

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

**PSJA North Early College High School  
Campus Improvement Plan  
2018-2019**





PSJA North Early College High School



## Mission Statement

*PSJA North ECHS is committed to share the communal responsibility of empowering students with the essential knowledge and skills to excel in a dynamic global society by providing a resourceful and nurturing environment that fosters the cultural individuality of each student.*

## Campus Vision

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



PSJA North Early College High School



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

***Guiding Principles***

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

***What We Want to Accomplish***

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

## **THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS**

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

## **THE STATE OF TEXAS PUBLIC EDUCATION GOALS**

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

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

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

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

## **THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES**

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

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

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

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

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

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

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

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

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

## **Title I, Part A**

### **School wide Components:**

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



PSJA North Early College High School  
Comprehensive Needs Assessment



Data Resources Reviewed

1. 2018-2019 Texas Academic Report
2. 2018-2019 PEIMS Demographics
3. STAAR Data (State, District, Campus) Summary Report
4. 2018-2019 TELPAS DATA (State, District, Campus)
5. 2018-2019 North ECHS Attendance (Students and Staff)
6. 2018-2019 Benchmark Data (Teacher and Content)
7. 2018-2019 Discipline Data
8. 2018-2019 Failure Rates by Marking Period
9. 2018 Parental Involvement Data
10. 2017-2018 McREL Teacher Evaluation Summary Reports
11. 2017-2018 Feeder School Data (STAAR & TELPAS)
12. 2017-2018 State Accountability Summary
13. 2017-2018 TEA Accountability Documents
14. 2017-2018 Texas Accountability Intervention Plan
15. 2018-2019 North ECHS Snapshot Data
16. Teacher Certifications





# PSJA North Early College High School Comprehensive Needs Assessment



## Demographics

### Demographics Summary

#### Special Education:

#### Strengths:

The following sources from PSJA North ECHS were used to review the Special Education data by the Campus Improvement Committee: State of Texas Assessments of Academic Readiness (STAAR) results and Performance Based Monitoring Assessment System (PBMAS) to determine strengths and needs of our Special Education students. Coordinated with the Curriculum and Instruction Department, regular education teachers and special education teachers receive the same Professional Development training to ensure that all general education teachers are well versed in best practices that support the learning of special education students. In addition, the Special Education Department was very involved in the curriculum writing and revision for grades K-12 during the summer to ensure that the general curriculum meets the needs of our special education students.

#### Need:

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

- In Reading, the achievement gap between SpEd and All students 2017-2018 is 33%.
- In Math, the achievement gap between SpEd and All students 2017-2018 is 29%.
- In Science, the achievement gap between SpEd and All students in 2017-2018 is 17%.
- In Social Studies, the achievement gap between SpEd and All students in 2017-2018 is 17%.

**Professional Development Needs:** The Special Ed. Dept. along with the Gen. Ed Teachers, must collaborate, understand and implement consistently the supplemental aids. The staff and PSJA North will receive PD during CLC's and staff meetings on differentiated instruction and supplemental aids to help meet the needs of all students.



## PSJA North Early College High School Comprehensive Needs Assessment

### Demographics

### Demographics Summary

### Special Education:

### Strengths:

- The 4-Year Graduate Rate for SpEd students at PSJA North ECHS was 94.3%, 16.9% points above the State and 16.1% points above the Region.
- The 5-Year Extended Graduation Rate for SpEd students at PSJA North ECHS was 14.4% points above the State and 14.7% points above the Region.
- The Annual Dropout Rate for ELL students at PSJA North ECHS was 2.6% points above the State and 2.3% points above the Region.





## PSJA North Early College High School Comprehensive Needs Assessment

### Demographics

#### Demographics Summary Continued:

#### English Language Learners (ELL):

The following sources were used to review the ELLs: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and TELPAS indicators to determine strengths and needs of our ELL students.

#### Needs:

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

- In Reading, the achievement gap between ELL and All students 2016-2017 is 26%.
- In Mathematics, the achievement gap between ELL and All students 2016-2017 is 3%.
- In Science, the achievement gap between ELL and All students 2016-2017 is 27%.
- In Social Studies, the achievement gap between ELL and All students 2016-2017 is 18%
- PSJA North ECHS TELPAS Yearly Progress Indicator

#### Professional Development Needs:

PD from the Dual Language Dept. providing refreshers/update training on SIOP, ELPS and ESL strategies. Teachers must also create strategic plans for each individual students with their list of personalized strategies to target student needs. ID ELL's in their seating charts for purposeful planning, intentional cold calling and grouping. Plan with the ELL in mind and be very intentional when selecting the Language Objective.



## PSJA North Early College High School Comprehensive Needs Assessment



### Demographics

#### Demographics Summary

#### English Language Learners (ELL):

#### Strengths:

- The 4-Year Graduate Rate for ELL students at PSJA North ECHS was 99%, 23.5% points above the State and 21.3% points above the Region.
- The 5-Year Extended Graduation Rate for ELL students at PSJA North ECHS was 99%, 19.2% points above the State and 17.5% points above the Region.
- The Annual Dropout Rate for ELL students at PSJA North ECHS was 0.6%, 3.7% points above the State and 3.2% points above the Region.



## PSJA North Early College High School Comprehensive Needs Assessment



### Demographics

#### Demographics Summary Continued:

#### Economically Disadvantaged

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

#### Needs:

- System Safeguards Data: As evidenced in the STAAR assessments, the results show an achievement gap as follows:
- In Reading, the achievement gap between Eco Dis and All students 2017-2018 is 3%.
- In Math, the achievement gap between Eco Dis and All students in 2017-2018 is 1%.
- In Science, the achievement gap between Eco Dis and All students 2016-2017 is 3%.
- In Social Studies, the achievement gap between Eco Dis and All students 2016-2017 is 1%.

