COLLEGE³
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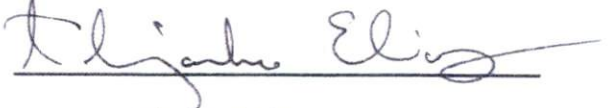
Campus Name: PSJA Early College High School

Mission: It is the mission of the staff at PSJA Early College High School to ensure that all students graduate prepared to succeed in institutions of higher education and/or the career of their choice. We are committed to graduating college ready, college connected, and college complete students who are prepared to be contributing members of society in the 21st Century.

Demographics Summary: As of October 21, 2019, the student population at PSJA ECHS consists of 2,304 students in which 94.4% are economically disadvantaged. There are 172 students, approximately 7.5%, who receive special education services through self-contained, inclusion, and co-teaching models. The EL population is 19.8%, with 457 students who are English language learners. The majority of English learners identified their home language as Spanish; however, EL students' home countries range from Mexico, Guatemala, El Salvador, and Brazil. The GT population of students is 295, which is currently 12.8% throughout grades 9-12 who receive services through rigorous courses designed to challenge their learning and prepare them to be ready to complete college coursework aimed at the completion of an associate's degree. The campus has 49% of its students identified as being at-risk and, through strategic interventions and progress monitoring, strives daily to provide opportunities to close achievement gaps.

Comprehensive Needs Assessment Summary: PSJA ECHS earned an overall score of 89.2 for the 2018-2019 school year, receiving a B rating from the Texas Education Agency. In Domain 1, the campus earned 89 total points averaging a B for Student Achievement. The scaled score in Domain 2, Part A averaged at an 86 earning the campus a B for School Progress and the scaled score for Domain 2, Part B averaged at a 91 earning the campus an A in Relative Performance. For Domain 3, the scaled score averaged at an 85, earning the campus a B for Closing the Gaps.

Curriculum/ Instruction and Assessment: Teachers plan every day for 45 minutes using the district curriculums as guides for delivering instruction. Various teachers in the content areas have been part of district sponsored curriculum writing teams; this level of expertise has been an asset to the campus in terms of perfecting instructional delivery and monitoring progress of both teacher instruction and student learning. Teachers conduct daily formative assessments through a variety of strategies, namely CIF, which they have been consistently implementing and perfecting for the last 3-4 years. In addition, all teachers are part of a coaching/mentoring program led by teacher leaders, namely the campus CLL, CLF's and the campus instructional coach, who receive direction and guidance from the campus principal. The principal sets goals based on expected outcomes designed to improve teaching and learning, while teachers partake in after school professional learning sessions designed to improve their practice through the implementation of research-based practices. Most importantly, teachers go through rigorous disaggregation of campus data in order to set goals throughout the school year, monitoring and adjusting before, during, and after every benchmark. The campus has identified a leadership team that consists of teachers from every content that are trained to promote campus culture and carry forward the work needed in order to meet campus goals, in particular accountability goals.

Summary of Goals: PSJA Early College High School attained a B rating for the 2018-2019 academic school year, with an overall grade of 89.2, just .3 percent away from attaining an A. From an extensive review of campus data, it was determined that literacy development should be a priority so gaps in student achievement in all EOC STAAR assessments are closed for EL and SPED students on all the three levels of performance. A focus on literacy will also provide learning opportunities for EL students to practice the language of instruction, thus affecting the attainment of English language proficiency status on TELPAS by meeting the required 36% on the ELP Status indicator for Domain 3: Closing the Gaps. For End-of-course, algebra, biology, and U.S. History will increase student achievement by 5% at the Meets and Masters level of performance for all students. English 1 and English 2 will raise student achievement by 10% at the Approaches level of performance and 5% at the Meets and Masters level of performance for all students.

Dr. _____
Principal Signature

PSJA ECHS Improvement Plan
2019-2020

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
- Angelita Hernandez Gutierrez – Dean of Instruction

- Cynthia Rivera – Instructional Coach
- Ruby Ann Garcia- Social Studies Department Head/CLF
- Diana Blanco – Math Department Head/CLF
- Thomas Ogletree– Science Department Head
- Marisol Gonzalez – English Department Head
- Christina Andresano – English Department Head
- Catherine Mancillas – Librarian
- Ruben and Angie Guajardo – Business Partners

- Rolando Pena – Early College Director
- Haydee Bonilla-Lazo – Head Counselor
- Darlene Ramirez – Instructional Technologist
- Cynthia Almaguer – CLF
- Karina Bazan – CLF
- Alejandra Camarillo - CLF
- Marissa Cavazos - CLF
- Michael Elizondo – CLF
- Daisy Garcia - CLF
- Gloria Garza – CLF
- Benilfa Gonzalez – CLF
- Erick Hurtado - CLF
- Jessica Maldonado – CLF
- JoYvonne Villarreal - CLF

PSJA ECHS 2018-2019 DEMOGRAPHICS

	ALL	MALE	FEMALE	SPED	LEP	M1	M2	MIGRANT	ECD	GT	CTE
Number	**2,196**	1,129	1,067	157	394	92	52	76	2,066	310	2,083
Percent	100	51.4	48.6	7.1	17.9	4.2	2.4	3.5	94.1	14.1	94.9

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	2,196	2,181	1	2	12	0
Percent	100	99.3	0.0	0.1	0.6	0.0

Accountability Summary 2019

	Domain I Student Achievement	Domain II School Progress	Domain III Closing the Gaps	Overall Rating
PSJA ECHS	79	91	85	89.2/B+

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	Student Achievement CCMR Graduation Rate *Addressing the use of quality data to drive instruction	• **English 1 and English 2** combined percentage of students at the Meets level of mastery was only 1% shy from that of the state, thus indicating that gaps are being closed and more students are performing at grade level: PSJA ECHS 47% (State 48%). • **Algebra 1** out-performed the state at 93% at Approaches (State 82%), 76% at Meets (State 52%) 51% at Masters (State 26%). • **Biology** out-performed the state at 91% at Approaches (State 81%) and 56% at Meets (State 54%). • **Social Studies** out-performed the state at 94% at Approaches (State 81%), and 65% at Meets (State 55%). • **CCMR** – Campus out-performed the state on **AP Examinations** by meeting criterion score on an AP exam in any subject at 26% (State 20%). • **CCMR** – Campus out-performed the state with **Industry-Based Certifications** at 8% (State 5%). • **CCMR** – Campus out-performed the state with students earning **Associate's Degrees** at 15% (State 1%). • The campus had a higher 6-Year **Extended Graduation Rate** at 99% than that of the state at 92.1%.	• English I and English 2– Lowest performing subjects with a component combined score of 41 which equates to a 70 (C) compared to that of the state at 48 which equates to a 76 (C). • English 1 and English 2 - There is a -32% gap between EL students and ALL student groups at the Approaches Grade Level. • English 1 and English 2 - There is a -29% gap between our SPED students and ALL student groups at the Approaches Grade Level. • Algebra 1 - There is a -6% gap between EL students and All student groups at the Approaches Grade Level. • Biology - There is a -16% gap between EL students and All student groups at the Approaches Grade Level. • Biology -There is a -28% gap between SPED students and All student groups at the Approaches Grade Level. • Social Studies -There is -13% gap between EL students and All student groups at the Approaches Grade Level. • Social Studies -There is -19% gap between SPED students and ALL student groups at the Approaches Grade Level.	• 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. • Differentiating Instruction for Els and SPED students. • Implementing and Monitoring LEP Strategic Plan for EL students. • Implementing and Monitoring accommodations and designated supports for EL and SPED students.

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
2	School Progress Academic Growth Relative Performance	• Campus Met Standard on Academic Growth by obtaining a scaled score of 86 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 91 (2018 – 89) showing that students are making progress relative to our comparison group of similar demographics and Economically Disadvantaged students.	• English 2 -22% of tests did not meet or exceed academic growth. • English 2 – 22% of tests only earned half a point for academic growth.	• Address the needs of identified students to ensure that all students meet academic growth through intentional tracking and progress monitoring. • Complete progress measure for each student by the first 2 weeks of school and progress monitor through benchmarks, formative and summative classroom assessments to track progress. • Implement instructional interventions as needed to make sure that all students meet their progress goals.

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
3	Closing the Achievement Gap	• ELA/Reading met the indicator for all students at 47%, which had not been met last year. • Algebra 1 – Campus met all indicators for Academic Achievement Status. • Graduation Rate Status – Campus met all indicators. • School Quality Status – Campus met all indicators.	• English failed to meet two indicators with the following groups: EL Current and Monitored and the Non-Continuously Enrolled students. • ELP Status – Campus did not meet this indicator for TELPAS.	• EL Current and Monitored students will be identified and coded properly. • Non-Continuously enrolled students will be identified and monitored and will receive additional support and intensive interventions in ELA/Reading through our intentional academies, benchmarks, tutoring, formative and summative assessments. • Teachers will receive professional development in the areas of ELPS and instructional delivery strategies aimed at EL Current and Monitored students. • Professional development and monitoring targeting the domains of listening, speaking, reading and writing will be implemented during Bear Time / literacy time.

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
4	Family and Community Involvement	• The campus holds various parental meetings and special events throughout the year ranging from beginning of the year Meet the Teacher, Million Father March 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.	• **Community Walk during our professional development day targeting our EL students that will take TELPAS.** • **EL Parent Night** • **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.**	• Teach and train teachers on how to understand the accountability system and its relation to meeting student and campus goals. • Teach and show parents part of Domain 3: English Language Proficiency Status 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. • Support EL students by holding Saturday academies aimed at delivering high yield instruction in the 4 TELPAS Domains: listening, speaking, reading and writing.

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Technology	• 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.	• **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.** • **Phase out Prometheans and old projectors to replace with Interactive Boards (TVs)** • **Send CIT to Tech Conference in Austin for continued training.** • **Purchase one desktop per classroom for instruction for Professors/Subs**	• Continue to cycle out old computers and screens so that new technology can be ordered in stages. • Purchase rolling white boards for tutoring • Purchase classroom speaker for rooms without Prometheans/TVs • Purchase COWs – one per every English 1 teacher / one per every Algebra 1 teacher / one per every biology teacher / one per every U.S. history teacher • Purchase more headphones for online testing
6	Increasing Learning Time	• Pullouts and Academies held throughout the year for all EOC tested subjects. • Bear Time Literacy • Intentional Scheduling aimed at maximizing learning time • Saturday Tutorials • Bell to Bell Instruction	• 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.	• 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.

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
7	School Culture and Climate	• 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. • Music, Conjunto and Mariachi performances in cafeteria to highlight cultural awareness. • TV in cafeteria to project videos and music for students to hear	• 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.	• 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	• Highly Qualified Staff • New Teacher Academy (NTI) • McRel Evaluation Tool • Ongoing Intentional Staff Development in CLCs. • POP Wednesdays	• **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.**	• 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.

2019-2020 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

- Lone Star Governance – Goal Progress Measures

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

Objective 1: By May 2020, 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
• 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 HB5 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 (DRSs) 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	• Assistant Supt for C&I • Dean of Instruction • Campus Leadership Team • Campus SPED /ELL Teachers • Core teachers • Teachers of CATE and enrichment subjects • Counselors	• Local Funds, Title 1 Funds • Local Funds 199 • Title 1 Funds 211 • State Comp 199 • Title III 263 • SpEd 224 (Funding sources will be determined as the most applicable and appropriate to accomplish action steps, making certain that compliance is maintained)	August 2019 through August 2020	• 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	• Benchmark scores • student achievement gains • STAAR scores

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

Objective 2: : By May 2020, the assessments at PSJA ECHS that are aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in all 2019-2020 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
• 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 2019-2020 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 • Implementation of interventions by the 2nd week of school and beyond	• District Content Coordinators • Curriculum Team • Leadership Team • All teachers	Local Funds, Title 1 Funds (Funding sources will be determined as the most applicable and appropriate to accomplish action steps, making certain that compliance is maintained)	August 2019 through August 2020	• Completed CBAs and Benchmarks • Walkthroughs • Agendas • Sign in sheets • Teacher reports • Goal sheets • DMAC data	• Benchmark scores • student achievement gains • Student growth as evidenced through data and progress monitoring

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

Objective 3: Throughout the 2019-2020 school year, all subpopulation groups at PSJA ECHS will be monitored to ensure they are on-track to meet state passing standards on all the 2019-2020 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
• 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 • Timely distribution of SPED, 504 accommodations • 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. • Conduct tutoring sessions for subgroups	• C&I Administrators and District Team • Campus Leadership Team • Department Heads • Assistant Principals • All teachers • SPED monitoring teachers	• Migrant Funds 212 • Special Ed Funds 224 • Title III Funds 263 (Funding sources will be determined as the most applicable and appropriate to accomplish action steps, making certain that compliance is maintained)	August 2019 through August 2020	• District Goal Templates • Campus Goal Templates • Teacher DMAC reports • Goal tracking sheets • Data binders • Lesson Plans • Walkthroughs • Student Work	• Benchmark scores • student achievement gains • closing achievement gaps • SLO progress growth • Goal tracking sheets

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

Objective 3: Throughout the 2019-2020 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
• Professional development training on data analysis will be provided for campus administrators / teachers. • 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 • Conduct early morning tutorials • CLF's will conduct more literacy strategies aimed at math Bear Time engagement. • Campus will ensure that dyslexic students are serviced using the Herman Method on a consistent basis.	• Campus Principals • Deans • Instructional Coaches • Leadership Team • Department Heads • HB5 Content Teachers • All content teachers • Teachers specialized and trained to administer the Herman method.	• Local 199 • Title I 211 • State Comp 199 • Migrant 212 • Title III 263 SpEd 224 • Herman Method Kit A • Herman Method Kit B (Funding sources will be determined as the most applicable and appropriate to accomplish action steps, making certain that compliance is maintained)	August 2019 through August 2020	• Tutorial Sign-in sheets • Schedules • Emails, memos • Record of attendance in academies	• Benchmark scores • student achievement gains • closing achievement gaps

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

Objective 4: Throughout the 2019-2020 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
• 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 and rollouts • Collaborative Learning Communities [CLCs] will be scheduled bi-weekly at the high schools for improving instructional delivery and collaboration • Administrators and teaching staff will be trained on how to use the DMAC Quintile Reports to assess progress toward meeting state passing standards Index per student/per subpopulation group and by content • 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.	• Asst Supt for C&I • Campus Principals • Leadership Team • Administration • Dean • Teachers • CLFs and CLL • RTI Campus Coordinator • Department Heads • District Coordinators	• Local Funds 199 • Title 1 211 • Local Funds 199 • Teacher mini-grants (Funding sources will be determined as the most applicable and appropriate to accomplish action steps, making certain that compliance is maintained)	August 2019 through August 2020	• Agendas • Sign-in Sheets • Walkthroughs • Sample student work	• Benchmark scores • student samples • Students progress and growth tracker • SLO student growth

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

Objective 1: Throughout the 2019-2020 school year, PSJA ECHS will align Reading/Writing Instruction.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact
• Reading/writing / Literacy 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 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 • Literacy instruction will be implemented daily during Bear Time and across disciplines. • English 2 teachers and Algebra 1 teaches will calculate each of their student's progress measure.	• District ELA Content Coordinators • Instructional Coaches • Dean • All Teachers	• Title 1 211 • Local Funds 199 • ETS Criterion • Longman dictionaries • Electronic dictionaries (Funding sources will be determined as the most applicable and appropriate to accomplish action steps, making certain that compliance is maintained)	August 2019 through August 2020	• 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 in English 2 to include sub population as measured on CBAs, BMs, STAAR • Increased number of students achieving meets and masters in English 2 and still making progress from the year prior.

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

Objective 2: Throughout the 2019-2020 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
• Mathematics curriculum will be developed for 9-12 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 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	Assistant Superintendent for C&I, Instructional Coaches Curriculum Team Mathematics Teachers	• Title 1 211 • Local Funds 199 (Funding sources will be determined as the most applicable and appropriate to accomplish action steps, making certain that compliance is maintained)	August 2019 through August 2020	• Walk-throughs • curriculum implementation • Grade level meeting agendas • CLC agendas • Curriculum documents • