

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT



PSJA ECHS Improvement Plan 2018-2019

Board Approved:

Mission Statement

PSJA ECHS mission is to develop, in collaboration with the home and community, the potential of all learners to become participating and productive members of society. The district accomplishes this by providing a comprehensive, quality instructional program that is equitable and accessible to all.

What We Believe In

Guiding Principles

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

What We Want to Accomplish

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

PSJA Early College High School Campus Performance Objective Council Members



- Dr. Alejandro Elias – Principal
- Angie Gutierrez – Dean of Instruction
- Cindy Rivera – Instructional Coach
- Martina Alvarado – Collaborative Learning Leader
- Ruby Ann Garcia- Social Studies Department Head/CLF
- Diana Blanco – Math Department Head/CLF
- Carmel Juarez – Science Department Head
- Marisol Gonzalez – English Department Head
- Christina Andresano – English Department Head/CLF
- Catherine Mancillas – Librarian
- Ruben and Angie Guajardo – Business Partners
- Rolando Pena – Early College Director
- Heidi Bonilla-Lazo – Head Counselor
- Darlene Ramirez – Instructional Technologist
- Karina Bazan – CLF
- Romeo Luna – CLF
- Gloria Garza – CLF
- Mayra Salinas – CLF
- Benny Gonzalez – CLF
- Jessica Maldonado - CLF

PSJA ECHS 2017-2018 DEMOGRAPHICS



	ALL	MALE	FEMALE	SPED	LEP	M1	M2	MIGRANT	ECD	GT	CTE
Number	2,143	1,106	1,037	130	380	88	121	104	1,997	290	2,027
Percent	100	51.6	48.4	6.1	17.7	4.1	5.6	4.9	93.2	13.5	94.6

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	2,143	2,129	1	2	11	0
Percent	100	99.3	0.	0.1	0.5	0

Accountability Summary 2018



	Domain I Student Achievement	Domain II School Progress	Domain III Closing the Gaps	Overall Rating
PSJA ECHS	87	90	83	88/B+

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



GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	<p>Student Achievement CCMR Graduation Rate *Addressing the use of quality data to drive instruction</p>	<p>English 1 and English 2 combined percentage of students at the Approaches level of mastery was above the state at 1%. Algebra 1 performed at 89% at Approaches 67% at Meets and 44% at Masters obtaining an A on the STAAR Component. Biology performed at 85% at Approaches, 49% at Meets and 13% at Masters obtaining a B on the STAAR Component. U.S. History performed at 92% at Approaches, 59% at Meets and 19% at Masters. CCMR – 63% of our graduating class earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject. -71% of our graduating class met Non-CTE criteria 76 students graduated with an Associates degree PSJA ECHS graduated 100% of its 2015 Class.</p>	<ul style="list-style-type: none"> English 1 and English 2– Lowest performing subjects There is a -27% gap between our EL students and ALL student groups at the Approaches Grade Level for English 1 and English 2 combined for First Time Testers and Retesters. There is a -31% gap between our SPED students and ALL student groups at the Approaches Grade Level for English 1 and English 2 combined for First Time Testers and Retesters. There is a -15% gap between the SPED students and All student groups at the Approaches Grade Level for Algebra 1. There is a -16% gap between EL students and All student groups at the Approaches Grade Level for biology combined First Time Testers and Retesters. There is a -21% gap between SPED students and All student groups at the Approaches Grade Level for biology combined First Time Testers and Retesters. There is -18% gap between EL students and All student groups at the Approaches Grade Level for US History combined First Time Testers and Retesters. There is -33% gap between SPED students and ALL student groups at the Approaches Grade Level for US History combined First Time Testers and Retesters. 	<ul style="list-style-type: none"> Focus on EL and special education sub-group performance. Monitoring EL through LPAC and interventions and progress monitoring Utilize DMAC data with intentionality focusing on special populations (LEP, SPED, ECO
2	<p>School Progress Academic Growth Relative Performance</p>	<p>Campus Met Standard on Academic Growth by obtaining a scaled score of 90 showing that students are making progress from the prior year to the current year. Campus Met Standard on Relative Performance by obtaining a scaled score of 89 showing that students are making progress relative to our comparison group of similar demographics and Economically Disadvantaged students.</p>	<ul style="list-style-type: none"> 13% of our students did not meet or exceed academic growth. Even though this gap may not, at first, seem alarming, the campus leadership strongly recommends that a more strategic and specific focus on individual student data be at the forefront of this particular need so that the gap continues to close, preferably by 5% this coming year. 	<ul style="list-style-type: none"> Address the needs of identified students to ensure that all students meet academic growth through intentional tracking and progress monitoring.