### Comprehensive Needs Assessment Cont. Goal 1-8 Summary of Findings

Goal	Area Reviewed	Summary of Strengths	Area of Focus	Priority
1	<p style="text-align: center;"><b>Domain I: Student Achievement, CCMR, &amp; Graduation Rates</b></p>	<p>Met Standard (70 % in the Approaches Level)</p> <ul style="list-style-type: none"> <li>• US History</li> <li>• Biology</li> <li>• Algebra I</li> </ul> <p>Graduation Rate: 98.1% Dropout: 0.3%</p>	<p>Improvement Required in Eng I &amp; Eng II Approximately 12% below other comprehensive schools in our district US History met 60% in the Meets Level Algebra I and History were a few %points away from meeting the 90% at the approaches level All EOC US History met the 30% at the Mastery Level with Algebra I at 29%</p>	<p>Improve Academic Achievement in Eng I and Eng II: Goal 90, 60, 30</p>
2	<p style="text-align: center;"><b>Domain II: School Progress Part A -Academic growth Part B – Relative Performance</b></p>	<p>82% ELA/Math Combined 57% ELA 86% Math</p>	<p>43% Did not master in ELA 33% Did not master in Math</p>	<p>Increase expected growth to 80% in ELA and Math</p>
3	<p style="text-align: center;"><b>Domain III: Closing the Achievement Gaps All Students, African American, Hispanic, White, American Indian, P.I., Two or more races, ECD, Current and Former SpEd, Current and Monitored EL's, Cont &amp; Non-Cont Enrolled.</b></p>	<p>Reading met 1 out of 7 indicators in student achievement Math met 6 out of 7 indicators in student achievement</p>	<p>All student that tested in 2017-2018 in Reading only met 29% at "meets" grade level in the "closing gap" domain 15% gap between all student group and ELLs ELA did not meet target in All student group Hispanic ECOD ELL Sped</p>	<p>Improvement required in student achievement in Reading ELLs ELA did not meet target in All student group Hispanic ECOD ELL Sped</p>

## Comprehensive Needs Assessment Cont. Goal 1-8 Summary of Findings

Goal	Area Reviewed	Summary of Strengths	Area of Focus	Priority
5	Family and Community Involvement	<ul style="list-style-type: none"> <li>• Communication with our community</li> <li>• Liaisons</li> <li>• Business partnerships</li> <li>• Dropout Recovery/prevention</li> <li>• Parent meetings</li> <li>• Parental Involvement with special school functions</li> <li>• SBDM</li> </ul>	<p>Increase parental involvement</p> <p>Increase parent volunteers</p> <p>Increase parental meetings</p>	Academic conferences
6	Technology	<ul style="list-style-type: none"> <li>• Availability of technology resources for students and teachers, and staff.</li> <li>• Bring your own device district initiative</li> <li>• Apps for communication with parents – Class dojo, google classroom, clever, one drive, etc.</li> <li>• Instructional software for interventions / enrichment</li> </ul>	Continuous PD in Technology to increase the integration of technology in class	PD for all staff in technology and the integration in the classroom
7	School Culture and Climate	<ul style="list-style-type: none"> <li>• Good student attendance</li> <li>• Collaborative Learning Communities with common planning periods</li> <li>• Customer Service</li> <li>• College for All Culture</li> <li>• Student, parent, and faculty celebrations</li> <li>• Meet the wolverine parade, pep-rallies</li> <li>• Student and staff incentives</li> </ul>	<p>Increase student attendance</p> <p>Reduction of discipline referrals</p> <p>Increase achievement recognition for students and staff</p>	One of our campus goals is Relationships; building strong rapport amongst staff and students.
8	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> <li>• Highly Qualified Staff</li> <li>• New Teacher Academy</li> <li>• McRel Evaluation Tool</li> <li>• Participate in Best Practice Institute</li> <li>• Student Advisory Council</li> </ul>		Increase new teacher coaching and feedback



# PSJA North ECCHS



2017-2018	All	Male	FEMALE	SPED	LEP	M1	M2	SPED/LEP	MIGRANT	ECOD	GT	CTE
Number	2147	1099	1048	187	482	49	51	69	45	1519	277	1410
Percent	100	51.2	48.8	8.7	22.4	2.3	2.4	3.2	2.1	70.7	12.9	65.7

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	2147	2124	5	1	16	1
Percent	100	97.5	0.2	0.1	0.7	0.1



# PSJA North ECHS DEMOGRAPHICS



## 2017-2018 Accountability Summary

DOMAIN I	DOMAIN II	DOMAIN III	OVERALL RATING
84	86	78	83





PSJA North ECCHS



## 2017-2018 STAAR Performance

### DOMAIN I-STUDENT ACHIEVEMENT

	ALL SUBJECTS	READING	MATH	WRITING	SCIENCE	S.STUDIES
APPROACHES	69	53	87		77	90
MEETS	40	32	54		36	54
MASTERS	11	3	29		0	18
<b>2019 GOALS</b>						
APPROACHES	79	63	97		88	100
MEETS	50	42	64		47	64
MASTERS	22	13	39		10	28



PSJA North ECCHS



## 2017-2018

### DOMAIN I CCMR

	2018	2019
Total Graduates	100%	100%
Total Credit CCMR	70%	80%
TSI Reading	43%	53%
TSI Math	42%	52%
AP Exam	24%	34%
Dual Credit	60%	65%
Industry Certifications	1%	5%
Associates	18%	25%
Met Non CTE Criteria	67%	72%



PSJA North ECHS



## 2017-2018 Accountability

### DOMAIN II-ACADEMIC GROWTH

	2018	2019
Combo	62%	70%
ELA/Reading	57%	65%
Math	67%	75%
Relative Performance	83.9%	90%



