

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



**PSJA North Early College
Campus Improvement Plan
2015-2016**

Mission Statement

Pharr-San Juan-Alamo North Early College High School is committed to share the communal responsibility of empowering students with the essential knowledge and skills to excel in a dynamic global society by providing a resourceful and nurturing environment that fosters the cultural individuality of each student.

What We Believe In

Guiding Principles

- Commitment to Greatness
- Passion For our Work
- Live the Golden Rule
- No Excuses
- Accountability

What We Want to Accomplish

Every student will graduate bi-literate, college ready, college connected, and college complete.

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

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

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

Objective #1: Parents will be full partners with educators in the education of their children.

Objective #2: Students will be encouraged and challenged to meet their full educational potential.

Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4: A well-balanced and appropriate curriculum will be provided to all students.

Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Title I, Part A
School wide Components:

- 1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).**
- 2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide program.**
- 3. Instruction by highly qualified teachers.**
- 4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.**
- 5. Strategies to attract high-quality teachers to high-need schools.**
- 6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.**
- 7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.**
- 8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.**
- 9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.**
- 10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.**

Comprehensive Needs Assessment



Data Resources Reviewed

1. 2014-15 STAAR District Summary Report
2. 2014-15 Attendance
3. Discipline Referrals
4. PEIMS Demographics
5. Walk-through Data
6. Parental Involvement Data
7. McREL Teacher Evaluations
8. Professional Development Plan
9. Teacher Certifications
10. TELPAS Scores
11. Technology Inventories
12. PBMAS

Student Achievement Summary 2015



All Students Performance Rates	Performance Target 2015	State	Region 1	North HS	North Goals 2016
Reading	60	77	71	61	71
Math	60	81	79	74	84
Writing	60	72	71		
Science	60	78	75	82	92
Social Studies	60	78	72	85	95

Student Achievement Summary 2015



ELL Current & Monitored Performance Rates	Performance Target 2015	State	Region 1	North HS	Goals 2016
Reading	60	62	59	39	45
Math	60	65	64	60	70
Writing	60	60	62		
Science	60	61	60	65	68
Social Studies	60	49	47	68	74

Student Achievement Summary 2015



Special Ed Performance Rates	Performance Target 2015	State	Region 1	North HS	Goals 2016
Reading	60	43	37	29	45
Math	60	45	46	58	60
Writing	60	29	22		
Science	60	47	46	69	78
Social Studies	60	46	41	56	65

Student Achievement Summary 2015



ECO Dis Performance Rates	Performance Target 2015	State	Region 1	North HS	Goals 2016
Reading	60	70	69	58	68
Math	60	75	77	73	83
Writing	60	63	69		
Science	60	71	73	80	90
Social Studies	60	69	69	83	93

North System Safeguards 2015



District 2015 Results Level 2 Phase 1	All	African Amer.	Hispanic	White	Amer. Indian	Asian	Pacific Islander	Two or More Races	Econ. Disadv.	Special Ed	ELLs*	% Met for Min Size Req
Reading	61	67	61	70					58	29	39	
Math (Alg 1 Only)	74	0	75	50					73	58	61	
Writing												
Science	82		100	80					80	69	62	
Social Studies	85	100	85	100					83	56	68	
Percent of Eligible Measures Met												66

 Indicates Did Not Meet Minimum Size Requirement
 66% = Met 20 indicators out of 30

SYSTEM SAFEGUARDS 2015



COLLEGE³
READY.CONNECTED.COMPLETE.

	All	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	Current & Monitored ELL	Total Met	Total Eligible	% of Eligible Measures Met
State Target	60	60	60	60	60	60	60	60	60	60	60			
Reading	Y		Y						N	N	N	2	85	40
Math	Y		Y						Y	N	Y	4	5	80
Writing														
Science	Y		Y	Y					Y	Y	Y	5	5	100
Social Studies	Y		Y	Y					Y		Y	4	4	100
Total												20	30	66

2015-2016 District Goals

- Goal 1-Index 1:Student Achievement
- Goal 2-Index 2:Student Progress
- Goal 3-Index 3:Closing the Achievement Gap
- Goal 4-Index 4: Post Secondary Readiness
- Goal 5-Family and Community Involvement
- Goal 6-Technology
- Goal 7-School Culture and Climate
- Goal 8-Staff Quality, Recruitment, and Retention

All strategies and action steps highlighted in yellow represent our sub-populations.

District Goal 1: Improve Student Academic Achievement (Index 1)

