



**PSJA THOMAS JEFFERSON T-STEM EARLY COLLEGE HIGH SCHOOL
CAMPUS IMPROVEMENT PLAN
2015-2019**

PSJA THOMAS JEFFERSON T-STEM EARLY COLLEGE HIGH SCHOOL

PREFACE

We provide state of the art educational programs to meet the needs of our 780 students, many of whom are first generation college students. A strong commitment of collaboration between the school, the district, institutions of higher education, parents and community members is necessary to develop a viable campus improvement plan that will guide the progress towards academic excellence aligned to the PSJA ISD Long Range Plan.

The Campus Improvement Plan is reviewed and updated throughout the year and at least once annually by the Campus Performance Objective Council. The Texas Education Agency Accountability System reports provide the data setting appropriate goals in the areas of Student Academic Achievement, Curriculum and Instruction, Highly Qualified Staff, Facilities, Technology, Staff Development, Management and Finance and Parental/Community Involvement. Applicable local, state and federal mandates are addressed to ensure compliance with all requirements. The annual review further guarantees that this plan develops and changes as accommodations are necessary in order to meet student needs.

The Campus Improvement Plan is the campus' guide and resource to assure equity and consistency in the educational programs and services available for all students, staff and parents. In this manner, PSJA Thomas Jefferson T-STEM Early College High School maintains its collaborative commitment to an innovative and quality education for all students.

PSJA THOMAS JEFFERSON T-STEM EARLY COLLEGE HIGH SCHOOL

Goals

1. Improve and increase student academic achievement through the implementation of district, state, and national standards so that all students can compete internationally and globally.
2. Improve and increase student graduation rates through the implementation of district, state and national programs that are aligned to post-secondary education in an institution of higher education.
3. Implement a rigorous curriculum and a quality instructional program.
4. Provide innovative and state-of-the-art technology to meet instructional and administrative demands.
5. Recruit and retain highly qualified staff to meet the needs of all students.
6. Provide continuous comprehensive and research-based professional development for all staff.
7. Provide effective organization and management.
8. Provide adequate and equitable financial resources to meet the needs of all students.
9. Improve and maximize parental and community responsibility and involvement.

2017-2018 GOALS

- 100% STAAR Achievement
- 45% Advanced Level III in two or more EOC's
- Meet State & Federal Accountability for ELL's in Reading
- 10% increase in Advanced Placement Performance
- 100% of our AP class students participate in the exam
- 100% ELL's achieve Advanced High on TELPAS
- TSI Completion: 70% 9th grade, 100% 10th grade, 100% 11th grade, 100% 12th grade
- 100% PSAT participation / Increase the number of students scoring in the Top 1% of the PSAT
- 100% ACT/SAT participation
- 99.5% DC Completion
- ACT average: 24
- SAT average: 1100

**TEXAS EDUCATION AGENCY
 2017 Accountability Summary**

PSJA THOMAS JEFFERSON T-STEM EARLY (108909009) - PHARR-SAN JUAN-ALAMO ISD

Accountability Rating

Met Standard

Met Standards on	Did Not Meet Standards on
- Student Achievement	- NONE
- Student Progress	
- Closing Performance Gaps	
- Postsecondary Readiness	

In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on these indicators: Index 1 or Index 2 and Index 3 and Index 4.

Distinction Designation

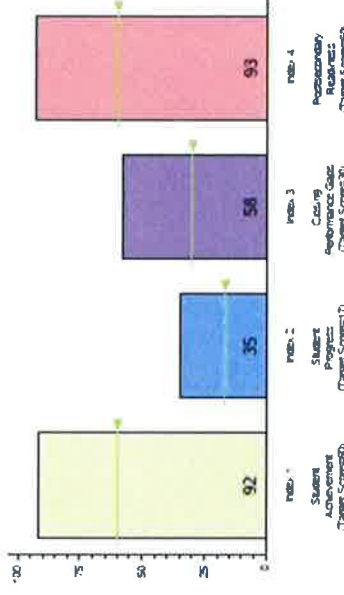


Academic Achievement in ELA/Reading	NO DISTINCTION EARNED
Academic Achievement in Mathematics	NO DISTINCTION EARNED
Academic Achievement in Science	DISTINCTION EARNED
Academic Achievement in Social Studies	DISTINCTION EARNED
Top 25 Percent Student Progress	NO DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps	NO DISTINCTION EARNED
Postsecondary Readiness	NO DISTINCTION EARNED

Campus Demographics

Campus Type	High School
Campus Size	671 Students
Grade Span	09 - 12
Percent Economically Disadvantaged	77.3
Percent English Language Learners	11.2
Mobility Rate	7.8
Percent Served by Special Education	1.6
Percent Enrolled in an Early College High School Program	100.0

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	858	936	92
2 - Student Progress	209	600	35
3 - Closing Performance Gaps	462	800	58
4 - Postsecondary Readiness			
STAAR Score		18.3	
Graduation Rate Score		25.0	
Graduation Plan Score		24.6	
Postsecondary Component Score		25.0	93

System Safeguards

Performance Rates	13 out of 14 = 93%
Participation Rates	8 out of 8 = 100%
Graduation Rates	3 out of 3 = 100%
Total	24 out of 25 = 96%



STAAR EOC



Student Achievement Summary

SUBJECT	2013	2014	2015	2016	2017	2018
Reading	84	82	84	82	85	95
Math	85	83	95	98	99	100
Science	92	100	97	94	98	99
Social Studies	83	95	89	97	96	98

Pharr-San Juan-Alamo ISD

Indices

Index	2013	2014	2015	2016	2017	2018
Index 1 Student Performance	80	88	89	90	92	99
Index 2 Progress Measure	23	X	32	32	35	43
Index 3 Closing the Gap	81	47	51	53	58	70
Index 4 Postsecondary Readiness	100	80	90	91	93	98

Pharr-San Juan-Alamo ISD

Masters Level

Index	2013	2014	2015	2016	2017	2018
Level III ELA	10%	4%	7%	8%	13%	23%
Level III Math	8%	5%	17%	11%	23%	30%
Level III Science	4%	10%	15%	17%	23%	43%
Level III Social Studies	5%	6%	13%	22%	37%	63%

Social Studies

	2013	2014 *	2015 *	2016 *	2017	2018
Attendance		96.8 %	97.2%	96.7%	97%	98.3%
Level III		6%	14%	22%	37%	63 %
AP Participation		55%	53%	54%	56.3%	60 %
AP Performance		0%	0%	1%	3.5%	10%
DC Completion		n/a	98.1%	95.7%	100%	100%

Postsecondary Readiness

	2013	2014	2015 *	2016	2017	2018
Final Level II		50%	60%	67%	73%	90%
4 year grad		n/a	99%	100%	100%	100%
4 year grad plan		n/a	100%	98%	98.4%	100%
TSI Complete		70%	53%	12%	27.2%	39%
AP/DC Completion		75%	98.9%	92.9%	99.2%	99.5%
AP Performance		31%	23%	21%	14.8%	37%
SAT/ACT Participa		99%	100%	96%	91.4%	100%
SAT/ACT Performance		5%	6%	8%	8.5%	24%
CTE graduates		n/a	86%	100%	65.6%	82%

ELA

	2013 *	2014	2015 *	2016 *	2017	2018
Attendance	96.9%	96.8 %	97.2%	96.7%	97%	98.3
GTESG	5 %	n/a	2%	4%	3%	6%
Eng. I Level III	n/a	n/a	7%	7%	16%	22%
Eng. II Level III	n/a	n/a	7%	11%	10%	17%
AP Participation	n/a	87%	77%	77%	67.7%	70%
AP Performance	n/a	3	4%	4%	7%	
SAT/ACT Part.	101%	99%	100%	96%	91.4%	100%
SAT Performance	n/a	882	814	828	825	950
ACT Performance	18	17.2	18.2	17	17.3	21
DC Completion	n/a	n/a	93.5%	95.9%	98%	99%

Mathematics

	2013 *	2014	2015	2016	2017	2018
Attendance	96.9%	96.8 %	97.2%	96.7%	97%	98.3%
GTESG	0 %	6%	15%	8%	20%	42%
Level III	n/a	n/a	18%	11%	23%	45%
AP Participation	n/a	0%	0%	2%	3.1%	16%
AP Performance	n/a					
SAT/ACT Participation	101%	99%	100%	96%	91.4%	100%
SAT Performance	n/a	464	428	418	439	502
ACT Performance	19.5	18.8	19.0	17.9	18.1	22
DC Completion	n/a	n/a	58.2%	59.1%	65.6%	86%

Science

	2013	2014	2015 *	2016 *	2017	2018
Attendance		96.8 %	97.2%	96.7%	97%	98.3%
Level III		9%	15%	17%	23%	43%
AP Participation		30%	16%	21%	46.9%	50%
AP Performance		0	7%	8%	4.2%	21%
ACT Performance		19.2	19.5	18.2	18.4	21
DC Completion		n/a	38.8%	34.5%	54.7%	56%

Comprehensive Needs Assessment

PSJA Thomas Jefferson T-STEM Early College High School was founded in 2008 to serve students interested in pursuing a college education in the STEM fields. As an innovative and progressive school, PSJA Thomas Jefferson T-STEM Early College High School is committed to: 1.) Improving instruction and curriculum through diverse methods and pedagogy, 2.) Employing highly qualified staff and 3.) Providing continuous, scientifically-research-based professional development. The curriculum implemented is comprehensive and is inclusive of effective programs and strategies grounded on improving student academic achievement.

At PSJA Thomas Jefferson T-STEM Early College High School, the staff is committed to providing every child varied opportunities to be academically successful in meeting the state’s curriculum and assessment standards. The Campus Performance Objective Council reviews the campus’ progress every year and adjusts the Campus Improvement Plan accordingly. For the current year, the comprehensive needs assessment is as follows:

Items Reviewed	Key Findings	Recommendations for Improvement
Texas Assessment Of Academics Readiness STAAR EOC	85% of All Students met standards in English, 96% in Social Studies, 99% in Algebra I and 98% in Biology. 47% of ELL students met standard in English. 96% in Algebra I, 94% in Biology, and 81% in U.S. History.	Continue providing extended day/week instruction/tutoring in these areas; purchase instructional materials, programs and software targeting more on mathematics, reading and writing. Focus on more intentional instruction for ELL Student populations; provide staff development- specifically geared towards ELL teaching and learning. Monitor implementation of staff development learning and align curriculum both horizontally and vertically, through daily Collaborative Learning Communities (CLC) Meetings.
STEM Designation	Reviewer feedback noted the school was rated at mature level. The goal is to be at role-model status.	The report recommended that we continue to grow our internships/externships, develop further a curriculum that requires rich technology use and scientific literacy, develop academic and STEM technical vocabulary, demonstrate learning through reading, writing, speaking, and presenting (PBL) and continuously review our sustainability plan.

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN 2015-2019

TLPAS Summary Reports	On TLPAS Students Language Proficiency Composite Ratings:					Implementation of instructional programs should include effective language acquisition programs, developmental writing strategies, staff development and focused monitoring for each individual student. All staff will continue to implement the Common Instructional Framework (CIF) model. As a measure to help our students, staff members will develop a Strategic Plan for LEP Students to advance in Proficiency Levels. All students will have authentic opportunities and appropriate support to successfully listen, speak, read, and write about the content.
	Grade	# Students	Beginners	Intermediate	Advanced	
	9 th	20	0	3	11	6
	10 th	8	0	1	1	6
	11 th	12	0	2	5	5
	12 th	2	0	0	2	0
AEIS Report	Preliminary report results evidence that ECHS meets the standards for the Met Standard rating.					ECHS staff should continue to evaluate the expectations for student academic achievement so that it continues to exceed the District's goal for all STAAR EOC. Staff development should continue to be relevant and intentional to meet the needs of the ECHS students. Staff should continue to actively participate in staff development and implement CIF strategies and effective curriculum. Efforts to include more students in AP and Dual Credit classes should be continued. Preparation for the TSI/AP and SAT/ACT should continue in settings such as extended day/week. The school should continue to fund college tuition and textbooks for potential drop outs and first generation college students who enroll in dual credit classes so that they earn college hours or an Associate Degree.
Highly Qualified Staff Survey	All ECHS teachers are 100% highly qualified in the academic subjects taught. Teachers who are highly qualified have not only met state and federal requirements for certification but have also continued to develop their skills by being actively engaged in professional development to target all students including those most at risk. Highly qualified teachers are also pursuing advanced degrees in their content areas; implementing best practices; working extended days and week; involving parents and community as valued stakeholders, and provide nurturing and safe learning environments for all students. Instructional paraprofessionals meet the NCLB requirements and emulate highly qualified teachers.					ECHS should continue efforts to employ and retain highly qualified staff, support teachers who are seeking advanced degrees to enhance their knowledge/skills in the core subjects, provide quality, research-based staff development and expand its recruitment efforts. Paraprofessionals who are attending college to become teachers should continue to receive support. Training and mentoring for all staff should be continued.
Parental Involvement Survey	Survey results indicate that parents are most interested in having the campus provide classes in technology, nutrition, health issues, and ESL/GED classes. 70% of parents reported being invited to the annual Title I meeting, a gain of 5% from the year before.					ECHS will continue to use the campus' website to announce parent meetings at the campus level. The campus will continue to focus on meetings that are aligned to the District's parental involvement goals and include programs of interest to improve parent participation. More district level classes should also be provided to assist the campus in accommodating parent needs.
Facilities	Campus facilities are state of the art and have the newest technology available to all students. Campus buildings were remodeled to provide a state of the art facility.					Continue facility presentations and sharing expectations to district level administrators so that equitable facilities are put in place to meet the needs of staff and students.

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
 CAMPUS IMPROVEMENT PLAN 2015-2019

<p>Technology</p>	<p>Technology training is conducted at the district and campus level. These trainings are inclusive of basic technology applications. State mandated STAAR Chart, which assesses campus personnel on technology skills shows progress based on district and campus goals. The role of Campus Instructional Technologist (CIT) is a new one for the campus and evaluations will be conducted at the end of the year. The CIT is presently a paraprofessional. All students participate in a "One to the World" initiative where every student is provided with a mini iPad.</p>	<p>The campus should request that district training include advanced technology trainings to meet teacher needs and increase participation. Technology implementations at the campus level need to include a professional development plan to ensure adequate training for new or continued programs. CIT's should be exclusively dedicated to the campus' technology needs and the campus should explore how the district can provide opportunities for paraprofessionals who are proficient in technology to perform the CIT duties.</p>
<p>Staff Development</p>	<p>Although the campus has demonstrated that test scores meet or exceed state standards, the campus still needs improvement in the core areas primarily to meet the needs of ELL and Sp. Ed. Students. Teachers are having a positive impact on student achievement but need to hone their expertise on college readiness is needed.</p>	<p>The campus should continue to build on high impact staff development that meets the needs of students. Monitoring should continue to ensure that implementation of teacher methodologies and strategies are being implemented effectively and consistently to improve academic performance and achievement. Campus administrators should be part of the trainings so that monitoring and modeling can be improved.</p>
<p>Site Based Decision Making Survey</p>	<p>SBDM Survey indicates that about 50% of staff surveyed has a full understanding of the SBDM process. 70% felt more committed and a part of decisions being made by the campus. Overall, the results correlate with the districts' results that staff is satisfied with the SBDM process.</p>	<p>The campus alongside the district needs to update training on Site-Based Decision Making processes primarily for new teachers or those with five or less years of experience.</p>
<p>Campus Budget</p>	<p>The campus operates on allotments allocated in accordance with state and district policies. The campus is expected to sustain current programs and meet the district goals on a limited budget.</p>	<p>The campus and district grant department should seek ways to acquire new grant funding from varied sources. It also should examine supplemental programs to identify effective funds savings for identified needs. The campus should further evaluate or do away with programs that are ineffective and are not positively impacting student academic achievement.</p>

PSJA THOMAS JEFFERSON T-STEM EARLY COLLEGE HIGH SCHOOL

Campus Performance Objective Council

2017-2018

• Virna Bazan	Principal
• Ruben Garcia	Assistant Principal
• Silvia Lizcano	Dean Of Instruction
• Ana Villarreal	Counselor
• Maria Dolores Duran	ELA Teacher/Dept. Head
• Sara King	Science Teacher/Dept. Head
• Alicia Martinez	Mathematics Teacher/Dept. Head
• Yolanda Eddington	Social Studies Teacher/Dept. Head
• Sylvia Castro	Spanish Teacher / Dept. Head
• Israel Serna	CTE Teacher/ Dept. Head
• Eva Rodriguez	Inclusion Teacher
• Clarisa Torres	STC Liaison
• Ignacio Almaguer	Parent
• Gricelda De Leon	Parent
• Rogelio Lizcano	Community Members
• Zack Garza	Student Council President

GOAL AREA: Student Achievement: Mathematics All Students

FIVE YEAR GOAL: By 2019, PSJA Thomas Jefferson T-STEM Early College High School will have 100% of all entering students receive their high school diploma by meeting or exceeding state graduation requirements and 90% will continue on to an institution of higher education by earning up to 60 college credit hours and/or an Associate Degree.

OBJECTIVES: By May of 2018, PSJA Thomas Jefferson T-STEM Early College High School will have implemented programs designed to assist all students to meet or exceed the requirements for Algebra I STAAR EOC state assessments, decreasing the failure rate of each sub-population group by a minimum of 10% and meeting the state assessment passing expectations.

STRATEGIES/ACTION STEPS	STUDENT SUB GROUP & NEEDS	PERSON (S) RESPONSIBLE		RESOURCES NEEDED		TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S RESOURCE BUDGET		BEGINNING	ENDING	
ALL STUDENTS Implement a TEKS/STAAR-based math program that will include the following: <ul style="list-style-type: none"> • TEKS/STAAR remediation service • Desegregated TEKS, STAAR, and District Benchmark scores • Campus Formative Assessments by STAAR objectives • Tutoring before and after school • Vertical and horizontal alignment in different disciplines • STAAR Math Academies • Credit Recovery services • Sheltered Instruction strategies • Thinking Maps • Agile Mind • Dual language instruction 	All Students ELL SPED Migrant ECD/At Risk GT	Math Teachers	Principal	*State Adopted Texts *CIF Strategies * State Assessments *Information *Booklets *Supplemental Tutoring *STAAR Math Academies *Staff Development *Math Enrichment Period *Agile Mind *Texas Algebra I *STAAR End of Course Assessment Practice by Pearson *STAAR Test Maker *TEKING Toward Mathematics *Region IV: Engaging Math & Supporting STAAR Achievement Worksheets *Grad Point		August	May	Summative Evaluations State Assessment Results STAAR Test Item Analysis Data Disaggregation Quintile Reports Vertical and Horizontal Alignment of TEKS Progress Reports Report Cards Failure Rates District CBA Six- Weeks Exams District Benchmarks Unit Evaluations Student Portfolio TSI Results PSAT ACT PLAN Dual Credit GPA's DMAC
		Principal Asst. Principal	Math Dept. Head		2017	2018		

GOAL AREA: Student Achievement: Mathematics All Students

FIVE YEAR GOAL: By 2019, PSJA Thomas Jefferson T-STEM Early College High School will have 100% of all entering students receive their high school diploma by meeting or exceeding state graduation requirements and 90% will continue on to an institution of higher education by earning up to 60 college credit hours and/or an Associate Degree.

OBJECTIVES: By May of 2018, PSJA Thomas Jefferson T-STEM Early College High School will have implemented programs designed to assist all students to meet or exceed the requirements for Algebra I STAAR EOC state assessments, decreasing the failure rate of each sub-population group by a minimum of 10% and meeting the state assessment passing expectations.

STRATEGIES/ACTION STEPS	STUDENT SUB GROUP & NEEDS	PERSON (S) RESPONSIBLE IMPLEMENTATION MONITORING	RESOURCES NEEDED FTE'S RESOURCE BUDGET	TIMELINE BEGINNING ENDING	EVALUATION/ MEASUREMENT
Enhance the math curriculum through the inclusion of research-based programs that include: <ul style="list-style-type: none"> • Problem of the day • Power STAAR • Math vocabulary/Word Wall • Graphic calculator usage • Agile Mind • STAAR format quizzes • Math computer lab • Math related in-services • Hands-on activities • Assessment Problems • Sheltered Instruction/ELLs strategies • Thinking Maps • 4 Corner Model • Sure Score • On-line Resources Dual language instruction	All Students ELL SPED Migrant ECD/At Risk GT	Math Teachers Principal Counselor Principal Asst. Principal Math Dept. Head	Graphic Calculators STAAR Release Tests ELPS Training Thinking Maps Internet Access Blackboard District Curriculum Training Test Item Analysis Assessment Data Distractor Mapping Charts Agile Mind	August 2017 May 2018	Summative Evaluations State Assessment Results STAAR Test Item Analysis Data Disaggregation Quintile Reports Vertical and Horizontal Alignment of TEKS Progress Reports Report Cards Failure Rates District CBA Six- Weeks Exams District Benchmarks Unit Evaluations Student Portfolio TSI Results PSAT ACT PLAN Dual Credit GPA's DMAC

GOAL AREA: Student Achievement: Mathematics All Students

FIVE YEAR GOAL: By 2019, PSJA Thomas Jefferson T-STEM Early College High School will have 100% of all entering students receive their high school diploma by meeting or exceeding state graduation requirements and 90% will continue on to an institution of higher education by earning up to 60 college credit hours and/or an Associate Degree.

OBJECTIVES: By May of 2018, PSJA Thomas Jefferson T-STEM Early College High School will have implemented programs designed to assist all students to meet or exceed the requirements for Algebra I STAAR EOC state assessments, decreasing the failure rate of each sub-population group by a minimum of 10% and meeting the state assessment passing expectations.

