

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



Southwest Early College High School
Campus Improvement Plan
2017-2018



Mission Statement

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

"Vision Statement"

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

SBDM Committee Members

- Ranulfo Marquez-Principal
- Jennifer Burden- Dean of Instruction
- Aisha Loya- English Teacher
- Lorena Zuniga- Social Studies Teacher
- Nelson Carrasquero- Math Teacher
- Gemma Mora- Science Teacher
- Kellie Williams- CTE Teacher
- Arianna Sandoval- Fine Arts Teacher
- Dora L. Gonzalez- Librarian
- Rubinia Cavazos- Parent



What We Believe In

Guiding Principles

- Commitment to Greatness
- Passion For our Work
- Continuous Improvement
- Team Work and Dedication
- 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, Principal, 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 literacy 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



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Data Resources Reviewed

1. 2016-2017 District Summary Report
2. 2016-2017 STAAR Campus State Accountability Report
3. 2016-2017 Campus TAPR Report
4. 2016-2017 Attendance
5. 2016-2017 TELPAS Data
6. Discipline Referral Data
7. PEIMS Demographics
8. Walk-through Observation Data
9. Parental Involvement Data
10. McRel Teacher Evaluations
11. Professional Development Plan
12. Teacher Certifications
13. Technology Inventories

Comprehensive Needs Assessment



Special Education:

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

Needs:

System Safeguards Data: As evidenced in the STAAR assessments, the results show an achievement gap as follows:

- In Reading, the achievement gap between SpEd and All students 2016-2017 is **31%**.
- In Mathematics, the achievement gap between SpEd and All students 2016-2017 is **27%**.
- **In Science, the achievement gap between SpEd and All students 2016-2017 is 43% (11 pts wider than state gap of 32%)**
- **In Social Studies, the achievement gap between SpEd and All students 2016-2017 is 33% (3 pts wider than state gap of 30%)**
- The 4-Year Federal Graduation Rate for SpEd students at Southwest Early College High School was **77.8%**, **13.6** pts below the campus all student group (**91.4%**)

Comprehensive Needs Assessment



Special Education

Personnel Needs:

The campus administration must work closely with the human resource department to ensure that highly qualified teachers and instructional assistants are recruited, hired, and placed in the appropriate educational setting and to implement the inclusion model effectively.

Professional Development Needs:

The administration must work closely with the Curriculum and Instruction Department and provide PD in the area of co-teaching to implement the inclusion model effectively.

Strengths:

The Annual Dropout Rate for SpEd students at Southwest Early College High School was **0.0%**, **.3%** pts below the campus all student group (0.3%)

On the STAAR EOC exam:

- The gaps between the SpEd subgroups and the All Student groups were **narrower** than the state gaps in the following EOCs:
 - English 1: Southwest ECHS **35** pts/State **42** pts (**7** pts below state gap)
 - English 2: Southwest ECHS **22** pts/State **42** pts (**20** pts below state gap)
 - Algebra 1: Southwest ECHS **27** pts/State **37** pts (**10** pts below state gap)

Comprehensive Needs Assessment



English Language Learners (ELL):

The following sources from across the district were used to review the Dual Language/English as a Second Language (DL/ESL) Department data by the District Education Improvement Council: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and TELPAS indicators to determine strengths and needs of our ELL students. The DL Department also worked closely with the human resource department to ensure that highly qualified teachers and instructional assistants were recruited, hired, and placed in the appropriate educational setting. Each curriculum and instruction central office administrator by campus type was also assigned an English Language and Spanish Language Development coach to enhance bi-literacy. In addition, the DL Department was very involved in the curriculum writing and revision for grades K-12 during the summer to address the needs of our ELL students and align the curriculum between English and Spanish Language Arts that led to a more coherent and consistent bi-literacy program. Professional development was also coordinated with the curriculum and instruction department to ensure that all general education teachers utilize best practices that support the learning of ELL students.

Needs:

As evidenced in the STAAR assessments, the results show an achievement gap as follows:

- In Reading, the achievement gap between ELL and All students 2016-2017 is **24%**.
- In Mathematics, the achievement gap between ELL and All students 2016-2017 is **10%**.
- In Science, the achievement gap between ELL and All students 2016-2017 is **12%**.
- In Social Studies, the achievement gap between ELL and All students 2016-2017 is **13%**

Comprehensive Needs Assessment



English Language Learners (ELL):

- The Campus TELPAS Yearly Progress Indicator was as follows:
 - 9th Grade: **53%** in 2016; **28%** in 2017
 - 10th Grade: **51%** in 2016; **48%** in 2017.
 - 11th Grade: **51%** in 2016; **40%** in 2017
 - 12th Grade: **42%** in 2016; **53%** in 2017

Strengths:

- 12th Grade YPI increased from 42% to 53%.
- The 4-Year Longitudinal Graduation Rate for ELL students at SWECHS was **93%** (**1** point above the District all student group, and **3.9** points above the state all student group).
- The Annual Dropout Rate for ELL students at SWECHS was **-2%**, **.9%** points below the District all student group and **1.1** points below the state all student group.
- The Advanced Course/Dual Credit Completion Rate for ELL students in all subjects was **69.3%** (just **5.7%** below the campus all student group and only **2.1%** below the district all student group)

On the STAAR EOC exam:

- The gaps between the ELL subgroups and the All Student groups were **narrower** than the state gaps in the following EOCs:
 - English 1: Southwest ECHS **23** pts/State **35** pts (**12** pts below state gap)
 - English 2: Southwest ECHS **25** pts/State **38** pts (**13** pts below state gap)
 - Algebra 1: Southwest ECHS **10** pts/State **16** pts (**6** pts below state gap)
 - Biology: Southwest ECHS **12** pts/State **22** pts (**10** pts below state gap)
 - U.S. History: Southwest ECHS **13** pts/State **19** pts (**6** pts below state gap)

Comprehensive Needs Assessment



Economically Disadvantaged

The following sources from across the district were used to review the Economically Disadvantaged data by the District Education Improvement Council: State of Texas Assessments of Academic Readiness (STAAR) results, and System Safeguards to determine strengths and needs of our Economically Disadvantaged Students.

Needs:

System Safeguards Data: As evidenced in the STAAR assessments, the results show an achievement gap as follows:

- In Reading, the achievement gap between Eco Dis and All students 2016-2017 is **1%**.
- In Mathematics, the achievement gap between Eco Dis and All students 2016-2017 is **0%**.
- In Science, the achievement gap between Eco Dis and All students 2016-2017 is **0%**.
- In Social Studies, the achievement gap between Eco Dis and All students 2016-2017 is **1%**.
- On Index 3, Closing the Achievement Gap for the Economically Disadvantaged, Southwest Early College High School earned a score of 42, 1 points below the district, 3 points below the region and 1 point above the state.

Comprehensive Needs Assessment



Economically Disadvantaged

Strengths:

- The 4-Year Graduate Rate for Eco Dis students at SWECHS was **96.5%**, points above the District, and points above the state.
- The Advanced Course/Dual Credit Course Completion Rate in Any Subject for ELLs was **76.3%** compared to **75%** for the campus, **71.4%** for the district and **55%** for the state.

On the STAAR exam:

- The gaps between the Eco Dis subgroups and the All Student groups were narrower than the state gaps in the following EOCs:
 - English 1: Southwest ECHS **0** pt/State **10** pts (**10** pts below state gap)
 - English 2: Southwest ECHS **1** pt/State **9** pts (**8** pts below state gap)
 - Algebra 1: Southwest ECHS **0** pts/State **5** pts (**5** pts below state gap)
 - Biology: Southwest ECHS **0** pt/State **5** pts (**5** pts below state gap)
 - U.S. History: Southwest ECHS **1** pt/State **4** pts (**3** pts below state gap)

Comprehensive Needs Assessment Continued: Goal 1-8 Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	<p>Index 1: Student Achievement 64 (Target 60) 6 pts below District, 10 pts below Region, 11 pts below State</p>	<p>1. Campus Exceeded the State Target of 60 by 4 pts</p> <p>2. Gains from 2016 in:</p> <ul style="list-style-type: none"> • English 2 (48% to 50%) • Alg 1 (71% to 77%) • Biology (74% to 80%) 	<p>1. On Index 1 the Campus performed 6 pts below the District average, 10 pts below the Region and 11 pts below the State.</p> <p>2. Declines or no change from 2016 in:</p> <ul style="list-style-type: none"> • English 1 (48% to 48%) • US History (84% to 83%) <p>3. Campus underperformed in the following:</p> <ul style="list-style-type: none"> • English 1: 16pts below state; 11pts below region; 4pts below district • English 2: 16 pts below state; 11pts below region; 5pts below district • Alg 1: 6 pts below state; 8 pts below region; 7 pts below district • Bio: 6 pts below state; 4 pts below region; 3 pts above district • US History: 8 pts below state; 6 pts below region; 3 pts below district <p>• 7 pts below the leading comprehensive high school in the district</p>	<p>Improve student learning outcomes in:</p> <ul style="list-style-type: none"> • English I: 65% • English II: 65% • Alg 1: 85% • Bio: 85% • US History: 90%
2	<p>Index 2: Student Progress 28 (Target 17) 13 pts below District and State, 16 pts below Region</p>	<p>Campus Exceeded the State Target for Index 2 of 17% with 28% meeting or exceeding the progress measure.</p>		<ul style="list-style-type: none"> • Improved student outcomes in Algebra 1 and English 2 specific to student progress
3	<p>Index 3: Closing the Achievement Gap 42 (Target 30) 1 pt above district, 3 pts below region, 2 pts above state</p>	<ul style="list-style-type: none"> • Campus Exceeded the State Target for Index 3 of 30 with a score of 42 for Eco Dis Sub Group. • 50% of ECD students Approached Grade Level in Reading • 77% of ECD students Approached Grade Level in Math 	<p>Low % of ECD students Mastering Grade Level</p> <ul style="list-style-type: none"> • 3% of ECD students Mastered Grade Level in Reading • 18% of ECD students Mastered Grade Level in Math 	<ul style="list-style-type: none"> • Increase level of instructional rigor • Professional development in teaching with rigor and relevance • Increased use of CIF strategies
4	<p>Index 4: Post Secondary Readiness 83 (Target 60) On par with district and region, 8 pts above state</p>	<ul style="list-style-type: none"> • The campus met the index 4 target of 60 with a score of 83. • 96.7 4 Year Graduation Rate • .3% Dropout Rate • 98.3% RHSP/DAP Graduates 	<p>Low % of students Meeting Grade Level on 2 or more STAAR EOC Exams (48%)</p>	<ul style="list-style-type: none"> • Provide opportunities for cross-curricular planning and teaching • Provide PD for teachers on increased rigor and relevance • Increased use of CIF strategies

Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Family and Community Involvement	<ul style="list-style-type: none"> High participation and attendance in parent meetings High number of active parent volunteers Communication in both English and Spanish Positive feedback on parent surveys Ongoing collaboration with city leadership to plan and participate in school and community events 	<ul style="list-style-type: none"> Low Average of parents with high school diplomas and/or postsecondary education 	<ul style="list-style-type: none"> Create opportunities for parents to receive postsecondary training/education Initiate parent academic conferences at all levels Continue to educate parents on school initiatives and state graduation requirements Recruit and retain highly engaged parent volunteers
6	Technology	<ul style="list-style-type: none"> Availability of technology resources for students and teachers, and staff. 	<ul style="list-style-type: none"> Integration of technology in instruction and increase the infrastructure, increase the use of student technology for instructional rigor 	<ul style="list-style-type: none"> Provide training on the implementation of technology integration; increase on-line resource use
7	School Culture and Climate	<ul style="list-style-type: none"> Good student attendance Collaborative Learning Communities with common planning periods Customer Service College for All Culture Safe and civil school culture 	<ul style="list-style-type: none"> Static enrollment (little or no change from year to year) 	<ul style="list-style-type: none"> Build public relations Increase recruitment efforts Improve student retention
8	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> Highly Qualified Staff Low teacher turnover High number of dual credit and dual language teachers 	<ul style="list-style-type: none"> AP training and support CIF Training and Implementation 	<ul style="list-style-type: none"> Provide better AP training and support Ongoing staff development

CAMPUS DEMOGRAPHICS



	ALL	MALE	FEMALE	SPED	LEP	M1	M2	MIGRANT	ECD	GT	CTE
Number	1,788	903	885	144	736	46	49	97	1,759	152	1,558
Percent	100	50.5	49.5	8.1	41.2	2.6	2.7	5.4	98.4	8.5	87.1

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	1,788	1,766	4	1	15	0
Percent	100	99	0	0	1	0

CAMPUS DEMOGRAPHICS

Total Enrollment – 1,788

Percent	Southwest ECHS	STATEWIDE
Hispanic	99%	52.4%
Economically Disadvantaged	98.4%	59%
ELL	41.2%	18.9%

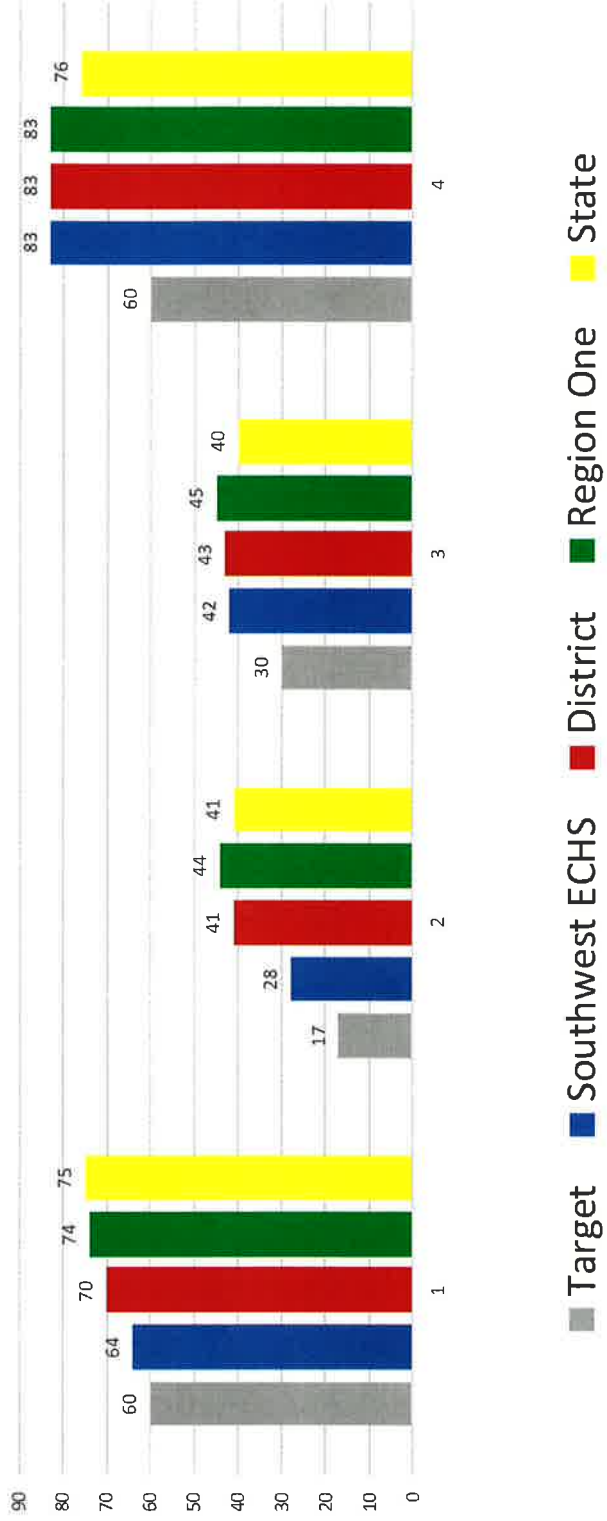
Student Achievement Summary 2017



	State Performance Target 2017	State	Region 1	PSJAISD	Southwest ECHS	Goals 2018*
Index 1 Student Performance	60	75	74	70	64	70
Index 2 Progress Measure	17	41	44	41	28	35
Index 3 Closing the Gap	30	40	45	43	42	47
Index 4 Postsecondary Readiness	60	76	83	83	83	88

*New Accountability System

State Accountability 2017



Student Achievement Summary 2017

All Students Performance Rates	Campus Performance Goal 2017	State	Region 1	PSJAISD	Southwest ECHS	Goals 2018
All Subjects	67	75	74	70	64	70
Reading	60	72	69	63	49	65
Math	80	79	81	77	77	85
Science	80	79	79	75	80	85
Social Studies	90	77	75	67	83	90

Student Achievement Summary 2017

ELL Current & Monitored Performance Rates	Campus Performance Goal 2017	State	Region 1	PSJAISD	Southwest ECHS	Goals 2018
All Subjects	50	57	60	58	44	70
Reading	50	51	51	49	25	30
Math	75	69	72	72	67	85
Science	70	57	62	62	68	78
Social Studies	75	48	50	42	70	80



Student Achievement Summary 2017

Special Ed Performance Rates	Performance Target 2017	State	Region 1	PSJAISD	Southwest ECHS	Goals 2018
Reading	60	43	37	29	39	44
Math	60	45	46	34	30	35
Science	60	47	46	47	54	59
Social Studies	60	46	41	35	40	45

Student Achievement Summary 2017




ECO Dis Performance Rates	Performance Target 2017	State	Region 1	PSJAISD	Southwest ECHS	Goals 2018
Reading	60	70	69	62	51	61
Math	60	75	77	68	58	65
Science	60	71	73	68	70	75
Social Studies	60	69	69	61	75	80

System Safeguards 2017



Campus 2017 Results	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	49%		49%						48%	18%	30%
Math	77%		77%						77%	50%	70%	
Science	80%		80%						80%	37%	72%	
Social Studies	83%		83%						82%	50%	70%	
Participation Reading	Y		Y						Y	Y	Y	
Participation Math	Y		Y						Y	Y	Y	
Graduation Target Met	Y		Y						Y	N	Y	26/35=74%

 Indicates Did Not Meet Minimum Size Requirement

Post-Secondary Readiness Data Table 2017



All Students	State	Region 1	District	Southwest ECHS
4-Year Graduation Rate Class of 2016	88.3	87.3	90.6	96.7
5-Year Extended Graduation Rate Class of 2017	90.4	90.1	94.6	na
Annual Dropout Rate SY 2015-2016	2.2	2.6	0.7	0.3
RHSP/DAP Graduates Class of 2016	85.5	92.8	95.7	98.3
College Ready Graduates SY 2015-2016	78.4	83.3	82.3	94.9

2017-2018 Campus Goals

- This data will allow us to analyze our needs and set attainable goals for the 2017-2018 school year.
- End of Course data includes first time testers as well as re-testers.

2017-2018 Campus Goals



STAAR EOC High School Passing Rates for MATH

Algebra 1			Campus Goal
% of Items Needed to Meet State Performance Standard	% of District Students Passing State Assessment <i>TARGET: 60%</i>		TARGET: 60%
	2017		
Approaches Grade Level	39%	77%	90%
Meets Grade Level	63%	53%	60%
Masters Grade Level	78%	18%	20%



2017-2018 Campus Goals

English 1		% of District Students Passing State Assessment <i>TARGET: 60%</i>	Campus Goal <i>TARGET: 60%</i>
% of Items Needed to Meet State Performance Standard		2017	2018
Approaches Grade Level	59%	48%	60%
Meets Grade Level	68%	25%	40%
Masters Grade Level	88%	4%	10%

English II		% of District Students Passing State Assessment <i>TARGET: 60%</i>	Campus Goal <i>TARGET: 60%</i>
% of Items Needed to Meet State Performance Standard		2017	2018
Approaches Grade Level	57	50%	60%
Meets Grade Level	60	31%	45%
Masters Grade Level	66	1%	10%

2017-2018 Campus Goals



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Biology		
% of Items Needed to Meet State Performance Standard	% of District Students Passing State Assessment TARGET: 60%	Campus Goal TARGET: 60%
	2017	2018
Approaches Grade Level	80%	90%
Meets Grade Level	45%	50%
Masters Grade Level	5%	15%



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2017-2018 Campus Goals

U.S. History

% of Items Needed to Meet State Performance Standard	% of District Students Passing State Assessment <i>TARGET: 60%</i>	Campus Goal <i>TARGET: 60%</i>
	2017	2018
Approaches Grade Level	83%	90%
Meets Grade Level	53%	65%
Masters Grade Level	20%	30%

2017-2018 Campus 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.

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: Southwest Early College High School

Campus Goal 1: Improve Student Academic Achievement (Index 1)							
Objective 1: Curriculum will be horizontally aligned in 2017-2018 in all courses.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Summer Curriculum Writing sessions for all of the four-core subjects assessed on HB5 will be scheduled in May-June [2015].	Assistant Superintendent for C&I	Local Funds, Title 1 Funds	Summer 2017 Summer 2018	Completed Curriculum Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assessments,	Title 1- #2, 4
Teacher representatives from campus will be selected to help write the district curriculum	Principal, Assistant Principal, department heads/CLFs	Local Funds, Title 1 Funds	May 2017 May 2018	Sign-in Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1- #2, 4
Curriculum writers will be trained on the state standards, indexes, depth and complexity of the TEKS and on the use of data to create a viable curriculum for each course.	Assistant Supt for C&I	Local Funds, Title 1 Funds	June 2017 June 2018	Agenda and Sign-in Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 -#4
Curriculum documents will include ELPS strategies for BE/ELL students and Supplemental Aids for special education students	Bilingual Director, Special Ed Director, Assistant Supt for C&I	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224	Summer 2017 Summer 2018	Completed Curriculum Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1-#1,2
Academic Calendars will be written for all courses. (timelines will be written for all HB5 courses)	Assistant Supt for C&I, Administrators	Local Funds, Title 1 Funds	Summer 2017 Summer 2018	Completed Academic Calendars	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 -#1, 2

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: Southwest Early College High School

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

Objective 1: Curriculum will be horizontally aligned in 2017-2018 in all courses.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Formative and summative assessments will be written and aligned to the curriculum to monitor the effectiveness of the curriculum, teaching and learning	District Content Coordinators	Local Funds, Title 1 Funds	June 2017-April 2018	Completed Formative and Summative Assessments in the Curriculum Binders	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #8
Campus Performance Review sessions (CPRS) will be held at each campus following each district level CBA or Benchmark for in-depth analysis of the data	Principal	Local Funds, Title 1 Funds	October, November, January, February for each year in 2017, 2018, 2019 and 2020	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #2,4,8
District Review Sessions (DRSs) will be held at the district level to review CBA and Benchmark data with the principal and to plan next steps	Assistant Supt for C&L, Administrators	Local Funds, Title 1 Funds	October, November, January, February for each year in 2017, 2018, 2019 and 2020	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #2,4,8
Campus Instructional Coaches, Deans, Assistant Principal and Principal will monitor the implementation of the curriculum at each campus	Principal	Local Funds, Title 1 Funds	August 2017 – May 2018 August 2017-May 2018	Walk-through documentation	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #3
Provide Dana Center training for selected cohort teachers and Principal on the vertical alignment of state standards in math and science.	Assistant Superintendent for C&I	Title 1 Funds	August 2017- 2018	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #4

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

Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2017 -2018.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Curriculum Based Assessments (CBAs) and District-level Benchmarks that are aligned to the curriculum will be written for each of the HB5 courses	District Content Coordinators	Local Funds, Title 1 Funds	June 2017 – May 2018	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8
Teacher representatives from each campus will be trained on how to write CBAs and Benchmarks at the depth and complexity of STAAR/EOC	Assistant Supt for C&I, C&I Administrators	Local Funds, Title 1 Funds	June 2017 – May 2018	Agenda and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4, 8
Prior to the administration of a CBA or Benchmark, teacher representatives will review the assessments to ensure adherence to the Academic Calendar	District Content Coordinators	Local Funds, Title 1 Funds	October, November, January, February for each year in 2017, 2018, 2019 and 2020	Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4, 8
Two district-level CBAs and two district-level Benchmarks will be administered to all students in 2016-2017 and in 2016-2017	District Content Coordinators	Local Funds, Title 1 Funds	October, November, January, February for each year in 2017, 2018, 2019 and 2020	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8

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

Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2017-2018.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Teachers will receive assessment data for their students within 48 hours of the test administration	Campus Principal, Deans, Aps and CLFs	Local Funds, Title 1 Funds	October, November, January, February for each year in 2017, 2018, 2019 and 2020	DMAC reports	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8
A Data Room will be available at the campus for data analysis and for monitoring student progress.	Campus Principal, Deans, Aps and CLFs	Local Funds, Title 1 Funds	August 2017-June 2018	Walk-throughs, CLC Agendas and Sign in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
Campus Performance Review sessions (CPRs) will be held at the campus following each district level CBA or Benchmark for in-depth analysis of the data.	Campus Principal, Deans, Aps and CLFs	Local Funds, Title 1 Funds	October, November, January, February for each year in 2017, 2018, 2019 and 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
District Review Sessions (DRSs) will be held at the district level to review CBA and Benchmark data with the principal and to plan next steps	Assistant Supt for C&I, Administrators	Local Funds, Title 1 Funds	October, November, January, February for each year in 2017, 2018, 2019 and 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 4, 8
Outside consultants will be contracted to assist teachers and admin in data disaggregation, effective instructional practices, monitoring and interventions, and the creation of a Targeted Improvement Plan through the TAIS Process	Campus Principal	Title 1, Priority Focus Funds	September 2017- August 2018	Agendas and Sign In Sheets	Improved STAAR EOC scores, gains in Index 1	CBAs, BMs, STAAR EOC, TELPAS	Title 1- #2, 8

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

Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2017-2018.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus level monitoring of the progress of migrant students will be done immediately following each CBA and BM	Principal, Dean, APs, CLFs, Migrant Counselor, Teachers	Migrant Funds 212	October, November, January, February for each year in 2017, 2018, 2019 and 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Campus level monitoring of the progress of special education students will be done immediately following each CBA and BM	Principal, Dean, APs, CLFs, Migrant Counselor, Teachers	Special Ed Funds 224	October, November, January, February for each year in 2017, 2018, 2019 and 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Campus level monitoring of the progress of ELL students will be done immediately following each CBA and BM	Principal, Dean, APs, CLFs, District Dual Language Coordinator, Teachers	Title III 263	October, November, January, February for each year in 2017, 2018, 2019 and 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Provide Dana Center training for cohorted science teachers on creating formative assessments.	Assistant Superintendent for C&I	Title 1 Funds	August 2017- May 2018	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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Campus Goal 1: Improve Student Academic Achievement (Index 1)							
Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2017-2018 STAAR							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus Goals specific for each subgroup will be developed and shared with each campus principal and staff	Migrant Director, Special Ed Director, Dual Language/ESL Director, Administrator for Student Success	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2017, 2018, 2019, 2020	Campus Goal Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Campus Goals specific for each subgroup will be developed at the campus using the district template.	Administrator for Student Success, Migrant Director, Special Ed Director, Dual Language/ESL Director, Principal, Campus Leadership Team	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2017, 2018, 2019, 2020	Campus Goal Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Campus administrators will prepare campus level binders with data related to students in each of their subgroup such as BE/ELL, Special Education, Migrant, Economic Disadvantaged, Hispanic, White, etc	Administrator for Student Success, Migrant Director, Special Ed Director, Dual Language/ESL Director, Principal, APs, Dean, CLFs	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2017- June 2018	Principal/ Data Binders	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 -#2, 8

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

Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2017-2018 STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
All teachers will be required to follow the modifications/accommodations for the special education students in their classroom.	Campus Principal and APs, Teachers	Special Ed 224	August 2017-June 2018	Lesson Plans and Walk-throughs	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Special pop groups' data will be reviewed following each district-level CBA and Benchmark for progress toward meeting state standards at Phase 2 Final and Level 3.	Campus Principal and APs, Teachers	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224	October, November, January, February for each year in 2017, 2018, 2019 and 2020	Special Populations' Data Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
Campus administration will attend professional development training on data analysis.	C&I Administrators, principal, dean, APs	Local Funds 199, Title 1 Funds 211	October 2017-June 2018	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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

Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2016-2017 STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
30 minute Academic intervention, afterschool and Saturday tutorials will be available for students in each subgroup following each district-level CBA and Benchmark	Campus Principal, Deans, Instructional Coaches	Local 199, Title I 211 , State Comp 199, Migrant 212 , Title III 263, SpEd 224	August 2017-July 2018	Tutorial Sign-in sheets, Schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBA, BMs, STAAR, TELPAS	Title 1 - #9
Parent Academic Conferences will be conducted following each district-level CBA and Benchmark with parents of students in the identified subgroups to share interventions available	Campus Principal, Deans, Instructional Coaches	Local 199, Title I 211 , State Comp 199, Migrant 212 , Title III 263, Sp. Ed 224	October, November, January, February for each year in 2017, 2018, 2019 and 2020	PAC sign-in sheets and schedules	Benchmark scores, student achievement gains, closing achievement gaps, increased student participation in tutorial program	CBA, BMs, STAAR, TELPAS	Title 1 - #6
Provide Lead4Ward training for all Principal, assistant Principal, and deans on differentiated instruction. And data analysis	Assistant Superintendent for C&I	Title 1 Funds	July 2017 January 2018	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBA, BMs, STAAR, TELPAS	Title 1 - #4

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

Objective 4: Professional development specific to the state assessed curriculum will be provided for all district stakeholders