# PSJA North Early College High School



## DOMAIN III-ACADEMIC ACHIEVEMENT

	All	African American	Hispanic	White	Asian	SpEd Current	Eco D	ELL's Current & M4	SpEd Former	Continuously Enrolled	Non Continuously Enrolled	Total Met	Total Eval
Reading	32	33	32	25	67	11	29	17	11	34	25		
Target	44	32	37	60	74	19	33	29	36	46	42		
2019 Goals	50	32	50	50	60	25	50	35	15	50	30		
Math	54	-	54	-	100	27	53	49	40	58	41		
Targets	46	31	40	59	82	23	36	40	44	47	45		
2019 Goals	65		60		100	30	60	59	45	68	51		
Grad Rate	98.1	100	98.1	100	100	94.3	97.9	99.0					
Targets	90	90	90	90	90	90	90	90	90	90	90		
2019 Goals	100	100	100	100	100	100	100	100					



PSJA North ECHS



## DOMAIN III-GRADUATION RATE

	All	African Amer.	Hispanic	White	Asian	SpEd Current	EcoD	Els current and M4	SpEd Former	Continuously enrolled	Non continuously enrolled	Total Met	Total Eval
Grad Rate	98.1	100	98.1	100	100	94.3	97.9	99.0					
Targets	90	90	90	90	90	90	90	90					
2019 Goals	100	100	100	100	100	100	100	100					



PSJA North ECCHS



2017-2018

**DOMAIN III**

**ENGLISH LANGUAGE PROFICIENCY**

**COLLEGE, CAREER, MILITARY READINESS**

	All	African American	Hispanic	White	Asian	SpED Current	Econ Disadv	Els Current & M4	SpED Former	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Eval.
<b>TELPAS</b>													
Targets													
2019 Goals													
<b>COLLEGE, CAREER, MILITARY READINESS</b>													
CCMR	69	0	69	100	100	21	67	55	100	72	53		
Targets	47	31	41	58	76	27	39	30	43	50	31		
2019 Goals	79		79	100	100	30	75	60	100	80	63		



PSJA North Early College High School  
2015-2016 District Goals



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



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

**Objective 1: By May 2019, all student groups and subgroups will increase by at least 10% on all STAAR EOC exams.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
<p><b>Academic Performance</b>                      Create and/or Provide manipulatives to help students with:</p> <ul style="list-style-type: none"> <li>• Problem solving strategies</li> <li>• Critical Thinking skills</li> <li>• Cooperative learning</li> <li>• Thinking maps</li> <li>• Integrating social skills with reading</li> <li>• Technology</li> <li>• Copier (Lease)</li> <li>• Creating Interactive Notebooks</li> <li>• Student Writing Portfolios</li> </ul> <p>Utilize the District Curriculum Guides and Timelines to ensure we implement a quality instructional program</p>	Principal, Assistant Principal, Teachers, and Instructional Coach.	Maps/Globes Consumables -Chemicals -Lab equipment Supplies for Foldables Manipulatives Instructional manipulatives Instructional Software Copies/ paper  Local Funds, Title 1 Funds, State Adopted Textbooks, Online curriculum, software and general supplies and resources	Sept. 2018- Aug. 2019	Completed Curriculum Documents, Lesson Plans, Walk-throughs McRel Observations	Benchmark scores, student achievement gains, STAAR EOC scores	Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assessments,
<p><b>Homebound Services</b>  <b>Use of Quality Data to Drive Instruction</b>                      Analyze student data and identifying progress</p> <ul style="list-style-type: none"> <li>• Create Student EOC Profiles</li> <li>• Identify needs of all special populations</li> <li>• Identify targeted student groups</li> <li>• Set goals for the December 2018 and Spring 2019 EOC Assessments</li> </ul>	Principals, Assistant Principals, IC, and Department Heads	TEKS Spring Board Agile Mind Lab CIF Strategies Thinking Maps Textbooks Instructional Supplies for Foldables and Projects Writing Images from precious EOC assessment DMAC Data Reports: EOC, TELPAS,AEIS, PBMIAS	Sept. 2018- Aug. 2019	Completed Curriculum Documents, Lesson Plans	Benchmark scores, student achievement gains, STAAR EOC scores	Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assessments,

<b>District Goal 1: Improve Student Academic Achievement (Index 1)</b>						
<b>Objective 1: By May 2019, all student groups and subgroups will increase by at least 10% on all STAAR EOC exams.</b>						
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>
<p><b>Increase Learning Time</b>  Organize and Implement EOC Academies. Provide tutoring before and after school and on Saturdays Summer School.  Meet in our Collaborative Learning Communities daily to improve student performance</p>	Administration Dean, CLL, CLFs	Data, student profiles, curriculum	Sept. 2018- Aug. 2019	EOC results Tutoring Logs, Increase in amount of students being successful on CBAs, District Benchmarks, EOC assessments, ELL students increasing a proficiency level on TELPAS Report cards EOC results	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assessments,
<p>Develop and review lesson plans using the new district template  Implement District Curriculum  Implement instructional programs to incorporate all learning styles</p>	Teachers	District Curriculum	Sept. 2018- Aug. 2019	Lesson Plans, Walk-through documentation	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assessments
<p>Implement a Campus wide Literacy Time that includes opportunities to practice reading comprehension strategies, writing in various contents, higher level questioning, and organization of ideas using graphic organizers</p>	Administration Dean, CLL, CLFs, School Librarian		Sept. 2018- Aug. 2019	Lesson Plans, Walk-through documentation	Benchmark scores, student achievement gains	Interactive Notebooks Journals binders

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

**Objective 1: By May 2019, all student groups and subgroups will increase by at least 10% on all STAAR EOC exams.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
<p>Implement structured Common Planning Periods within contents</p> <p>Schedule teacher inter-visitations to observe quality teaching and learning</p> <p>Plan teacher Ghost Walks</p>	Teachers	<ul style="list-style-type: none"> <li>• APEX</li> <li>• AGILE MIND</li> <li>• Supplies</li> <li>• Graphic organizers</li> <li>• TEKS</li> <li>• Depth of Knowledge</li> <li>• Questioning Stems</li> <li>• Facilities</li> <li>• Tutoring snacks</li> <li>• Incentives for students</li> <li>• Substitutes</li> <li>• Reading selections</li> <li>• Extra duty pay</li> <li>• STAAR</li> <li>• Coach workbooks</li> <li>• Summer Reading Workbooks</li> <li>• Planning room</li> <li>• Lead4Ward resources</li> </ul>	Sept. 2018- Aug. 2019	Lesson Plans, Walk-through documentation, sign-ins	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assessments,
<p><b>Teacher Quality</b></p> <p>Assure adherence to timelines and curriculum standards,</p> <p>Teachers modeling best practices</p> <p>Incorporate research based strategies</p>	Teachers	<p>Curriculum Guides</p> <p>Lesson materials</p> <p>Lesson materials</p>	Sept. 2018- Aug. 2019	Lesson Plans, Walk-through documentation, sign-ins	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assessments,

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

**Objective 1: By May 2019, all student groups and subgroups will increase by at least 10% on all STAAR EOC exams.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
<p>Implement CIF and SIOP strategies</p> <p>Implement CLOSE Reading strategies</p> <p>Observe teachers delivery of lessons</p> <p>Utilize the Instructional Coaches to coach developing teachers</p> <p>Utilize the Collaborative Learning Facilitators as peer coaches to include the delivery of professional development</p> <p>Utilize Literacy Coach to assist with the Implementation of Reading/ Writing Across the Curriculum</p>	Teachers	PD ESL strategies	Sept. 2018- Aug. 2019	<p>Observation form</p> <p>Materials depending on the area of coaching needed</p> <p>Walkthrough forms</p> <p>Intervisitation Forms</p> <p>PD agenda</p> <p>Programs</p>	<p>Increased TELPAS scores</p> <p>Increased number of students exited</p>	TELPAS assessment

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

**Objective 2: Throughout the 2018-2019, PSJA North ECHS will provide 100% of all students with opportunities to participate in a variety of rigorous academic curriculums that concentrate on Career and Technical courses and Programs which in turn will adequately prepare students to be competitive in the employment market.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
<p>Academic Performance Provide a curriculum that horizontally aligns and engages rigorous, relevant, and emphasizes technology in such areas as: LAW: Public Safety, Corrections and Security HEALTH SCIENCE HUMAN SERVICES STEM INFORMATION TECH</p>	Teachers	Course Curriculum	Sept. 2018- Aug. 2019	Enrollment Club membership	Completion of course sequence Earned Certification and/or Associates	Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assessments,
<p>Increase Learning Time Provide opportunities for all students to participate in student leadership organizations</p> <ul style="list-style-type: none"> <li>• Skills USA</li> <li>• DECA</li> <li>• FCCLA</li> <li>• BPA</li> <li>• HOSA</li> <li>• UJL Acct.</li> <li>• UJL Micro App</li> <li>• Robotics</li> </ul>	Teachers	Course Curriculum	Sept. 2018- Aug. 2019	Enrollment Club membership	Completion of course sequence Earned Certification and/or Associates	Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assessments,

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

**Objective 2: Throughout the 2018-2019, PSJA North ECHS will provide 100% of all students with opportunities to participate in a variety of rigorous academic curriculums that concentrate on Career and Technical courses and Programs which in turn will adequately prepare students to be competitive in the employment market.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Encourage all students to actively participate in career and technical education programs Automotive Technology Health Science Welding Law Enforcement Computer Maintenance Electronics	Counselors CTE Staff	Parent meeting Awareness	Sept. 2018- Aug. 2019	Enrollment Club membership	Completion of course sequence	Earned Certification and/or Associates
Designate CTE courses to deliver focused literacy instruction for identified target students that are needing to retest	CTE Staff Counselors	Curriculum	Sept. 2018- Aug. 2019	Walk throughs	Benchmark scores, student achievement gains	Mini assessments, CBAS, BMS, STAAR, TELPAS, mini assessments,
Create a Mentoring Program where CTE staff will communicate with their students' parents to discuss student progress and opportunities <b>Teacher Quality</b> Assign CTE staff to collaborate and assist HB5 contents and/or intervention courses to support during Literacy Time	CTE Staff HB5 Teachers/Interventions staff	Parent meeting Awareness	Sept. 2018- Aug. 2019	Phone Logs Increased enrollment	Enrollment Completion of course sequence Earned Certification and/or Associates	Mini assessments, CBAS, BMS, STAAR, TELPAS, mini assessments,
**Have students utilize Rosetta Stone during Literacy Time in their CTE course to provide language support for ELL students that scored at a Beginner or Intermediate level on the previous year TELPAS reading component			Sept. 2018- Aug. 2019	Increased reading/writing scores on EOC and TELPAS		TELPAS Scores