STRATEGIES/ACTION STEPS	STUDENT SUB GROUP & NEEDS	PERSON (S) RESPONSIBLE IMPLEMENTATION MONITORING	RESOURCES NEEDED FTE'S RESOURCE BUDGET	TIMELINE BEGINNING ENDING	EVALUATION/ MEASUREMENT
<p>Plan and implement an on-going professional development program that will include:</p> <ul style="list-style-type: none"> • Content area training • Curriculum writing • A+ Program • Internet resources • TEKS/STAAR analysis • Cornell strategies • Pre-AP/AP training • Content strategies for LEP student • Cooperative Learning • Rubrics • TEKS/STAAR Blueprints • Calculator training • GT training <p>Special Populations Strategies:</p> <ul style="list-style-type: none"> • SIOP/ELL strategies • Thinking Maps • Classroom management • Calculator Tips • Peer Coaching • Teacher Mentors 	<p>All Students</p> <p>ELL</p> <p>SPED</p> <p>Migrant</p> <p>ECD/At Risk</p> <p>GT</p>	<p>Math Teachers</p> <p>Principal</p> <p>Counselor</p> <p>Principal</p> <p>Asst. Principal</p> <p>Math Dept. Head</p>	<p>Graphic Calculators</p> <p>STAAR Release Tests</p> <p>ELPS Training</p> <p>Thinking Maps</p> <p>Internet Access</p> <p>Blackboard</p> <p>District Curriculum</p> <p>Training</p> <p>Test Item Analysis</p> <p>Assessment Data</p> <p>Distractor</p> <p>Mapping</p> <p>Charts</p> <p>Agile Mind</p>	<p>August 2017</p> <p>May 2018</p>	<p>Summative Evaluations</p> <p>State Assessment Results</p> <p>STAAR Test Item Analysis</p> <p>Data Disaggregation</p> <p>Quintile Reports</p> <p>Vertical and Horizontal Alignment of TEKS</p> <p>Progress Reports</p> <p>Report Cards</p> <p>Failure Rates</p> <p>District CBA Six- Weeks Exams District</p> <p>Benchmarks Unit</p> <p>Evaluations Student Portfolio</p> <p>TSI Results</p> <p>PSAT</p> <p>ACT PLAN</p> <p>Dual Credit GPA's</p> <p>DMAC</p>

GOAL AREA: Student Achievement: Mathematics All Students

FIVE YEAR GOAL: By 2019, PSJA Thomas Jefferson T-STEM Early College High School will have 100% of all entering students receive their high school diploma by meeting or exceeding state graduation requirements and 90% will continue on to an institution of higher education by earning up to 60 college credit hours and/or an Associate Degree.

OBJECTIVES: By May of 2018, PSJA Thomas Jefferson T-STEM Early College High School will have implemented programs designed to assist all students to meet or exceed the requirements for Algebra I STAAR EOC state assessments, decreasing the failure rate of each sub-population group by a minimum of 10% and meeting the state assessment passing expectations.

STRATEGIES/ACTION STEPS	STUDENT SUB GROUP & NEEDS	PERSON (S) RESPONSIBLE IMPLEMENTATION	PERSON (S) RESPONSIBLE MONITORING	RESOURCES NEEDED FTE'S RESOURCE BUDGET	TIMELINE BEGINNING ENDING	EVALUATION/ MEASUREMENT
Conduct departmental CLC meetings and work sessions on issues that may include: <ul style="list-style-type: none"> • curriculum alignment • scope and sequence • instructional timelines • structured assessment practices • Test Writing Strategies (Analyzing and Creating Effective Questions) • Math Syllabus Ensure the vertical and horizontal alignment of the 9-12 grade math curriculum with that from the feeder schools (Grades 6 to 8).	All Students ELL SPED Migrant ECD/At Risk GT	Teachers Math Teachers	Principal Asst. Principal Math Dept. Head	Graphic Calculators STAAR Release Tests ELPS Training Thinking Maps Internet Access Blackboard District Curriculum Training Test Item Analysis Assessment Data Distractor Mapping Charts Agile Mind	August 2017 May 2018	Formative: Teacher Rosters Math Skills Review Summative: TEKS aligned Higher percentage of students passing math Formative: Teacher Rosters Math Skills Review Summative: TEKS aligned Higher percentage of students passing math.

GOAL AREA: Student Achievement: Mathematics All Students

FIVE YEAR GOAL: By 2019, PSJA Thomas Jefferson T-STEM Early College High School will have 100% of all entering students receive their high school diploma by meeting or exceeding state graduation requirements and 90% will continue on to an institution of higher education by earning up to 60 college credit hours and/or an Associate Degree.

OBJECTIVES: By May of 2018, PSJA Thomas Jefferson T-STEM Early College High School will have implemented programs designed to assist all students to meet or exceed the requirements for Algebra I STAAR EOC state assessments, decreasing the failure rate of each sub-population group by a minimum of 10% and meeting the state assessment passing expectations.

STRATEGIES/ACTION STEPS	STUDENT SUB GROUP & NEEDS	PERSON (S) RESPONSIBLE IMPLEMENTATION MONITORING	RESOURCES NEEDED FTE'S RESOURCE BUDGET	TIMELINE BEGINNING ENDING	EVALUATION/ MEASUREMENT
<p>Reinforce math skills through the use of technology tools that include:</p> <ul style="list-style-type: none"> • Computer lab programs • Classroom computer • TI-83 and TI-84 calculators and N Spires • Internet research and projects • Agile Mind • Data Projector • Calculator Graph Links • Web Links • Teacher Resource Kits • Updated Books • Students Workbooks • Content Workbooks • SIOP strategies • Thinking Maps • Co-Teaching • SLC Communities • Transitional Classes (TLC) • TI Navigator • Pull out Program • Smart Board • CBR • Classroom Performance System 	<p>All Students</p> <p>ELL</p> <p>SPED</p> <p>Migrant</p> <p>ECD/At Risk</p> <p>GT</p>	<p>Math Teachers</p> <p>Principal</p> <p>Asst. Principal</p> <p>Math Dept. Head</p>	<p>Graphic Calculators</p> <p>STAAR Release Tests</p> <p>ELPS Training</p> <p>Thinking Maps</p> <p>Internet Access</p> <p>Blackboard</p> <p>District Curriculum</p> <p>Training</p> <p>Test Item Analysis</p> <p>Assessment Data</p> <p>Distractor</p> <p>Mapping</p> <p>Charts</p> <p>Agile Mind</p>	<p>August</p> <p>2017</p> <p>May</p> <p>2018</p>	<p>Formative:</p> <p>Inclusion on lesson plans</p> <p>Computer reports</p> <p>Sign-in sheets</p> <p>Report Cards</p> <p>Summative:</p> <p>STAAR / scores</p>

GOAL AREA: Student Achievement: Mathematics All Students

FIVE YEAR GOAL: By 2019, PSJA Thomas Jefferson T-STEM Early College High School will have 100% of all entering students receive their high school diploma by meeting or exceeding state graduation requirements and 90% will continue on to an institution of higher education by earning up to 60 college credit hours and/or an Associate Degree.

OBJECTIVES: By May of 2018, PSJA Thomas Jefferson T-STEM Early College High School will have implemented programs designed to assist all students to meet or exceed the requirements for Algebra I STAAR EOC state assessments, decreasing the failure rate of each sub-population group by a minimum of 10% and meeting the state assessment passing expectations.

STRATEGIES/ACTION STEPS	STUDENT SUB GROUP & NEEDS	PERSON (S) RESPONSIBLE IMPLEMENTATION	RESOURCES NEEDED FTE'S RESOURCE BUDGET	TIMELINE BEGINNING ENDING	EVALUATION/ MEASUREMENT
Provide manipulative materials to help students with: <ul style="list-style-type: none"> ● Problem solving strategies ● Graphic skills ● Basic facts ● Cooperative Learning ● Use of technology ● Hands-on activities ● Conceptual Understanding ● Thinking Maps 	All Students ELL SPED Migrant ECD/At Risk GT	Math Teachers Principal Asst. Principal Math Dept. Head	Graphic Calculators CIF Strategies Manipulatives Thinking Maps District Curriculum Inspire Calculators Mobile Lab	August 2017 May 2018	Formative: Math activities Math Form. Assess. Summative: STAAR End Of Course Scores

GOAL AREA: Student Achievement: Mathematics All Students

FIVE YEAR GOAL: By 2019, PSJA Thomas Jefferson T-STEM Early College High School will have 100% of all entering students receive their high school diploma by meeting or exceeding state graduation requirements and 90% will continue on to an institution of higher education by earning up to 60 college credit hours and/or an Associate Degree.

OBJECTIVES: By May of 2018, PSJA Thomas Jefferson T-STEM Early College High School will have implemented programs designed to assist all students to meet or exceed the requirements for Algebra I STAAR EOC state assessments, decreasing the failure rate of each sub-population group by a minimum of 10% and meeting the state assessment passing expectations.

STRATEGIES/ACTION STEPS	STUDENT SUB GROUP & NEEDS	PERSON (S) RESPONSIBLE		RESOURCES NEEDED		TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S RESOURCE	BUDGET	BEGINNING	ENDING	
<p>LEP/ELL</p> <p>Enhance the level of performance of all LEP/ELL students to the required level of improvement noted in the STAAR Scores/ End Of Course Scores Projection Chart (Appendix Section)</p> <p>Use the students' native language in providing services that include:</p> <ul style="list-style-type: none"> • SIOP strategies • After school tutoring • Credit recovery • Diagnostic tests • Power STAAR • Dual language services <p>Reinforce and enhance math skills through the integration of technology tools that include:</p> <ul style="list-style-type: none"> • Computer lab programs • Classroom computer • Virtual T-1 graphing calculator • Internet research • TI Navigators • Smart Boards 	All Students	Math Teachers	Principal	Math tutoring Academies	Title I	August 2017	May 2018	<p>Formative: Benchmarks STAAR Form. Assess.</p> <p>Summative: STAAR End Of Course Scores</p> <p>Formative: Lesson plans Math activities</p> <p>Summative: Passing their classes</p> <p>STAAR End Of Course Scores</p> <p>Formative: Progress Reports Lesson Plan Strategies</p> <p>Summative: STAAR End Of Course Scores</p> <p>Progress Reports</p>
	<p>ELL</p> <p>SPED</p> <p>Migrant</p> <p>ECD/At Risk</p> <p>GT</p>	Asst. Principal	Math Dept. Head	STAAR Release Tests	Grad Point Credit Recovery	Computer Labs	Internet Access	TI Navigators

GOAL AREA: Student Achievement: Mathematics All Students

FIVE YEAR GOAL: By 2019, PSJA Thomas Jefferson T-STEM Early College High School will have 100% of all entering students receive their high school diploma by meeting or exceeding state graduation requirements and 90% will continue on to an institution of higher education by earning up to 60 college credit hours and/or an Associate Degree.

OBJECTIVES: By May of 2018, PSJA Thomas Jefferson T-STEM Early College High School will have implemented programs designed to assist all students to meet or exceed the requirements for Algebra I STAAR EOC state assessments, decreasing the failure rate of each sub-population group by a minimum of 10% and meeting the state assessment passing expectations.

STRATEGIES/ACTION STEPS	STUDENT SUB GROUP & NEEDS	PERSON (S) RESPONSIBLE IMPLEMENTATION MONITORING	RESOURCES NEEDED FTE'S RESOURCE BUDGET	TIMELINE BEGINNING ENDING	EVALUATION/ MEASUREMENT
<ul style="list-style-type: none"> • Agile Mind • Data Projector • Calculator Graph Links • Web Links • Smart board • Virtual TI • Writing assignments kept in portfolio to be readily available for TELPAS • Document Reader • Classroom Performance System (clickers) <p>Strengthen the home-school-community connection through</p> <ul style="list-style-type: none"> • teacher/parent/student conferences • Telephone calls • Home visits • Adopt a Senior • Adopt an ELL Student • School Website • Teacher Web page • Blackboard 	<p>All Students</p> <p>ELL</p> <p>SPED</p> <p>Migrant</p> <p>ECD/At Risk</p> <p>GT</p>	<p>Teachers</p> <p>Principal</p> <p>Asst. Principal</p> <p>Math Dept. Head</p>	<p>Math tutoring Academies</p> <p>STAAR Release Tests</p> <p>Grad Point Credit Recovery</p> <p>Computer Labs</p> <p>Internet Access</p> <p>TI Navigators</p> <p>Smart Boards</p>	<p>August</p> <p>May</p> <p>2017</p> <p>2018</p>	<p>Formative:</p> <p>Conferencing rpts</p> <p>Travel reports</p> <p>Home phone calls</p> <p>Student rosters</p> <p>Summative:</p> <p>Attendance Rate</p> <p>Disciplinary Rpts.</p> <p>STAAR End Of Course Scores</p>

GOAL AREA: Student Achievement: Mathematics All Students

FIVE YEAR GOAL: By 2019, PSJA Thomas Jefferson T-STEM Early College High School will have 100% of all entering students receive their high school diploma by meeting or exceeding state graduation requirements and 90% will continue on to an institution of higher education by earning up to 60 college credit hours and/or an Associate Degree.

OBJECTIVES: By May of 2018, PSJA Thomas Jefferson T-STEM Early College High School will have implemented programs designed to assist all students to meet or exceed the requirements for Algebra I STAAR EOC state assessments, decreasing the failure rate of each sub-population group by a minimum of 10% and meeting the state assessment passing expectations.

STRATEGIES/ACTION STEPS	STUDENT SUB GROUP & NEEDS	PERSON (S) RESPONSIBLE IMPLEMENTATION	RESPONSIBLE MONITORING	RESOURCES NEEDED FTE'S RESOURCE BUDGET	TIMELINE BEGINNING ENDING	EVALUATION/ MEASUREMENT
<p>Migrant</p> <p>Enhance the level of performance of all migrant students to the required level of improvement noted in the STAAR Scores/ End Of Course Scores Projection Chart (Appendix Section)</p> <p>Address the needs of all migrant students through tutorial services that will include:</p> <ul style="list-style-type: none"> • Extended day services • Migrant Computer Lab • Credit recovery program • After school tutoring • Technology tools • SIOP strategies • Thinking Maps 	Migrant	<p>Teachers</p> <p>Migrant Counselor</p>	<p>Principal</p> <p>Asst. Principal</p> <p>Math Dept. Head</p>	<p>Math tutoring Academies</p> <p>STAAR Release Tests</p> <p>Grad Point Credit Recovery</p> <p>Computer Labs</p> <p>Internet Access</p> <p>TI Navigators</p> <p>Smart Boards</p>	<p>August 2017</p> <p>May 2018</p>	<p>Formative:</p> <p>B/M Assessments</p> <p>Summative:</p> <p>STAAR End Of Course Scores</p> <p>Formative:</p> <p>Sign-in sheet</p> <p>Student attendance</p> <p>Summative:</p> <p>ACT/THEA STARR Scores</p>

GOAL AREA: Student Achievement: All Students

FIVE YEAR GOAL: By 2019, PSJA Thomas Jefferson T-STEM Early College High School will have 100% of all entering students receive their high school diploma by meeting or exceeding state graduation requirements and 90% will continue on to an institution of higher education by earning up to 60 college credit hours and/or an Associate Degree.

OBJECTIVES: By May of 2018, PSJA Thomas Jefferson T-STEM Early College High School will have implemented programs designed to assist all students to meet or exceed the requirements for STAAR EOC state assessments, decreasing the failure rate of each sub-population group by a minimum of 10% and meeting the state assessment passing expectations.

STRATEGIES/ACTION STEPS	STUDENT SUB GROUP & NEEDS	PERSON (S) RESPONSIBLE IMPLEMENTATION MONITORING	RESOURCES NEEDED FTE'S RESOURCE BUDGET	TIMELINE BEGINNING ENDING	EVALUATION/ MEASUREMENT
<p>Maintain a strong communication link between/among:</p> <ul style="list-style-type: none"> • Parent & Teacher • Student & Teacher • Student, Parent, & Teacher • Student, Parent, Teacher, & Administrator • "Foster" teacher and Adopted student • Home Visits <p>Eco. Disadvantaged</p> <p>Enhance the level of performance of all Eco. Disadvantaged students to the required level of improvement noted in the STAAR Scores/ End Of Course Scores Projection Chart (Appendix Section)</p>	<p>Migrant Students</p> <p>Eco.Disad.</p> <p>At-Risk</p>	<p>Teachers</p> <p>Migrant Counselor</p> <p>Parent Educator</p> <p>Counselors</p> <p>Principal Dept Chair</p> <p>Principal A/Principal Counselors Migrant Clerk Dpt Chair</p>	<p>Parent Educator</p> <p>Home Contact information</p> <p>Title I</p>	<p>August 2017</p> <p>May 2018</p>	<p>Formative:</p> <p>Student conf. records</p> <p>Phone calls to parents</p> <p>Parent/student/teacher/Migrant Counselor conferences</p> <p>Summative:</p> <p>Credit accrual report</p> <p>STAAR/scores</p> <p>Post-Secondary enrollment counts</p> <p>Summative:</p> <p>Assessments</p> <p>Formative:</p> <p>STAAR End Of Course Scores</p>

GOAL AREA: Student Achievement: All Students

FIVE YEAR GOAL: By 2019, PSJA Thomas Jefferson T-STEM Early College High School will have 100% of all entering students receive their high school diploma by meeting or exceeding state graduation requirements and 90% will continue on to an institution of higher education by earning up to 60 college credit hours and/or an Associate Degree.

OBJECTIVES: By May of 2018, PSJA Thomas Jefferson T-STEM Early College High School will have implemented programs designed to assist all students to meet or exceed the requirements for STAAR EOC state assessments, decreasing the failure rate of each sub-population group by a minimum of 10% and meeting the state assessment passing expectations.

STRATEGIES/ACTION STEPS	STUDENT SUB GROUP & NEEDS	PERSON (S) RESPONSIBLE IMPLEMENTATION	PERSON (S) RESPONSIBLE MONITORING	FTE'S	RESOURCES NEEDED RESOURCE BUDGET	TIMELINE BEGINNING ENDING	EVALUATION/ MEASUREMENT
Ensure that the needs of all economically disadvantaged / at-risk students are met through the following research-based practices: <ul style="list-style-type: none"> • Suitable teacher-student ratio • Tutoring after school & Sat. • Credit recovery programs • Summer school for all students who failed to earn credits • SIOP/ELL strategies • Thinking Maps 	Eco.Disadvtdg / At-Risk	Teachers	Principal A/Principal Counselor Migrant Clerk Dpt. Chair	1	Migrant Counselor Tutoring Budget Migrant Title I Local School Allotment	August 2017 May 2018	Formative: Sign-In Rosters Enrollment Totals Summative: STAAR End Of Course Scores Meet AYP Standards for the subgroups

GOAL AREA: Student Achievement: All Students

FIVE YEAR GOAL: By 2019, PSJA Thomas Jefferson T-STEM Early College High School will have 100% of all entering students receive their high school diploma by meeting or exceeding state graduation requirements and 90% will continue on to an institution of higher education by earning up to 60 college credit hours and/or an Associate Degree.

OBJECTIVES: By May of 2018, PSJA Thomas Jefferson T-STEM Early College High School will have implemented programs designed to assist all students to meet or exceed the requirements for STAAR EOC state assessments, decreasing the failure rate of each sub-population group by a minimum of 10% and meeting the state assessment passing expectations

STUDENT SUB GROUP & NEEDS	PERSON (S) RESPONSIBLE IMPLEMENTATION MONITORING	FTE'S RESOURCE BUDGET	TIMELINE BEGINNING ENDING	EVALUATION/ MEASUREMENT
<p>Learning Disabled</p> <p>Enhance the level of performance of all learning disabled students to the required level of improvement noted in the STAAR Scores/ End Of Course Scores Projection Chart (Appendix Section) through:</p> <ul style="list-style-type: none"> • training to math and ELA General Ed. and Sp. Ed. teachers on effective instructional strategies and skills • Coordinating instruction between Gen education and Sp. Ed. teachers to ensure the success of the modifications and accommodations included in each student's IEP <p>Ensure that the needs of all learning disabled students are met through the following practices:</p> <ul style="list-style-type: none"> • Inclusion in general education • Co-teaching • Content mastery • Resource Reading • Speech Therapy • Homebound Instruction • SIOP/ELL Strategies 	<p>Teachers</p> <p>Teachers (Sp Ed.)</p> <p>Speech Tch.</p> <p>Pathologist</p> <p>Homebound</p> <p>Sp Ed Dir</p> <p>Ass't Dir</p>	<p>1</p>	<p>August 2017</p> <p>May 2018</p>	<p>Formative:</p> <p>Assessments</p> <p>Summative:</p> <p>STARR Scores</p>

GOAL AREA: Student Achievement: All Students

FIVE YEAR GOAL: By 2019, PSJA Thomas Jefferson T-STEM Early College High School will have 100% of all entering students receive their high school diploma by meeting or exceeding state graduation requirements and 90% will continue on to an institution of higher education by earning up to 60 college credit hours and/or an Associate Degree.

OBJECTIVES: By May of 2018, PSJA Thomas Jefferson T-STEM Early College High School will have implemented programs designed to assist all students to meet or exceed the requirements for STAAR EOC state assessments, decreasing the failure rate of each sub-population group by a minimum of 10% and meeting the state assessment passing expectations.

STRATEGIES/ACTION STEPS	STUDENT SUB GROUP & NEEDS	PERSON (S) RESPONSIBLE IMPLEMENTATION	PERSON (S) RESPONSIBLE MONITORING	RESOURCES NEEDED FTE'S RESOURCE BUDGET	TIMELINE BEGINNING ENDING	EVALUATION/ MEASUREMENT
<p>Gifted & Talented</p> <p>Schedule conferences with parents to discuss:</p> <ul style="list-style-type: none"> • Student needs • Academic progress • Higher education • Financial aid <p>Identify, share, and implement advanced math strategies through:</p> <ul style="list-style-type: none"> • Content area meetings • Department Meetings • Desegregation of STAAR, Benchmark test data • Formative Assessment • SAT/ACT/TSI training • UIL events & CTE student org. • Pre-AP, AP, & Dual Credit classes • Concurrent Enrollment 	<p>GT Students and All Students</p>	<p>Teachers Counselors UIL Sponsors and Coordinator</p>	<p>Principal Dept. Chair A/Principal Counselor College Advisor STC Liaison</p>	<p>Assessment Data Conference Data Room College Readiness Support Services</p>	<p>August May 2017 2018</p>	<p>Formative: Student conf. reports Telephone logs Conference records</p> <p>Summative: STAAR Formative Assessment</p> <p>Formative: Agendas Sign-in sheets</p> <p>Desegregated data on PSAT/SAT scores</p> <p>Summative: STAAR/ACT/SAT/TSI scores Membership in campus organizations Enrollment reports</p>

GOAL AREA: Student Achievement: All Students

FIVE YEAR GOAL: By 2019, PSJA Thomas Jefferson T-STEM Early College High School will have 100% of all entering students receive their high school diploma by meeting or exceeding state graduation requirements and 90% will continue on to an institution of higher education by earning up to 60 college credit hours and/or an Associate Degree.

OBJECTIVES: By May of 2018, PSJA Thomas Jefferson T-STEM Early College High School will have implemented programs designed to assist all students to meet or exceed the requirements for STAAR EOC state assessments, decreasing the failure rate of each sub-population group by a minimum of 10% and meeting the state assessment passing expectations.

STRATEGIES/ACTION STEPS	STUDENT SUB GROUP & NEEDS	PERSON (S) RESPONSIBLE		RESOURCES NEEDED		TIMELINE		EVALUATION/ MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCE BUDGET	BEGINNING	ENDING	
Utilize the TEKS to guide instruction and prepare for STAAR <ul style="list-style-type: none"> Incorporate the 5 stages of Problem Solving Familiarize students with STAAR test format and language Utilize STAAR released tests and benchmarks as planning tools for improving the STAAR level of performance by all students.	All Students ELL SPED Migrant ECD/At Risk GT	Teachers	Principal Assistant Principal Math Dept Head	TEKS STAAR Benchmarks		August 2017	May 2018	Formative: Benchmark tests Inclusion of TEKS on lesson plans Formative Assessment Summative: End Of Course Scores STARR scores Formative: Benchmark tests TEKS-based lesson plans Summative: STAAR End Of Course Scores

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN 2015-2019

GOAL AREA: Student Achievement: Special Education and Migrant Students

FIVE YEAR GOAL: By 2019, PSJA Thomas Jefferson T-STEM Early College High School will have 100% of all entering students receive their high school diploma by meeting or exceeding state graduation requirements and 90 % will continue on to an institution of higher education by earning up to 60 college credit hours and/or an Associate Degree.

OBJECTIVES: By May of 2018, PSJA Thomas Jefferson T-STEM Early College High School will have implemented programs designed to assist all students to meet or exceed the requirements for the STAAR EOC state assessment, decreasing the failure rate of each sub-population group by a minimum of 10% and meeting the state assessment passing expectations.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE FOR		RESOURCES NEEDED		TIMELINE		EVALUATION MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	BUDGET	BEGINNING	ENDING	
<p>Special Education</p> <ul style="list-style-type: none"> - IEP Instructional Accommodations - Differentiation of Instruction using Co-Teacher - Support Facilitation by Instructional Aide - Research Based Best Practices such as: cooperative learning, tactile, auditory, hands-on instruction. 	Special Ed.	Teachers	Administration Principal Assistant Principal Sp. Ed. Supervisor Diagnostician Math Dept. Head	State Adopted Texts CIF Strategies State Assessments Information Booklets Supplemental Tutoring Resources Math Academies Staff Development Manipulative Kits Thinking Maps T-I Navigators Four Function Calculators Math Enrichment Period Agile Mind College Board Curriculum PSAT SAT Day	Title I Local Sp. Ed.	August 2017	May 2018	Summative Evaluations State Assessment Results Campus Confidential Report STAAR EOC Test Item Analysis DATA Disaggregation Quintile Reports Vertical and Horizontal Alignment of TEKS Three Week Progress Reports Six Week Report Cards Failure Rates District Benchmarks Unit Evaluations Student Portfolios TSI Results PSAT Results ACT / SAT Results Dual Credit GPA's
<p>Migrant</p> <ul style="list-style-type: none"> - Math Curriculum Packets - Flexible Scheduling for acquiring TSI Credit 	Migrant							
<p>Economically Disadvantaged/At-Risk</p> <ul style="list-style-type: none"> - Performance Data - Attendance Tracking - STAAR Academies 	Economically Disadvantaged/At-Risk							

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN 2015-2019

GOAL AREA: Student Achievement: Reading All Students

FIVE YEAR GOAL: By 2019, PSJA Thomas Jefferson T-STEM Early College High School will have 100% of all entering students receive their high school diploma by meeting or exceeding state graduation requirements and 90 % will continue on to an institution of higher education by earning up to 60 college credit hours and/or an Associate Degree.

OBJECTIVES: By May of 2018, PSJA Thomas Jefferson T-STEM Early College High School will have implemented programs designed to assist all students to meet or exceed the requirements for the Reading Section of TEKS/STARR EOC state assessments, decreasing the failure rate of each sub-population group by a minimum of 10% and meeting the state assessment passing expectations.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE FOR IMPLEMENTATION MONITORING	RESOURCES NEEDED			TIMELINE		EVALUATION MEASUREMENT
			FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
<p>Reading: All Students Focus: Reading for comprehension and writing processes in preparation for college readiness. Formative Assessments: Strategies will be implemented by teachers to improve reading and writing skills, including product oriented student portfolios designed to teach self-evaluation and critique, collaborative efforts between teacher and student for corrective measures. Advancer baseline assessments to determine college readiness, Kuder, ECHS Core Principles and CIF strategies. Summative Assessments: will be administered such as STAAR, benchmarks, Open-Ended responses to reading, Expository and Persuasive Essays, curriculum based assessments, teacher made tests, final semester exams, TSI college exams (summer/fall/spring).</p> <p>All Students:</p> <ul style="list-style-type: none"> - Researched Based Practices - Thinking Maps - Response to Reading R2R - STAAR Testing - Literary Vocabulary - Student Portfolios - Novel Studies - Thematic/Conceptual Learning - Word Walls 	<p>All students ELL SPED ECD At Risk Migrant GT 504</p>	<p>Principal Teachers</p> <p>Administration Principal Counselor Area Supervisor ELA HS Coach</p>	<p>State Adopted Texts CIF Strategies State Assessments Information Booklets Supplemental Tutoring Resources Novels Written Responses Open ended questions Student Portfolios Documentary Films Tutoring AM, PM, SAT. Pre-AP(9th 10th) AP Literature Language and Composition Spring Board LTF/ NMSI iPads Dictionaries/Thesaurus Bilingual Dictionaries Texas EOC Coach Conceptual Literacy Network Services Academic Writing for Serious Learners Blackboard Calculators SAT Day PSAT A.P. Curriculum Criterion</p>	<p>Title I Local SCE</p>	<p>August 2017</p>	<p>May 2018</p>	<p>Summative Evaluations State Assessment Results STAAR Campus Confidential Reports Test Item Analysis DATA Disaggregation Quintile Reports Vertical and Horizontal Alignment of TEKS Three Week Progress Reports Six Week Report Cards Failure Rates District Benchmarks Unit Evaluations Student Portfolios TSI Results PSAT ACT Plan Dual Credit GPA's District Six Weeks Exams TSI TELPAS LAS Links DMAC CBAs ACT / SAT PSAT TSI</p>	

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN 2015-2019

GOAL AREA: Student Achievement: Reading All Students, LEP, Migrant, Economically Disadvantaged/At-Risk, Gifted & Talented, Special Education

FIVE YEAR GOAL: By 2019, PSJA Thomas Jefferson T-STEM Early College High School will have 100% of all entering students receive their high school diploma by meeting or exceeding state graduation requirements and 90 % will continue on to an institution of higher education by earning up to 60 college credit hours and/or an Associate Degree.

OBJECTIVES: By May of 2018, PSJA Thomas Jefferson T-STEM Early College High School will have implemented programs designed to assist all students to meet or exceed the requirements for the English I and English II STAAR EOC state assessments, decreasing the failure rate of each sub-population group by a minimum of 10% and meeting the state assessment passing expectations.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE FOR IMPLEMENTATION MONITORING	RESOURCES NEEDED	TIMELINE	EVALUATION MEASUREMENT
<p>All Students continued:</p> <ul style="list-style-type: none"> - Cooperative Learning Strategies - PBL <p>Student Self-Evaluation Portfolios</p> <p>LEP</p> <ul style="list-style-type: none"> - Sheltered Instruction - Observation Protocols (SIOP) - Vocabulary Development - CIF strategies Interactive Workbooks <p>Migrant</p> <ul style="list-style-type: none"> - ELA Curriculum Packets - Flexible Scheduling for TSI credit <p>Economically Disadvantaged/At-Risk</p> <ul style="list-style-type: none"> - Performance Documentation - Student Profiles - Attendance Tracking - Curriculum Packets - STAAR Academies <p>Gifted and Talented</p> <ul style="list-style-type: none"> - Conceptual Instruction - Depth and Complexity - Enrichment/Independent Study - TEX Prep <p>Special Education:</p> <ul style="list-style-type: none"> - IEP Instructional Accommodations - Differentiation of Instruction/Co-Teacher Support - Facilitation/Instructional Aide - Research Based Best Practices - 504 -Accommodations 	<p>All students</p> <p>LEP</p> <p>MIGRANT</p> <p>Economically Disadvantaged/At-Risk</p> <p>Gifted & Talented</p> <p>Special Education</p> <p>504</p>	<p>Teachers</p> <p>Administration Principal Area Supervisor ELA Coordinator Sp. Ed. Supervisor Diagnostician</p>	<p>State Adopted Texts CIF Strategies State Assessments Information Booklets Supplemental Tutoring Resources Novels Thinking Maps Binder R2R Units Written Responses Student Portfolios ELA Enrichment Period Tutoring AM, PM, SAT. Pre-AP(9th 10th) AP Literature Language and Composition Spring Board LTF/ NMSI iPads Dictionaries/Thesaurus Bilingual Dictionaries Texas EOC Coach Conceptual Literacy Network Services Blackboard Calculators Promethean Light Bulb</p>	<p>August 2017</p> <p>May 2018</p>	<p>Summative Evaluations State Assessment Results STAAR Test Item Analysis DATA Disaggregation Quintile Reports Vertical and Horizontal Alignment of TEKS Three Week Progress Reports Six Week Report Cards Failure Rates District Benchmarks Unit Evaluations Student Portfolios TSI Results PSAT Results ACT Plan Dual Credit GPA's District Six Weeks Exams TSI TELPAS LAS Links CBAS DIMAC</p>

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
 CAMPUS IMPROVEMENT PLAN 2015-2019

GOAL AREA: Student Achievement: Social Studies All Students

FIVE YEAR GOAL: By 2019, PSJA Thomas Jefferson T-STEM Early College High School will have 100% of all entering students receive their high school diploma by meeting or exceeding state graduation requirements and 90 % will continue on to an institution of higher education by earning up to 60 college credit hours and/or an Associate Degree.