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Administrators and teachers will be trained on the Texas STAAR Assessment Program and will understand how the Indexes, Distinctions and the Systems Safeguards are calculated.	Asst Supt for C&I	Local Funds 199	October 2017, October 2018	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Administrators and teaching staff will be trained on how to unpack the TEKS for each course assessed on HB5	Asst Supt for C&I, C&I Administrators, District Content Coordinators	Local Funds 199	August 2017 and on-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Collaborative Learning Communities [CLCs] will be scheduled daily for unpacking the TEKS and for lesson plan collaboration	Campus Principal, Deans and CLFs	Title 1 211, Local Funds 199	August 2017- May 2018	Walk-throughs and Master Schedule	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Administrators and teaching staff will be trained on how to use DMAC Reports to assess progress toward meeting state passing standards on each Index per student/per subpopulation group	Asset Supt for C&I, C&I Administrators, District Content Coordinators	Title 1 211, Local Funds 199	August 2017 and on-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Common Instructional Framework (CIF) training will be required for all administrators and teaching staff.	Instructional Coaches	Title 1 211, Local Funds 199	August 2017 and On-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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Campus Goal 1: Improve Student Academic Achievement (Index 1)							
Objective 4: Professional development specific to the state assessed curriculum will be provided for all district stakeholders							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
RtI training will be provided for all staff members to address the needs of all students.	RtI District Coordinator	Title 1 211	August 2017 and Ongoing	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
ELPS training will be provided for all staff members to serve the needs of our ELL students.	Dual Language/ESL Director	Title III 263	August 2017 and Ongoing	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Inclusion, supplemental aids, modified instruction, and RtI training will be provided for all staff members to meet the needs of students served in special education.	Special Ed Director	Special Ed 224	August 2017 and Ongoing	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Provide Lead4Ward training for all Principal, Assistant Principal, and deans on Data Analysis/Differentiated instruction.	Assistant Superintendent for C&I	Title 1 Funds	July 2017 January 2018	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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Campus Goal 1: Improve Student Academic Achievement (Index 1)							
Objective 5: Other professional development will be provided to support teaching and learning in core contents.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Biology and Science: CAST, Holy Cow conf. RGV/TABE, Agile Minds, Sheltered Instruction Observation Protocol, AP & Pre AP summer institute	AP overseeing Science, Department Chair	Title 1 211	August 2017 and Ongoing	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
ELA: Discovery Writing, Sheltered Instruction Observation Protocol, AP & Pre AP summer institute, Gretchen Bernable	AP Overseeing ELA, Department Chair	Title 1 211, Focus Funds	August 2017 and Ongoing	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Math: CAMT Conference, Agile Minds, Think Through Math, Sheltered Instruction Observation Protocol, AP & Pre AP summer institute	AP Overseeing Math, Department Chair	Title 1 211, Focus Funds	August 2017 and Ongoing	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Social Studies: History Alive, Training on Supporting Essay Writing and Open Ended Responses, Sheltered Instruction Observation Protocol, AP & Pre AP summer institute	Assistant Superintendent for C&I	Title 1 211, Focus Funds	August 2017 and Ongoing	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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Campus Goal 1: Improve Student Academic Achievement (Index 1)							
Objective 6: Instructional resources and materials will be provided to ELA, Social Studies, Math and Science teachers to facilitate teaching and learning.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Dictionaries and Thesauruses will be provided for all classrooms to support all students, ELLs and Special Education students.	Principal, ELA AP, Department Chair for ELA	Title 1 211, Focus Funds	August 2017 and Ongoing	Campus Inventory	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Classroom sets of novels, magazines and newspapers will be provided for all teachers to support literacy across all subjects; classroom sets of supplementary instructional materials, workbooks and consumables will also be purchased.	Principal, ELA AP, Department Chair for ELA	Title 1 211, Focus Funds, SCE	August 2017 and Ongoing	Campus Inventory	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Calculators will be provided in all math classes to facilitate student learning. Keep Science Laboratory equipment and Instructional materials up to date, rental UTRGV Planetarium	Principal, Math AP, Department Chair for Math	Title 1 211, Focus Funds	August 2017 and Ongoing	Campus Inventory	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Materials for foldable, interactive notebooks, and graphic organizers will be provided for all subjects. Copies of worksheets & instructional aids including Audio/visual aids and Software will be provided for all students (copy machine –Lease	Principal, Dean, APs and Department Chairs	Title 1 211 Funds, Focus Funds	August 2017 and Ongoing	Campus Inventory	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Field trips will be taken to offer students enrichment opportunities to connect what they are learning to real-world situations and applications.	Department Chairs, APs	Title 1 211 Funds, Focus Funds	August 2017 and Ongoing	Student Sign In Sheets, Parent Permission Slips, Itineraries	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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Campus Goal 1: Improve Student Academic Achievement (Index 1)								
Objective 6: Instructional resources and materials will be provided to ELA, Social Studies, Math and Science teachers to facilitate teaching and learning.								
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components	
Dictionaries and Thesauruses will be provided for all classrooms to support all students, ELLs and Special Education students.	Principal, ELA AP, Department Chair for ELA	Title 1 211, Focus Funds	August 2017 and Ongoing	Campus Inventory	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4	
Provide instructional technology to facilitate learning.	Principal, Dept Heads, Assistant Principals	Title 1, SCE, Local Funds	August 2017-2018	Campus Inventory	Increases in benchmark scores, EOC scores	CBAs, BMs, STAAR, TELPAS	Title 1 #4	

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

Objective 1: Reading/Writing Instruction will be aligned district-wide.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Identify progress measure for all students in Algebra 1 and English 2, and train teachers on calculating the necessary scale and raw scores for Met Progress and Exceeded Progress	Principal, Dean, APs, Department Chairs, Teachers	Title 1 211, Local Funds 199	October 2015, 2016, 2017 and 2018	Student Profile Sheets on File	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Reading/writing curriculum will be developed using thematic-based instruction and CIF teaching strategies	District ELA Content Coordinators, Instructional Coaches	Title 1 211, Local Funds 199	August 2016-May 2017	Completed Curriculum documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
ELAR teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation	Assistant Superintendent for C&I	Title 1 211, Local Funds 199	August 2016 and on-going	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	
Writing Rubrics will be developed and used	District ELA Content Coordinators	Title 1 211, Local Funds 199	August 2016 and on-going	Walk-throughs	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Depth of Knowledge Questions will be written for each literary piece/all genres during Collaborative Learning Communities (CLCs)	District ELA Content Coordinators, Campus Principal, Teachers	Title 1 211, Local Funds 199	Summer 2016 and on-going	Completed DOK questions in the Curriculum documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	

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

Objective 1: Reading/Writing Instruction will be aligned district-wide.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
A minimum of 2 compositions per six weeks will be required at each grade level	Principal, Deans, District ELA Content Coordinators	Title 1 211, Local Funds 199	August 2017-May 2018	Completed composition prompts in Curriculum Documents; walk-throughs, gradebooks	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
STAAR Literature questions will be written for each literary piece/all genres	District ELA Content Coordinators	Title 1 211, Local Funds 199	Summer 2017-May 2018	Completed STAAR Literature questions in the Curriculum Documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Two aligned CBAs and two district Benchmarks will be administered district-wide	Assistant Superintendent for C&I, District Content Coordinators, Campus Principal	Title 1 211, Local Funds 199	October, November, January, February of 2017-2018	Walk-throughs, DMAC reports	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Data will be used to inform tutorial lessons and to identify spiraled skills	Assistant Superintendent for C&I, District Content Coordinators, Campus Principal	Title 1 211, Local Funds 199	August 2017-May 2018	DMAC reports, CLC Agendas and sign-in sheets, action plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Data will be used to identify students in need of extended learning opportunities	Assistant Superintendent for C&I, District Content Coordinators, Campus Principal	Title 1 211, Local Funds 199	August 2017-May 2018	DMAC reports, CLC Agendas and sign-in sheets, action plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	

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

Objective 2: Math Instruction will be aligned district-wide.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Mathematics curriculum will be developed using CIF strategies	Assistant Superintendent for C&I, Instructional Coaches	Title 1 211, Local Funds 199	June 2017- May 2018	Walk-throughs and curriculum documents for Pearlized Math, Sharon Wells, State Adoption, Agile Mind	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Mathematics teachers will receive training on TEKS analysis to determine the depth and complexity of each student expectation	Assistant Superintendent for C&I	Title 1 211, Local Funds 199	August 2016 and on-going	Agendas and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Teachers will receive training on unpacking the math TEKS, analyzing data	Assistant Superintendent for C&I	Title 1 211, Local Funds 199	August 2016 and on-going	Agendas and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Two aligned CBAs and two district Benchmarks will be administered district-wide	Assistant Superintendent for C&I, District Administrators	Title 1 211, Local Funds 199	October, November, January, February of 2017-2018	Walk-throughs, DMAC reports	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Data will be used to inform tutorial lessons and to identify spiraled skills	District Content Coordinators, Principal, Deans, Instructional Coaches	Title 1 211, Local Funds 199	August 2017- May 2018	CLC agendas and sign-in sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	

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

Objective 2: Math Instruction will be aligned district-wide.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Data will be used to identify students in need of extended learning opportunities	District Content Coordinators, Principal, Deans, Instructional Coaches, Teachers	Title 1 211, Local Funds 199	August 2017-May 2018	CLC agendas and sign-in sheets, Tutorials, Enrichment period attendance rosters	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Daily problems of the day will be developed as spiraled/warm-up activities in STAAR format	District Content Coordinators, Principal, Deans, Instructional Coaches, Teachers	Title 1 211, Local Funds 199	August 2017-May 2018	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Exit tickets will be developed aligned to the skill of the day	District Content Coordinators, Principal, Deans, Instructional Coaches, Teachers	Title 1 211, Local Funds 199	August 2017-May 2018	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	
Provide Agile Mind training on effective teaching strategies for secondary math and science teachers.	Assistant Superintendent for C&I	Title 1 Funds	July 2017 January 2018	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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Campus Goal 3: Close the student achievement gap among all populations. (Index 3)						
Objective 1: Decrease the student achievement gap among all subgroups (Index 3).						
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
<p>1. Include supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instructional program such as but not limited to:</p> <ul style="list-style-type: none"> •Dictionaries •Nonlinguistic Representation Activities •Frayer model •Interactive Word Walls •Thinking Maps •Graphic Organizers •Voyager Program •iStation •Lexia •Think through Math •Agile Minds •TPRI/Tejas LEE Strategies 	<p>Assistant Superintendent for C&I, District Content Coordinators, Bilingual Director, Special Ed Director</p>	<p>Title I 211, Local Funds 199 Title III 263, Special Ed 224</p>	<p>Summer 2017</p>	<p>Strategies embedded in the district curriculum guides.</p>	<p>Narrowing of the student achievement gap among all student populations.</p>	<p>CBA's, BMs, STAAR, TELPAS</p>
						Title 1 Schoolwide Components

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Campus Goal 3: Close the student achievement gap among all populations. (Index 3)							
Objective 1: Decrease the student achievement gap among all subgroups (Index 3).							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
2. Monitor the progress of all students including special population students, i.e. special ed, ELL, migrant, eco.dis, 504, dyslexia, etc. through district formative assessments.	Principal, Deans, Bilingual Director, Instructional Coaches, District Level Administrators	Title 1 211, Local Funds 199 Special Ed 224	August 2016- May 2018	DMAC Disaggregated data reports utilized in district templates for meeting the system safeguards and shared during District Review Sessions.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	
3. Monitor campus implementation of accommodations, co-teaching, inclusion support and interventions to accelerate student progress.	Principal, Deans, Special Ed Director, Instructional Coaches, District Level Administrators	Title 1 211, Local Funds 199 Special Ed 224	August 2017May 2018	Walk-throughs, ARDs, Accommodations, Lesson Plans	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	
4. Monitor implementation of ELPS strategies to accelerate the progress of ELLs.	Principal, Deans, Bilingual Director, Instructional Coaches, District Level Administrators	Title 1 211, Local Funds 199 Title III 224	August 2017May 2018	Walk-throughs. LPAC notes, Lesson Plans	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	
5. Serve the academic and social needs of sub-groups through tutorials, counseling services, extracurricular and school organizations and Homebound services as needed	Principal, Deans, Bilingual Director, Instructional Coaches, District Level Administrators, counselors	Title 1 211, Local Funds 199 Title III 224 Special Ed 224	August 2017May 20178	Tutorial Logs, Counseling logs Participation rates and rosters.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	

Campus Goal 3: Close the student achievement gap among all populations. (Index 3)

Objective 1: Decrease the student achievement gap among all subgroups (Index 3).

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
6. Review 504 students' performance and progress and provide accommodations and interventions.	Assistant Superintendent for C&I, District Content Coordinators, 504 District Coordinator	Title 1 211, Local Funds 199	August 2017 May 2018	504 Folders, walk-throughs, lesson plans	Increase in student achievement of students with 504 accommodations	CBAs, BMs, STAAR, TELPAS	
7. Provide dyslexia services (i.e. multisensory and explicit instruction) to students identified with dyslexia characteristics by 504 Committee.	Principal, Deans, District Dyslexia Coordinator, Instructional Coaches, District Level Administrators	Title 1 211, Local Funds 199	August 2017 May 2018	Dyslexia Folders, Walk-throughs, lesson plans Progress Monitoring Reports	Increase in student achievement of students with dyslexia accommodations	CBAs, BMs, STAAR, TELPAS	
8. Provide extended learning and credit recovery opportunities for students not mastering the curriculum through summer school, credit recovery, Saturday academies, tutorials, and enrichment period.	Principal	SCE	August 2017 August 2018	Summer school rosters, Credit recovery rosters, tutorial schedules, log in sheets	Students gaining credits, lower failure rates, higher graduation rates	CBAs, BMs, STAAR, TELPAS, Graduation rates	
9. Using data room, Principal will monitor assessment results, and lead data analysis discussions with stake holders and plan appropriate targeted instructional interventions.	Assistant Superintendent of C&I, District Level Administrators	Title 1 211, Local Funds 199	August 2017 May 2018	Agendas and Sign-in Sheets	An increase in student achievement among all student groups, Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	

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Campus Goal 4: Prepare all students for postsecondary education through a rigorous curriculum and instructional program. (Index 4)							
Objective 1: Increase the number of students that score at the Level II Final Recommended Phase on STAAR and Advanced Level III (Indexes 3 and 4).							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Revise all curriculum documents for HBS STAAR courses.	Assistant Superintendent for C&I	Local Funds, Title 1 Funds	Summer 2017 (on-going)	Completed Curriculum Documents	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 4
Provide training for all staff members (Principal, teachers, instructional coaches) on TEKS analysis to determine depth and complexity of each student expectation.	Assistant Supt for C&I	Local Funds, Title 1 Funds	June 2017 (on-going)	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Provide training on in-depth study of STAAR released test items to define rigor of the lesson.	Assistant Supt for C&I	Local Funds, Title 1 Funds	June 2017 – May 2018	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Two aligned CBAs and two district Benchmarks will be administered district-wide each year.	District Content Coordinators	Local Funds, Title 1 Funds	June 2017-April 2018	Completed Formative and Summative Assessments in the Curriculum Binders	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR, tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #8

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Campus Goal 4: Prepare all students for postsecondary education through a rigorous curriculum and instructional program. (Index 4)							
Objective 1: Increase the number of students that score at the Level II Final Recommended Phase on STAAR and the Advanced Level III. (Indexes 3 and 4).							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Administrators and teachers will be trained on the Texas STAAR Assessment Program and will understand how the Indices, Distinctions and the Systems Safeguards are calculated.	Asst. Supt for C&I	Local Funds 199	October 2016 (ongoing)	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teachers will identify students in each phase of accountability following each CBA and BM using DMAC reports in order to form targeted tutorial groups for the Level II Final Recommended Phase and the Level III Advanced on the STAAR assessment.	Principal	Local Funds, Title 1 Funds	October, November, January, February of 2015-2018	Agendas and Sign-in Sheets, Data Analysis Documents, CPR, DRS	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
Campus Performance Review sessions (CPRS) will be held at each campus following each district level CBA or Benchmark for in-depth analysis of the data.	Principal	Local Funds, Title 1 Funds	October, November, January, February of 2015-2018	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
District Review Sessions (DRSs) will be held at the district level to review CBA and Benchmark data with the principal and to plan next steps.	Assistant Supt for C&I, Administrators	Local Funds, Title 1 Funds	October, November, January, February of 2015-2018	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
							60

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Campus Goal 4: Prepare all students for postsecondary education through a rigorous curriculum and instructional program. (Index 4)							
Objective 1: Increase the number of students that score at the Level II Final Recommended Phase on STAAR and the Advanced Level III. (Indexes 3 and 4).							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Tutorials will be provided for the various student groups in each phase of accountability to ensure students improve their scores to the Level II Final Recommended Phase and the Level III Advanced on the STAAR assessment.	Principal	Local Funds, Title 1 Funds/ SCE	August 2017-May 2018	Tutorial logs (Student Sign-in Sheets & Schedules)	Benchmark scores, an increase in the number of students that score at the Level II Final Recommended Phase and the Advanced Level III on STAAR.	CBA's, BM's, STAAR, TELPAS	Title 1 - #2,4,8

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: Southwest Early College High School

Campus Goal 4: Prepare all students for postsecondary education through a rigorous curriculum and instructional program.							
Objective 2: 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	College Readiness, College Advisors, Transitional Specialists, CTE Dept.	High School Allotment	August 2017 – May 2018	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.	
Provide academic support services to increase retention and completion	College Readiness Principal Partner IHE College Transition Specialists	Local 199, High School Allotment	August 2017- May 2018	Student sign-in sheets, Center for Learning Excellent log in	An increase in the number of student retained in college courses	Number of students who successfully complete their college courses.	
Create a student-led committee to cultivate an early college culture and to support student awareness of early college.	Principal, Early College Director	Local 199, High School Allotment	August 2016- Ongoing	Agendas, Student Sign In Sheets	An increase in students taking college courses, completing associates degrees and enrolling in college after graduation.	Number of students successfully completing college courses each semester.	
Conduct classroom and school-wide presentations for college and career advisement.	Early College Director, Counselors, Financial Aid Officer, CTE Supervisor	High School Allotment	August 2016- Ongoing	Agendas, Sign In Sheets	An increase of students enrolling in dual enrollment classes and following a college and career pathway.	Number of students earning endorsements, certificates and associates degrees.	

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CAMPUS IMPROVEMENT PLAN: Southwest Early College High School

Campus Goal 4: Prepare all students for postsecondary education through a rigorous curriculum and instructional program.						
Objective 3: Increase the number of student who successfully pass the Texas Success Initiative (TSI) College Readiness assessment.						
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Provide TSI tutorial sessions that prepare students to pass the assessment	College Readiness High School Principal Assigned TSI Teacher	High School Allotment	August 2017 – May 2018	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.
Provide TSI Summer Bridge Program for preparation of students who have not mastered TSI assessment	College Readiness, High School Principal, Assigned TSI Teacher	High School Allotment	June 2017- August 2018	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.
Provide non-credit bearing course for preparation of students to pass	College Readiness, HS Principal, IHE	Local funds	January 2017- May 2018	Class rosters	An increase in the number of students who pass the assessment	The number of students who successfully complete the course
Embed TSI lessons into math, reading and writing courses to prepare students for the TSI Exam	Early College Director, Department Chairs	Title I 211	August 2017- May 2018	Lesson Plans, Walkthrough Observations	An increase in the number of students who pass the assessment	Weekly quizzes and 6 weeks exams results

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Campus Goal 4: Prepare all students for postsecondary education through a rigorous curriculum and instructional program.							
Objective 4: Increase the number of students who transition into a two-year community college or four-year university							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Assist students with all college transition processes	College Transition Specialists Financial Aid Officers IHEs College Advisors		August 2017 – August 2018	FAFSA applications, College Applications	The increase in number of students who complete all college-related documents	The number of students who enroll in college.	
Provide registration support through the College Transition Specialists	College Transition Specialists PSJA College Advisors Financial Aid Officers		August 2017 – August 2018	Advisement Forms, Registration schedule, payment receipt , College Orientation sign in sheet	The number of students who successfully register to attend college	The number of students who register in a college.	

