENT</b>			
<u>Bitmoji</u> Classroom <b>Workshop #158230</b>	Administration	<b>8/27/2020</b> <b>8:30-9:30</b>	<b>Debra Pingel</b> <b>Senyda Elizondo</b>
<b>PARENTAL ENGAGEMENT</b>			
<b>a. Synchronous/Asynchronous Support</b>			
<b>PSJA Virtual Family Learning Academies Schedule:</b> <b>All Virtual Family Learning Academies will be available through Facebook Live. No registration required! Go to: <i>PSJA Parental Engagement Program Facebook page.</i></b>  <b>Topic: Attendance &amp; Study/Organizational Skills for the New School Year</b>	All Parents	<b>September 15, 2020</b> <b>6:00 pm English Session</b> <b>6:30 pm Spanish Session</b>	<b>Norma Garza, Parental Engagement Director</b> <b>Arianna Vazquez-Hernandez</b> <b>Communications, Executive Director of Communications</b>
<b>HUMAN RESOURCES</b>			
<b>Conflict Resolution</b>	District Staff	Pending	Mr. Jorge Medina
<u>McREL</u> Evaluation System PD	Principals & Aps, New Teachers	Ongoing	<b>Dr Rudy Trevino</b> <b>*Iris Alvarez</b> <b>Corina Ramirez</b> <b>Nora Rivas Garza</b> <b>Dr. Nora Cantu</b>



# District Professional Development

<b>Workshop # 157268:</b> 4 <sup>th</sup> Professional Development System Training UPDATE	All District Staff who creates PD sessions/meetings	Aug. 18 Time: 8:45 – 9:30	Debbie <del>Pingel</del> <del>Senyda</del> Elizondo
<b>Workshop # 155199:</b> Professional Development System Training (3 dates available – repeated sessions)	All District Staff who creates PD sessions/meetings	Ongoing: 7/21, 8/5, 8/13	Elaine Rubio, Region One Director Debra <del>Pingel</del> , Tech Specialist Debra <del>Pingel</del> , Technology Specialist
<b>Workshop # 161046</b> RS Ready Sub	All Campus Secretaries	Friday Sept. 4, 2020 Time: 10:00 – 12:00	Melissa Ramirez-Aguero
<b>FINE ARTS</b>			
<b>Workshop #156643:</b> Fine Arts-PSJA, TEA, & UIL Policies and Procedures	All Art, Band, Choir, Dance, Elem. Music, <del>Folklorico</del> , Orchestra, & Theatre Teachers	Aug. 19 Time: 8:00 am-4:00 pm	Jon Taylor
<b>Workshop #156666:</b> Fine Arts-Virtual Learning	All Art, Band, Choir, Dance, Elem. Music, <del>Folklorico</del> , Orchestra, & Theatre Teachers	Aug. 20 Time: 8:00 am-4:00 pm	Jon Taylor