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



GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
3	Closing the Achievement Gap	<ul style="list-style-type: none"> Algebra 1 met all indicators for Academic Achievement Status. Campus met the English Language Proficiency Status indicator. 	<ul style="list-style-type: none"> English failed to meet four indicators with the following groups: ALL, EL, Continuously and Non-Continuously Enrolled students. Two indicators were not met for Graduation Rate with EIs and Sped students. Student Success Status – STAAR Component Indicator was not met for Sped. School Quality Status – CCMR indicator was not met for SPED students. 	<p>Special population groups will receive additional support and intensive interventions ELAI and II, math, science, and social studies through our intentional academies and pullouts based on benchmark data and as evidenced on our DMAC reports (Power of 7 reports).</p>
4	Family and Community Involvement	<ul style="list-style-type: none"> The campus holds various parental meetings and special events throughout the year ranging from beginning of the year Meet the Teacher and Open House events, Remembrance of September 11, Constitution Day, Election Day, College Night, Thanksgiving Feast of Sharing, Red Ribbon Parades and Drug Awareness Presentations, Trunk-or-Treat, Christmas Posadas, Veterans Day Parade with the City of Pharr, Christmas Toys for Tots Toy Drives, Community Cemetery Clean Up with City of San Juan, Dia De Los Muertos Celebration and Alter Contests, Easter Egg Roll, Student Council sponsored visits to Nursing Homes to visit the elderly, CAPSTONE meetings for parents. These are just a few of the events and meetings that the campus has hosted throughout the year that foster family and community involvement. 	<ul style="list-style-type: none"> The campus leadership team has identified that more involvement of our EL and SPED students' parents is needed so that they know how to support their children and so that the campus can continue to close gaps between these two sub-groups. The campus leadership team has planned to hold 3 parental meetings in which the accountability system will be explained in hopes that parents will better understand their role in relation to campus and student needs. 	<ul style="list-style-type: none"> Teach and train teachers on how to understand the accountability system and its relation to meeting student and campus goals. Teach and show parents the accountability system so that they can understand and support the campus in relation to individual student needs and tutorial services so that their children can continue to meet their goals.

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

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Technology	<ul style="list-style-type: none"> Internet connection is available to all students and teachers throughout the campus. All teachers and administrators and counselors have access to laptops and/or desktops. All classrooms have Prometheum boards that teachers use to deliver instruction. Ipads and Elitepads are available for students to check out and use. Computer labs are available for teachers and students to deliver technology-rich lessons. Several television screens are available throughout the campus so that students are kept abreast of information needed in order to meet goals. Mobile COWS (Computers on Wheels) are available for teachers to check out and use with students. 	<ul style="list-style-type: none"> Technology screens in some of the computer labs need to be updated. Computers in some of the labs need to be updated. Teacher laptops need to be updated and cycled out until all teachers have the most updated technology. 	<ul style="list-style-type: none"> Continue to cycle out old computers and screens so that new technology can be ordered in stages.
6	Increasing Learning Time	<ul style="list-style-type: none"> Pullouts and Academies held throughout the year for all EOC tested subjects. Bear Time Literacy Intentional Scheduling aimed at maximizing learning time Saturday Tutorials 	<ul style="list-style-type: none"> All students who failed to meet grade level or Approached grade level in reading or English 1 or English 2 need to be double blocked so that they meet every day and instructional time is maximized so that they can meet their individual student goals in regards to their STAAR EOC performance. 	<ul style="list-style-type: none"> Schedule all 9th grade students who failed to meet grade level in their 8th grade STAAR every day in English 1 and Business English. Schedule all 9th grade students who Approached grade level in their 8th grade STAAR every day in English 1 and Business English.



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

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
7	School Culture and Climate	<ul style="list-style-type: none"> • Sweeps to make sure that structures and processes are implemented for students to be on time. • Teachers being on duty and greeting their students. • Teacher Celebrations • School Spirit and Pride through positive interactions with students and community. • Teacher videos that showcase learning and culture of the campus. • Conjunto and Mariachi performances in cafeteria to highlight cultural awareness. 	<ul style="list-style-type: none"> • Teachers need to be on duty in a consistent manner throughout the year so that campus safety continues to be a priority. • The Conjunto needs better equipment so that they can continue to highlight the culture of the campus. 	<ul style="list-style-type: none"> • Continue to be consistent with the campus tardy sweeps and processes set in place from last year so that learning is maximized and students are on time to all their classes. • Continue to highlight campus teachers and students and the events that take place on a yearly basis. • Continue to implement policies in a consistent manner in regards to campus safety.
8	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> • Highly Qualified Staff • New Teacher Academy (NTI) • McRel Evaluation Tool • Ongoing Intentional Staff Development in CLCs. • POP Wednesdays 	<ul style="list-style-type: none"> • Campus is at the Transformative stage of teaching and learning so sharing student work at CLC's needs to be a priority. • New and struggling teachers need to be identified and mentored to guarantee growth. • Consistent administrative walkthroughs need to be paired with immediate feedback so that teachers know what is working and which areas need to be corrected so that their instructional practices are improved. 	<ul style="list-style-type: none"> • Continue to hire and retain ELA teachers who are certified in ESL Supplemental. • Encourage teacher to obtain their Master's Degree in their content so that they can become STC professors and offer additional DC courses for our students. • New and struggling teachers need to continue to receive support through instructional coach and CLL.

