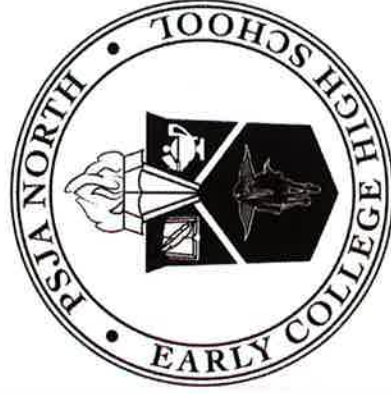


PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

PSJA North Early College High School Campus Improvement Plan 2017-2018





PSJA North Early College High School



Mission Statement

PSJA North ECHS 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.

Campus Vision

PSJA North ECHS teachers, staff and administration are committed to providing rigorous, relevant quality education and a comfortable and safe environment for all students so they may be empowered to compete in a diverse job market.



PSJA North Early College High School



What We Believe In: We believe in every student graduating prepared to succeed in institutions of higher education and/or a career of their choice.

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.



PSJA North Early College High School Comprehensive Needs Assessment



Data Resources Reviewed

1. 2016-2017 Texas Academic Report
2. 2016-2017 PEIMS Demographics
3. STAAR Data (State, District, Campus) Summary Report
4. 2016-2017 TELPAS DATA (State, District, Campus)
5. 2016-2017 North ECHS Attendance (Students and Staff)
6. 2016-2017 Benchmark Data (Teacher and Content)
7. 2016-2017 Discipline Data
8. 2016-2017 Failure Rates by Marking Period
9. 2016-2017 Parental Involvement Data
10. 2016-2017 McREL Teacher Evaluation Summary Reports
11. 2016-2017 Feeder School Data (STAAR & TELPAS)
12. 2016-2017 State Accountability Summary
13. 2016-2017 TEA Accountability Documents
14. 2016-2017 Texas Accountability Intervention Plan
15. 2016-2017 North ECHS Snapshot Data
16. Teacher Certifications



PSJA North Early College High School
Comprehensive Needs Assessment



2016-17 Texas Academic Performance Report

District Name: PHARR-SAN JUAN-ALAMO ISD

Campus Name: PSJA NORTH EARLY COLLEGE HS

Campus Number: 108909003

2017 Accountability Rating: Met Standard



PSJA North Early College High School Demographics



| | |
|--|--------------|
| Grade 9 | 571 |
| Grade 10 | 564 |
| Grade 11 | 529 |
| Grade 12 | 489 |
| Ethnic Distribution: | |
| African American | 2 |
| Hispanic | 2,134 |
| White | 11 |
| American Indian | 2 |
| Asian | 4 |
| Pacific Islander | 0 |
| Two or More Races | 0 |
| Economically Disadvantaged | 1,743 |
| Non-Educationally Disadvantaged | 410 |
| English Language Learners (ELL) | 465 |
| Students w/ Disciplinary Placements (2015-2016) | 60 |
| At-Risk | 1,294 |



**PSJA North Early College High School
Student Performance Summary 2017**

| All Students Performance Rates | Performance Target 2015 | State 2016/2017 | District 2016/2017 | North HS 2016 | North HS 2017 |
|--------------------------------|-------------------------|-----------------|--------------------|---------------|---------------|
| English 1 | 60 | 65% / 64% | 50% / 52% | 54% | 51% |
| Math | 60 | 78% / 83% | 76% / 84% | 78% | 88% |
| English 2 | 60 | 67% / 66% | 50% / 55% | 58% | 57% |
| Science | 60 | 87% / 86% | 76% / 77% | 74% | 77% |
| Social Studies | 60 | 91% / 91% | 83% / 86% | 87% | 91% |



PSJA North Early College High School
Special Populations Performance Summary 2017

| All Students Performance Rates | Performance Target 2015 | State 2016/2017 | District 2016/2017 | North HS Special Ed 2016/2017 | North HS ELLs 2016/2017 |
|--------------------------------|-------------------------|-----------------|--------------------|-------------------------------|-------------------------|
| English 1 | 60 | 65% / 64% | 50% / 52% | 22% / 22% | 23% / 23% |
| Math | 60 | 78% / 83% | 76% / 84% | 56% / 58% | 65% / 75% |
| English 2 | 60 | 67% / 66% | 50% / 55% | 24% / 20% | 37% / 25% |
| Science | 60 | 87% / 86% | 76% / 77% | 50% / 43% | 51% / 57% |
| Social Studies | 60 | 91% / 91% | 83% / 86% | 41% / 76% | 69% / 69% |



PSJA North Early College High School
Attendance, Dropout, Graduation Rates 2014/2015 – 2015/2016



| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | ELL |
|---|-------|----------|--------|------------------|----------|--------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2015-16 | 95.8% | 96.1% | 94.8% | * | 94.8% | 95.0% | - | * | - | - | 93.2% | 94.5% | 93.8% |
| 2014-15 | 95.7% | 95.0% | 91.6% | * | 91.6% | 93.1% | - | * | - | - | 88.6% | 91.2% | 89.9% |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2015-16 | 2.0% | 1.1% | 0.3% | * | 0.2% | 0.0% | - | * | - | - | 0.0% | 0.3% | 0.0% |
| 2014-15 | 2.1% | 1.2% | 0.4% | 0.0% | 0.4% | 0.0% | - | * | - | - | 0.6% | 0.4% | 0.2% |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2016 | | | | | | | | | | | | | |
| Graduated | 89.1% | 92.0% | 97.8% | * | 97.9% | 100.0% | - | - | - | - | 85.7% | 97.5% | 96.8% |
| Received GED | 0.5% | 0.0% | 0.0% | * | 0.0% | 0.0% | - | - | - | - | 0.0% | 0.0% | 0.0% |
| Continued HS | 4.2% | 5.7% | 1.0% | * | 1.0% | 0.0% | - | - | - | - | 11.4% | 1.2% | 2.1% |
| Dropped Out | 6.2% | 2.2% | 1.2% | * | 1.0% | 0.0% | - | - | - | - | 2.9% | 1.2% | 1.1% |
| Graduates and GED | 89.6% | 92.1% | 97.8% | * | 97.9% | 100.0% | - | - | - | - | 85.7% | 97.5% | 96.8% |



PSJA North Early College High School Advanced Course/Dual Credit Completion



| | State | District | Campus |
|---|-------|----------|--------|
| Advanced Course/Dual-Credit Course Completion (Grades 11-12) | | | |
| Any Subject | | | |
| 2015-16 | 55.0% | 71.4% | 74.6% |
| 2014-15 | 54.5% | 65.6% | 72.5% |
| English Language Arts | | | |
| 2015-16 | 30.1% | 35.4% | 19.9% |
| 2014-15 | 29.0% | 32.6% | 32.6% |
| Mathematics | | | |
| 2015-16 | 43.1% | 44.5% | 51.2% |
| 2014-15 | 43.8% | 39.8% | 33.8% |
| Science | | | |
| 2015-16 | 12.2% | 12.9% | 13.2% |
| 2014-15 | 12.7% | 12.8% | 18.5% |
| Social Studies | | | |
| 2015-16 | 29.0% | 33.5% | 23.1% |
| 2014-15 | 28.4% | 30.8% | 23.3% |
| Advanced Course/Dual-Credit Course Completion (Grades 9-12) | | | |
| Any Subject | | | |
| 2015-16 | 35.9% | 60.4% | 64.3% |
| 2014-15 | 34.6% | 54.0% | 55.8% |
| English Language Arts | | | |
| 2015-16 | 16.2% | 25.1% | 18.7% |
| 2014-15 | 15.7% | 18.7% | 16.3% |
| Mathematics | | | |
| 2015-16 | 19.3% | 22.9% | 27.1% |
| 2014-15 | 19.4% | 21.4% | 19.2% |
| Science | | | |
| 2015-16 | 5.1% | 5.1% | 5.5% |
| 2014-15 | 5.2% | 5.2% | 7.3% |
| Social Studies | | | |
| 2015-16 | 20.8% | 25.7% | 22.9% |
| 2014-15 | 19.5% | 24.1% | 19.6% |



PSJA North Early College High School Post-Secondary Readiness 2014/2015-2015/2016



| | State | District | Campus |
|---|-------|----------|--------|
| College-Ready Graduates | | | |
| Both Subjects | | | |
| 2015-16 | 38.7% | 22.5% | 24.4% |
| 2014-15 | 35.0% | 9.0% | 11.0% |
| Either Subject | | | |
| 2015-16 | 56.4% | 42.2% | 43.6% |
| 2014-15 | 45.0% | 12.0% | 14.0% |
| College and Career Ready Graduates | | | |
| 2015-16 | 75.9% | 93.1% | 93.6% |
| 2014-15 | 74.5% | 94.0% | 96.9% |
| Texas Success Initiative Assessment (TSIA) | | | |
| English Language Arts | | | |
| 2015-16 | 22.6% | 28.4% | 29.3% |
| 2014-15 | 10.6% | 1.7% | 2.2% |
| Mathematics | | | |
| 2015-16 | 18.1% | 22.8% | 22.1% |
| 2014-15 | 7.1% | 1.3% | 1.4% |

| | State | District | Campus |
|---|-------|----------|--------|
| Average ACT Score | | | |
| All Subjects | | | |
| Class of 2016 | 20.3 | 16.5 | 16.8 |
| Class of 2015 | 20.6 | 17.0 | 17.4 |
| English Language Arts | | | |
| Class of 2016 | 19.8 | 15.8 | 16.3 |
| Class of 2015 | 20.1 | 16.3 | 16.6 |
| Mathematics | | | |
| Class of 2016 | 20.5 | 16.6 | 16.7 |
| Class of 2015 | 20.9 | 17.3 | 17.4 |
| Science | | | |
| Class of 2016 | 20.5 | 17.2 | 17.5 |
| Class of 2015 | 20.7 | 17.6 | 18.1 |
| Graduates Enrolled in Texas Institution of Higher Education (TX IHE) | | | |
| 2014-15 | 56.1% | 56.8% | 59.6% |
| 2013-14 | 57.5% | 57.3% | 65.9% |
| Graduates in TX IHE Completing One Year Without Remediation | | | |
| 2014-15 | 55.6% | 52.6% | 53.2% |
| 2013-14 | 70.5% | 64.4% | 62.4% |



PSJA North Early College High School
Campus Staff Demographics



| | |
|---|-------|
| Professional Staff: | 173.9 |
| Teachers | 144.8 |
| Professional Support | 22.1 |
| Campus Administration (School Leadership) | 7.0 |

Teachers by Highest Degree Held:

| | | | | |
|-----------|-------|-------|-------|-------|
| No Degree | 6.2 | 4.3% | 1.5% | 1.2% |
| Bachelors | 102.9 | 71.1% | 82.1% | 74.5% |
| Masters | 34.6 | 23.9% | 16.0% | 23.6% |
| Doctorate | 1.0 | 0.7% | 0.3% | 0.6% |

Teachers by Years of Experience:

| | | | | |
|--------------------------|------|-------|-------|-------|
| Beginning Teachers | 18.9 | 13.0% | 12.2% | 7.8% |
| 1-5 Years Experience | 37.1 | 25.6% | 22.6% | 28.0% |
| 6-10 Years Experience | 34.8 | 24.1% | 26.1% | 20.9% |
| 11-20 Years Experience | 29.8 | 20.5% | 26.7% | 27.8% |
| Over 20 Years Experience | 24.3 | 16.8% | 12.5% | 15.5% |

Number of Students per Teacher

| | | | | |
|--|------|-----|------|------|
| | 14.9 | n/a | 15.5 | 15.1 |
|--|------|-----|------|------|



PSJA North Early College High School
2016 TELPAS Data



| LEP Years | # Tested | # of Matched Students | Progress \geq 1 Level | | Advanced High Rating | |
|--------------------|----------|-----------------------|-------------------------|-----|----------------------|-----|
| | | | # | % | # | % |
| K,F,S,1,2,3,4,5,6+ | 497 | 420 | 192 | 46% | 154 | 31% |
| 1-4 | 121 | 74 | 34 | 46% | 25 | 21% |
| 5-6+ | 376 | 346 | 158 | 46% | 129 | 34% |
| Unknown | 2 | 0 | 0 | 0% | 0 | 0% |



PSJA North Early College High School
2016 9th/10th TELPAS Data



Grade: 09 Student Count: 171

Proficiency

| Rating | Reading | | Listening | | Speaking | | Writing | | Composite | |
|---------------|---------|----|-----------|----|----------|----|---------|----|-----------|----|
| | # | % | # | % | # | % | # | % | # | % |
| No Rating | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 3 |
| Beginning | 34 | 20 | 14 | 8 | 23 | 13 | 15 | 9 | 17 | 10 |
| Intermediate | 72 | 42 | 20 | 12 | 28 | 16 | 36 | 21 | 44 | 26 |
| Advanced | 56 | 33 | 34 | 20 | 41 | 24 | 64 | 37 | 70 | 41 |
| Advanced High | 9 | 5 | 102 | 60 | 78 | 46 | 51 | 30 | 35 | 20 |

Enrolled in US Schools

| Unknown | First Semester | Second Semester | One Year | Two Years | Three Years | Four Years | Five Years | Six Years |
|---------|----------------|-----------------|----------|-----------|-------------|------------|------------|-----------|
| 0 | 0 | 0 | 34 | 13 | 5 | 7 | 3 | 109 |

Yearly Progress Indicator

| No Match | Same | | 1 Level | | 2 Levels | | 3 Levels | |
|----------|------|----|---------|----|----------|---|----------|---|
| | # | % | # | % | # | % | # | % |
| 38 | 79 | 59 | 53 | 40 | 1 | 1 | 0 | 0 |