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

**Objective 3: By May 2019, all Migrant and/or At Risk students will increase by at least 10% on all STAAR EOC Exams.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
<p>Academic Performance: Utilize a Credit Recovery Program for students who come in late or leave early in the Migrant Lab and/or Compile and organize "catch-up" packets for students</p>	<p>Administration Migrant Staff/Dept.</p>	<p>Extra duty pay Credit Recovery Software program Grad Point</p>	<p>Sept. 2018- Aug. 2019</p>	<p>Attendance Rosters Tutorial Logs Completion of Course Reports Report cards</p>	<p>Benchmark scores, student achievement gains</p>	<p>Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assessments,</p>
<p>Hold teacher/parent meeting to discuss the students' progress  Increase Learning Time Provide migrant tutors to be strategically placed in intervention courses for the EOC.  Provide tutoring and/or additional computer time as needed: Before school, after school, Saturdays</p>	<p>Administration Teachers of Migrant students Migrant Counselor</p>	<p>Extra duty pay Credit Recovery Software program Grad Point</p>	<p>Sept. 2018- Aug. 2019</p>	<p>Attendance Rosters Tutorial Logs Completion of Course Reports Report cards</p>	<p>Benchmark scores, student achievement gains</p>	<p>Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assessments,</p>



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

**Objective 4: By May 2019, all Special Education students will increase by at least 10% on all STAAR EOC exams.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
<p>Academic Performance:                      ** Assure that all allowable testing accommodations are being routinely and effectively used.</p> <p>**Teacher will create Supplemental Aids for each of the EOC exams</p>	Administration SpEd Co Teachers Gen Ed Teachers	Student Profiles/accommodations/modifications	Sept. 2018- Aug. 2019	Walk throughs-students using accommodations in class.	CBA and Benchmark scores EOC scores Report cards	Mini assessments, CBAS, BMs, STAAR, TELPAS, mini assessments,
<p>Providing related services to meet the needs of any individuals' disability (i.e. Speech, Physical, Occupational Therapy...)</p>	Administraion SpEd Teachers Diagnostician	Specialized Professionals in specific area	Sept. 2018- Aug. 2019	Therapy facilities Transportation	Improvement in individuals' therapy for their disability	
<p>Increased Learning Time                      ** Implement EOC Academies weekly for targeted students</p>	Administration Teachers CoTeachers	Curriculum Targeting unique needs	Sept. 2018- Aug. 2019	Walk throughs Target Lists/Attendance	CBA and Benchmark scores EOC scores Report cards	Mini assessments, CBAS, BMs, STAAR, TELPAS, mini assessments,

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

**Objective 5: By May 2019, all GT students will increase by at least 10% in the**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
<p>Academic Performance Utilize AP strategies in the classroom and identify weaknesses and coordinate instructional targets and testing strategies -Pre-AP Curriculum aligned to AP Curriculum Continue to offer AP/ Pre-AP programs</p>	Pre AP/AP Teachers	College Board GT training GT update strategies	Sept. 2018- Aug. 2019	Enrollment AP scores	CBA and Benchmark scores EOC scores Report cards	Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assessments,
<p>Provide an on-going Enrichment Accelerated Curriculum to ensure teachers are setting high expectation and students are being challenged to higher levels Continue to implement district-wide integrated units correlated with TEKS/EOC that incorporate GT strategies</p>	Pre AP/AP Teachers	GT Update GT strategies UIL	Sept. 2018- Aug. 2019	Organization and Team competition Rosters/ awards	CBA and Benchmark scores EOC scores Report cards	Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assessments,
<p>Increased Learning Time Continue to develop and promote academic competitive events which support advanced academic programs Prepare packets to address curriculum mis- alignments between AP and EOC blueprints Create study groups to assist students with preparations of the AP examinations</p>	Pre AP/AP Teachers	Mock AP Exams Lesson Materials	Sept. 2018- Aug. 2019	AP Scores EOC Scores	CBA and Benchmark scores EOC scores Report cards	Mini assessments, CBAs, BMs, STAAR, TELPAS, mini assessments,

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

**Objective 6: By May 2019, all ELL students will increase at least one proficiency level on TELPAS and will increase by at least 10% on all STAAR EOC exams.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
<p>Academic Performance</p> <p>**Conduct a vertical and horizontal alignment of ELPs campus wide</p> <p>**Incorporate best practices to develop reading and writing in the English language</p> <p>SIOP strategies</p> <p>Routinely and effectively using Linguistic Accommodations</p> <p>Differentiation of Instruction</p>	Teachers	Proficiency Level Descriptors Data	Sept. 2018- Aug. 2019	TEKS aligned to ELPs Content and Language Objectives Informal Walk-thrus	Increase in TELPAS proficiency levels and EOC scores Students' Report Cards Meeting Progress Measure	TELPAS Mini assessments, CBAs, BMs, STAAR, mini assessments, Progress monitoring
<p>**Implement a strong English Oral Language Program for students that are within their 1st-3rd year in U.S. Schools.</p> <p>Rosetta Stone Online</p> <p>**Create &amp; Utilize strategic ELL plans to assist in advancing each ELL to the next proficiency level</p>	Teachers	Proficiency Level Descriptors Data	Sept. 2018- Aug. 2019	TEKS aligned to ELPs Content and Language Objectives Informal Walk-thrus	Increase in proficiency level on TELPAS	TELPAS Mini assessments, CBAs, BMs, STAAR, mini assessments, Progress Monitoring
<p>** Strategically schedule &amp; group students for the 2017 TELPAS Reading Online assessment based same proficiency levels.</p>	Administration	Proficiency Level Descriptors Data	Sept. 2018- Aug. 2019	TEKS aligned to ELPs Content and Language Objectives Informal Walk-thrus	Increase in proficiency level on TELPAS	TELPAS Mini assessments, CBAs, BMs, STAAR, mini assessments, Progress monitoring