Campus Objective Goal 1: Curriculum will be horizontally aligned in 2015-2016 in all courses.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p><u>Academic Performance:</u> Create and/or provide manipulatives to assist students with:</p> <ul style="list-style-type: none"> -problem solving strategies -Critical Thinking Skills -Cooperative learning -Thinking Maps -Integrating social skills with reading and technology 	<p>Implementation -Teachers</p> <p>Monitoring: -Principal -Assistant Principal -Content Leaders</p>	<ul style="list-style-type: none"> -Maps/Globes -Consumables -supplies for foldables and manipulatives -Instructional manipulatives 	<p>Aug. 2015-May 2016</p>	<ul style="list-style-type: none"> -Engaged students in classroom -structured CLCs -strategic planning -Agendas -sign-in sheets 	<ul style="list-style-type: none"> -Increase in number of students being successful on CBAs, District Benchmarks, EOC assessments -ELL students increasing one proficiency level on TELPAS 	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 - #8</p>
<p><u>Analyze CBA & Benchmark data to determine progress of Economically and Disadvantaged students in Reading</u></p> <ul style="list-style-type: none"> -Utilize the District Curriculum Guides and Timelines to ensure we implement a quality instructional program -Teachers will plan collaboratively in CLCs for classroom instruction and Interventions based on data findings 	<p>Implementation -Teachers</p> <p>Monitoring: -Principal -Assistant Principal -District Content Coordinators -Content Leaders</p>	<ul style="list-style-type: none"> -TEKS -Spring Board -Agile Mind Lab _CIF Strategies -Thinking Maps -Textbooks -Instructional supplies for foldables and projects -Writing Images from previous EOC assessments 	<p>Aug. 2015-May 2016</p>	<ul style="list-style-type: none"> -CLC planning -Agendas -sign-in sheets -Timelines -target groups 	<ul style="list-style-type: none"> -Increase in number of students being successful on CBAs, District Benchmarks, EOC assessments -ELL students increasing one proficiency level on TELPAS 	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 - #8, #4</p>
<p><u>Use of Quality Data to Drive Instruction</u></p> <ul style="list-style-type: none"> -Analyze student data and indentifying progress -Create Student EOC profiles -Identify needs of all special populations -Identify targeted student groups 	<p>Implementation -Teachers</p> <p>Monitoring: -Principal -Assistant Principal -Department Chairs -Content Leaders</p>	<ul style="list-style-type: none"> -DMAC -Data Reports -EOC -TELPAS -AEIS -PBMAS 	<p>Aug. 2015-May 2016</p>				

District Goal 1: Improve Student Academic Achievement (Index 1)

Campus Objective Goal 1: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2015-2016.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Conduct and set goals for Curriculum Based Assessments (CBAs) and District-level Benchmarks that are aligned to the curriculum for each of the HB5 courses</p>	<p>Implementation -Teachers</p> <p>Monitoring: -Principal -Assistant Principal -Department Chairs -Content Leaders</p>	<p>-District Curriculum Based Assessments and Benchmarks -facilities</p>	<p>Aug. 2015 – May 2016</p>	<p>Completed CBAs and Benchmarks</p>	<p>-Improvement in CBA/Benchmark/STAAR scores -student achievement gains</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 - #8</p>
<p><u>Increase Learning Time</u> -Organize/Conduct EOC Academies -Provide tutoring before/after school and on Saturdays -meet and plan daily during Collaborative Learning Communities to improve student performance -Develop/review lesson plans using district template -Implement instructional programs to incorporate all learning styles -Implement CLOSE Reading during Literacy Time that includes opportunities to practice reading comprehension strategies, writing in various contents, higher level questioning, and organization of ideas using graphic organizers -implement structured Common Planning periods within contents -Schedule teacher intervisitations to observe quality teaching and learning</p>	<p>Implementation -Teachers</p> <p>Monitoring: -Principal -Assistant Principal -Department Chairs -Content Leaders</p>	<p>-Graphic Organizers -TEKS -Depth of Knowledge Questioning Stems -Facilities -Tutoring snacks -Incentives for students -Substitutes -Reading Selections -Extra Duty pay</p>	<p>Aug. 2015 – May 2016</p>	<p>-CLC/Academy: Agendas and Sign-in Sheets -Tutoring logs -completed lesson plans -CLOSE Reading texts</p>	<p>-Increase in number of students demonstrating growth on CBAs, Benchmarks, STAAR -student achievement gains -One proficiency level gains on TELPAS ratings -increase in number of students passing on Report cards -observable student engagement during formal/informal observations (walkthroughs/MCREL) -Increase on Reading/Writing scores on TELPAS and EOC -EOC scores Cohesive and intentional/targeted lessons</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 - #4, 8</p>

District Goal 1: Improve Student Academic Achievement (Index 1)

Campus Objective Goal 1: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2015-2016.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p><u>Teacher Quality</u> -Assure adherence to timelines and curriculum standards -Teacher modeling Best Practices -Incorporates research-based strategies -Implement CIF and SIOP strategies -Observe teachers delivery of instruction -Utilize the Instructional Coaches to coach teachers at Developing/Intermediate Stage</p>	<p>-Principal -Assistant principal -Instructional Coaches</p>	<p>-Curriculum guides -CIF strategies/Protocols -SIOP strategies -Intervisitations template -Instructional Coaches' Weekly Schedule</p>	<p>Aug 2015-May 2016</p>	<p>-CLC agendas Completed Lesson Plans -Completed Topic Maps -Colleague collaboration and peer reviews -Walkthroughs</p>	<p>-Targeted, structured lessons -teacher implementation of peer strategies/activities</p>	<p>-100% daily student engagement -Peer review calibrations -Walkthrough forms</p>	<p>Title 1 - #8</p>
<p>Teachers will receive assessment data for their students within 48 hours of the test administration</p> <p>HBS teachers will meet every Tuesdays in Data Room to conduct data analysis and monitor student progress.</p>	<p>-Principal -Assistant principal -Dean</p>		<p>August 2014-June 2015</p>	<p>-selected student Target Groups -Goal setting -Quintiles/Item Analysis -DATA displayed in data room -Agendas and Sign-in Sheets</p>	<p>-Increase in Benchmark, CBA, STAAR, TELPAS scores - Student achievement gains</p>	<p>-DMAC data for: CBAs, BMs, STAAR, TELPAS -McREL evaluation rubric</p>	<p>Title 1 - #2, 8</p>

District Goal 1: Improve Student Academic Achievement (Index 1)