Grade: 10 Student Count: 125

Proficiency

| Rating | Reading | | Listening | | Speaking | | Writing | | Composite | |
|---------------|---------|----|-----------|----|----------|----|---------|----|-----------|----|
| | # | % | # | % | # | % | # | % | # | % |
| No Rating | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 5 |
| Beginning | 23 | 18 | 5 | 4 | 6 | 5 | 3 | 2 | 3 | 2 |
| Intermediate | 42 | 34 | 9 | 7 | 19 | 15 | 11 | 9 | 22 | 18 |
| Advanced | 50 | 40 | 27 | 22 | 25 | 20 | 43 | 34 | 54 | 43 |
| Advanced High | 10 | 8 | 83 | 66 | 74 | 59 | 64 | 51 | 40 | 32 |



PSJA North Early College High School 2016 11th/12th TELPAS Data



Grade: 11

Student Count: 108

Proficiency

| Rating | Reading | | Listening | | Speaking | | Writing | | Composite | |
|---------------|---------|----|-----------|----|----------|----|---------|----|-----------|----|
| | # | % | # | % | # | % | # | % | # | % |
| No Rating | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 9 | 8 |
| Beginning | 15 | 14 | 7 | 6 | 11 | 10 | 6 | 6 | 6 | 6 |
| Intermediate | 35 | 32 | 10 | 9 | 9 | 8 | 9 | 8 | 10 | 9 |
| Advanced | 41 | 38 | 14 | 13 | 17 | 16 | 20 | 19 | 39 | 36 |
| Advanced High | 15 | 14 | 76 | 70 | 69 | 64 | 66 | 61 | 44 | 41 |

Enrolled in US Schools

| Unknown | First Semester | Second Semester | One Year | Two Years | Three Years | Four Years | Five Years | Six Years |
|---------|----------------|-----------------|----------|-----------|-------------|------------|------------|-----------|
| 0 | 0 | 0 | 0 | 1 | 15 | 5 | 5 | 82 |

Yearly Progress Indicator

| No Match | Same | | 1 Level | | 2 Levels | | 3 Levels | |
|----------|------|----|---------|----|----------|---|----------|---|
| | # | % | # | % | # | % | # | % |
| 14 | 48 | 51 | 45 | 48 | 1 | 1 | 0 | 0 |

Grade: 12

Student Count: 95

Proficiency

| Rating | Reading | | Listening | | Speaking | | Writing | | Composite | |
|---------------|---------|----|-----------|----|----------|----|---------|----|-----------|----|
| | # | % | # | % | # | % | # | % | # | % |
| No Rating | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 11 |
| Beginning | 11 | 12 | 3 | 3 | 3 | 3 | 1 | 1 | 1 | 1 |
| Intermediate | 30 | 32 | 3 | 3 | 6 | 6 | 6 | 6 | 7 | 7 |
| Advanced | 42 | 44 | 9 | 9 | 16 | 17 | 20 | 21 | 42 | 44 |
| Advanced High | 11 | 12 | 79 | 83 | 69 | 73 | 58 | 61 | 35 | 37 |

Enrolled in US Schools

| Unknown | First Semester | Second Semester | One Year | Two Years | Three Years | Four Years | Five Years | Six Years |
|---------|----------------|-----------------|----------|-----------|-------------|------------|------------|-----------|
| 1 | 0 | 0 | 1 | 0 | 3 | 9 | 5 | 76 |

Yearly Progress Indicator

| No Match | Same | | 1 Level | | 2 Levels | | 3 Levels | |
|----------|------|----|---------|----|----------|---|----------|---|
| | # | % | # | % | # | % | # | % |
| 11 | 45 | 54 | 39 | 46 | 0 | 0 | 0 | 0 |



**PSJA North Early College High School
Student Achievement Summary 2015**



| ELL Current & Monitored Performance Rates | Performance Target 2015 | State | Region 1 | North HS 2014-2015 | North Goals 2016 |
|---|-------------------------|-------|----------|--------------------|------------------|
| English 1 | 60 | 62 | 59 | 46% | 61% |
| Math | 60 | 65 | 64 | 60% | 75% |
| English 2 | 60 | 60 | 62 | 30% | 60% |
| Science | 60 | 61 | 60 | 65% | 75% |
| Social Studies | 60 | 49 | 47 | 68% | 80% |



PSJA North Early College High School
Student Achievement Summary 2015



| Special Ed Performance Rates | Performance Target 2015 | State | Region 1 | North HS | Goals 2016 |
|------------------------------|-------------------------|-------|----------|----------|------------|
| English 1 | 60 | 43 | 37 | 32% | 50% |
| Math | 60 | 45 | 46 | 58% | 75% |
| English 2 | 60 | 29 | 22 | 26% | 50% |
| Science | 60 | 47 | 46 | 69% | 81% |
| Social Studies | 60 | 46 | 41 | 56% | 66% |



PSJA North Early College High School
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.

OBJECTIVE GOAL 1: (Cont.)

| | | | | | | | | |
|--|---|---|--|--|---|--|--|--|
| <p>Increase Learning Time Organize and implement EOC Academies</p> <p>Provide tutoring before and after school and on Saturdays Summer School Meet in our Collaborative Learning Communities daily to improve student performance</p> <p>Develop and review lesson plans using the new district template</p> <p>Implement District Curriculum</p> <p>Implement instructional programs to incorporate all learning styles</p> <p>Implement a Campus wide Literacy Time that includes opportunities to practice reading comprehension strategies, writing in various contents, higher level questioning, and organization of ideas using graphic organizers</p> <p>Implement structured Common Planning Periods within contents</p> <p>Schedule teacher intervisitations to observe quality teaching and learning</p> <p>Plan teacher Ghost Walks</p> | <p>All Students Specifically: All Students (9-12) enrolled in the following courses -Eng I and II - Algebra I, - Biology/ - U.S. History - Intervention Courses - Credit Recovery</p> <p>All students in all Contents</p> <p>All students in all Contents</p> <p>All students in all Contents</p> <p>All students in all Contents</p> <p>All students in all Contents</p> <p>All students in all Contents</p> <p>All students in all Contents</p> <p>All students in all Contents</p> | <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p> | <p>Asst. Principal Department Chairs Content Leaders</p> <p>Principal Asst. Principal Department Chairs Content Leaders</p> <p>Principal Asst. Principal</p> <p>Principal Asst. Principal Instructional Coaches Principal Asst. Principal</p> <p>Principal Asst. Principal</p> <p>Principal Asst. Principal</p> <p>Principal</p> | <p>APEX AGILE MIND Supplies Graphic organizers TEKS Depth of Knowledge Questioning Stems Facilities Tutoring snacks Incentives for students Substitutes Reading selections Extracurricular pay STAAR Coach workbooks Summer Reading Workbooks Planning room Lead4ward resources</p> <p>Curriculum Guides Lesson materials Lesson materials</p> | <p>T-1 PFS SCE</p> <p>T-1</p> <p>T-1</p> <p>T-1</p> <p>T-1</p> <p>T-1</p> <p>T-1</p> <p>T-1</p> <p>T-1</p> <p>T-1</p> <p>T-1</p> <p>T-1</p> | <p>Aug, 2017</p> <p>Aug, 2017</p> <p>Aug, 2017</p> <p>Aug, 2017</p> <p>Aug, 2017</p> <p>Aug, 2017</p> <p>Aug, 2017</p> <p>Aug, 2017</p> <p>Aug, 2017</p> <p>Aug, 2017</p> <p>Aug, 2017</p> <p>Aug, 2017</p> <p>Aug, 2017</p> | <p>May, 2018</p> <p>May, 2018</p> <p>May, 2018</p> <p>May, 2018</p> <p>May, 2018</p> <p>May, 2018</p> <p>May, 2018</p> <p>May, 2018</p> <p>May, 2018</p> <p>May, 2018</p> <p>May, 2018</p> <p>May, 2018</p> <p>May, 2018</p> | <p>EOC results</p> <p>Tutoring Logs, Increase in amount of students being successful on CBAs, District Benchmarks, EOC assessments, ELL students increasing a proficiency level on TELPAS Report cards EOC results</p> <p>Engagement in the classroom observed by informal walk thrus</p> <p>Increased reading/writing scores on EOC and TELPAS</p> <p>EOC Scores Consistent and valuable lessons</p> <p>Colleague collaboration and peer reviews</p> <p>Walk Throughs</p> |
|--|---|---|--|--|---|--|--|--|