2017-2018 PSJA ECHS Focus Areas



- Focus Area 1: Student Achievement, CCMR, Graduation Rate
- Focus Area 2-Index 2: School Progress, Academic Growth, Relative Performance
- Focus Area 3: Closing the Achievement Gaps
- Focus Area 4: Family and Community Involvement
- Focus Area 5: Technology
- Focus Area 6- Increasing Learning Time
- Focus Area 7- School Culture and Climate
- Focus Area 8- Staff Quality, Recruitment, and Retention

PSJA ECHS Focus Area 1: Student Achievement, CCMR, Graduation Rate

Objective 1: By May 2019, PSJA ECHS curriculum will be horizontally aligned in all EOC STAAR courses (English 1, English 2, Algebra, Biology and United States history).

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact
<ul style="list-style-type: none"> Teacher representatives from the campus will be selected to write the district curriculum Curriculum writers will be trained on the state standards, accountability, depth and complexity of the TEKS and on the use of data to create a viable curriculum for each course. Curriculum documents will include ELPS strategies for BE/EL students and Supplemental Aids for special education students Academic Calendars will be written for all courses. (timelines will be written for all HBS courses) Formative and summative assessments will be written and aligned to the TEKS to monitor the effectiveness of the curriculum instruction and mastery District Review Sessions (DRS) will be held at the district level to review CBA and Benchmark data with the principal and to plan next steps Campus leadership team will review CBA and BM data with consultant and department heads and teachers. Campus Instructional Coaches, Deans, Assistant principals and principals will monitor the implementation of the curriculum at each campus 	<ul style="list-style-type: none"> Assistant Supt for C&I Dean of Instruction Campus Leadership Team Campus SPED /ELL Teachers 	<ul style="list-style-type: none"> Local Funds, Title 1 Funds Local Funds 199 Title 1 Funds 211 State Comp 199 Title III 263 SpEd 224 <p>(Funding sources will be determined as the most applicable and appropriate to accomplish action steps, making certain that compliance is maintained)</p>	<p>September 2018 through August 2019</p>	<ul style="list-style-type: none"> Sign-in Sheets Agendas Completed Curriculum Documents Completed Formative and Summative Assessments in the Curriculum Binders CBA and Benchmark scores Evidence of student work Student writing samples Walkthrough data Walkthrough feedback 	<p>Benchmark scores, student achievement gains</p>

PSJA ECHS Focus Area 1: Student Achievement, CCMR, Graduation Rate

Objective 2: : By May 2019, the assessments at PSJA ECHS that are aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2018-2019 in all EOC STAAR courses (English 1, English 2, Algebra, Biology and United States history).

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact
<ul style="list-style-type: none"> Curriculum Based Assessments (CBAs) and District-level Benchmarks that are aligned to the curriculum will be written for each of the HB5 courses Teacher representatives from each campus will be trained on how to create CBAs and Benchmarks at the depth and complexity of STAAR/EOC District-level CBAs and two district-level Benchmarks will be administered to all students in 2018-2019 for each EOC content (Retesters and First Time testers). Teachers will receive assessment data for their students within 24 hour of the test administration Data Rooms will be available at the campus for data analysis and monitoring student progress. 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 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 Campus level monitoring of the progress of migrant, special education and EL students will be done immediately following each CBA and BM to determine the effectiveness of the curriculum and ETS Criterion Writing Program for ELA 	<ul style="list-style-type: none"> District Content Coordinators Curriculum Team Leadership Team 	<p>Local Funds, Title 1 Funds</p> <p>(Funding sources will be determined as the most applicable and appropriate to accomplish action steps, making certain that compliance is maintained)</p>	<p>September 2018 through August 2019</p>	<ul style="list-style-type: none"> Completed CBAs and Benchmarks Walkthroughs Agendas Sign in sheets Teacher reports Goal sheets 	<p>Benchmark scores, student achievement gains</p>

PSJA ECHS Focus Area 1: Student Achievement, CCMR, Graduation Rate

Objective 3: Throughout the 2018-2019 school year, all subpopulation groups at PSJA ECHS will be monitored to ensure they are on-track to meet state passing standards on the 2018-2019 STAAR EOC in all EOC STAAR courses (English 1, English 2, Algebra, Biology and United States history).

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact
<ul style="list-style-type: none"> • Campus Goals specific for each subgroup will be developed at the campus using the district template. • Campus Goals specific for each subgroup will be developed and shared with the campus administration, teachers and staff • Campus administrators will prepare campus level binders with data related to students in each of their subgroup such as BE/EL, Special Education, Migrant, Economic Disadvantaged, Hispanic, CTE • All teachers will be required to implement the modifications/accommodations for the special education students in their classroom. • Special population group's data will be reviewed following each district-level CBA and Benchmark for progress toward meeting state standards at Approaches, Meets and Masters Grade Level. 	<ul style="list-style-type: none"> • C&J Administrators and District Team • Campus Leadership Team • Department Heads • Assistant Principals 	<ul style="list-style-type: none"> • Migrant Funds 212 • Special Ed Funds 224 • Title III Funds 263 <p>(Funding sources will be determined as the most applicable and appropriate to accomplish action steps, making certain that compliance is maintained)</p>	<p>September 2018 through August 2019</p>	<ul style="list-style-type: none"> • District Goal Templates • Campus Goal Templates • Teacher DMAC reports • Goal tracking sheets • Data binders • Lesson Plans • Walkthroughs • Student Work 	<p>Benchmark scores, student achievement gains, closing achievement gaps</p>