Campus Objective Goal 2: PSJA North will provide 100% of the students with opportunities to participate in a variety of rigorous academic curriculum that concentrates on Career and Technical courses and Programs, which in turn will adequately prepare students to be competitive in the employment market.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Academic Performance: Provide a curriculum that horizontally aligns and engages rigorous, relevant, and emphasizes technology in such areas</p> <ul style="list-style-type: none"> -Law: Public Safety, Corrections and Security -Health Science -Human services -STEM -Information Tech 	<p>Implementation: -CTE teachers</p> <p>Monitoring: -Principal -Assistant Principal -CTE Coordinator</p>	<ul style="list-style-type: none"> -TEKS -Curriculum Guides -State course requirements 	Aug 2015-May 2016	<ul style="list-style-type: none"> -Student attendance rosters -completion of course sequence 	-earned Certification and/or Associates degree	-Course Certificates/Associates	Title 1-#4
<p>Increase Learning Time: Provide opportunities for all students to participate in student leadership organizations</p> <ul style="list-style-type: none"> -Skills USA -DECA -FCCLA -BPA -HOSA -UIL Acct -UIL Micro App -Robotics 	<p>Implementation: -CTE teachers -Organization Sponsor</p> <p>Monitoring: -Principal -Assistant Principal -CTE Coordinator</p>	<ul style="list-style-type: none"> -Leadership manual -CTE Funds 	Aug 2015-May 2016	Student rosters	Membership rosters	Student projects/competitions	Title 1-#4
<p>Encourage all students to actively participate in career and technical education programs</p> <ul style="list-style-type: none"> -Automotive Technology -Health Science -Welding -Law Enforcement -Computer Maintenance -Electronics 	<p>Implementation: -CTE teachers</p> <p>Monitoring: -Principal -Assistant Principal -CTE Coordinator</p>	<ul style="list-style-type: none"> -TEKS -Curriculum Guides -State course requirements 	Aug 2015-May 2016	<ul style="list-style-type: none"> -Student attendance rosters -completion of course sequence 	Membership rosters	-Course Certificates/Associates	Title 1-#4

District Goal 1: Improve Student Academic Achievement (Index 1)

Campus Objective Goal 2: PSJA North will provide 100% of the students with opportunities to participate in a variety of rigorous academic curriculum that concentrates on Career and Technical courses and Programs, which in turn will adequately prepare students to be competitive in the employment market.

*To address System Safeguards in Reading

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>--Designate CTE courses to deliver focused Bell Ringers on Daily Oral Language -Create a Mentoring Program where each CTE teacher will mentor 2 Retester students and communicate with them and their parents to discuss student progress, opportunities, tutorial attendance, etc.</p>	<p>Implementation: -CTE teachers Monitoring: -Principal -Assistant Principal -CTE Coordinator</p>	<p>-TEKS -Curriculum Guides -State course requirements</p>	<p>Aug 2015-May 2016</p>	<p>-Student attendance rosters -completion of course sequence</p>	<p>-earned Certification and/or Associates degree</p>	<p>-Course Certificates/Associates</p>	<p>Title 1-#4</p>
<p><u>Teacher Quality:</u> Assign CTE staff to collaborate and assist HB5 contents and/or intervention courses to support during Literacy Time -Have students utilize CLOSE Reading strategies during Literacy Time -Have students utilize Rosetta Stone during Literacy Time in their CTE courses to provide language support for ELL students that scored at a Beginner or Intermediate level on the previous year on TELPAS reading component</p>	<p>Implementation: -CTE teachers Monitoring: -Principal -Assistant Principal -CTE Coordinator</p>	<p>-TEKS -Curriculum Guides -State course requirements -Rosetta Stone program -computer equipment -compatible software and hardware</p>	<p>Aug 2015-May 2016</p>	<p>Student rosters -CLOSE Reading texts -Literacy Time activities/materials -Rosetta Stone licenses</p>	<p>-increased EOC /TELPAS scores for CTE students</p>	<p>STAAR, TELPAS</p>	<p>Title 1-#4</p>

District Goal 2: Improve Student Academic Achievement (Index 2)

Campus Objective Goal 3: All Migrant and/or At-Risk students will increase by at least 10% on all STAAR EOC

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<p>-Campus Goals specific for each subgroup will be developed and shared with staff Academic Performance: -Utilize a Credit Recovery Program for students who enroll in late or leave early in the Migrant Lab and/or Compile and organize "catch-up" packets for students --Hold teacher/parent meeting to discuss the students' progress</p>	<p>-Migrant Counselor, -Principal -Assistant Principal</p>	<p>-Migrant Funds 212 -extra duty pay -Credit Recovery Software program -computer lab</p>	<p>Aug. 2015-May 2016</p>	<p>-Credit Recovery student attendance rosters -Tutorial Logs -student completion certificates/reports -report cards -Meeting Agendas -Parent sign-in sheets</p>	<p>-Student credit gains -student achievement gains - closing achievement gaps</p>	<p>Student Transcripts</p>	<p>Title 1 - #2</p>
<p>Increase Learning Time -Provide migrant tutors to be strategically placed in intervention courses for the EOC -Provide tutoring and/or additional computer time as needed: before school, after school, Saturdays</p>	<p>-Teachers Migrant Counselor, -Principal -Assistant Principal</p>	<p>-Tutor Salary -Extra duty pay -Credit Recovery -Software program</p>	<p>Aug. 2015-May 2016</p>	<p>-Meeting agendas -sign-in sheets -Tutorial logs -Tutor Time sheets -Student report cards</p>	<p>EOC assessment scores</p>	<p>STAAR results</p>	<p>Title 1 - #2</p>

District Goal 2: Improve Student Academic Achievement (Index 2)