OBJECTIVE GOAL 1: (Cont.)

| | | | | | | | | |
|--|-------------------------------------|------------------------------|--|--|--|---|---|---|
| <p>Implement CIF and SIOP strategies Implement CLOSE Reading strategies</p> | <p>All students in all Contents</p> | <p>Teachers Teachers</p> | <p>Asst. Principal Principal Asst. Principal Principal Asst. Principal</p> | <p>Observation form Materials depending on the area of coaching needed Walkthrough forms Intervention Forms PD agenda Programs</p> | <p>T-1 T-1 T-1 Grant Grant</p> | <p>Aug.2017 Aug.2017 Aug.2017 Aug.2017 Aug.2017</p> | <p>May 2018 May 2018 May 2018 May 2018 May 2018</p> | <p>Increase in amount of students being successful on CBAs, District Benchmarks, EOC assessments, ELL students increasing a proficiency level on TELPAS Informal Walk thru Intervention observations McRel evaluation rubric Agendas, sign-in sheets Reading Leads Improvement, Student Writing in every class, every day</p> |
| <p>Observe teachers delivery of lessons</p> | <p>All students in all Contents</p> | <p>Teachers</p> | <p>Principal Asst. Principal</p> | | <p>T-1</p> | <p>Aug.2017</p> | <p>May 2018</p> | |
| <p>Utilize the Instructional Coaches to coach developing teachers</p> | <p>All students in all Contents</p> | <p>Teachers</p> | <p>Principal Asst. Principal</p> | | <p>T-1</p> | <p>Aug.2017</p> | <p>May 2018</p> | |
| <p>Utilize the Collaborative Learning Facilitators as peer coaches to include the delivery of professional development</p> | <p>All students in all Contents</p> | <p>Teachers</p> | <p>Principal Asst. Principal</p> | | <p>Grant</p> | <p>Aug.2017</p> | <p>May 2018</p> | |
| <p>Utilize Literacy Coach to assist with the Implementation of Reading/ Writing Across the Curriculum</p> | | | <p>Principal Asst. Principal</p> | | <p>Grant</p> | <p>Aug.2017</p> | <p>May 2018</p> | |

OBJECTIVE GOAL 2: Throughout the 2017-2018 school, PSJA North ECHS will provide 100% of the students with opportunities to participate in a variety of rigorous academic curriculums that concentrate on Career and Technical Courses and Programs, which in turn will adequately prepare students to be competitive in the employment market.

| STRATEGIES/ACTION STEPS | STUDENT SUB- GROUP & NEEDS | PERSON(S) RESPONSIBLE IMPLEMENTATION MONITORING | RESOURCES NEEDED FTE'S RESOURCES BUDGET | TIMELINE BEGINNING ENDING | EVALUATION/ MEASUREMENT |
|---|---|--|---|---|---|
| <p>Academic Performance Provide a curriculum that horizontally aligns and engages rigorous, relevant, and emphasizes technology in such areas as:</p> <ul style="list-style-type: none"> • LAW: Public Safety, Corrections and Security • HEALTHSCIENCE • HUMANSERVICES • STEM • INFORMATIONTECH <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>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>Designate CTE courses to deliver focused literacy instruction for identified target students that are needing to retest</p> | <p>All students</p> <p>All students</p> <p>All students</p> <p>Re Tester students</p> | <p>CTE Teacher</p> <p>CTE Teacher/Organization Sponsor</p> <p>CTE Teacher</p> <p>CTE Teacher</p> | <p>TEKS Curriculum Guides</p> <p>Leadership Manual</p> <p>TEKS for CTE programs</p> <p>Literacy Time activities materials</p> | <p>Aug. 2017</p> <p>Aug. 2017</p> <p>Aug. 2017</p> <p>Aug. 2017</p> | <p>Completion of course sequence Earned Certification and/or Associates</p> <p>Membership rosters</p> <p>Enrollment numbers in the courses</p> <p>Increased EOC scores for CTE students</p> |

OBJECTIVE GOAL 2: (Cont.)

| | | | | | | | |
|--|--|---|---|--|-------------------------|-----------------------------------|--|
| <p>Create a Mentoring Program where CTE staff will communicate with their students' parents to discuss student progress and opportunities</p> | | | Asst. principal | | | | Increased EOC scores for CTE students |
| <p>Teacher Quality Assign CTE staff to collaborate and assist HB5 contents and/or intervention courses to support during Literacy Time</p> <p>**Have students utilize Rosetta Stone during Literacy Time in their CTE course to provide language support for ELL students that scored at a Beginner or Intermediate level on the previous year TELPAS reading component</p> | <p>Students in an HB5 course or intervention course</p> <p>ELLs in CTE courses</p> | <p>CTE Teacher HB5/Intervention Teacher CTE Teacher</p> | <p>Principal Asst. principal Assisted Teacher Principal Asst. principal</p> | <p>Literacy Time activities materials Rosetta Stone Licenses Computer equipment Compatible software and hardware</p> | <p>T-1 T-1</p> | <p>Aug 2017 Aug 2017</p> | <p>Increased EOC scores for CTE students Increased TELPAS and EOC scores for CTE students</p> |

**** To address system safeguards in Reading**

By May 2018, all Migrant and/or At Risk students will increase by at least 10% on all STAAR EOC exams.