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Campus Goal 5: Family and Community Involvement							
Objective 1: Provide opportunities for parents to assist students in preparing for assessments							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Parent meetings geared toward knowledge of standardized testing and the interventions that the campus offers	Principal, Dean, Parental Educator, Parent Volunteers	Local Funds, Title I Funds	August 2017 - May 2018	Sign-in Sheets, Agendas	Parent Surveys	CBAAs, Benchmarks, STAAR EOC, TELPAS	Title I - #4, #6
Parent meetings geared towards graduation requirements	Principal, Dean, Parental Educator, Parent Volunteers	Local Funds, Title I Funds	August 2017 - May 2018	Sign-in Sheets, Agendas	Parent Surveys	Number of students on track to graduate on time	Title I - #4, #6
Parent Orientations	Principal, Dean, Parental Educator, Parent Volunteers	Title I Funds	August 2017 - May 2018	Sign-in Sheets, Telephone Logs	Parent Surveys		Title I - #4, #6

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Campus Goal 5: Family and Community Involvement							
Objective 2: Offer tutoring programs that support students taking assessments							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Offer after-school and Saturday tutoring along with transportation and meals to all students and inform parents of these services at parent meetings.	Principal, Dean, Parental Educator, Parent Volunteers	Title I Funds	August 2017-May 2018	Sign-in Sheets, Telephone Logs	Benchmark Scores CBA	STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee, EOC	Title I- #2, #9
Assist the campus to increase their tutorial academies via telephone contacts, etc.	Parent Educator, Parent Volunteers	Title I Funds	August 2017-May 2018	Sign-in Sheets, Attendance Logs, Telephone Logs	Parent Surveys	STAAR	Title I- #2, #9

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Campus Goal 5: Family and Community Involvement							
Objective 3: Provide opportunities for students to participate in community service projects							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Modify adult volunteer services program to include students @ all levels	Parental Director, Logistic Specialist	Local Funds, Title I Funds	May 2018	Volunteer sign-in card	Tally of Volunteer hours		Title I - #9
Partner with National Honors Society, other high school programs and city leadership to engage students in community service projects	Parental Director, Logistic Specialist, Parent Educators	Local Funds, Title I Funds	May 2018	Registration forms, MOU'S, Projects Participation Forms	Tally of volunteer hours On a monthly basis		Title I - #9

**PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: Southwest Early College High School**

Campus Goal 5: Family and Community Involvement							
Objective 4: Increase Parental involvement in secondary campuses							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Host at least 2 major events per year at secondary campuses	Parental Director, Logistic Specialist, Parent Educators	Local Funds, Title I Funds	August 2017-May 2018	Sign-in Sheets	Parent Surveys		Title I- #6, #10
Host one (1) graduation requirements seminar at secondary campus for all secondary parents	Parental Director, Logistic Specialist, Parent Educators, Financial Aid Officers	Local Funds, Title I Funds	May 2017-May 2018	Sign-in Sheets, Registration forms	Parent Surveys		Title I- #6, #10
Host parent "Brag Day" to showcase parent skills and businesses at the campus and to increase parental involvement.	School Administration, Parent Educator, Parent Volunteers	Local Funds	December 2017-2018	Sign-In Sheets, Registration Forms	Parent Surveys		
Collaborate with parents to increase attendance, reduce drop-out rate and recover leavers/drop-outs.	School Administration, Parent Educator, Community Liaison	Local Funds, Title I Funds, Priority Focus Schools Funds, SCE	August 2017-July 2018	Call Logs, Meeting Agendas and Sign-In Sheets, Home Visit Logs	Increased Attendance, Reduced drop-outs		Title 1- #6

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Campus Goal 5: Family and Community Involvement							
Objective 5: Increase average of parents with high school diplomas							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Increase enrollment of adult Literacy Participation by 15%	Parental Director, Logistic Specialist, Parent Educators	Local Funds, Title I Funds	May 2018	Classroom attendance sheets	End of year course completion certificates		Title I- #6, #10

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CAMPUS IMPROVEMENT PLAN: Southwest Early College High School

Campus Goal 6: Technology -The district will implement and update a comprehensive plan for meeting student learning needs through technology.

Objective 1: Provide on going support for the implementation/integration of technology into the curriculum.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide financial and physical resource support for instructional staff to effectively integrate technology into the curriculum. Teachers will be put through a Technology Integration Academy. These academies will be planned for each of the core content areas as well as key electives	Technology Director MIS Coordinator Instructional Technology Coordinator Chief Financial Officer Superintendent of Schools	Instructional Technology Staff and various state, federal, and local budgets	Ongoing... This will be a yearly expense with additions each year as funds become available.	Increased number of teachers using technology Increase in the number of participant in technology trainings Results of Technology Integration Surveys Increase in the number of students using technology	Increased student scores.	Budget reviews and monthly campus visits with Principal	
Provide resources and support for Campus Instructional Technologists to work directly with campuses to integrate technology into curriculum.	Instructional Technology Coordinator Technology Director Chief Financial Officer Principal Campus Instructional Technologists Superintendent of Schools	Software, hardware, and professional development	Ongoing. This is a yearly expense that will be increased every year as funds are available.	Increased technology training session being held at the campus level. Increase in the number of participants in campus based technology sessions (sign in sheets).	Increased student scores. More technology projects in core classes.	Instructional Technology Department reviews.	
PSJA ISD provides adult literacy and technology application skills training to its parents via the Parental Involvement Department. The Parental Involvement Department gets technology literate teachers from the Bilingual/ESL Department to conduct these trainings. These training take place on a monthly basis throughout the year. The department is in essence its own adult literacy provider.	Parental Involvement Coordinator Bilingual/ESL Director Instructional Technology Coordinator Bilingual/ESL and Technology Applications Teachers	Software, hardware, and professional development	ongoing. This is a strategy that is carried out year-round and in the summers.	Sign-in sheets An increase in the number of technology literate and English Proficient parents	Increase in the number of Technology Literate parents, and community members.		70

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CAMPUS IMPROVEMENT PLAN: Southwest Early College High School

Campus Goal 6: Technology							
Objective 1: Provide on-going support for the implementation/integration of technology into the curriculum.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
The Technology Department will provide technology resources (online Accelerated Reading Software) to facilitate reading development for all students.	Instructional Technology Coordinator Library Coordinator Technology Integration Specialist	Accelerated Reader Software, adequate bandwidth, and adequate hardware	2017-2018	AR reports from schools	Improved scores in reading	Increase in the participation and scores on the AR program	
The Technology Department will provide for the delivery of online library/research resources (Destiny Online) so as to facilitate the integration of these resources in the classroom. These resources will be available in the classroom and at home for all students.	Instructional Technology Coordinator Library Coordinator Technology Integration Specialist	Destiny Software, adequate bandwidth, and adequate hardware	2017-2018	usage reports from the Destiny system.	Increase in the number of students using the Destiny system.	Review of Destiny Reports	

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Campus Goal 6: Technology						
Objective 2: Identify and apply strategies for supporting the use and integration of technology in learning.						
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Update and create courses for Technology Applications at the campus.	Instructional Technology Coordinator Assistant Superintendent for Curriculum and Instruction Core area curriculum coordinators Elementary Administrator Technology Applications Review committee for (HS) Area Administrators Superintendent of Schools District Technology Advocacy Committee	Core content curriculum resources. Learning.com resources. State guidelines for required technology courses.	This is an ongoing process. However, a committee will be formed to specifically address the secondary Technology applications courses at the High School level. This will be done Sept 2015.	Time lines for core curriculum areas Scope and sequence for core curriculum areas Teacher lesson plans with integrated technology skills Reports from the online Technology Applications Curriculum System.	Gains in the Texas Campus Star Charts in the areas of Teaching and Learning.	Ongoing review of the district course offerings and alignment with state course requirements.
Develop units of practice aligned with the core content curriculum.	Instructional Technology Coordinator Assistant Superintendent for Curriculum and Instruction Core content area coordinators Technology Integration Specialist District Technology Trainer	Core content curriculum resources. Learning.com	ongoing This will be done by June 2015.	Results of technology benchmarks Teacher lesson plans Reports from the online Technology Application TEKS Curriculum.	Increased scores on technology benchmarks and state tests.	Instructional Technology department campus visits and observations.