Campus Objective Goal 4: All Special Education students will increase by at least 10% on all STAAR EOC exams.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Academic Performance -Assure that all allowable testing accommodations are being routinely and effectively used.</p>	<ul style="list-style-type: none"> -Teachers servicing students -SpEd Department Chair -Principal -Assistant Principal -Student's Case Manager -SpEd District Supervisors 	<ul style="list-style-type: none"> -Special Ed 224 -modifications and Accommodations Documentation -Student IEPs 	<p>August 2015-May 2016</p>	<ul style="list-style-type: none"> -Lesson Plans and Walk-throughs -Accommodations binder --SpEd Academies lesson plans --Report cards 	<p>Benchmark scores, student achievement gains, closing achievement gaps</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 - #1, 2</p>
<ul style="list-style-type: none"> -Regular teacher and co-teacher will collaboratively plan for effective lessons -Teacher/co-teacher will create Supplemental aids for each EOC exam --Create SpEd Committee to focus on teacher needs to create a Professional Development calendar 	<ul style="list-style-type: none"> -Teachers servicing students -SpEd Department Chair -Principal -Assistant Principal -Student's Case Manager -Diagnostician 	<ul style="list-style-type: none"> Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224 -Large Print Dyna Notes -approved Supplemental Aids -Therapy facilities transportation 	<p>August 2015-May 2016</p>	<p>Special Populations' Data Templates</p>	<p>Benchmark scores, student achievement gains, closing achievement gaps</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 - #2, 8</p>

District Goal 2: Improve Student Academic Achievement (Index 2)

Campus Objective Goal 4: All Special Education students will increase by at least 10% on all STAAR EOC exams.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>-Providing related services to meet the needs of any individuals' disability (i.e. Speech, Physical, Occupational Therapy...) -Conduct parent meetings to educate parents on student progress and graduation requirements</p>	<p>-Teachers servicing students -SpEd Department Chair -Principal -Assistant Principal -Student's Case Manager -SpEd District Supervisors</p>	<p>-Special Ed 224 -modifications and Accommodations -Therapy facilities transportation -Student transcripts</p>	<p>August 2015-May 2016</p>	<p>Therapy Log</p>	<p>Improvement in individual's therapy for their disability</p>	<p>CBAs, BMs, STAAR, TELPAS, Report Cards</p>	<p>Title 1 - #1, 2</p>
<p>-Increased Learning Time Implement EOC Academies weekly for targeted students</p>	<p>-Teachers servicing students -SpEd Department Chair -Principal -Assistant Principal</p>	<p>-SpEd 224 -Large Print Dyna Notes -approved Supplemental Aids -Therapy facilities transportation</p>	<p>August 2015-May 2016</p>	<p>-Academy agendas -student sign-in sheets</p>	<p>Benchmark scores, student achievement gains, closing achievement gaps</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 - #2, 8</p>
<p>Professional development on SIOP strategies and Special Ed accommodations will be provided for campus staff</p>	<p>-District ELL and SpEd Coordinators</p>	<p>-Principal -Dean -District coordinators</p>	<p>August 2015-May 2016</p>	<p>Agendas and Sign-in Sheets</p>	<p>Benchmark scores, student achievement gains, closing achievement gaps</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 - #4</p>

District Goal 1: Improve Student Academic Achievement (Index 2)

Campus Objective Goal 4: All ELL students will increase at least one proficiency level on TELPAS and will increase by at least 10% on all STAAR exams.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Academic Performance *Conduct a vertical and horizontal alignment of ELPS campus wide</p>	Implementation -Teachers servicing students Monitoring -Principal -Assistant Principal -Dual Lang. Supervisor	Proficiency Level Descriptors	August 2015-May 2016	Therapy Log	Improvement in individual's therapy for their disability	CBAs, BMs, STAAR, TELPAS, Report Cards	Title 1 - #1, 2
Incorporate Best Practices to develop reading and writing in the English language -SIOP Strategies -Routinely and effectively using Linguistic Accommodations -Differentiation of Instruction	Implementation -Teachers servicing students Monitoring -Principal -Assistant Principal -Dual Lang. Supervisor	-Classroom supplies for manipulatives -Bilingual Dictionaries	August 2015-May 2016	-Weekly Administrative walkthroughs -weekly lesson plans	-Increase in TELPAS proficiency levels and EOC exams -meeting Progress Measure	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
-Implement a strong English Oral Language Program for students that re within their 1 st -3 rd year in U.S. schools -Rosetta Stone on-line -create and utilize strategic ELL plans to assist in advancing each ELL to the next proficiency level -strategically schedule & group students for the 2015 TELPAS Reading Online assessment based on same Proficiency Level	Implementation -Teachers servicing students Monitoring -Principal -Assistant Principal -Dual Lang. Supervisor	-LEP Strategic Plan Template	August 2015-May 2016	Agendas and Sign-in Sheets	Increase in Proficiency Level on TELPAS 2015 compared to 2014	CBAs, BMs, STAAR, TELPAS 2014 results, TELPAS 2015 results	Title 1 - #4

District Goal 2: Improve Student Academic Achievement (Index 2)

Campus Objective Goal 4: All ELL students will increase at least one proficiency level on TELPAS and will increase by at least 10% on all STAAR exams.