OBJECTIVE GOAL 3:

| STRATEGIES/ACTION STEPS | STUDENT SUB- GROUP & NEEDS | PERSON(S) RESPONSIBLE IMPLEMENTATION MONITORING | RESOURCES NEEDED FTE'S RESOURCES BUDGET | TIMELINE BEGINNING ENDING | EVALUATION/ MEASUREMENT |
|--|--|---|---|---------------------------|--|
| <p>Academic Performance: Utilize a Credit Recovery Program for students who come in late or leave early in the Migrant Lab and/or Complete and organize "catch-up" packets for students</p> | Migrant Students, All At Risk Students | Teachers Principal, Assistant Principal Migrant Counselor | Extradyuty pay Credit Recovery Software program Grad Point T-1 | Aug. 2017 May 2018 | Attendance Rosters Tutorial Logs Completion of Course Reports Report cards |
| <p>Hold teacher/parent meeting to discuss the students' progress</p> | Migrant Students, All At Risk Students | Principal, Assistant Principal Migrant Counselor | Tutor salary T-1 | Aug. 2016 May 2018 | Meeting Agenda Sign in sheets |
| <p>Increase Learning Time Provide migrant tutors to be strategically placed in intervention courses for the EOC.</p> | Migrant Students | Teachers Assistant Principal Migrant Counselor | Extradyuty pay Credit recovery Software program T-1 | Aug. 2016 May 2018 | Tutor Time Sheets EOC scores |
| <p>Provide tutoring and/or additional computer time as needed: Before school, after school, Saturdays</p> | Migrant Students, All At Risk Students | Teachers Principal, Assistant Principal | Extradyuty pay Credit recovery Software program T-1 | Aug. 2016 May 2018 | Tutorial Logs, Student Report Cards, EOC assessment scores |

OBJECTIVE GOAL 4: By May 2018, all Special Education students will increase by at least 10% on all STAAR EOC exams.

| STRATEGIES/ACTION STEPS | STUDENT SUB-GROUP & NEEDS | PERSON(S) RESPONSIBLE IMPLEMENTATION MONITORING | RESOURCES NEEDED FTE'S BUDGET | TIMELINE BEGINNING ENDING | EVALUATION/ MEASUREMENT |
|--|---------------------------|---|---|---------------------------|--|
| <p>Academic Performance: ** Assume that all allowable testing accommodations are being routinely and effectively used.</p> | Sp. Ed students | Teachers servicing students | Modifications and Accommodations Documentation | Aug. 2016 | CBA and Benchmark scores EOC scores Report cards |
| <p>**Teacher will create Supplemental Aids for each of the EOC exams</p> | Sp. Ed students | All EOC servicing Sp. Ed. students | Large Print/Dyna Notes Approved Supplemental Aids | Aug. 2017 | CBA and Benchmark scores EOC scores Report cards |
| <p>Providing related services to meet the needs of any individuals' disability (i.e. Speech, Physical, Occupational Therapy...)</p> | Sp. Ed students | Teachers servicing students | Therapy facilities Transportation | Aug. 2016 | Improvement in individuals' therapy for their disability |
| <p>Increased Learning Time ** Implement EOC Academics weekly for targeted students</p> | Sp. Ed students | Principal Asst. Principal Manager Teachers servicing students | Lesson Resources | Aug. 2016 | CBA and Benchmark scores EOC scores Report cards |

**** To address system safeguards in Reading and Math**

OBJECTIVE GOAL 5: By May 2018, all GT students will increase by at least 10% in the Level II Final Recommendation Level and/or Level III Advanced Performance on all STAAR EOC exams.

| STRATEGIES/ACTION STEPS | STUDENT SUB- GROUP & NEEDS | PERSON(S) RESPONSIBLE IMPLEMENTATION MONITORING | RESOURCES NEEDED FTE'S RESOURCES BUDGET | TIMELINE BEGINNING ENDING | EVALUATION/ MEASUREMENT |
|--|---|---|---|---------------------------|--|
| <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</p> | Pre AP and AP students, coded GT students | Pre AP/ AP Teachers | College Board GT training | May 2018 | Lesson plans AP Mock test scores |
| Continue to offer AP/ Pre-AP programs | Pre AP and AP students, coded GT students | Principal Asst. Principal GT Director | GT update strategies | May 2018 | Enrollment numbers Lesson plans Report cards |
| Provide an on-going Enrichment. Accelerated Curriculum to ensure teachers are setting high expectation and students are being challenged to higher levels | Pre AP and AP students, coded GT students | Pre AP/ AP Teachers | GT update strategies | May 2018 | Lesson plans Report cards |
| Continue to implement district-wide integrated units correlated with TEKS/EOC that incorporate GT strategies | Pre AP and AP students, coded GT students | Pre AP/ AP Teachers | UIL | May 2018 | Lesson plans Report cards |
| Increased Learning Time Continue to develop and promote academic competitive events which support advanced academic programs | Pre AP and AP students, coded GT students | Pre AP/ AP Teachers Organization/Team Sponsors | Lesson materials | May 2018 | Organization and Team competition Rosters/awards |
| Prepare packets to address curriculum mis- alignments between AP and EOC blueprints | AP students AP students | AP teachers that teach an EOC course | Mock-AP exams | May 2018 | AP scores and EOC scores |
| Create study groups to assist students with preparations of the AP examinations | Pre AP/ AP Teachers | Principal Asst. principal | | May 2018 | AP scores |

OBJECTIVE GOAL 6: By May 2018 all ELL students will increase at least one proficiency level on TELPAS and will increase by at least 10% on all STAAR EOC exams.

| STRATEGIES/ACTION STEPS | STUDENT SUB-GROUP & NEEDS | PERSON(S) RESPONSIBLE IMPLEMENTATION MONITORING | RESOURCES NEEDED FTE'S RESOURCES BUDGET | TIMELINE BEGINNING ENDING | EVALUATION/ MEASUREMENT |
|--|---------------------------|--|---|---------------------------|---|
| <p>Academic Performance **Conduct a vertical and horizontal alignment of ELPS campus wide</p> | ELL Students | Teacher Principal Asst. Principal Language Supervisor | Proficiency Level Descriptors | Aug. 2017 May 2018 | TEKS aligned to ELPS Content and Language Objectives Informal Walk-through |
| <p>**Incorporate best practices to develop reading and writing in the English language</p> <ul style="list-style-type: none"> - SIOP strategies - Routinely and effectively using Linguistic Accommodations - Differentiation of Instruction | ELL Students | Principal Asst. Principal Language Supervisor | Classroom supplies for manipulatives Bilingual dictionaries | Aug. 2017 May 2018 | Increase in TELPAS proficiency levels and EOC scores |
| <p>**Implement a strong English Oral Language Program for students that are within their 1st-3rd year in U.S. Schools.</p> <ul style="list-style-type: none"> - Rosetta Stone Online | ELL Students | Teacher Principal Asst. Principal Language Supervisor | Rosetta Stone licenses Edge Curriculum | Aug. 2017 May 2018 | Students' Report Cards Meeting Progress Measure Increase in proficiency level on TELPAS 2017 compared to 2016 |
| <p>**Create & Utilize strategic ELL plans to assist in advancing each ELL to the next proficiency level</p> | ELL Students | Teacher Principal Asst. Principal | Strategic Plan Templates Resources to assist students in improving their proficiency level | Aug. 2017 May 2018 | Increase in proficiency level on TELPAS 2017 compared to 2016 |
| <p>** Strategically schedule & group students for the 2017 TELPAS Reading Online assessment based same proficiency levels.</p> | ELL Students | Teacher Principal Asst. Principal | Previous TELPAS scores | Aug. 2017 May 2018 | Increase in proficiency level on TELPAS 2017 compared to 2016 |