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CAMPUS IMPROVEMENT PLAN: Southwest Early College High School

Campus Goal 6: Technology						
Objective 2: Identify and apply strategies for supporting the use and integration of technology in learning.						
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Expand distance learning efforts to enhance classroom instruction. The district will join the Region One Distance Learning (Video Conferencing) Consortium.	Instructional Technology Coordinator, Technology Integration Specialist, Core content area coordinators	Video conferencing equipment, online curriculum resources	Aug 2018	Usage reports of the district video conferencing equipment. Teacher lesson plans. Student evaluation of video conferencing events.	Increased student enrollment and completion of online classes.	
Continue to support computer assisted instruction in computer labs and distributed settings.	Instructional Technology Coordinator ILS Support Specialist Campus Lab Managers Campus Instructional Technologist		Ongoing. This is a regular service that is provided to all campuses.	Campus visits to computer labs by Instructional Technology Staff. SME usage reports. Learning.Com TA TEKS Program reports Three year computer hardware replacement for all campus computer labs which are using computer assisted instruction. Increase in student achievement (higher TAKS scores).	Increase in student achievement (higher TAKS scores). Higher TA 8 th Grade Scores	

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CAMPUS IMPROVEMENT PLAN: Southwest Early College High School

Campus Goal 6: Technology						
Objective 2: Identify and apply strategies for supporting the use and integration of technology in learning.						
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
<p>Reestablish summer computer training opportunities for students. 19 computer technology camps (Technology Applications, Web Design, and Video Editing) will be hosted during the summer of 2013- and throughout the year in 2013-2015. The district will also offer computer education classes to parents via the district's Parental Involvement Program. Summer of 2013-2015 School Year</p>	<p>Instructional Technology Coordinator Technology Integration Specialist District Technology Trainer ILS Support Specialist Campus Instructional Technologists Parental Involvement staff which will be trained by the Technology Center Staff.</p>	<p>Hardware, software, And Technology Applications Instructors.</p>	<p>Summer of 2016-2017-2018 School Year</p>	<p>Increased number of summer technology camps. Increased enrollment in summer technology camps. Display of student summer technology projects on district web site.</p>	<p>Increased involvement in school technology programs by students. Student evaluations of summer technology camps.</p>	
<p>Organize and host/campus computer fairs to promote student produced projects. Parents will be actively involved in these fairs. They will serve as guides and in some cases judges.</p>	<p>Technology Director MIS Coordinator Instructional Technology Coordinator Campus Instructional Technologists Computer Lab Managers Campus Librarians/Media Specialists Campus Administration Classroom Teachers Students Technology Vendors Business/Community Partners</p>	<p>Hardware, software, and other technology resources</p>	<p>By Spring of 2015. Campuses will have at least one technology fair a year. By 2015 the district will designate a PSJA Technology Day.</p>	<p>Computer fair schedules. Pictures and write-ups on the computer fairs. Student and teacher evaluations of the events.</p>	<p>Increased use of technology by students and teachers.</p>	

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CAMPUS IMPROVEMENT PLAN: Southwest Early College High School

Campus Goal 6: Technology							
Objective 3: Maintain and update Intranet and Internet capabilities to all campuses to enhance student learning.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Maintain and update campus Intranet/Internet to include campus and classroom websites. The district will subscribe to an online web hosting service which will facilitate updating of intranet/Internet sites by teachers and staff. Departments will use the district's Share Point site to collaborate with other departments and with students.	Technology Director Instructional Technology Coordinator Technology Integration Specialist District Technology Trainer Campus Instructional Technologists Classroom Teachers Campus Administration District Technology Advocacy Committee	District website, share point/intranet site	June 2015	online campus and classroom web sites	Increased teacher collaboration on curriculum, business and administrative projects.		
Develop and maintain a campus website as a resource for instruction and a tool for school to community communication. The campus will provide informational updates on the programs and implementation of technology and other projects ongoing in the district as well as up coming projects.	Technology Director Instructional Technology Coordinator District Technology Trainer Technology Integration Specialist Campus Instructional Technologists Campus Librarians Classroom Teachers Content areas coordinators PSJA Department Directors and Coordinators	District website, Living Tree, and district Intranet	The district already has a web site which is continually being updated and expanded to include more instructional resources and community information. This will be updated on the district's web hosting service. This is an ongoing and continual process.	Teacher lesson plans Student feedback Community feedback Web site usage reports.	Increased teacher collaboration on curriculum projects.		

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CAMPUS IMPROVEMENT PLAN: Southwest Early College High School

Campus Goal 6: Technology							
Objective 1: Maintain and update Intranet and Internet capabilities to all campuses to enhance student learning.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide internet instruction to all teachers and students. The district will use Atomic Learning for. Comments: Teachers have to be updated on new internet resources and online initiatives every year because these resources are constantly changing.	Instructional Technology Coordinator District Technology Trainer Technology Integration Specialist Campus Instructional Technologists Campus Librarians Computer Lab Managers Campus Administrators Library Coordinator	Learning.com, Atomic Learning, and other online resources.	ongoing. Aug 2012-June 2013 and Aug 2013-June 2015 Will ensure that all teachers and students will receive internet instruction (net etiquette and cyber bullying) every year. This will ensure CIPA compliance.	online campus and classroom web sites	Internet permission forms for students. Acceptable Use Policy Training sign-in sheets. Increased usage of internet resources by teachers and students (reports from network log-in process).		

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: Southwest Early College High School

Campus Goal 6: Technology						
Objective 4: Maintain and replace the instructional lab computers every three years in order to maintain the highest level of instruction.						
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
<p>The Instructional Technology Department will use local funds to replace all computers in campus instructional labs every three years. The district has embarked on a new lease purchase plan which allows the district to procure all of the equipment the same year. The equipment will be replaced every three year.</p>	<p>Technology Director</p>	<p>Local Technology Budget, and hardware</p>	<p>Ongoing... all of the campuses received replacement computers for their instructional labs in 2013-2015. They will receive new computers in 2016-2017.</p>	<p>computers at each campus instructional lab will be no more than 3 years old at any given time.</p>	<p>This means that no lab computer will be out of warranty as long as it is in the lab setting.</p>	
<p>In an effort to address the decrease in campus instructional computers due to the end-of-life obsolescence plan, the district will provide computers to equalize the number of computer lost through obsolescence.</p>	<p>Technology Director Instructional Technology Coordinator, MIS Coordinator</p>		<p>The district already has a web site which is continually being updated and expanded to include more instructional resources and community information. This will be updated on the district's web hosting service. This is an ongoing and continual process.</p>	<p>computer inventory counts</p>	<p>Increased teacher collaboration on curriculum projects.</p>	

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
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Campus Goal 7: Create a Safe School Culture and Climate.

Objective 1: Apply discipline protocols consistently and fairly throughout the district.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Training for Administrators on student referral protocols, de-escalation and restorative practices	Student Services Department	Local Funds	August 2017- June 2018	Agendas, Sign-In Sheets, PEIMS Discipline Data	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis	Title 1--#10
Training for Faculty and Staff on student sexual abuse and neglect, bullying and suicide	Student Services Department	Local Funds	August 2017- June 2018	Sign-In Sheets, Certificates, PEIMS Data Discipline	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis	Title 1--#10
Back on Track Committee for DAEP students returning to home campus	Buell, Home Campus, Student Services Department	Local Funds, Title I	August 2017- June 2018	Sign-In Sheets, Meeting Minutes, Student Contract, PEIMS Data Discipline	Decrease in placements at DAEP (Buell)	Side by side data analysis	Title 1--#10
Discipline Diversion Plan for first time offenders	Student Services Department, Buell Staff	Local Funds, Title I	August 2017- June 2018	Contact Logs, Diversion Plan, PEIMS Data Discipline	Decrease in placements at DAEP (Buell)	Side by side data analysis	Title 1--#10

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CAMPUS IMPROVEMENT PLAN: Southwest Early College High School

Campus Goal 7: Create a Safe School Culture and Climate.

Objective 2: Provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>The district will assist the campus with individual student needs (medical, dental, vision and hearing services)</p> <p>Action Steps: -coordinate with social services agencies -provide referral for services</p>	<p>-Director of Health Services -Nursing Staff</p>	<p>-SCE and T1, School based clinic NCVD, DHR, STHS, Catholic charities, Dentist who care, Kiwanis, VSP</p>	<p>August 2017- June 2018</p>	<p>Assistance provided to students as needed</p>	<p>Health Needs Met</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>
<p>Improve the management, attendance, education and care of children with asthma.</p> <p>Action Steps: -Increase use of national clinical guideline for asthma by health care providers. -Improve communication between schools, clinics and parents. -Ensure that all staff is trained about asthma symptoms, triggers and resources</p>	<p>-Director of Health Services -Nursing Staff</p>	<p>-National Asthma Education and Prevention Program -Asthma and Allergy Foundation of America -Local health care providers</p>	<p>August 2017- June 2018</p>	<p>Created a hotspot map of students with asthma to determine congestion of illness Peak flow meters available for all asthmatic by health services Assist with all medical asthmatic needs when needed</p>	<p>Less asthma related emergencies</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>
<p>Improve adolescent general well-being by increasing knowledge and access to medical and mental health care.</p>	<p>-Director of Health Services -Nursing Staff</p>	<p>-School based clinics -Local health care providers -Local hospitals</p>	<p>August 2017- June 2018</p>	<p>Live monitoring of uninsured students with dashboards by individual campus and student</p>	<p>Decrease percentage of student without a medical home</p>	<p>Side by side data analysis</p>	<p>Title 1--#10</p>

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: Southwest Early College High School

Campus Goal 7: Create a Safe School Culture and Climate.							
Objective 2: Provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Action Steps:</p> <ul style="list-style-type: none"> -Use a common or national outcome measures and/or tool to assess well-being. -Develop and disseminate a best-practices document for community providers. -Refer children to the appropriate medical services (school based clinics) <p>Provide support services including deterrent of bullying/emotional abuse, suicide risk.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> -Continued use of the bullying/suicide box 	Director of Health Services, Nursing Staff		August 2017- June 2018	Documentation on File			
<p>Provide support services including deterrent of bullying/emotional abuse, suicide risk.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> -Continued use of the bullying/suicide box 	-Director of Health Services -Nursing Staff	-Behavioral Centers -PSJA LPC	August 2017- June 2018	Drills run yearly throughout district	Feedback from team after drill is completed, Successful use of actual plan implemented for emergencies	Side by side data analysis	Title 1--#10
<p>Increase the safety of all students and staff</p> <p>Action Steps:</p> <ul style="list-style-type: none"> -The Emergency Response Plan/Team will be revised and modified annually -Training for staff on managing students while emergency is taking place 	-Director of Health Services -Nursing Staff	-Emergency medical services from Pharr, San Juan and Alamo	August 2017- June 2018	Nurses conduct impairment assessment as needed.	Resource referral issued to every student at risk for drug use or violent behavior.	Side by side data analysis	Title 1--#10

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CAMPUS IMPROVEMENT PLAN: Southwest Early College High School

Campus Goal 7: Create a Safe School Culture and Climate.							
Objective 2: Provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide a school environment free of drugs and violence. Action Steps: -Develop partnerships with parents to establish the responsibilities of each. -Resource referrals to programs to deal with pupils at risk -Pupils shall develop a positive view of self and learn to use effective interpersonal skills.	-Director of Health Services -Nursing Staff	-Texas Tropical Behavioral Centers -Police Departments	August 2015- June 2015	Nurses conduct impairment assessment as needed.	Resource referral issued to every student at risk for drug use or violent behavior.	Side by side data analysis	Title 1-#10
Promote the development of each student as a whole person. -Strengthen personal growth, self-esteem, responsible behavior, youth development and citizenship. -Encourage the participation rate in extracurricular activities.	-Director of Health Services -Nursing Staff	-Athletic Department -LPC	August 2015- June 2015	Ongoing one to one assistance of emotional needs. Nurses develop a trusting relationship and rapport with student.	Clinic Visits	Side by side data analysis	Title 1-#10

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: Southwest Early College High School

Campus Goal 7: Create a Safe School Culture and Climate.