*To address System Safeguards in Reading and Math

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
READING -Provide classroom libraries	Implementation -Teachers servicing students Monitoring -Principal -Assistant Principal -Dual Lang. Supervisor	-Class sets novels -ESL dictionaries/ thesauruses -internet resources -l pads	August 2015-May 2016	Interactive composition notebooks -student journals/ summaries	-Increase in TELPAS proficiency levels and EOC scores -increase in using Reference materials on assessments	TELPAS, student writing samples	Title 1 - #1, 2
Increased Learning Time -Provide a rich-print environment	Implementation -Teachers servicing students Monitoring -Principal -Assistant Principal -Dual Lang. Supervisor	-Word wall visuals -Transitional Phrases -Phrasal verbs -cognates -translated testing stems	August 2015-May 2016		-Increase in TELPAS proficiency levels and EOC exams -meeting Progress Measure	TELPAS	Title 1 - #2, 8
Strategic master schedule set up with transition teams-cohort of targeted ELL students -Use intentional grouping in the classroom	Implementation -Teachers servicing students Monitoring -Principal -Assistant Principal -Dual Lang. Supervisor	-Targeted ELL list -TELPAS scores	August 2015-May 2016	Agendas and Sign-in Sheets	-Increase in TELPAS proficiency levels and EOC exams -meeting Progress Measure	TELPAS 2015 results	Title 1 - #4

District Goal 2 Improve Student Progress in Reading and Math (Index 2)

Objective 4: Reading/Writing Instruction will be aligned campus-wide.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
Reading/writing curriculum will be developed using thematic-based instruction -CLOSE Reading	--ELA teachers -Dean -Instructional Coaches	-CLOSE Reading tests ---short answer response prompts	August 2015-May 2016	-Walkthroughs during Literacy Time -lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 211, Local Funds 199
ELAR teachers will provide non-EOC & electives training on Short Answer Response format used by ELA dept.	--ELA teachers -Dean	-APE handouts -content Short Answer Response prompts	August 2015-May 2016	Agenda and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 211, Local Funds 199
Mathematics curriculum will be developed using CIF strategies	-Math Teachers -Department chair -Math Content Leaders -Principal -Assistant Principal	-State Adoption -Agile Mind	August 2015-May 2016	-Lesson Plans -Walk-throughs -curriculum documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 211, Local Funds 199

District Goal 4: Prepare all students for postsecondary education through a rigorous curriculum and instructional program. (Index 4)

Campus Objective 5: Increase by 10% the number of students that score at the Level II Final Recommended Level and/or Level III Advanced Performance Level III (Indexes 3 and 4) on the STAAR EOC exams.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<p>Academic Performance -Utilize AP strategies in the classroom and identify weaknesses and coordinate instructional targets and testing strategies -Pre-AP Curriculum aligned to AP Curriculum -Continue to offer AP/Pre-AP programs</p>	<p>Implementation -Pre-AP/AP teachers Monitoring -Principal --Assistant principal -GT Director</p>	<p>College Board GT Training</p>	<p>Aug. 2015-May 2016</p>	<p>-Lesson plans -AP Mock test scores -AP class rosters</p>	<p>-AP test scores -enrollment numbers</p>	<p>AP test(s)</p>	<p>Title 1 - #4</p>
<p>-Provide an on-going Enrichment accelerated Curriculum to ensure teachers are setting high expectations and students are being challenged to higher levels -Continue to implement district-wide integrated units correlated with TEKS/EOC that incorporate GT strategies</p>	<p>Implementation -Pre-AP/AP teachers Monitoring -Principal --Assistant principal -GT Director</p>	<p>GT update strategies</p>	<p>June 2014 (on-going)</p>	<p>-Lesson plans -Report Cards</p>	<p>Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 - #4</p>
<p>Increase Learning Time -Continue to develop and promote academic competitive events which support advanced academic programs -prepare packets to address curriculum misalignments between AP and EOC blueprints -Create study groups to assist students with preparations of the AP exams</p>	<p>Implementation -Pre-AP/AP teachers Monitoring -Principal --Assistant principal -GT Director</p>	<p>-Lesson materials -Mock AP exams</p>	<p>June 2014 – May 2015</p>	<p>Mock AP student log AP scores</p>	<p>-increase in the number of students scoring at the Level II FR Phase on STAAR on STAAR, BMs, and CBAs -increase in number of students who pass the AP exam</p>	<p>CBAs, BMs, STAAR, TELPAS</p>	<p>Title 1 - #4</p>

District Goal 4: Prepare all students for postsecondary education through a rigorous curriculum and instructional program.

Campus Objective 6: At least 95% of all students will graduate with a High School Diploma under the RHSP or DAP Graduation Plans.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<p>Academic Performance -Provide alternatives for students not receiving credits</p>	<p>-Teacher -Credit Recovery personnel Monitored -Principal -Assistant principal -Counselors</p>	<p>Credit Recovery Software</p>	<p>August 2015- May 2016</p>	<p>Completion of graduation coursework</p>	<p>-Increase number of student on target to graduate On-Time</p>	<p>A –Plus assessments/ Course work</p>	<p>Title 1</p>
<p>Provide Credit by Exam opportunities</p>	<p>-Teacher -Credit Recovery personnel Monitored -Principal -Assistant principal -Counselors</p>	<p>University of Texas-Credit by Exams</p>	<p>August 2015- May 2016</p>	<p>Completion of graduation coursework</p>	<p>Increase number of students on target to graduate On-Time number of student retained in college courses</p>	<p>Number of students who successfully complete their college courses.</p>	<p>Title 1</p>
<p>Increased Learning Time Utilize our district’s special purpose campuses to encourage completion of a high school education -Sotomayor HD -Ballew HS -College and career Technology Academy (CCTA)</p>	<p>-Teacher -Credit Recovery personnel Monitored -Principal -Assistant principal -Counselors</p>	<p>Computer Lab -Extra duty form</p>	<p>August 2015 – May 2016</p>	<p>Completion of high school diploma</p>	<p>An increase in the number of students who graduate high school</p>	<p>STAAR HB 5 assessment passing scores</p>	<p>Title 1</p>

District Goal 4: Prepare all students for postsecondary education through a rigorous curriculum and instructional program.