OBJECTIVE GOAL 6 (cont.)

| | | | | | | | |
|--|----------------------------------|----------------|---|--|------------------|------------------|--|
| <p>**Provide classroom librarians</p> <p>Increased Learning/Time</p> <p>**Provide a rich print environment</p> <p>**Make use of Interactive Wordwalls Teach Bell-to-Bell</p> <p>Implement Cold Calling Strategies</p> | <p>ELL Students</p> | <p>Teacher</p> | <p>Principal Asst. Principal Dual Language Supervisor</p> | <p>Class sets- Novels ESL Dictionaries Thesaurus Internet Resources I pads</p> <p>Word wall visuals Transitional Phrases Phrasal Verbs Cognates Translated Testing Stems</p> | <p>Aug. 2017</p> | <p>Aug. 2017</p> | <p>Increase in TELPAS proficiency levels and EOC scores Increase in using Reference materials on assessments</p> |
| <p>**Strategic master schedule set up with transition teams-cohort of targeted ELL students</p> <p>**Use intentional grouping in the classroom</p> | <p>ELL Students ELL Students</p> | <p>Teacher</p> | <p>Principal Asst. Principal Dual Language Supervisor</p> | <p>Targeted ELL list</p> <p>TELPAS scores</p> | <p>Aug. 2017</p> | <p>May 2018</p> | <p>Increase in TELPAS proficiency levels and EOC scores</p> |
| <p>**Strategic master schedule set up with transition teams-cohort of targeted ELL students</p> <p>**Use intentional grouping in the classroom</p> | <p>ELL Students ELL Students</p> | <p>Teacher</p> | <p>Master Scheduler and Principal</p> <p>Principal Asst. Principal CLL CLFs</p> | <p>Targeted ELL list</p> <p>TELPAS scores</p> | <p>Aug. 2017</p> | <p>May 2018</p> | <p>Increase in TELPAS proficiency levels and EOC scores</p> |

**** To address system safeguards in Reading and Math**

OBJECTIVE GOAL 7: By May 2018, at least 95% of all students will graduate with a High School Diploma under the RHSP or DAP Graduation Plans.

| STRATEGIES/ACTION STEPS | STUDENT SUB GROUP & NEEDS | PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING | RESOURCES NEEDED FTE'S RESOURCES BUDGET | TIMELINE BEGINNING ENDING | EVALUATION/ MEASUREMENT |
|--|--|---|---|---|--|
| <p>Academic Performance Provide alternatives for students not receiving credits</p> <p>Provide Credit by Exam opportunities</p> <p>Increased Learning Time. Utilize our district's special purpose campuses to encourage completion of a high school education</p> <ul style="list-style-type: none"> - SotomavorHS - BellewHS - College and Career Technology Academy (CCTA) | <p>Any Senior student needing to recover credits before graduation</p> <p>Any Senior student needing to recover credits before graduation</p> <p>All students that meet criteria for the selected campus</p> | <p>Teacher</p> <p>Principal Asst. Principal Counselors</p> <p>Teacher</p> <p>Principal Asst. Principal Counselors</p> <p>Teacher</p> <p>Principal Asst. principal Counselors Receiving campus personnel</p> | <p>Credit Recovery Software</p> <p>University of Texas- Credit by exams</p> | <p>May 2018</p> <p>Aug 2017</p> <p>May 2018</p> <p>Aug 2017</p> <p>May 2018</p> <p>Aug 2017</p> | <p>Completion of graduation coursework</p> <p>Completion of graduation coursework</p> <p>Completion of high school diploma</p> |

CRITICAL SUCCESS FACTORS WITHIN THE GOAL: STUDENT SAFETY

OBJECTIVE GOAL 8: Throughout the 2017-2018 School year, a Safe and Drug Free Instructional Support System will be in place to decrease violence and promote a safe learning environment

| STRATEGIES/ACTION STEPS | STUDENT SUB GROUP & NEEDS | PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING | RESOURCES NEEDED FTE'S RESOURCES BUDGET | TIMELINE BEGINNING ENDING | EVALUATION/ MEASUREMENT |
|--|---------------------------|--|---|---------------------------|--|
| Provide a safe and secure campus by providing awareness during Rafter Time | All students | All staff | College Ready Advisory Curriculum | Aug 2017 | Decrease in bullying reports, discipline referrals, violence and crimes |
| Use of reflection forms in In-School Suspension | All students | Teacher assigned to ISS | Reflection forms | Aug 2017 | Improved behavior and decrease in the number of repeat offenders assigned to ISS |
| Utilize support staff to monitor students during transition periods | All students and staff | Support staff | Funding for tips that lead to appropriate disciplinary actions and/or arrests | Aug 2017 | Reduced number of tardies and/or truancy |
| Utilize administrative staff to monitor students before school, during transitions periods, during lunch, and after school | All students and staff | Administrative Team | | Aug 2017 | Reduced number of tardies and/or truancy |
| Promote the use of the Campus TIPS line | All students | Pharr Police Dept. in collaboration with campus security | | Aug 2017 | Decrease in number of hearings and DAEP placements |

CRITICAL SUCCESS FACTORS WITHIN THE GOAL: ATTENDANCE

OBJECTIVE GOALS 9: Throughout the 2017-2018 School year, a plan will be executed, monitored, and adjusted as needed to increase attendance by 3%