PSJA ECHS Focus Area 1: Student Achievement, CCMR, Graduation Rate

Objective 3: Throughout the 2018-2019 school year, all subpopulation groups at PSJA ECHS will be monitored to ensure they are on-track to meet state passing standards on all EOC STAAR courses (English 1, English 2, Algebra, Biology and United States history).

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact
<ul style="list-style-type: none"> Professional development training on data analysis will be provided for campus administrators Bear Time (30 minute Academic Intervention), Intentional Targeted Academies and Pullouts, afterschool and Saturday tutorials will be available for students in each subgroup following each district-level CBA and Benchmark 	<ul style="list-style-type: none"> Campus Principals Deans Instructional Coaches <ul style="list-style-type: none"> Leadership Team Department Heads HB5 Content Teachers 	<ul style="list-style-type: none"> Local 199 Title I 211 State Comp 199 Migrant 212 Title III 263 SpEd 224 <p>(Funding sources will be determined as the most applicable and appropriate to accomplish action steps, making certain that compliance is maintained)</p>	September 2018 through August 2019	<ul style="list-style-type: none"> Tutorial Sign-in sheets Schedules 	<ul style="list-style-type: none"> Benchmark scores student achievement gains closing achievement gaps

PSJA ECHS Focus Area 1: Student Achievement, CCMR, Graduation Rate

Objective 4: Throughout the 2018-2019 school year, PSJA ECHS will provide professional development specific to the state assessed curriculum to all campus stakeholders.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact
<ul style="list-style-type: none"> • Administrators and teachers will be trained on the STAAR Assessment Program and will understand the State and Federal Accountability System. • Administrators and teaching staff will be trained on how to utilize the curriculum • Collaborative Learning Communities [CLCs] will be scheduled weekly at the high schools for improving instructional delivery and collaboration • Administrators and teaching staff will be trained on how to use the DIMAC Quintile Reports to assess progress toward meeting state passing standards index per student/per subpopulation group • Common Instructional Framework (CIF) training will be required for all administrators and teaching staff. • RTI, ELPS, and SPED modifications/accommodations and designated support training will be provided for all staff members to address the needs of all students. 	<ul style="list-style-type: none"> • Asst Supt for C&I • Campus Principals • Leadership Team • Administration • Dean • Teachers • CLFs and CLL • RTI Campus Coordinator • Department Heads • District Coordinators 	<ul style="list-style-type: none"> • Local Funds 199 • Title 1.211 • Local Funds 199 <p>(Funding sources will be determined as the most applicable and appropriate to accomplish action steps, making certain that compliance is maintained)</p>	<p>September 2018 through August 2019</p>	<ul style="list-style-type: none"> • Agendas • Sign-in Sheets • Walkthroughs • Sample student work 	<ul style="list-style-type: none"> • Benchmark scores • student samples

PSJA ECHS Focus Area 2: School Progress, Academic Growth, Relative Performance

Objective 1: Throughout the 2018-2019 school year, PSJA ECHS will align Reading/Writing Instruction.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact
<ul style="list-style-type: none"> Reading/writing curriculum will be developed using relevant reading and writing instruction and CIF teaching strategies Writing prompts will be developed and used campus-wide in addition to the implementation of the ETS Criterion Writing Program to improve writing performance. A minimum of 2 compositions per six weeks will be required at English 1, English 2, and in retester courses STAAR Literature questions will be written for each literary piece/all genres Two aligned CBAs and two district Benchmarks will be administered district-wide Data will be used to inform tutorial lessons and to identify spiraled skills in addition to the effective implementation of ETS Criterion Writing Program Data will be used to identify the areas of students' strengths and needs in order to extend learning opportunities 	<ul style="list-style-type: none"> District ELA Content Coordinators Instructional Coaches Dean ELA Teachers 	<ul style="list-style-type: none"> Title 1 211 Local Funds 199 <p>(Funding sources will be determined as the most applicable and appropriate to accomplish action steps, making certain that compliance is maintained)</p>	September 2018 through August 2019	<ul style="list-style-type: none"> Completed Curriculum documents Walkthrough data Student writings ETS Criterion data Completed composition prompts in Curriculum Documents Completed STAAR Literature questions in the Curriculum Documents DMAC reports CLC Agendas sign-in sheets GAP analysis action plans 	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR

PSJA ECHS Focus Area 2: School Progress, Academic Growth, Relative Performance

Objective 2: Throughout the 2018-2019 school year, PSJA ECHS will align math instruction campus wide.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact
<ul style="list-style-type: none"> Mathematics curriculum will be developed for K-12 using CIF strategies Mathematics teachers will receive training on TEKS analysis to determine the depth and complexity of each student expectation Teachers will receive training on unpacking the math TEKS, analyzing data Two aligned CBAs and two district Benchmarks will be administered district-wide Data will be used to inform tutorial lessons and to identify spiraled skills Data will be used to identify students in need of extended learning opportunities Daily problems (Bell Ringers) will be developed as spiraled/warm-up activities in STAAR format Exit tickets will be developed aligned to the skill of the day 	<p>Assistant Superintendent for C&I, Instructional Coaches Curriculum Team Mathematics Teachers</p>	<ul style="list-style-type: none"> Title 1 211 Local Funds 199 <p>(Funding sources will be determined as the most applicable and appropriate to accomplish action steps, making certain that compliance is maintained)</p>	<p>September 2018 through August 2019</p>	<ul style="list-style-type: none"> Walk-throughs curriculum implementation Grade level meeting agendas and sign in sheets CLC agendas and sign in sheets Curriculum documents Increased student progress as evidenced in CBAs and benchmarks, and in classroom assignments Progress Monitoring data sheets Student Exit tickets 	<p>Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR</p>

PSJA ECHS Focus Area 3: Closing the Achievement Gaps					
Objective 1: By the end of the 2018-2019 year, PSJA ECHS will close student achievement gaps among all groups as measured in state and federal accountability by at least 8% (at Meets Level).					
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact
<ul style="list-style-type: none"> Teachers will use supplemental aids and designated supports with all their special education students Teachers will delivery instruction based on ELPs strategies with all their EL students Campus will order more Longman dictionaries Teachers will use CIF strategies with all students Math students will create their own interactive notebooks Campus will purchase resources aimed at strengthen ELA grammar and writing for students Teachers will monitor the progress of all students Campus administration will monitor implementation of accommodations, co-teaching, inclusion support and ELPs interventions to accelerate student progress. Teachers will serve the academic and social needs of sub-groups through tutorials, Saturday academies and through Bear Time Teachers will use campus data room to analyze student data, principals will monitor assessment results and lead data analysis discussions with teachers and plan appropriate targeted instructional interventions. 	<ul style="list-style-type: none"> Department Heads Leadership Team Campus Administration Teachers 	<ul style="list-style-type: none"> Title 1 211 Local Funds 199 Title III 263 Special Ed 224 <p>(Funding sources will be determined as the most applicable and appropriate to accomplish action steps, making certain that compliance is maintained)</p>	September 2018 through August 2019	<ul style="list-style-type: none"> Strategies implementation by teachers 	<ul style="list-style-type: none"> Student work Benchmark data increases Student grades Walkthrough data

PSJA ECHS Focus Area 3: Closing the Achievement Gaps

Objective 1: Throughout the 2018-2019 school year, PSJA ECHS will increase the number of students that are college, career, and military ready by 20%.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact
<ul style="list-style-type: none"> • Administrators and teachers will be trained on state accountability and will understand how each domain is calculated: Student Achievement, School Progress and Closing the Gaps • Teachers will identify students in each level of mastery before the start of the year in order to plan accordingly • Teachers will monitor student performance following each CBA and BM using DMAC reports in order to form targeted tutorial groups • 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 and planning of next steps. • Tutorials, Intentional and Targeted Academies and Pullouts will be provided for the various student groups for each level of mastery to ensure students improve their performance. 	<ul style="list-style-type: none"> • Dean • Campus Principal • Leadership Team • Department Heads 	<ul style="list-style-type: none"> • Local Funds 199 • Title One funds <p>(Funding sources will be determined as the most applicable and appropriate to accomplish action steps, making certain that compliance is maintained)</p>	<p>September 2018 through August 2019</p>	<ul style="list-style-type: none"> • Agendas • Sign-in Sheets • Accountability Reports from TEA • TAPR data 	<ul style="list-style-type: none"> • Benchmark scores • student tracking forms • Teacher data reports • walkthroughs

PSJA ECHS Focus Area 3: Closing the Achievement Gaps

Objective 2: By 2018-2019, PSJA ECHS will increase the number of students that complete their core courses and receive their Associates degree or certificate of completion before high school graduation by 5%.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact
<ul style="list-style-type: none"> • Counselors will provide comprehensive advisement to students and monitor their college and/or certification progress. • Students will enroll in the correct courses needed to complete their associates and/or certifications. • CATE department will provide advisement and staff needed to teach certification courses • Financial aid officer and college transitional specialist will provide academic support services to increase retention and completion 	<ul style="list-style-type: none"> • Campus Counselors • Financial Aid Officer • Migrant Counselor • College Readiness Transitional Specialists • CTE Department 	<p>Local Funds 199</p> <p>(Funding sources will be determined as the most applicable and appropriate to accomplish action steps, making certain that compliance is maintained)</p>	<p>September 2018 through August 2019</p>	<ul style="list-style-type: none"> • STC Degree Works • Student Transcripts and grades • Counselor advisement logs • Teacher schedules 	<ul style="list-style-type: none"> • Increase in STC enrollment • Increase in completed certifications • Student grades