Objective 7: Increase the number of students that complete their core courses and receive their Associates degree or certificate of completion before high school graduation

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide comprehensive advisement to students	Go-Center Advisor -Financial Aid Counselor -Gear-up counselor	Go Center Lab	August 2015 – May 2016	Degree Plans, advisement, sequence of course, STC Degree Works	Number of students who receive AS degrees, number of students who complete core, certificates of completion	Number of students who have followed a career pathway.	Title 1
Provide academic support services to increase retention and completion	-Early College director Go-Center Advisor -Financial Aid Counselor -Gear-up counselor	Go Center Lab	August 2015- May 2016	Student sign-in sheets, -Go –Center Log in	An increase in the number of student retained in college courses	Number of students who successfully complete their college courses.	Title 1
Provide TSI tutorial sessions that prepare students to pass the assessment --offer TSI testing on Saturdays	-Early College director Go-Center Advisor -Financial Aid Counselor -Gear-up counselor	Computer Lab -Extra duty form	August 2015 – May 2016	Tutorial Sign-in sheets, TSI assessment sign-in sheet	An increase in the number of students who pass the assessment	The number of students who successfully complete the course and pass the TSI assessment.	Title 1

District Goal : Student Safety

Campus Objective 8: A Safe and Drug Free Instructional Support System will be in place to decrease violence and promote a safe learning environment.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>-Provide a safe and secure campus by providing awareness during Enrichment Period and during Freshman Orientation</p>	<p>All campus staff personnel -Principal -Asst. Principals --Security Officers --Campus police</p>	<p>College Ready Advisory Curriculum</p>	<p>Aug. 2015-May 2016</p>	<p>-Enrichment activities</p>	<p>-Decrease in bullying reports, discipline referrals, suspensions, violence and crimes</p>	<p>-Student surveys -Teacher surveys</p>	<p>Title I- #6, #10</p>
<p>-Use of reflection forms in In-School Suspension -Utilize support staff to monitor students during transition periods</p>	<p>-ISS personnel -Principal -Asst. Principals --Security Officers --Campus police</p>	<p>Reflection forms</p>	<p>Aug. 2015-May 2016</p>	<p>-Sign-in Sheets -Visibility of staff</p>	<p>-Improved behavior and decrease in the number of repeat offenders assigned to ISS -Reduced number of tardies and/or truancy</p>	<p>Teacher logs Report cards</p>	<p>Title I- #6, #10</p>
<p>Utilize administrative staff and office clerks, counselors, to monitor students before school, during transitional periods, during lunch and after school -Promote the use of the Campus TIPS line</p>	<p>-ISS personnel -Principal -Asst. Principals --Security Officers --Campus police -Pharr police dept.</p>	<p>Funding for TIPS that lead to appropriate disciplinary actions and/or arrests</p>	<p>Aug. 2015-May 2016</p>	<p>-Visibility of Staff -TIPS anonymous calls</p>	<p>-Reduced number of tardies and/or truancy -Decrease in number of hearing and DAEP placements</p>	<p>District Discipline /Referral reports</p>	<p>Title I- #6, #10</p>

Critical Success Factor: Attendance

Objective 9: A plan will be executed, monitored, and adjusted as needed to increase attendance by 3%.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Contact parents of students who are consistently tardy and/or absent -Target truancy by: --making home visits & follow-up on truancy cases --Parent Conferences/meetings --student conferences with Liaisons</p>	<p>-Teachers -School Liaisons -Principal -Assistant principal -Attendance committee -Attendance clerk</p>	<p>Attendance reports</p>	<p>Aug. 2015-May 2016</p>	<p>Teachers' Parent Call Logs</p>	<p>-Increased student attendance rate -Log of parental conferences</p>		
<p>Provide an orientation for all campus staff, parents, and student to review and communicate the attendance laws and guidelines -Ensure the attendance committee meets once a month to identify students with attendance issues and set up short term goals -Conduct counseling sessions for students that have lost credit due to attendance -Establish an incentive program for perfect attendance for all students</p>	<p>-Teachers -School Liaisons -Principal -Assistant principal -Attendance committee -Attendance clerk</p>	<p>-Student Code of Conduct Handbook -Attendance Reports</p>	<p>Aug. 2015-May 2016</p>	<p>Sign-in Sheets, Registration forms --agenda and sign in sheets</p>	<p>--Increased attendance rate</p>		<p>Title I- #6, #10</p>
<p>-Conduct counseling sessions for students that have lost credit due to attendance --Establish an incentive program for perfect attendance for all students -Establish a special incentive program for students with high attendance issues to provide praise for meeting short term attendance goals -Designate teacher mentors for students in need of guidance in regards to attending school on a daily basis</p>	<p>-Teachers -School Liaisons -Principal -Assistant principal -Attendance committee -Attendance clerk</p>	<p>-Incentives for student Celebrations -mentoring guide</p>	<p>Aug. 2015-May 2016</p>	<p>-Attendance Reports -Counselors' sessions Log -Celebrations Agenda --Teacher Mentor llist</p>	<p>--Increased attendance rate</p>		