OBJECTIVES: By May of 2018, PSJA Thomas Jefferson T-STEM Early College High School will have implemented programs designed to assist all students to meet or exceed the requirements for the Social Studies section of TEKS/STAAR EOC state assessment, decreasing the failure rate of each sub-population group by a minimum of 10% and meeting the state assessment passing expectations.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE FOR IMPLEMENTATION MONITORING		RESOURCES NEEDED			TIMELINE		EVALUATION MEASUREMENT
		Principal Teachers	Administration Principal Area Supervisor Social Studies HS Coaches	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
<p>Social Studies: All Students Focused on comprehension of historical key events and concepts central to American History, World History, World Geography, Government/ Economics and Social Movements in preparation for college readiness.</p> <p>Formative Assessments: Strategies will be implemented by teachers to improve students' conceptual comprehension of historical events, governmental structures and social movements. There will be an emphasis on Historical concepts Debates Geography Map Work Written Work/Essays Document Analysis Skill Recognizing Patterns Public Speaking ECHS Core Principles, SIOP, CIF, ELPs, IEPs, MODS will be used to teach concepts</p> <p>Summative Assessments: will be administered through STAAR EOC benchmarks, curriculum based assessments (CBA's) and STAAR</p>	<p>All students ELL SPED Ec. Disadv. Migrant 504 At Risk</p>	Principal Teachers	Administration Principal Area Supervisor Social Studies HS Coaches	State Adopted Texts CIF Strategies State Assessments Information Booklets Supplemental Tutoring Resources History Alive United Streaming Lead 4 ward Binder Standard History by Jarrett AP Beyond the Bubble Mini DBQ/DBQ Poject Dyna Notes	Title I Local SCE		August 2017	May 2018	Summative Evaluations State Assessment Results STAAR EOC Campus Confidential Report Test Item Analysis DATA Disaggregation Quintile Reports Vertical and Horizontal Alignment of TEKS Three Week Progress Reports Six Week Report Cards Failure Rates District Benchmarks Unit Evaluations Social Studies Interactive Notebooks/Binders TSI Results PSAT ACT Plan Dual Credit GPA's ACT / SAT

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
 CAMPUS IMPROVEMENT PLAN 2015-2019

GOAL AREA: Student Achievement Social Studies All Students, LEP, Migrant, Economically Disadvantaged/At Risk, GT and Special Education

FIVE YEAR GOAL: By 2019, PSJA Thomas Jefferson T-STEM Early College High School will have 100% of all entering students receive their high school diploma by meeting or exceeding state graduation requirements and 90 % will continue on to an institution of higher education by earning up to 60 college credit hours and/or an Associate Degree.

OBJECTIVES: By May 2018, PSJA Thomas Jefferson T-STEM Early College High School will have implemented programs designed to assist all students to meet or exceed the requirements for the US History, STAAR EOC decreasing the failure rate of each sub-population group by a minimum of 10% and meeting the STAAR EOC passing expectations on state assessments.

STATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	MONITORING	FTE'S	RESOURCES NEEDED	BUDGET	TIMELINE BEGINNING	TIMELINE ENDING	EVALUATION MEASUREMENT
<p>All Students:</p> <ul style="list-style-type: none"> - CIF - Research based strategies for spatial & geographic concepts (maps/dir.) - Public Speaking (debates, oral reports, group presentations) - Formal Writing (Current Events, Biographies, Ethnographic Studies) - STAAR Academies AP Prep <p>LEP:</p> <ul style="list-style-type: none"> - SIOP - Vocabulary Development - Flexible Grouping-visuals <p>Migrant:</p> <ul style="list-style-type: none"> - Social Studies Curriculum Packets - Flexible scheduling for acquiring TSI Credit <p>Economically Disadvantaged/At Risk</p> <ul style="list-style-type: none"> - At risk student performance doc. - STAAR growth charts - Attendance Tracking - STAAR Academies <p>Gifted and Talented</p> <ul style="list-style-type: none"> - Conceptual Instruction - Depth and Complexity - Enrichment/Independent Study - TEX Prep/ Capstone Mentorships <p>Special Education:</p> <ul style="list-style-type: none"> - Instructional Accommodations as per IEP's, -Differentiation of Inst. Research based best practice coop. Learning, tactile, auditory, hands on instruction) Smart Goals 	<p>All Students</p> <p>LEP</p> <p>Migrant</p> <p>ECD/At Risk</p> <p>GT</p> <p>Sp. Ed</p>	<p>Principal Teachers</p> <p>WTL</p> <p>STAAR</p> <p>Literacy</p> <p>Technology</p>	<p>Administration Principal</p> <p>Area Supervisor</p> <p>Social Studies HS Coaches</p>		<p>State Adoption CIF</p> <p>TEKS</p> <p>STAAR Information Booklets</p> <p>Tutoring Supplemental Materials</p> <p>History Alive United</p> <p>Streaming Lead 4ward Binder</p>	<p>Title I Local</p> <p>SCE</p>	<p>August 2017</p>	<p>May 2018</p>	<p>Evaluations STAAR Campus Confidential Report</p> <p>Test Item Analysis Data</p> <p>Disaggregation Quintile Reports Vertical and Horizontal Alignment of TEKS</p> <p>3 week progress reports</p> <p>6 week Report Cards</p> <p>RCA's District Benchmarks</p> <p>Unit Evaluations</p> <p>Student Portfolios</p> <p>S.S. Interactive Notebooks</p> <p>TSI Results</p> <p>PSAT</p> <p>ACT /SAT</p> <p>Dual Credit GPA's</p>

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN 2015-2019

GOAL AREA: Student Achievement Science All Students

FIVE YEAR GOAL: By 2019, PSJA Thomas Jefferson T-STEM Early College High School will have 100% of all entering students receive their high school diploma by meeting or exceeding state graduation requirements and 90 % will continue on to an institution of higher education by earning up to 60 college credit hours and/or an Associate Degree.

OBJECTIVE: By May 2018, PSJA Thomas Jefferson T-STEM Early College High School will have implemented programs designed to assist all students to meet or exceed the requirements for the Science Section of TEKS/STAAR EOC decreasing the failure rate of each sub-population group by a minimum of 10% and meeting the passing expectations on state assessments.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	PERSON(S) RESPONSIBLE MONITORING	FTE'S	RESOURCES NEEDED	BUDGET	TIMELINE BEGINNING	TIMELINE ENDING	EVALUATION MEASUREMENT
<p>Science: All Students</p> <p>Focused on comprehension of scientific method and processes, formulating hypothesis and analyzing data through laboratory studies and experiments to determine outcomes and conclusions and to further develop relevant or new hypothesis.</p> <p>Formative Assessment strategies implemented to improve students' conceptual understanding of science concepts, including product oriented portfolios designed to teach self-Evaluation and through a collaborative effort between student and teacher, determine corrective measures. KUDER, ECHS Core Principles and Common Instructional Frameworks.</p> <p>Summative Assessments will be administered through benchmarks, curriculum based assessments, CBA's and STAAR exams Freshman year (Bio 1) and TSI. Fall, Spring, And Summer</p> <p>All Students:</p> <ul style="list-style-type: none"> - Research based best-practices for Scientific Method -Scientific Discovery -Experiments/Labs (Verneer, LabQuest - Journaling/Demonstrations -use of models & instructional supplies 	<p>All Students</p> <p>ELL</p> <p>SpEd</p> <p>Migrant</p> <p>At Risk</p> <p>GT</p>	<p>Principal Teachers</p>	<p>Administration Principal Area Supervisor</p> <p>Science Coordinator</p>		<p>State Adoption TEKS Information Booklets Tutoring Supplemental Materials STAAR United Streaming Technology Verneer LabQuest Laboratory Materials Agile Minds Mastering Biology.com Master Biology Interactive Questions Bioflix AP Bio labs</p>	<p>Title I</p> <p>Local</p> <p>SCE</p>	<p>August 2017</p>	<p>May 2018</p>	<p>Evaluations STAAR Campus Confidential Report Test Item Analysis Data DMAC Disaggregation Quintile Reports Vertical and Horizontal Alignment of TEKS</p> <p>3 week progress reports</p> <p>6 week Report Cards RCA's District Benchmarks Unit Evaluations Student Portfolios Science Interactive Notebooks TSI Results Science Exhibit PSAT ACT / SAT Dual Credit GPA's</p>

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN 2015-2019

GOAL AREA: Student Achievement Science All Students, LEP, Migrant, Economically Disadvantaged/At Risk, GT and Special Education

FIVE YEAR GOAL: By 2019, PSJA Thomas Jefferson T-STEM Early College High School will have 100% of all entering students receive their high school diploma by meeting or exceeding state graduation requirements and 90 % will continue on to an institution of higher education by earning up to 60 college credit hours and/or an Associate Degree.

OBJECTIVES: By May 2018, PSJA Thomas Jefferson T-STEM Early College High School will have implemented programs designed to assist all students to meet or exceed the requirements for the Science Section of TEKS/STAAR EOC decreasing the failure rate of each sub-population group by a minimum of 10% and meeting the STAAR EOC passing expectations on state assessments.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	PERSON(S) RESPONSIBLE MONITORING	FTE'S	RESOURCES NEEDED	BUDGET	TIMELINE BEGINNING	TIMELINE ENDING	EVALUATION MEASUREMENT
All Students continued: - Projects - Thinking Maps - Reports & Research - Investigations - H.E.S.T.E.C. LEP: - SIOP - Thinking Maps - Vocabulary Development Migrant: - Science Curriculum Packets - Flexible scheduling for acquiring credits/AccuPlacer Credit Economically Disadvantaged/At Risk At risk student performance doc. - TAKS growth charts - Attendance Tracking - STAAR Academies Gifted and Talented - Conceptual Instruction - Depth and Complexity - Enrichment/Independent Study - TEX Prep Special Education: - Instructional Accommodations as per IEP's-Differentiation of Inst. Research based best practice coop. learning, tactile, auditory, hands on instruction)	All Students	Principal Teachers	Administration Principal		State Adoption CIF	Title I	August 2017	May 2018	Evaluations McREL Campus Confidential Report Test Item Analysis Data Disaggregation Quintile Reports Vertical and Horizontal Alignment of TEKS
	LEP		Area Supervisor Science Studies HS Content Coaches		TEKS Information Booklets	Local SCE			
	Migrant		Inclusion Teacher		Tutoring Supplemental Materials				
	ECD/At Risk				United Streaming Technology Laboratory Materials Agile Minds Biology Texas STAAR Review & practice Biology English-Spanish Bilingual EOC Coach Biology				3 week progress reports 6 week Report Cards RCA's District Benchmarks Unit Evaluations Student Portfolios Science Interactive Notebooks Science Exhibits Results PSAT ACT Plan Dual Credit GPA's
	GT								
	Sp. Ed								

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN 2015-2019

GOAL AREA: Technology

FIVE YEAR GOAL: By 2019, PSJA Thomas Jefferson T-STEM Early College High School will have 100% of all entering students receive their high school diploma by meeting or exceeding state graduation requirements and 90 % will continue on to an institution of higher education by earning up to 60 college credit hours and/or an Associate Degree.