Objective 2: Provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Reduce childhood and adolescent obesity by promoting physical activity, healthy eating and educating their families and healthcare providers.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> - Emphasize exercise and nutrition for the development of healthy lifestyle choices in students. - SHAC along will coaches will constantly try to improve amount of physical activity in school setting. - Develop policies that support healthy eating and physical activities. - Become a Healthy USA School and complete the challenge. - Provide public awareness, provide educational materials and appropriate referrals. 	<ul style="list-style-type: none"> - Director of Health Services - Nursing Staff 	<ul style="list-style-type: none"> - Child nutrition department - Coaching staff - Dietician DHR school based clinic 	<p>August 2015- June 2015</p>	<p>Let's get fit initiative</p> <p>Referrals for abnormal BMI</p> <p>Continue assessing and referring for Acanthosis Nigracans</p> <p>Host parent sessions throughout school years</p>	<p>Verbal knowledge of community</p> <p>Evidence of returned referral of visits to nutritionist, dieticians, and health care providers</p>	<p>Side by side data analysis</p>	<p>Title 1 – #10</p>

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CAMPUS IMPROVEMENT PLAN: Southwest Early College High School

Campus Goal 7: Create a Safe School Culture and Climate.							
Objective 3: Provide training for all staff on creating a safe school culture and climate.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Conducting daily security/safety audits of all district campuses	Security and Safety Department	Local Funds	August 2015- June 2015	Security Audits sent to all Principal	Decrease in security incidents	Side by side data analysis	Title 1--#10
Training all security staff on proper confrontational management techniques	Security Director	Local Funds	August 2015- June 2015	Less incidents of improper force used by security guards	Decrease in security and safety incidents	Side by side data analysis	Title 1--#10
Training all school staff on lockdown procedures	Security Director	Local Funds	August 2015- June 2015	Minimum two lock downs per campus per school year	Schools are prepared for emergency situations	Side by side data analysis	Title 1--#10
Training all security staff to always be professional and courteous to all students and staff	Security and Safety Department	Local Funds	August 2015- June 2015	Security officers dress and act professionally	Better and improved interactions between security guards and students	Side by side data analysis	Title 1--#10

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Campus Goal 7: Create a Safe School Culture and Climate.

Objective 4: Monitor school attendance initiatives to ensure student academic success.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Promote consistent admission/enrollment procedures to ensure student engagement and quality data.	Pupil Accounting Director, Campus Personnel, District Program, Directors (Bilingual, Migrant, Special Education, CTE)	Local Funds	August 2015- June 2015	-Pre-registration campaign -District Expo -Student Choice Transfers -Student Recovery Initiatives -Pre-Countdown to Zero -PEIMS/Leaver Training -Countdown to Zero -Customer Service Training	-District Dashboard Data Reports -eSchool Cognos Reports -Preliminary Enrollment Counts -Sign-In Sheets Public Relations/PEIMS	Ongoing Data Validation Leaver Reviews Semi-annual and Yearly Comparison Reports	Title 1--#10
Dissemination of Attendance/Non-attendance guidelines and compliance.	Pupil Accounting Director, Campus Personnel	Local Funds	August 2015- June 2015	Correspondence, Emails, TEA letter, PEIMS update annual training Development and Implementation of Truancy and Dropout System Application	Increase of student attendance through daily, six weeks and year report Decrease in discipline and truancy.	Data Analysis Review Updated through corrective measures.	Title 1--#10
Ensure implementation of Dropout Prevention Strategies	Pupil Accounting Director, Campus Personnel	Local Funds	August 2015- June 2015	Correspondence, Emails, District Plan, Annual Report Card	Maintain dropout accountability measures in compliance with NCES Federal Accountability	Annual Report Card Ongoing Review and Monitoring of Student leavers and withdrawal compliance	Title 1--#10

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Campus Goal 7: Create a Safe School Culture and Climate.						
Objective 4: Monitor school attendance initiatives to ensure student academic success.						
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Review and revise district monitoring systems to implement effective accountability measures of attendance and address program evaluation <ul style="list-style-type: none"> School messenger 	Pupil Accounting Director	Local Funds	August 2015-June 2015	Correspondence, Emails, TEA letter, PEIMS update annual training	eSchool Cognos Reports PEIMS end of year report Onpointe data base	Texas Academic Report Card PBM District improvement DVM Accountability
Provide consistent student support and guidance through district personnel to ensure student academic success.	Pupil Accounting Director	Local Funds	August 2015-June 2015	School Community Liaison Program Personnel eSchool Data	Increase in student achieve through EOC Improvement in student behavior Procedures manual/handbook Journal writing	Community Resources Collaborative partnerships

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN: Southwest Early College High School

Campus Goal 8: Staff Quality, Recruitment, and Retention

Objective 1: Develop and retain 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
<ul style="list-style-type: none"> Competitive Salaries for Teachers, and all District staff Competitive Stipends for Masters and/or certifications that support district initiatives 	HR, Business office	Funds for salaries and stipends	Feb.-Aug.	Greater Retention Rate of district staff Higher staff moral	<ul style="list-style-type: none"> Improvement in student academic scores Improvement in instruction delivery 	Staff Retention reports	
<ul style="list-style-type: none"> Unique district incentives Paying of Local Days District contribution for employee medical plan 	Business Office	Funds to pays days at retirement and contribute to medical plans	On going	Staff retention	<ul style="list-style-type: none"> Staff retiring from district 	More experience work force	
<ul style="list-style-type: none"> Implement a plan for teacher selection and retention Bilingual/ESL certified Special Education certified Core area certifications Masters degrees CTE certified Advance Placement certified A passion for students, and commitment to excellence 	HRS Admin. Bilingual/Special Education Directors Principal	Staffing needs projections	On going Strong focus in early spring to meet student needs for upcoming school year	<ul style="list-style-type: none"> Staff hired High teacher retention rate 	<ul style="list-style-type: none"> All classrooms have a HQ teacher that is prepared to deliver instruction Teacher will support student success with content expertise 	<ul style="list-style-type: none"> Screen all applicants for best candidates Hold Invitational Job Fairs 	
Hire University Student Interns that have demonstrated excellence in the classroom	Principal recommend to HR students interns that should be offer a contract	UTRGV, Texas A&M Kingsville	Fall -Spring	Hiring of Student Interns	Better adjustment for new teacher	Hire retention rate of new teachers	

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Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Principal training on interviewing , documentation of teachers	HR Admin, I3 dept. staff	Documentation Handbook	Nov.-March	<ul style="list-style-type: none"> Better selection of staff Improvement of documentation of staff 	<ul style="list-style-type: none"> Improve the quality of teachers therefore improving student learning 	<ul style="list-style-type: none"> Hiring of better teachers Better documentation of staff not meeting performance standards 	
New teacher Professional Development and Instructional coaching support for those in need to improve delivery of classroom instruction.	Director Department Instructional Coaches	Local funds I3 Invest in Innovation funds	August 2015-May 2015	Sign-In Sheets Coaching logs Coaching schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	
On-going professional development of District Curriculum	Director Department Instructional Coaches	Title One funds Local funds I3 Invest in Innovation funds	August 2017-May 2018	Sign-In sheets for curriculum development and revisions	Better implementation of curriculum More alignment	CBAs, BMs, STAAR, TELPAS	
Instructional coaching support <ul style="list-style-type: none"> New teachers Other teachers needing support 	Director Department Instructional Coaches	Local funds I3 Invest in Innovation funds	August 2015-May 2015	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency , Accomplished and Distinguished levels	CBAs, BMs, STAAR, TELPAS	87

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Objective 1: Develop and retain 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
Campus Mentor	Principal, Dept. Head/Grade-level Rep., Asst. Principal	Experience teachers that have been trained as mentors. PACT	Aug. 2015 –May 2015	Mentor Logs	Increase in teacher satisfaction and moral Improvement in student performance	McRel Evaluation Student Academic Performance Rigor/Relevance Rubric	
Implement an effective instructional coaching system with on-going professional development	Director Campus Principal	Title One Local Funds	August 2015-May 2015	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels	McREL Mid-term and summative evaluations SLO obtainment RRR	
Monthly professional development meetings for both elementary and secondary level instructional coaches	Director External Coaches	Title One Local Funds	August 2015-May 2015	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels	McREL Mid-term and summative evaluations SLO obtainment RRR	
Monthly Collaborative Instructional Review, i.e. Instructional Rounds led by campus Instructional Coaches	Director Campus Instructional Coaches	Title One Local Funds	August 2015-May 2015	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels	McREL Mid-term and summative evaluations SLO obtainment RRR	
Monthly progress monitoring campus visits and instructional rounds	Director Campus Instructional Coaches	Title One Local Funds	August 2015-May 2015	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels	McREL Mid-term and summative evaluations RRR	88