Critical Success Factor: Professional Development

Objective 10: PSJA North ECHS will recruit and maintain 100% Highly Qualified staff.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Recruit Highly qualified staff --Job Fair	-Principal -Assistant Principals -Human Resources Dept.	Advertising	Aug. 2014 -May 2016	Filled vacancies	Teacher Education Certificates -College Transcripts	-Observation -McREL rubric	
Provide mentoring program for 1 st & 2 nd year teachers	-Principal -Assistant Principals -Human Resources Dept. -ACP Supervisors	Teacher Mentors/ Mentees roles & Responsibilities	Aug. 2014 -May 2016	-Teacher collaboration -New teacher self-confidence	Retention Rate	-Observation -McREL rubric	
Collaborate to select a focused interviewing committee	-Principal -Assistant Principals -Department Chairs -Human Resources Dept.	Applicant screening/ Resume	Aug. 2014 -May 2016	Selection of the most Qualified applicant	Shared vision and calibration of notes within the committee	Committee sign-in	

District Goal

Objective 11: PSJA North ECHS will have 100% of teachers complete at least 30 hours of professional growth and development activities/sessions to ensure that all students are receiving a quality education in all contents.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<ul style="list-style-type: none"> -Provide staff development for administrative leaders to address the needs of all students --Model Schools Conference --Brockton HS Learning Tour 	<ul style="list-style-type: none"> -Teachers --Principal -Assistant Principal -District Personnel 	<ul style="list-style-type: none"> Fees, Travel, Hotel, Meal expenses 	<ul style="list-style-type: none"> Aug. 2015--May 2016 	<ul style="list-style-type: none"> Roll-Out Agendas -sign in sheets 	<ul style="list-style-type: none"> Quality Instruction Leadership 	<ul style="list-style-type: none"> EOC scores Distinctions Earned 	
<ul style="list-style-type: none"> -Provide Staff Development to address general needs in: -Assessment/Evaluation, Instructional strategies --Inclusion /Co-Teaching -The Art of Texas 17th Annual Inclusion Work Conference 2014 -Programs for 504 -Programs for students with Dyslexia -STAAR Alt. Training -ARD Decision Making -STAAR Training -Accommodations/Modification Trainings -Common Instructional framework --Pre-AP and AP training and updates -Thinking Maps -Assessment Conference -TABE -SIOP strategies -AP National Conference -STC college Success -CPR Training 	<ul style="list-style-type: none"> -Teachers -Principal -Assistant Principal -District Content Coordinators 	<ul style="list-style-type: none"> Fees, Travel, Hotel, Meal expenses 	<ul style="list-style-type: none"> Aug. 2015--May 2016 	<ul style="list-style-type: none"> Sign-in Sheets, Registration forms 	<ul style="list-style-type: none"> -Quality Instruction -EOC scores -TLPAS scores -Increased graduation rate -Meeting state accountability -Earning of Distinctions 	<ul style="list-style-type: none"> EOC scores Distinctions Earned 	

District Goal: Student Quality Education

Objective 11: : PSJA North ECHS will have 100% of teachers complete at least 30 hours of professional growth and development activities/sessions to ensure that all students are receiving a quality education in all contents

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide Staff Development to address the needs in Mathematics -CAMT / RGVCTM -Agile Mind -Dana Ctr. Curriculum -Staff Dev. Workshops -Project based Learning -MELL (Math for Eng. Lang. Learners -RGVCTM (Rio Grande Valley Council - Teachers of Math	-Principal -Assistant principal -Math District Content Coordinators	Fees, Travel, Hotel, Meals expenses	Aug. 2014-May 2016	-Quality Instruction -Meeting of Professional Development Goals -Walkthroughs -McREL observations	EOC scores Increased Graduation rate Meeting State Accountability -Earning of Distinctions	TAIS report District report PBMAS report	Title 1
Provide Staff development to address the needs in Writing . Holistic Scoring Writing TELPAS Training Gretchen Bernabei Conf. TSI Training Springboard Curriculum SLOP Strategies Educate Texas Curriculum Pro. Dev	-Principal -Assistant principal -ELA District Content Coordinators	Fees, Travel, Hotel, Meals expenses	Aug. 2014-May 2016	-Quality Instruction -Meeting of Professional Development Goals -Walkthroughs -McREL observations	EOC scores Increased Graduation rate Meeting State Accountability -Earning of Distinctions	TAIS report District report PBMAS report	Title 1
Provide Staff Development to address the needs in Science CAST RGV SA UTPA Work shops	-Principal -Assistant principal -Science District Content Coordinators	Fees, Travel, Hotel, Meals expenses		-Quality Instruction -Meeting of Professional Development Goals -Walkthroughs -McREL observations	EOC scores Increased Graduation rate Meeting State Accountability -Earning of Distinctions	TAIS report District report PBMAS report	Title 1
Provide Staff Development to address the needs in Social Studies	-Principal -Assistant principal	Fees, Travel, Hotel, Meals expenses		-Quality Instruction -Meeting of Professional Development Goals	EOC scores Increased Graduation rate	TAIS report District report	Title 1

District Goal: Student Quality Education

Objective 11: : PSJA North ECHS will have 100% of teachers complete at least 30 hours of professional growth and development activities/sessions to ensure that all students are receiving a quality education in all contents

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide Staff Development to address department needs in Technology and Electives Video Conferencing TEKS/EOC alignment Computer Education Conference Teacher Workstation Open Book Star technology survey Region I Technology Week Conf. State Technology Conf. Region IV – Accelerated Curr. STAAR Preparation Manuals H.Q. Questioning Strategies Lesson Planning Designs Rigor, Alignment Engagement CEDFA Summit XV	-Teachers -Principal -Assistant Principal -Campus Testing Coordinator	Fees, Travel, Hotel, Meals expenses -Computer Equipment	Aug 2015-May 2016	Quality Instruction Meeting of SLOs	Increased Graduation Rate	McREL Summary Sheets -Graduation program	Title 1