OBJECTIVES: By May 2018, PSJA Thomas Jefferson T-STEM Early College High School will have implemented programs designed to assist all students to meet or exceed the requirements for computer literacy and technology skills development by 10% of the student enrollment.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED	TIMELINE		EVALUATION MEASUREMENT
		IMPLEMENTATION	MONITORING		BEGINNING	ENDING	
<p>Technology Literacy & Skill Dev.</p> <ul style="list-style-type: none"> - All Students will acquire the skills in program, PC technology that allows each student to develop proficiency in computer applications such as: <ul style="list-style-type: none"> - Microsoft Office - KUDER Portfolios - Data-base construction and development - Internet use and research - Strategies for implementing various media resources -College online courses; distance Learning and TSI testing -College Applications/Admissions - Blackboard <p>Staff needs assessment will be conducted to determine training in various software applications and internet use which includes:</p> <ul style="list-style-type: none"> - Web page development- email - Internet Navigation/Research - District Work Stations - School iPads - Document Readers - Implementation of various media resources -Life Tree <p>Implementation of equitable technology program(s) providing accessibility to various computers per classroom or in a lab setting.</p>	<p>All Students</p> <p>LEP</p> <p>Migrant</p> <p>ECD/At Risk</p> <p>GT</p> <p>Sp. Ed</p>	<p>Principal Assigned CIT Teachers</p> <p>Principal Assigned CIT Area Supervisor</p> <p>District Technology Coordinator</p> <p>Campus CIT</p>	<p>FTE'S</p> <p>PC and Lap Top Computers</p> <p>Microsoft Office Software</p> <p>Media & Technology Resources</p> <p>Data Projectors Document Readers</p> <p>Mini iPad for all students</p> <p>"One to the world incentive"</p> <p>Distance Learning Hardware</p> <p>Region I and District Training</p> <p>Instructional Supplies</p>	<p>Title I</p> <p>SCE</p>	<p>August 2017</p> <p>May 2018</p>	<p>Quality Instruction</p> <p>Increased Student Achievement</p> <p>Empowered Learning Community</p> <p>Computer Literate Learning Community</p> <p>Student Progress</p> <p>Increased Number of Students/Staff Employing Technology</p> <p>Documentation of Training for Students/Staff</p>	

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN 2015-2019

GOAL AREA: Technology

FIVE YEAR GOAL: By 2019, PSJA Thomas Jefferson T-STEM Early College High School will have 100% of all entering students receive their high school diploma by meeting or exceeding state graduation requirements and 90 % will continue on to an institution of higher education by earning up to 60 college credit hours and/or an Associate Degree.

OBJECTIVES: By May 2018, PSJA Thomas Jefferson T-STEM Early College High School will have implemented programs designed to assist all students to meet or exceed the requirements for computer literacy and technology skills development by 10% of the student enrollment.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION		MONITORING	RESOURCES NEEDED		TIMELINE		EVALUATION MEASUREMENT
		CTE Teachers	CTE Department Head		FTE'S	RESOURCES	BUDGET	BEGINNING	
Coordination and Program Promotion: -Career and Technology staff will solicit updates and new material for classroom strategies and department newsletter. Program Development: -Develop and introduce and market program for all Career and Technology students interested in career pathways in Health Science, Engineering, and Computer Science by creating brochures.	All Students ELL SPED Migrant ECD/At Risk GT	CTE Teachers All Teachers	CTE Department Head Principal Technology Trainers District IT Personnel		PC and Lap Top Computers Microsoft Office Software Adobe Photoshop Media & Technology Resources Instructional Supplies	Title I	1 st Friday of every month	2 nd Friday of every month	Newsletter
							Nov. 2017	Nov. 2017	
Skill/Technology Training: -Schedule technology training for all staff members and insure each is proficient in the use of Blackboard, a PSJA college readiness portal. -Develop skills and expertise in the usage of Educational Apps by attending Career and Technology workshops and conferences.							On going	On going	Evidence of wide initial report
							Sept. 2017	Sept. 2017	
							May 2018	May 2018	Lead CLC Training Session for Department
							Oct. 2017	Oct. 2017	
							May 2018	May 2018	
							On going	On going	
							On going	On going	
							Sept. 2017	Sept. 2017	
							May 2018	May 2018	
							On going	On going	

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN 2015-2019

GOAL AREA: Professional Development

FIVE YEAR GOAL: By 2019, PSJA Thomas Jefferson T-STEM Early College High School will have 100% of all entering students receive their high school diploma by meeting or exceeding state graduation requirements and 90 % will continue on to an institution of higher education by earning up to 60 college credit hours and/or an Associate Degree.

OBJECTIVES: By May 2018, PSJA Thomas Jefferson T-STEM Early College High School will have implemented programs designed for all students to meet or exceed the requirements for student achievement by providing quality staff development to all teaching staff.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		FTE'S	RESOURCES NEEDED		TIMELINE		EVALUATION MEASUREMENT
		IMPLEMENTATION	MONITORING		RESOURCES	BUDGET	BEGINNING	ENDING	
<p>Professional Development</p> <ul style="list-style-type: none"> - All Staff will acquire the skills necessary to teach/model lessons aligned to the curriculum and /or criteria referenced exams. Consultants will provide quality research based staff development that will facilitate teaching/learning experiences necessary for meeting the levels of mastery/proficiency required in state mandated assessments and college entrance exams. <p>Trainings include:</p> <ul style="list-style-type: none"> - Project Based Learning (PBL) - Common Inst. Frameworks (CIF) model -Thinking maps - Math Calculator Strategies - T-I navigator (83 & 84) - Science with Vernier Lab Quest - Agile Mind/Read 180 - KUDER Portfolio - Betty Bates Science TAKS - Inclusion Conference - Sheltered Instruction Observation Protocols (SIOP) - Technology Conferences (SPI) - Holistic Writing & Scoring - Professional Teaching & Learning Cycles - STEM Trainings through EL Centro Del Futuro & other STEM Centers - The High School Project Trainings - Curriculum writing on developing units designed for dual credit in the four core areas 	<p>All Students</p> <p>LEP</p> <p>Migrant</p> <p>ECD/At Risk</p> <p>GT</p> <p>Sp. Ed</p>	<p>Principal Consultants Trainers of Trainers Content Area HS Coaches</p>	<p>Principal Area Supervisor District Coordinator</p>		<p>Research Based Best-Practices Strategies (Literature, Books, Software)</p> <p>Jobs for the Future Literature</p> <p>Media & Technology Resources</p> <p>STEM Centers Training</p> <p>Common Instructional Frameworks</p> <p>Region I and District Training</p>	<p>Title I SCE</p>	<p>August 2017</p> <p>May 2018</p>	<p>Quality Instruction Increased Student Achievement</p> <p>Empowered Learning Community</p> <p>Student Progress</p> <p>Increased Number of Students/Staff Employing research Based Best-Practices</p> <p>Documentation of Trainings for Students/Staff</p> <p>Walk-Through Observations</p> <p>Principal/Teacher Conferences</p> <p>McKrel Training</p>	

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN 2015-2019

GOAL AREA: Recruitment and Retention of Highly Qualified Staff

FIVE YEAR GOAL: By 2019, PSJA Thomas Jefferson T-STEM Early College High School will have 100% of all entering students receive their high school diploma by meeting or exceeding state graduation requirements and 90 % will continue on to an institution of higher education by earning up to 60 college credit hours and/or an Associate Degree.

OBJECTIVES: By May 2018, PSJA Thomas Jefferson T-STEM Early College High School will have implemented programs and practices for recruiting and retaining a 100% highly qualified staff that will promote and implement research based best-practices necessary for student achievement.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION	PERSON(S) RESPONSIBLE MONITORING	FTE'S	RESOURCES NEEDED	BUDGET	TIMELINE BEGINNING	TIMELINE ENDING	EVALUATION MEASUREMENT
Recruiting/Employing Highly Qualified Staff by: - Creating Brochures - Networking with State and Local Universities - Attending District, State, & Local University Job Fairs - Advertisement in District Web Page, Local and State Newspapers Retaining Highly Qualified Staff by: - Providing New Teacher Support Programs - Providing New Teacher Mentors - Providing Quality Staff Development - Involving teachers in decision making processes - Providing a Positive School Climate - One-to One Mentoring - Providing Teacher Recognition - Providing opportunities for interdisciplinary teaching and planning	All Students LEP Migrant ECD/At Risk GT Sp. Ed	Principal Counselor Human Resources Dept.	Principal Human Resources Dept. Area Supervisor		Region I and District Training Mentors STC UTPA UT-Austin Teach for America	Title I SCE	August 2017 Fall Recruitment January 2018 Spring Recruitment	May 2018 June 2018 Summer Recruitment	Quality Instruction Increased Student Achievement Highly Qualified Status for all Teachers Empowered Learning Community Student Progress Low or No Turnover Rates Definition of Highly Qualified Staff: Certified by TEA Holds a Degree in the Subject matter Advanced Degrees See Comprehensive Needs Assessment for Complete definition

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN 2015-2019

GOAL AREA: Parental Involvement and Parent School Compact

FIVE YEAR GOAL: By 2019, PSJA Thomas Jefferson T-STEM Early College High School will have 100% of all entering students receive their high school diploma by meeting or exceeding state graduation requirements and 90 % will continue on to an institution of higher education by earning up to 60 college credit hours and/or an Associate Degree.

OBJECTIVES: By May 2018, PSJA Thomas Jefferson T-STEM Early College High School will have implemented programs for increasing parental involvement thus affording all students the opportunity to meet or exceed the requirements for student achievement on state mandated assessments.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		FTE'S	RESOURCES NEEDED		TIMELINE		EVALUATION MEASUREMENT
		IMPLEMENTATION	MONITORING		RESOURCES	BUDGET	BEGINNING	ENDING	
<p>Parental Involvement will include:</p> <ul style="list-style-type: none"> - two parents serving on the PAC Committee defined as Parental Advisory Committee. - District Parent Coordinator will schedule monthly meetings to relate, and distribute pertinent information at outreach locations. These meetings will include enrichment activities centered on: - Adult Literacy - Computer Technology - Parenting Skills - Health Services - Continuing Education - Student Code of Conduct - Effective Parent/School Relations - Effective Communication Practices - Volunteering - Title I Program - Transition Program - Post-Secondary Education, GED - Coordination of School Activities - Parent/School Compact for all students - Serving on the CPOC (Campus Performance Objective Council) - Awareness/training for Parents --Home Access Center, reading assessment test results via paper/online, college admission requirements, deadlines-entrance & financial aid - yearly student/parent orientation for academic/behavior expectations 	<p>All Students</p> <p>LEP</p> <p>Migrant</p> <p>ECD/At Risk</p> <p>GT</p> <p>Sp. Ed</p>	<p>Principal Counselor District Parent Involvement Coordinator PAC Members Teachers</p>	<p>Principal Area Supervisor District Parent Involvement Coordinator Title I Directors</p>		<p>Region I and District Training</p>	<p>Title I</p>	<p>Monthly Parental Involvement meetings September 2017 Spring Parent Survey</p>	<p>Monthly Parental Involvement meetings May 2018</p>	<p>Increased Student Achievement Empowered Learning Community Student Progress Documentation of Trainings for Parents Title I Program Parent/School Compact Increased number of informed parents/students on Student Code of Conduct College Readiness A pre and post-comparison model will be used to evaluate the Parental Involvement component based on parent survey results Title I Project Survey</p>

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN 2015-2019

GOAL AREA: Attendance

FIVE YEAR GOAL: By 2019, PSJA Thomas Jefferson T-STEM Early College High School will have 100% of all entering students receive their high school diploma by meeting or exceeding state graduation requirements and 90 % will continue on to an institution of higher education by earning up to 60 college credit hours and/or an Associate Degree.