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

**Objective 6 (Cont.):** By May 2019, all ELL students will increase at least one proficiency level on TELPAS and will increase by at least 10% on all STAAR EOC exams.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
<p>Provide classroom libraries</p> <p><u>Increased Learning Time</u></p> <ul style="list-style-type: none"> <li>• Provide a rich print environment</li> <li>• Make use of Interactive Word walls Teach Bell-to-Bell</li> <li>• Implement Cold Calling Strategies</li> <li>• Strategic master schedule set up with transition teams-cohort of targeted ELL students</li> <li>• Use intentional grouping in the classroom</li> </ul>	<p>Teachers</p>	<p>Class sets-Novels                      ESL Dictionaries                      Thesaurus                      Internet Resources                      I pads, Word wall                      visuals                      Transitional                      Phrases                      Phrasal Verbs                      Cognates                      Translated Testing                      Stems                      Targeted ELL list                      Data</p>	<p>Sept. 2018-                      Aug. 2019</p>	<p>Increase in TEPAS proficiency levels and EOC scores                      Increase in using Reference materials on assessments                      Walk throughs</p>	<p>TELPAS proficiency level increase                      Exit from ELL status</p>	<p>TELPAS Mini assessments, CBAS, BMS, STAAR, mini assessments, Progress monitoring</p>

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

**Objective 7: By May 2019, at least 95% of all students will graduate with a High School Diploma under the RHSP or DLACH graduation Plans.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
<p>Academic Performance Provide alternatives for students not receiving credits</p> <p>Provide Credit by Exam opportunities</p> <p>Increased Learning Time Utilize our district's special purpose campuses to encourage completion of a high school education Sotomayor HS Ballew HS College and Career Technology Academy (CCTA)</p>	Administration	Credit Recovery	Sept. 2018- Aug. 2019	Completion of graduation coursework	Completion of high school diploma	<p>Completion of Graduation coursework</p> <p>Completion of Graduation coursework</p>

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

**Objective 8: Throughout the 2018-2019 School year, a Safe and Drug Free Instructional Support System will be in place to decrease violence and promote a safe learning environment.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
<p>Provide a safe and secure campus by providing awareness during Raider Time</p> <p>Use of reflection forms in In-School Suspension</p> <p>Utilize support staff to monitor students during transition periods</p> <p>Utilize administrative staff to monitor students before school, during transitions periods, during lunch, and after school</p> <p>Promote the use of the Campus TIPS line</p>	<p>Administration Staff Security Officers</p>	<p>All Staff Safe School Initiative</p>	<p>Sept. 2018- Aug. 2019</p>	<p>Decrease in bullying reports, discipline referrals, violence and crimes</p> <p>Reduced number of tardies and/or truancy</p> <p>Decrease in number of hearings and DAEP placements</p>	<p>Improved behavior and decrease in the number of repeat offenders assigned to ISS</p> <p>Increase in Attendance Rate</p>	<p>District State Reports</p>

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

**Objective 9: Throughout the 2018-2019 School year, a plan will be executed, monitored, and adjusted as needed to increase attendance by 3%.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
<p>Contact parents of students who are consistently tardy and/or absent</p> <p>Target truancy</p> <ul style="list-style-type: none"> <li>• Make home visits &amp; follow up on truancy cases</li> <li>• Parent Conferences / meetings</li> <li>• Student conferences with Liaisons</li> </ul> <p>Provide an orientation for all campus staff, parents, and students to review and communicate the attendance laws and guidelines</p>	<p>Administration Teachers Attendance clerk Liaisons</p>	<p>Attendance Reports Student Code of conduct Report</p>	<p>Sept. 2018- Aug. 2019</p>	<p>Teachers' Parent Call logs Home visit Log</p>	<p>Increased attendance rate Log of parental conferences</p>	<p>Teachers' Parent Call logs Increased attendance rate Log of parental conferences</p>
<p>Ensure the attendance committee meets once a month to identify students with attendance issues and set up short term goals</p> <p>Conduct counseling sessions for students that have lost credit due to attendance</p>	<p>Attendance Committee Counselors</p>	<p>Attendance Reports Student Code of conduct Report</p>	<p>Sept. 2018- Aug. 2019</p>	<p>Agenda Sign in</p>	<p>Increased attendance rate Log of parental conferences</p>	<p>Teachers' Parent Call logs Increased attendance rate Log of parental conferences</p>
<p>Establish an incentive program for perfect attendance for all students</p>	<p>Attendance committee</p>	<p>Incentives for student celebrations</p>	<p>Sept. 2018- Aug. 2019</p>	<p>Increase numbers in attendance incentive program</p>	<p>Increased attendance rate Log of parental conferences</p>	<p>Teachers' Parent Call logs Increased attendance rate Log of parental conferences</p>



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

**Objective 9 cont'd: Throughout the 2018-2019 School year, a plan will be executed, monitored, and adjusted as needed to increase attendance by 3%.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Establish a special incentive program for students with high attendance issues to provide praise for meeting short term attendance goals	Attendance Committee Administration	Incentives for student celebrations	Sept. 2018- Aug. 2019	Increased membership for incentive program	Increase in attendance	Report cards Attendance reports
Designate teacher mentors for students in need guidance in regards to attending school on a daily basis	Teachers Administration Attendance Committee	Mentoring guide	Sept. 2018- Aug. 2019	Relationships Rapport with students	Increase in attendance	Sign in Agenda of topics discussed

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

**Objective 10: By May 2019, PSJA North ECHS will recruit and maintain 100% Highly Qualified Staff.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Recruit highly qualified staff: <ul style="list-style-type: none"> <li>• Job Fair</li> </ul> Provide mentoring program for 1st & 2nd year teachers Collaborate to select a focused interviewing committee	Administration Human Resources Dept. ACT-RGV Supervisors	Advertising Mentor/Mentees Roles & Responsibilities Applicant Screening / Resume	Sept. 2018- Aug. 2019	Improvement in student academic scores Improvement in instruction delivery All classrooms have a HQ teacher that is prepared to deliver instruction Teacher will support student success with content expertise	Walk thoughts Best Practices  Retention rate	Fulfillment of all vacancies in a timely manner  Retention rate  Selection of the most Qualified applicant
School Redesign Program Grant (RDP) For the 2018-2019 school year, PSJA North ECHS will establish and implement a turnaround grant that will Redesign Curricular approaches for all content areas with a focus on literacy with the aid of a School redesign partner.	Administration School Redesign Director	Office Supplies, computers, printers and phones, Leadership Academy	Sept. 2018- Aug. 2019			

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

**Objective 11: By May 2019, PSJA North ECHS will have 100% of our teachers to complete at least 30 hours of professional growth & development activities/sessions to ensure that all students are receiving a quality education in all contents.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
<p>Provide staff development for administrative leaders to address the needs of all students:</p> <ul style="list-style-type: none"> <li>Model Schools Conference</li> <li>Brockton HS Learning Tour</li> <li>Consultant Services / Irma Duran</li> <li>Graciela Guzman</li> </ul>	Administration	Fees Travel Hotel Meals expenses	Sept. 2018- Aug. 2019	Quality Instruction Leadership	Quality Instruction Leadership	EOC & TELPAS Scores Increased Graduation rate Meeting state accountability Earning of Distinctions
<p>Provide Staff development to address general needs in: Assessment/Evaluation, Instructional strategies:</p> <ul style="list-style-type: none"> <li>Inclusion/Co Teaching</li> <li>The Arc of Texas'17th Annual Inclusion Work Conference 2016</li> <li>Programs for 504</li> <li>Programs for students with Dyslexia</li> <li>STAAR Alt. Training</li> <li>ARD Decision Making STAAR Training</li> <li>Accommodations/Modification Trainings</li> <li>Common Instructional Framework</li> <li>Pre AP and AP trainings and updates</li> <li>Thinking Maps</li> <li>Assessment Conference</li> <li>TABE</li> <li>SIOP Strategies</li> <li>AP National Conference</li> <li>STC College Success</li> <li>CPR Training</li> <li>Unpacking the TEKS</li> <li>Content Curriculum Planning / Pro. Develop</li> <li>Consultant Services / Irma Duran</li> <li>Data Wise Institute Conference</li> <li>Gretchen Bernabei- Conf</li> <li>Laying The Foundation</li> </ul>	Administration District Content Coordinators	Fees Travel Hotel Meals expenses	Sept. 2018- Aug. 2019	Quality Instruction Leadership	EOC scores TELPAS Scores Increased Graduation rate Meeting state accountability Earning of Distinctions Progression closing gaps	EOC & TELPAS Scores Increased Graduation rate Meeting state accountability Earning of Distinctions

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of implementation	Evidence of Impact	Formative/ Summative
<p>Provide Staff Development to address the needs in Mathematics</p> <ul style="list-style-type: none"> <li>CAMT / RGVCTM</li> <li>Agile Mind</li> <li>Dana Ctr. Curriculum</li> <li>Staff Dev. Workshops</li> <li>Project based Learning</li> <li>MELL (Math for Eng. Lang.</li> <li>Learners</li> <li>RGVCTM (Rio Grande Valley Council Teachers</li> </ul>	Administration Teachers Content Coordinators	Fees Travel Hotel Meals expenses	Sept. 2018- Aug. 2019	Quality Instruction	EOC scores Increased Graduation rate Meeting state accountability Earning of Distinctions Meeting of SLOs	Walk throughs
<p>Provide Staff development to address the needs in Writing.</p> <ul style="list-style-type: none"> <li>Holistic Scoring Writing</li> <li>TELPAS Training</li> <li>Gretchen Bernabei Conf.</li> <li>Criterion</li> <li>TSI Training</li> <li>Springboard Curriculum</li> <li>SIOP Strategies</li> <li>Educate Texas</li> <li>Curriculum Pro. Dev</li> </ul>	Administration Content Coordinators	Prof. Development	Sept. 2018- Aug. 2019	Quality Instruction	EOC scores Increased Graduation rate Meeting state accountability Earning of Distinctions Meeting of SLOs	Walk throughs
<p>Provide Staff Development to address the needs in Science</p> <ul style="list-style-type: none"> <li>CAST</li> <li>RGV SA</li> <li>UTPA Work shops</li> <li>Consultant –</li> <li>Int. Academy of Science</li> </ul>	Administration Content Coordinators	Fees Travel Hotel Meals expenses	Sept. 2018- Aug. 2019	Quality Instruction	EOC scores Increased Graduation rate Meeting state accountability Earning of Distinctions Meeting of SLOs	Walk throughs

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
<p>Provide Staff Development to address the needs in Social Studies</p> <p>Social Studies Academy</p> <p>Effective Writing Practices in Social Studies</p> <p>Texas College &amp; Career Readiness Conf.</p>	<p>Administration</p> <p>Dean</p> <p>CLL/CLF's Dept. Heads</p> <p>Content Coordinators</p>	<p>PD Best practices</p> <p>Curriculum</p>	<p>Sept. 2018-</p> <p>Aug. 2019</p>	<p>Writing across disciplines</p>	<p>Increased students scores</p>	<p>TLPAS</p> <p>Mini assessments, CBAs, BMs, STAAR, mini assessments, Progress monitoring</p>
<p>Provide Staff Development to address department needs in Technology and Electives</p> <ul style="list-style-type: none"> <li>• Video Conferencing</li> <li>• TEKS/EOC alignment</li> <li>• Computer Education Conference</li> <li>• Teacher Workstation</li> <li>• Open Book</li> <li>• Star technology survey</li> <li>• Region I Technology Week Conf.</li> <li>• State Technology Conf.</li> <li>• Region IV – Accelerated Curr.</li> <li>• STAAR Preparation Manuals</li> <li>• H.Q. Questioning Strategies</li> <li>• Lesson Planning Designs</li> <li>• Rigor, Alignment Engagement</li> <li>• CEDFA Summit XV</li> </ul>	<p>Administration</p> <p>Campus Testing Coord</p> <p>Teachers</p> <p>Technology Director</p> <p>Instructional Technology Coordinator</p>	<p>Fees</p> <p>Travel</p> <p>Hotel</p> <p>Meals expenses</p> <p>Computer Equip.</p> <p>Instructional Technology Staff</p> <p>and various state, federal, and local budgets</p>	<p>Sept. 2018-</p> <p>Aug. 2019</p>	<p>Quality Instruction</p> <p>Increased number of teachers using technology</p> <p>Increase in the number of participant in technology trainings</p> <p>Results of Technology Integration Surveys</p> <p>Increase number of students using technology</p>	<p>Increased student scores.</p> <p>Increased technology projects in core classes.</p>	<p>Instructional Technology Department reviews.</p>

<b>District Goal 3: Close the student achievement gap among all populations. (Index 3)</b>						
<b>Objective 12: By the end of May 2018, PSJA North ECHS will implement a college, academic, social/emotional, and career guidance programs to meet the needs of al students in preparation to be college ready, connected, and complete.</b>						
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>
<p>Develop partnerships among business and industry to assist students in mastering the knowledge and skills needed for work.</p> <p>Involve partnerships in identifying and securing resources.</p> <p>Provide students job shadowing opportunities</p> <p>Offer Industry Certification, dual credit courses, and college certifications</p> <p>Student Degree Plans</p>	<p>Principal Asst. Principal CTE Coordinator Employment partner</p>	<p>Hands on equipment to demonstrate the skills needed for work in the partners particular field</p> <p>Business Partners</p>	<p>Sept. 2018- Aug. 2019</p>	<p>Increased student enrollment</p>	<p>Partnership formed in community</p>	<p>Certificates, college hours, and Associate Degrees earned</p>

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

**Objective 13: By the end of May 2019, PSJA North ECHS High will implement a career guidance program to meet the needs of all students**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
Plan, develop, and implement a guidance program that contains a strong career development component designed to meet the needs of all students	Principal Asst. Principal CTE Director	Guidance program materials	Sept. 2018- Aug. 2019	Course evaluation	Successfully assisting with career choice/pathways	College Hours Associates Degrees Certification
Eliminate barriers to educational success for all students by facilitating access to: <ul style="list-style-type: none"> <li>Assessment information</li> <li>Recruitment</li> <li>Placement</li> <li>Resources</li> <li>Support services for each student's needs</li> <li>Personal Graduation Plans</li> <li>Student visits to University</li> </ul>	Principal Asst. Principal CTE Director	Go Center Community Volunteers	Sept. 2018- Aug. 2019	Number of students enrolled in a post-secondary education in the Fall following their graduation	Students successfully completing secondary education after completion of high school	College Hours Associates Degrees Certification
Provide students and parents with information about current and emerging careers and CTE programs available through: <ul style="list-style-type: none"> <li>College Night</li> <li>Summer Bridge Programs</li> <li>Dual Enrollment/Concurrent Enrollment</li> <li>Career Fair</li> <li>Student visits to University</li> </ul>	Principal Asst. Principal CTE Director	CTE Teachers/ Presenters	Sept. 2018- Aug. 2019	Sign in sheets to the events	Awareness Increased participation	College Hours Associates Degrees Certification
Provide computer labs for CTE programs and provide a schedule for accessibility Provide recognition for student achievement, through: <ul style="list-style-type: none"> <li>Student organizations</li> <li>Tech Prep</li> <li>Dual credit courses</li> <li>Articulated courses</li> <li>Awards banquet</li> <li>Internship Programs</li> </ul>	Principal Asst. Principal CTE Director	Counselors Computer Lab College Recruiters UTPA/STC  Computer labs  Tech Prep	Sept. 2018- Aug. 2019	Rotation computer lab schedule  Banquets Award ceremonies	Increased enrollment	College Hours Associates Degrees Certification

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

**Objective 14: Throughout the 2018-2019 school year, PSJA North ECHS will increase and encourage an active parental involvement program by 20%.**

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative
A campus PAC (Parental Advisory Committee) will be established Throughout the school year, the Parent Educator will arrange PAC meetings (with parents) to communicate and emphasize the importance of the STAAR EOC exams, graduation requirements, and post-secondary education opportunities	Campus Admin. Committee members Community Parent Educator Teachers	PSJA ISD Parental Involvement Handbook Code of Conduct Handbook	Sept. 2018- Aug. 2019	Meeting Agendas and Sign in Sheets	Increase in participation Surveys	Analysis of number of parents attending meetings compared to prior year
Coordinate school activities among the staff, parents, and community in order to enhance students' academic performance.  Distribute brochures to keep parents informed about the various programs and opportunities provided for themselves and their children	Teachers School Liaison	Academic brochures	Sept. 2018- Aug. 2019	Festivals, College Connected meetings	Increased attendance at meetings	Sign in Agendas
Provide information emphasizing the importance of the EOC and Interventions(Spanish & English)	Teachers School Liaison	State EOC brochure	Sept. 2018- Aug. 2019	Agendas and sign ins EOC scores	Increased attendance at meetings	Sign in Agendas
Provide information which emphasizes importance of higher education	Teacher Counselor Parent Educator	Academic brochure	Sept. 2018- Aug. 2019	Agendas and sign ins EOC scores Increase enrollment in dual credit and/or concurrent enrollment courses	Increased attendance at meetings	Sign in Agendas