PSJA ECHS Focus Area 3: Closing the Achievement Gaps

Objective 3: By the end of the 2018-2019 school year, PSJA ECHS will increase the number of student who successfully pass the Texas Success Initiative (TSI) College Readiness assessment by 10% in Reading/Writing/Math.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact
<ul style="list-style-type: none"> • Administration will create a calendar of scheduled TSI tutorial sessions • Teachers will provide TSI Summer Bridge Program for preparation of students who have not mastered TSI assessment • Teachers will tutor students aimed at passing TSI using the district created TSI curriculum • Selected students will be placed in a course in order to prepare them to pass TSI. 	<ul style="list-style-type: none"> • College Readiness • Campus Principal • Early College Director • Assigned TSI Teachers 	<p>Local Funds 199</p> <p>(Funding sources will be determined as the most applicable and appropriate to accomplish action steps, making certain that compliance is maintained)</p>	<p>September 2018 through August 2019</p>	<ul style="list-style-type: none"> • TSI Calendar • Tutorial Sign-in sheets • TSI testing log • Students scores • Class rosters 	<p>An increase in the number of students who pass the assessment</p>

PSJA ECHS Focus Area 4: Family and Community Involvement (Critical Success Factor)

Objective 1: Throughout the 2018-2019 school year, PSJA ECHS will provide eight 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
<ul style="list-style-type: none"> Campus will invite parents once a month to specific meetings geared toward knowledge of the STAAR testing program and graduation requirements 	Principals, Parent Educators	<ul style="list-style-type: none"> Local Funds 199 Title I Funds <p>(Funding sources will be determined as the most applicable and appropriate to accomplish action steps, making certain that compliance is maintained)</p>	September 2018 through August 2019	<ul style="list-style-type: none"> Sign-in Sheets Agendas Parent Surveys 	Parent Surveys

PSJA ECHS Focus Area 4: Family and Community Involvement (Critical Success Factor)

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
<ul style="list-style-type: none"> Sponsors for campus National Honors Society and Student Council will engage students in community service projects, events, and leadership conferences and ceremonies 	<ul style="list-style-type: none"> NHS Sponsors for campus Student Council sponsors for campus Benny Gonzalez Cindie Rivera 	<ul style="list-style-type: none"> Local Funds Title I Funds <p>(Funding sources will be determined as the most applicable and appropriate to accomplish action steps, making certain that compliance is maintained)</p>	<p>September 2018 through August 2019</p>	<ul style="list-style-type: none"> Project documentation Registration forms Sign In sheets Agendas 	<ul style="list-style-type: none"> Higher community participation on campus Participant sign in sheets Artifacts

PSJA ECHS Focus Area 4: Family and Community Involvement (Critical Success Factor)

Objective 4: Throughout the 2018-2019 school year, PSJA ECHS will increase Parental involvement in secondary campuses by 10%.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact
<ul style="list-style-type: none"> • Parental department at the campus will host at least 2 major events aimed at our EL parents • Parental department will host 2 graduation requirements seminars • ELA department will host parent night to discuss the rigor of ELA and the importance of tutoring and interventions 	<ul style="list-style-type: none"> • Parent Educators • Leadership Team 	Local Funds, Title I Funds (Funding sources will be determined as the most applicable and appropriate to accomplish action steps, making certain that compliance is maintained)	September 2018 through August 2019	<ul style="list-style-type: none"> • Sign-in Sheets • agendas 	<ul style="list-style-type: none"> • Parent Surveys • Increased number of parental involvement

PSJA ECHS Focus Area 5: 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
<ul style="list-style-type: none"> • Provide resources and support for Campus Instructional Technologists to work directly with campuses to integrate technology into curriculum. • The Technology Department will provide technology resources (online Accelerated Reading Software) to facilitate reading development for all students • 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. 	<p>Instructional Technology Coordinator Technology Director Chief Financial Officer Principals Campus Instructional Technologists Superintendent of Schools Campus CIT</p>	<ul style="list-style-type: none"> • Software • Hardware • professional development • Ebooks and more electronic devices • Accountability from STC to carefully handle technology • IT personnel for each department 	<p>September 2018 through August 2019</p> <p>Ongoing. This is a yearly expense that will be increased every year as funds are available.</p>	<p>Increased technology training session being held at the campus level. Increase in the number of participants in campus based technology sessions (sign in sheets).</p>	<p>Increased student scores. More technology projects in core classes.</p>

PSJA ECHS Focus Area 5: 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
<ul style="list-style-type: none"> Continue to support computer assisted instruction in computer labs and distributed settings. 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. 	Instructional Technology Coordinator ILS Support Specialist Campus Lab Managers Campus Instructional Technologist Campus Librarians Campus CIT	<ul style="list-style-type: none"> Computers Labs Laptops Prometheum projectors 	September 2018 through August 2019	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 STAAR scores).