Critical Success Factor: Post Secondary Readiness

Objective 12: PSJA North ECHS will implement a college, academic, social/emotional, and career guidance program to meet the needs of all students in preparation to be college ready, connected, and complete.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
-Develop partnerships among business and industry to assist students in mastering the knowledge and skills needed for work -Involve partnerships in identifying and securing resources.	-Teachers -Principal -Assistant Principal -CTE Coordinator	-Hands on equipment to demonstrate the skills needed for work in the partners particular field -CTE funds	Aug. 2015-May 2016	Community Partnership	Student interns	-Number of students involved in businesses	Title 1
-Provide students job shadowing opportunities -Offer Industry Certification, dual credit courses, and college certifications	-CTE Teachers -Principal -Assistant Principal -CTE Coordinator -Employment Partner -College Readiness department	-Business partners -College & Universities -CTE funds	Aug. 2015-May 2016	-Certificates, college hours	-Increased student enrollment -Increased number of students enrolled in partnerships -Associate Degrees earned	STC/UTRGV graduation programs	Title 1
Student Degree Plans	-Principal -Assistant Principal -Counselors	-Degree plans -Title 1	Aug. 2015-May 2016	Enrollment in dual credit/concurrent enrollment	Student Transcripts	Completion of degree plans	Title 1

District Goal: Career Guidance

Objective 13: By the end of May 2015, PSJA North ECHS High will implement a career guidance program to meet the needs of all students.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 School wide Components
<p>Plan, develop, and implement a guidance program that contains a strong career development component designed to meet the needs of all students</p> <p>Eliminate barriers to educational success for all students by facilitating access to: Assessment information Recruitment Placement Resources Support services for each student's needs Personal Graduation Plans Student visits to University</p>	<p>-Counselors -Principal -Asst. Principal -CTE Director</p>	<p>-Guidance program materials</p> <p>-Go-center Community volunteers</p> <p>-CTE funding</p>	<p>Aug. 2015-May 2016</p>	<p>Number of students enrolled in a post-secondary education in the Fall following their graduation</p>	<p>Course Evaluation</p>	<p>Student self-confidence</p>	<p>Title 1</p>
<p>Provide students and parents with information about current and emerging careers and CTE programs available through: College Night Summer Bridge Programs Dual Enrollment/Concurrent Enrollment Career Fair Student visits to University</p>	<p>-Counselors -Principal -Asst. Principal -CTE Director</p>	<p>-CTE Teachers/ Presenters -Counselors --Computer Lab -College Recruiters: UT RGV/ STC -CTE funding</p>	<p>Aug. 2015-May 2016</p>	<p>-sign in sheets to the events</p>	<p>Student/Parent surveys -Increased Dual Enrollment</p>	<p>Parent knowledge and understanding</p>	<p>Title 1</p>

District Goal : Career Guidance

Objective13: By the end of May 2015, PSJA North ECHS High will implement a career guidance program to meet the needs of all students.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide computer labs for CTE programs and provide a schedule for accessibility	-Counselors -Principal -Asst. Principal -CTE Director	Computer Labs -CTE funding	Aug. 2014-May 2016	Rotation computer lab schedule	Increase number of student participation	Program completion	Title 1
Provide recognition for student achievement, through: Student organizations Tech Prep Dual credit courses Articulated courses Awards banquet Internship Programs	-Counselors -Principal -Asst. Principal -CTE Director	Tech prep -CTE funding	Aug. 2014-May 2016	Banquet Award Ceremonies -Student completion of courses	Award Banquet Program- -Student transcript	Parent/student surveys	Title 1

Critical Success Factor: Parental and Community Involvement

Objective 14: PSJA North ECHS will increase and encourage an active parental involvement program by 20%.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>A campus PAC (Parental Advisory Committee) will be established Throughout the school year, the Parent Educator will arrange PAC meetings (with parents) to communicate and emphasize the importance of the STAAR EOC exams, graduation requirements, and post-secondary education opportunities</p>	<ul style="list-style-type: none"> -Campus Admin. Committee members -Community Parent educator -Teachers -Principal -Assistant principal 	<ul style="list-style-type: none"> PSJA ISD Parental Involvement Handbook -Code of Conduct Handbook 	<p>Aug. 2015-May 2016</p>	<ul style="list-style-type: none"> -Meeting Agendas and sign in sheets 	<ul style="list-style-type: none"> -Increased Parental involvement 	<p>Parent surveys</p>	<p>Title 1</p>
<p>Coordinate school activities among the staff, parents, and community in order to enhance students' academic performance.</p> <p>Distribute brochures to keep parents informed about the various programs and opportunities provided for themselves and their children</p> <p>**Provide information emphasizing the importance of the EOC and Interventions(Spanish & English)</p> <p>Provide information which emphasizes importance of higher education.</p>	<ul style="list-style-type: none"> -Teachers -School liaisons -Parent Educator -Counselors -Principal -Assistant Principal 	<ul style="list-style-type: none"> -Academic brochures -State EOC brochures 	<p>Aug. 2015-May 2016</p>	<ul style="list-style-type: none"> -Festivals, College Connected meetings -Agendas and sign-in sheets 	<ul style="list-style-type: none"> -EOC scores -Increase enrollment in dual credit and/or concurrent enrollment courses 	<ul style="list-style-type: none"> -STAAR -STC/UTRGV course credits 	<p>Title 1</p>