| STRATEGIES/ACTION STEPS | STUDENT SUB GROUP & NEEDS | PERSON(S) RESPONSIBLE IMPLEMENTATION MONITORING | RESOURCES NEEDED FTE'S RESOURCES BUDGET | TIMELINE BEGINNING ENDING | EVALUATION/ MEASUREMENT |
|--|------------------------------|--|---|---------------------------|---|
| Contact parents of students who are consistently tardy and/or absent | All Students | Teachers School Liaison Asst. Principal | Attendance reports | May 2018 | Teachers' Parent Call logs |
| Target truancy <ul style="list-style-type: none"> - Make home visits & follow up on truancy cases - Parent Conferences / meetings - Student conferences with Liaisons | All students | Attendance Committee Teachers School Liaison Asst. Principal | Student Code of Conduct handbook | May 2018 | Increased attendance rate Log of parental conferences |
| Provide an orientation for all campus staff, parents, and students to review and communicate the attendance laws and guidelines | All students | Attendance Committee School Liaison Asst. Principal | | May 2018 | Increased attendance rate |
| Ensure the attendance committee meets once a month to identify students with attendance issues and set up short term goals | All students | Attendance Committee | Attendance reports | May 2018 | Agendas and sign in sheets |
| Conduct counseling sessions for students that have lost credit due to attendance | Targeted Identified students | Counselors School Liaisons | | May 2018 | Agendas and sign in sheets |
| Establish an incentive program for perfect attendance for all students | All students | Attendance Committee | Incentives for student celebrations | May 2018 | Increase in attendance |
| Establish a special incentive program for students with high attendance issues to provide praise for meeting short term attendance goals | Targeted Identified students | Teachers | Mentoring guide | May 2018 | Increase in attendance |
| Designate teacher mentors for students in need guidance in regards to attending school on a daily basis | Targeted Identified students | Teachers | | May 2018 | Increase in attendance |

CRITICAL SUCCESS FACTORS WITHIN THE GOAL: PROFESSIONAL DEVELOPMENT

OBJECTIVE GOAL 10: By May 2018, PSJA North ECHS will recruit and maintain 100% Highly Qualified staff.

| STRATEGIES/ACTION STEPS | STUDENT SUB GROUP & NEEDS | PERSON(S) RESPONSIBLE IMPLEMENTATION MONITORING | RESOURCES NEEDED FTE'S RESOURCES BUDGET | TIMELINE BEGINNING | EVALUATION/ MEASUREMENT |
|---|---------------------------|---|--|--------------------|---|
| Recruit highly qualified staff. - Job Fair | All students | Principal Asst Principal | Advertising | Aug 2017 | Fulfillment of all vacancies in a timely manner |
| Provide mentoring program for 1 st & 2 nd year teachers | All students | Principal Asst Principal Mentees | Mentor/Mentees Roles & Responsibilities Applicant Screening/ Resume | Aug 2017 | Retention rate |
| Collaborate to select a focused interviewing committee | | Asst Principal Department Chairs | Principal Human Resources Department | Aug 2017 | Selection of the most Qualified applicant |

OBJECTIVE GOAL 11: By May 2018, PSJA North ECHS will have 100% of our teachers to complete at least 30 hours of professional growth & development activities/sessions to ensure that all students are receiving a quality education in all contents.

| STRATEGIES/ACTION STEPS | STUDENT SUB GROUP & NEEDS | PERSON(S) RESPONSIBLE IMPLEMENTATION MONITORING | FTE'S | RESOURCES NEEDED RESOURCES BUDGET | TIMELINE BEGINNING/ENDING | EVALUATION/ MEASUREMENT |
|---|---------------------------|---|-------|--|---------------------------|---|
| Provide staff development for administrative leaders to address the needs of all students: <ul style="list-style-type: none"> - Model Schools Conference - Brockton HS Learning Tour - Consultant Services / Irma Duran Graciela Guzman | All students | Principal Asst. Principal | | Fees Travel Hotel Meals expenses | Aug 2017 | Quality Instruction Leadership |
| Provide Staff Development to address general needs in: <ul style="list-style-type: none"> - Assessment/Evaluation, Instructional strategies: - Inclusion/Co Teaching - The Art of Texas 17th Annual Inclusion Work Conference 2016 - 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 trainings and updates - Thinking Maps - Assessment Conference - TABE - SIOP Strategies - AP National Conference - STC College Success - CPR Training - Unpacking the TEKS - Content Curriculum Planning / Pro. Develop - Consultant Services / Irma Duran - Data Wise Institute Conference - Gretchen Bernabei- Conf - Laying The Foundation | All students | Principal Asst. Principal District Content Coordinators | | Fees Travel Hotel Meals expenses | Aug 2017 | Quality Instruction EOC scores TELPAS Scores Increased Graduation rate Meeting state accountability Earning of Distinctions |

OBJECTIVE GOAL 11: (Cont.)

| STRATEGIES/ACTION STEPS | STUDENT SUB GROUP & NEEDS | PERSON(S) RESPONSIBLE IMPLEMENTATION MONITORING | FTE'S | RESOURCES NEEDED | BUDGET | TIMELINE BEGINNING | TIMELINE ENDING | EVALUATION/ MEASUREMENT |
|--|---------------------------|---|-------|--|---------|--------------------|-----------------|---|
| <p>Provide Staff Development to address the needs in</p> <p>Mathematics</p> <ul style="list-style-type: none"> - 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 | All students | Teacher | | Fees Travel Hotel Meals expenses | T-1 PFS | May 2018 | Aug 2017 | Quality Instruction EOC scores Increased Graduation rate Meeting state accountability Earning of Distinctions Meeting of SLOs |
| <p>Provide Staff development to address the needs in</p> <p>Writing.</p> <ul style="list-style-type: none"> - Holistic Scoring Writing - TELPAS Training - Gretchen Bernabei Conf. - Criterion - TSI Training - Springboard Curriculum - STOP Strategies - Educate Texas - Curriculum Pro. Dev | | Principal Asst Principal, Math District Content Coordinator | | Fees Travel Hotel Meals expenses | T-1 PFS | May 2018 | Aug 2017 | Quality Instruction EOC scores TELPAS Scores Increased Graduation rate Meeting state accountability Earning of Distinctions Meeting of SLOs |
| <p>Provide Staff Development to address the needs in</p> <p>Science</p> <ul style="list-style-type: none"> - CAST - RGVSA - UTPA Work shops - Consultant- - Int. Academy of Science | | Principal Asst Principal, Science District Content Coordinators | | Fees Travel Hotel Meals expenses | T-1 | May 2018 | Aug 2017 | Quality Instruction EOC scores Increased Graduation rate Meeting state accountability Earning of Distinctions Meeting of SLOs |
| <p>Provide Staff Development to address the needs in Social Studies</p> <ul style="list-style-type: none"> - Social Studies Academy - Effective Writing Practices in Social Studies - Texas College & Career Readiness Conf. | | Principal Asst Principal, Social Studies District Content Coordinators | | Fees Travel Hotel Meals expenses | T-1 | May 2018 | Aug 2017 | Quality Instruction EOC scores Increased Graduation rate Meeting state accountability Earning of Distinctions Meeting of SLOs |

OBJECTIVE GOAL 11: (Cont.)

| STRATEGIES/ACTION STEPS | STUDENT SUB GROUP & NEEDS | PERSON(S) RESPONSIBLE IMPLEMENTATION MONITORING | FTE'S | RESOURCES NEEDED | RESOURCES BUDGET | TIMELINE BEGINNING ENDING | EVALUATION/ MEASUREMENT |
|--|---------------------------|--|--------------|---|---|---------------------------------|--|
| <p>Provide Staff Development to address department needs in Technology and Electives</p> <ul style="list-style-type: none"> - 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.O. Questioning Strategies - Lesson Planning Designs - Rigor, Alignment Engagement - CEDFA Summit XV | <p>All students</p> | <p>Teachers</p> <p>Principal Assi. Principal, Campus Testing Coordinator</p> | <p>FTE'S</p> | <p>RESOURCES NEEDED</p> <p>Fees Travel Hotel Meals expenses Computer Equip.</p> | <p>RESOURCES BUDGET</p> <p>Local Title</p> <p>PFS</p> <p>Technology</p> | <p>Aug 2017</p> <p>May 2018</p> | <p>Quality Instruction Increased Graduation rate Meeting of SLOs</p> |

CRITICAL SUCCESS FACTORS WITHIN THE GOAL: POST SECONDARY READINESS

OBJECTIVE GOAL 12: By the end of May 2018, PSJA North ECHS will implement a college, academic, social/emotional, and career guidance programs to meet the needs of all students in preparation to be college ready, connected, and complete.

| STRATEGIES/ACTION STEPS | STUDENT SUB GROUP & NEEDS | PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING | FTE'S | RESOURCES/NEEDED RESOURCES | BUDGET | TIMELINE BEGINNING ENDING | EVALUATION/ MEASUREMENT |
|--|---------------------------|--|-------|--|---------------|---------------------------|---|
| Develop partnerships among business and industry to assist students in mastering the knowledge and skills needed for work. | All students | Teachers Principal Asst. Principal Coordinator | | Hands on equipment to demonstrate the skills needed for work in the particular field | CTE Funds | Aug. 2017 May 2018 | Partnership formed in community |
| Involve partnerships in identifying and securing resources. | All students All students | Teachers CTE Principal Asst. Principal Coordinator | | Business Partners | CTE Funds CTE | May 2018 Aug. 2017 | Increase in student enrollment |
| Provide students job shadowing opportunities | students | Teacher Principal Asst. Principal Coordinator Employment partner | | Business Partners | Funds | May 2018 Aug. 2017 | Increased number of students enrolled in partnerships |
| Offer Industry Certification, dual credit courses, and college certifications | All students | Teachers Principal Asst. Principal Coordinator College Readiness Dept. | | Colleges and Universities | CTE Funds | Aug. 2017 May 2018 | Certificates, college hours, and Associate Degrees earned |
| Student Degree Plans | All students | Counselors Principal Asst. Principal | | Degree plans | T-1 | Aug. 2017 May 2018 | Enrollment in dual credit/concurrent enrollment |

OBJECTIVE GOAL 13: By the end of May 2018, PSJA North ECHS High will implement a career guidance program to meet the needs of all students.

| STRATEGIES/ACTION STEPS | STUDENT SUB GROUP & NEEDS | PERSON(S) RESPONSIBLE IMPLEMENTATION MONITORING | FTE'S | RESOURCES NEEDED | BUDGET | TIMELINE BEGINNING ENDING | EVALUATION/ MEASUREMENT |
|---|------------------------------|--|--|---|-------------------------|--|--|
| Plan, develop, and implement a guidance program that contains a strong career development component designed to meet the needs of all students | All students | Counselors Principal Asst. Principal Director | Principal CTE Director | Guidance program materials | CTE Funding | Aug. 2017 May 2018 | Course evaluation |
| Eliminate barriers to educational success for all students by facilitating access to: <ul style="list-style-type: none"> - Assessment information - Recruitment - Placement - Resources - Support services for each student's needs - Personal Graduation Plans - Student visits to University | All students | Counselors Principal Asst. Principal Director | Principal CTE Director | Go Center Community Volunteers | CTE Funding | Aug. 2017 May 2018 | Number of students enrolled in a post-secondary education in the Fall following their graduation |
| Provide students and parents with information about current and emerging careers and CTE programs available through: <ul style="list-style-type: none"> - College Night - Summer Bridge Programs - Dual Enrollment/Concurrent Enrollment - Career Fair - Student visits to University | All students | Counselors CTE Director Parent Coordinator | Principal Asst. Principal CTE Director | CTE Teachers/ Presenters Counselors Computer Lab College Recruiters UTPA/STC | CTE Funding | Aug. 2017 May 2018 | Sign in sheets to the events |
| Provide computer labs for CTE programs and provide a schedule for accessibility | All students All students | Teacher Teacher | Principal Asst. Principal CTE Director Principal Asst. Principal CTE Director | Computer labs Tech Prep | CTE Fund CTE Fund | Aug. 2017 May 2018 Aug. 2017 May 2018 | Rotation computer lab schedule Banquets Award ceremonies |
| Provide recognition for student achievement, through: <ul style="list-style-type: none"> - Student organizations - Tech Prep - Dual credit courses - Articulated courses - Awards banquet - Internship Programs | students | Teacher | Principal Asst. Principal CTE Director | | | | |

CRITICAL SUCCESS FACTORS WITHIN THE GOAL: PARENTAL AND COMMUNITY INVOLVEMENT

OBJECTIVE GOAL14: Throughout the 2017-2018 school year, PSJA North ECHS will increase and encourage an active parental involvement program by 20%.

| STRATEGIES/ACTION STEPS | STUDENT SUB GROUP & NEEDS | PERSON(S) RESPONSIBLE IMPLEMENTATION/MONITORING | FTE'S | RESOURCES NEEDED | BUDGET | TIMELINE BEGINNING | TIMELINE ENDING | EVALUATION/ MEASUREMENT |
|--|---------------------------|---|------------------------------|--|--------|--------------------|-----------------|--|
| 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 | All students | Campus Admin. Committee members Community Parent Educator Teachers | Principal Asst. Principal | PSJA ISD Parental Involvement Handbook Code of Conduct Handbook | T-1 | May 2018 | Aug 2017 | Meeting Agendas and Sign in Sheets |
| Coordinate school activities among the staff, parents, and community in order to enhance students' academic performance. | All students All | Teachers School Liaison | Principal Asst. Principal | Academic brochures | T-1 | May 2018 | Aug 2017 | Festivals, College Connected meetings |
| Distribute brochures to keep parents informed about the various programs and opportunities provided for themselves and their children | students | Teachers Parent Educator | Principal Asst. Principal | Academic brochure | T-1 | May 2018 | Aug 2017 | Agendas and sign ins Increase in enrollment numbers |
| **Provide information emphasizing the importance of the EOC and Interventions (Spanish & English) | ELL and Sp Ed students | Teachers Parent Educator | Principal Asst. Principal | State EOC brochure | T-1 | May 2018 | Aug 2017 | Agendas and sign ins EOC scores |
| Provide information which emphasizes importance of higher education. | All students | Teacher Counselor Parent Educator | Principal Asst. Principal | Academic brochure | T-1 | May 2018 | Aug 2017 | Agendas and sign ins EOC scores Increase enrollment in dual credit and/or concurrent enrollment courses |

**** To address system safeguards in Reading and Math**