PSJA ECHS Focus Area 5: 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
<ul style="list-style-type: none"> The campus will provide internet access to all teachers so that learning is maximized. Teachers will be updated on new internet resources and online initiatives. 	<ul style="list-style-type: none"> Campus Instructional Technologist Campus Librarians Campus Administrators 	<ul style="list-style-type: none"> Computers Internet Library labs Classroom crows Reliable intranet and internet connection to use Google classroom platform 	<p>September 2018 through August 2019</p>	<p>online campus and classroom web sites</p>	<ul style="list-style-type: none"> 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).

PSJA ECHS Focus Area 5: 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
<ul style="list-style-type: none"> • The Instructional Technology Department will use local funds to replace all computers in campus instructional labs every three years. • The equipment will be replaced every three year (projectors and hardware) 	<ul style="list-style-type: none"> • Technology Directors • Campus Principal • Campus CIT 	Local Technology Budget, and hardware	September 2018 through August 2019	computers at each campus instructional lab will be no more than 3 years old at any given time.	This means that no lab computer will be out of warranty as long as it is in the lab setting.

PSJA ECHS Focus Area 6: Increasing Learning Time

Objective 1: During the 2018-2019 school year, PSJA ECHS will create and implement a literacy program (Bear Time) during our literacy time during the day for 35 minutes every day.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact
<ul style="list-style-type: none"> • Administration will embed an additional 35 minutes a day into the campus plan dedicated for literacy. • Teachers will be trained on literacy strategies to be implemented during literacy time (Bear Time). • Specific materials will be provided to teachers so that they implement during Bear Time. 	<ul style="list-style-type: none"> • Campus Principals • Dean • Assistant Principals • Leadership Team • Campus Teachers • CLF's and CLL 	<ul style="list-style-type: none"> • Local Technology • Budget • hardware • Supplies • paper 	September 2018 through August 2019	<ul style="list-style-type: none"> • Master schedule matrix • Teacher trainings • Sign in Sheets • Agendas • Literacy strategies • Reading selections 	<ul style="list-style-type: none"> • Student literacy packets • Higher scores on CBA and benchmarks • Sample of student work

PSJA ECHS Focus Area 7: School Culture and Climate

Objective 1: Throughout the 2018-2019 school year, PSJA ECHS will apply discipline protocols consistently and fairly throughout the district 100% of the time.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact
<ul style="list-style-type: none"> • Campus administration will be trained on student referral protocols, de-escalation and restorative practices • Campus administration will train faculty and staff on student sexual abuse and neglect, bullying and suicide prevention. • Campus administration will implement and follow the Back on Track Committee procedures for DAEP students who are returning to home campus. • Campus teachers, administrators and counselors will implement sweeps to reduce the number of tardies throughout the day and through huge exchange periods. • Campus teachers, administrators and counselors will follow due process when dealing with student discipline referrals and incidences. 	<p>Student Services Department</p>	<ul style="list-style-type: none"> • Local Funds 	<p>September 2018 through August 2019</p>	<p>Agendas, Sign-In Sheets, PEIMS Discipline Data</p>	<p>Decrease in discipline referrals, ISS, OSS and DAEP</p>

PSJA ECHS Goal 7: 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
<ul style="list-style-type: none"> • Campus nurses will assist students with individual student needs (medical, dental, vision and hearing services) by coordinating with social service agencies and provide referral for services when needed. • Campus nurses will improve the management, attendance, education and care of children with asthma by increasing use of national clinical guidelines for asthma by health care providers, improving communication between teachers and staff and parents of students affected with asthma, and ensuring that all staff is trained about asthma symptoms, triggers and resources. • Campus nurses will improve adolescent general well-being by increasing knowledge and access to medical and mental health care. • Administration, nurses and staff will provide a peanut free campus to assist those students who suffer from peanut or other nut related allergies by providing a peanut free zone. 	<ul style="list-style-type: none"> • --Nursing Staff • Director of Health Services • Campus administration • Staff 	<p>-SCE and T1, School based clinic NCV, DHR, STHS, Catholic charities, Kiwanis</p> <p>National Asthma Education and Prevention Program</p> <p>-Asthma and Allergy Foundation of America</p> <p>-Local health care providers</p>	<p>September 2018 through August 2019</p>	<ul style="list-style-type: none"> • Assistance provided to students as needed • 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 • Peanut free zone posters throughout the campus • Making teachers and students and staff aware that the campus is a peanut free zone by not providing peanut products on campus. 	<ul style="list-style-type: none"> • Health Needs Met • Less asthma related emergencies • Less peanut related emergencies

PSJA ECHS Goal 7: 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
<ul style="list-style-type: none"> • Campus administration, counselors and nurses will use a common or national outcome measures and/or tool to assess well-being. • Campus administration, counselors and nurses will develop and disseminate a best-practices document for community providers to refer children to the appropriate medical services (school based clinics) • Campus administration, counselors and nurses will provide support services that includes deterrent of bullying/emotional abuse, suicide risk by continuing to use the bullying/suicide box. • Campus administration, counselors, nurses, and staff will increase the safety of all students and staff the implementation of the Emergency Response Plan through the training of all staff on how to manage students when emergencies arise. • Campus administration and staff will provide a school environment free of drugs and violence by being visible and proactive. • Campus administration and staff will promote the development of each student as a whole person by modeling personal growth, self-esteem, responsible behavior, youth development and citizenship and encouraging participation in extracurricular activities. 	<ul style="list-style-type: none"> • Director of Health Services • Nursing Staff • Campus Leadership 	-Behavioral Centers -PSJA LPC	September 2018 through August 2019	<ul style="list-style-type: none"> • Sign In Sheets • Diagnosis • Document for Referral 	<ul style="list-style-type: none"> • Medical Releases and Forms • Successful use of action plan implemented for emergencies

PSJA ECHS Goal 7: 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
<ul style="list-style-type: none"> Physical education staff and nurses will reduce childhood and adolescent obesity by promoting physical activity, healthy eating and educating their families and healthcare providers by emphasizing exercise and nutrition for the development of healthy lifestyle choices in students. Physical education staff will consistently improve amount of physical activity in the school setting by developing policies that support healthy eating and physical activities. 	<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 	September 2018 through August 2019	<ul style="list-style-type: none"> Physical education staff documentation of physical activity programs and initiatives 	<ul style="list-style-type: none"> Decrease of nurses' referral for health related issues Fitnessgram documentation

PSJA ECHS Goal 7: 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
<ul style="list-style-type: none"> Campus security and administration will conduct daily security/safety audits of all areas, hallways and restrooms on campus Campus Principal will model and lead all security staff on proper confrontational management techniques Campus Principal and Leadership will train all school staff on proper lockdown procedures. Campus Principal and Leadership will model and train all security staff to always be professional and courteous to all students and staff. 	<ul style="list-style-type: none"> Security and Safety Department Campus Head Security Campus Leadership 	Local Funds	September 2018 through August 2019	<ul style="list-style-type: none"> Secure campus No incidents of improper force used by security guards Lockdown documentation procedures 	<ul style="list-style-type: none"> Decrease in security and safety incidents School preparedness for emergency situations Improved interactions between security guards and students

PSJA ECHS Goal 7: 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
<ul style="list-style-type: none"> • Campus administration will promote consistent admission/enrollment procedures to ensure student engagement and quality data. • Campus administration and liaisons will disseminate attendance/Non attendance guidelines and compliance • Campus administration and liaisons will implement dropout prevention strategies • Campus administration will review and revise campus monitoring systems to implement effective accountability measures of attendance and address program evaluation through the use of School messenger • Campus administration and counselors will provide consistent student support and guidance to ensure student academic success. 	<ul style="list-style-type: none"> • Campus Personnel • PEIMS Clerks • Administration 	Local Funds	September 2018 through August 2019	<ul style="list-style-type: none"> • Pre-registration campaign • District Expo • Student Choice Transfers • Student Recovery Initiatives • Countdown to Zero • PEIMS/Leaver Training • Customer Service Training • PEIMS data • Campus Plan • Annual Report Card • School Messenger saved messages • Student schedules, transcripts and Degree Plans and Audits 	<ul style="list-style-type: none"> • District Dashboard Data • eSchool Cognos Reports • Preliminary Enrollment Counts • Sign-In Sheets • Public Relations/PEIMS • Increased student attendance through daily, six weeks and yearly reports data • Decrease in discipline and truancy • Dropout accountability measures in compliance with NCES Federal Accountability

PSJA ECHS 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
<ul style="list-style-type: none"> • Campus Principal will implement a plan for teacher selection and retention so that staff that is hired is passionate for teaching and committed to excellence • Campus leadership will hire university student interns or tutors that are qualified to assist teachers in the classroom with students • Campus instructional coach and CLL will provide on-going professional development on CIF strategies. • Campus Dean and assistant principals will provide guidance and leadership on the District/Campus Curriculum • Campus CLL will provide teacher support with McREL and SLO's processes and procedures to ensure teacher growth and effectiveness • Instructional Coach will implement an effective instructional coaching system to assist teachers who need additional support • Instructional coach, CLL, and CLFs will provide support to staff every other Wednesday after school on effective practices • Leadership team, Dean, Instructional Coach, and CLL will organize and lead campus CLC's that will focus on effective campus processes and practices. 	<ul style="list-style-type: none"> • Campus Principal • Assistant Principals • Department Heads • Dean • CLL • Instructional Coach • CLF's 	<ul style="list-style-type: none"> • Curriculum Guides • Teaching Resources • CIF Strategies and Materials • ELPS 	<p>September 2018 through August 2019</p>	<ul style="list-style-type: none"> • Campus teacher retention rate • Increased number of tutors hired • 100% highly qualified staff • Consistent implementation of District/Campus Curriculum • McREL Evaluations • Completed SLO's • Pre and Post Assessments • CLC sign in sheets • CLC agendas and materials • POP sign in sheets • POP agendas and materials • Actual Student Samples and Work • Teacher artifacts of implementation 	<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 • Higher student grades • Higher percentage of retesters and EL students passing EOC tested subjects • Higher percentage of students growing from one proficiency on TELPAS • Less student failures