OBJECTIVES: By May 2018, PSJA Thomas Jefferson T-STEM Early College High School will have implemented programs designed for all students to meet or exceed the attendance requirements mandated by the state and district. (96.5% ADA goal)

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		FTE'S	RESOURCES NEEDED		TIMELINE		EVALUATION MEASUREMENT
		IMPLEMENTATION	MONITORING		RESOURCES	BUDGET	BEGINNING	ENDING	
<p>Attendance</p> <p>Provide orientation for all campus staff, parents and students.</p> <ul style="list-style-type: none"> - Review attendance laws and guidelines - ADA based on attendance - Local Rules and Guidelines <p>Formulate attendance committee to address:</p> <ul style="list-style-type: none"> - Targets for increasing attendance - Bridging school community w/home - Remediation Recommendations - Avenues of Communication - Tardy Policy Enforcement - Student recognition for Perfect Attendance <p>Campus Practices</p> <ul style="list-style-type: none"> - Teacher/Parent contact after 2 day absence - Phone Communication Logs - Parent/Teacher conference - Home Visits - Weekly report of PEIMS reports 	<p>All Students</p> <p>LEP</p> <p>Migrant</p> <p>ECD/At Risk</p> <p>GT</p> <p>Sp. Ed</p>	<p>Principal Counselor Assigned Parent Educator Teachers</p>	<p>Principal Counselor Area Supervisor</p>		<p>PC and Lap Top Computers</p> <p>Microsoft Office Software</p> <p>Media & Technology Resources</p> <p>Data Projectors Document Readers</p> <p>Distance Learning Hardware</p> <p>Region I and District Training</p>	<p>Title I</p> <p>SCE</p>	<p>September 2017</p> <p>Daily ADA Verifications</p> <p>1st-6th Six Weeks Attendance Reports</p>	<p>May 2018</p>	<p>Above 97% Attendance</p> <p>Increased Student Achievement</p> <p>Empowered learning Community</p> <p>Synergy</p> <p>Student Progress</p> <p>PEIMS Documentation</p> <p>Documentation of Trainings for Students/Staff/ Parents</p> <p>Phone log documentation</p>

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN 2015-2019

GOAL AREA: Dropout Reduction/Prevention

FIVE YEAR GOAL: By 2019, PSJA Thomas Jefferson T-STEM Early College High School will have 100% of all entering students receive their high school diploma by meeting or exceeding state graduation requirements and 90 % will continue on to an institution of higher education by earning up to 60 college credit hours and/or an Associate Degree.

OBJECTIVES: By May 2018, PSJA Thomas Jefferson T-STEM Early College High School will have implemented programs designed for all students to meet or exceed the requirements for dropout prevention and reduction by 10% of the district and state percentages.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION		MONITORING		FTE'S	RESOURCES NEEDED		TIMELINE		EVALUATION MEASUREMENT
		Principal Counselor Teachers	CPOC	School Committee	District Committee		Principal Counselor Area Supervisor	Teachers	ADA	PEIMS reports	
Dropout Reduction Rate District/Campus policies will be implemented to ensure that staff and school community enforce the dropout prevention/recovery data plan. - Staff training on dropout rate and leaver rate criteria - Prevention/Recovery support services including counseling and referral to social services - Accurate reporting of all requests for transfers and transcripts - Receipt of proof of attendance from receiving schools - Review weekly attendance reports for targeting potential dropouts/withdrawals - Liaison home visits - Maintain and review all student status and all dropout data - Maintain channels of communication	All Students										
	LEP							Title I	September 2017	May 2018	Increased Student Achievement
	Migrant							SCE	October (Snapshot)		Reduction in Dropout rate
	ECD/At Risk							Withdrawal Forms	Fall Semester 2017	Spring Semester 2018	Increase in Student Attendance
	GT							At-Risk Data			Decrease in Absenteeism
	Sp. Ed						Guest Speakers				Improvement in quality of student behavior/attitudes
											Empowered Learning Community
											Documentation of Trainings for Students/Staff

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN 2015-2019

GOAL AREA: Higher Education Admission, Acceptance and Financial Aid

FIVE YEAR GOAL: By 2019, PSJA Thomas Jefferson T-STEM Early College High School will have 100% of all entering students receive their high school diploma by meeting or exceeding state graduation requirements and 90 % will continue on to an institution of higher education by earning up to 60 college credit hours and/or an Associate Degree.

OBJECTIVES: By May 2018, PSJA Thomas Jefferson T-STEM Early College High School will have implemented programs affording all students the opportunity to meet or exceed the requirements for admission and acceptance into institutions of higher education and for obtaining financial aid.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE IMPLEMENTATION		MONITORING		FTE'S	RESOURCES NEEDED		TIMELINE BEGINNING	TIMELINE ENDING	EVALUATION MEASUREMENT				
		Principal Counselor Financial Aid Advisor	College Advisor	STC Liaison	STC Outreach Specialist		Principal Assistant Principal Counselor	Title I SCE							
Higher Education Admission, Acceptance and Financial Aid - Develop and provide students with a personal graduation plan (PGP) - Provide programs for transition into higher and post-secondary education - Provide training on admissions/financial aid requirements to students and parents - Provide opportunities for field trips to post secondary institutions - Provide opportunities for students to participate in Summer Bridge Program/Advancer Program - Provide various opportunities for students to take the TSI, AP, ACT and SAT (Fall, Spring, And Summer)	All Students LEP Migrant ECD/At Risk GT Sp. Ed	Principal Counselor Financial Aid Advisor	College Advisor	STC Liaison	STC Outreach Specialist	Principal Assistant Principal Counselor	Advancer Online Courses	TSI Preparatory Courses	Summer bridge	ACT/SAT preparatory software	College Recruiters And Outreach Specialists	Title I SCE	September 2017	May 2018	Increased rate of all students taking college entrance exams Increased rate of all students meeting college acceptance requirements Increased rate in admissions into an institution of higher education Increased rate in financial aid awards

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN 2015-2019

GOAL AREA: School Climate

FIVE YEAR GOAL: By 2019, PSJA Thomas Jefferson T-STEM Early College High School will have 100% of all entering students receive their high school diploma by meeting or exceeding state graduation requirements and 90 % will continue on to an institution of higher education by earning up to 60 college credit hours and/or an Associate Degree.

OBJECTIVES: By May 2018, PSJA Thomas Jefferson T-STEM Early College High School will have implemented programs affording all students the opportunity to learn in an enhanced environment which is safe, orderly and conducive to learning.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED			TIMELINE		EVALUATION MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	ENDING	
<p>School Climate: Organize a committee to promote the general welfare and safety of school to include:</p> <ul style="list-style-type: none"> - Safe School Environment - Student Safety - Clean, Safe and Inviting School Grounds - Heightened Student Security Equipment - Well maintained daily operational functions - Structured classroom management and discipline - Development of Common Expectations for all student behavior - Consistency Management and Cooperative Discipline - Promotion of Positive Relations - Health Services (first aid, CPR and medication administration) - Transitional orientation for incoming 9th graders Summer Bridge and graduating seniors Recruiters: College Night - Promotion of School Pride 	<p>All Students</p> <p>LEP</p> <p>Migrant</p> <p>ECD/At Risk</p> <p>GT</p> <p>Sp. Ed</p>	<p>Principal Counselor Financial Aid Advisor Teachers</p> <p>Custodial Staff</p> <p>School Nurse Crisis Management</p>	<p>Principal Counselor Financial Aid Advisor</p> <p>Teachers</p> <p>Custodial Staff</p> <p>School Nurse District Staff Audit Reviews</p>	<p>Student Code of Conduct</p> <p>Campus Student Handbook</p> <p>Dress Code</p> <p>Classroom Rules / Expectations</p> <p>Health Codes</p> <p>District Policies</p>	<p>Title I</p> <p>SCE</p>	<p>August 2017</p>	<p>May 2018</p>	<p>Quality Instruction</p> <p>Increased Student Achievement</p> <p>Empowered Learning Community</p> <p>Safe School Composite Agendas Sign-in</p> <p>Community</p> <p>Access to Health Services</p> <p>Inviting/Safe and Clean Learning Community</p> <p>Monthly Safety Reports</p>	

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT
CAMPUS IMPROVEMENT PLAN 2015-2019

GOAL AREA: School Climate

FIVE YEAR GOAL: By 2019, PSJA Thomas Jefferson T-STEM Early College High School will have 100% of all entering students receive their high school diploma by meeting or exceeding state graduation requirements and 90 % will continue on to an institution of higher education by earning up to 60 college credit hours and/or an Associate Degree.

OBJECTIVES: By May 2018, PSJA Thomas Jefferson T-STEM Early College High School will have implemented programs affording all students the opportunity to learn in an enhanced environment which is safe, orderly and conducive to learning.

STRATEGIES/ACTION STEPS	STUDENT SUB-GROUP & NEEDS	PERSON(S) RESPONSIBLE		RESOURCES NEEDED		TIMELINE		EVALUATION MEASUREMENT
		IMPLEMENTATION	MONITORING	FTE'S	RESOURCES	BUDGET	BEGINNING	
<p>School Climate:</p> <ul style="list-style-type: none"> - Promotion of Club/Organizations (Specially CTE) - Promote correlation between CTE Classes and content areas - Promote Community Service (Start Early & Being Motivated) awareness since earlier grades (9th & 10th) - Promote Awareness of importance of STAAR EOC and AP, ACT/SAT (College Entrance Exams) - Promote career exploration, especially for sophomores before declaring a major. - Career Speakers Promoting STEM Careers <Weekly Talks> - Increase degree plan awareness so students know what courses are required for specific majors. 	<p>All Students</p> <p>LEP</p> <p>Migrant</p> <p>ECD/At Risk</p> <p>GT</p> <p>Sp. Ed</p>	<p>Principal Counselor Financial Aid Advisor Teachers</p> <p>Custodial Staff</p> <p>School Nurse</p>	<p>Principal Counselor Financial Aid Advisor</p>		<p>College Success skills (CSS)</p> <p>Parent/Student Monthly Calendar</p> <p>Go Center</p> <p>Advisory Period</p> <p>Student Officers from Clubs/Organizations</p> <p>Multi-Purpose Room</p>	<p>Title I</p> <p>SCE</p>	<p>August 2017</p> <p>May 2018</p>	<p>Increased Student Achievement</p> <p>Increased Student Enrollment in Dual Enrollment Courses</p> <p>Capstone Project</p> <p>Community Service Exhibit wall</p> <p>Student Community Service Hour Log</p> <p>Community/Business Partnerships</p> <p>CSS Workshop Agendas</p> <p>Club/Organization flyers-brochures</p> <p>Student Involvement in extra-curricular activities</p>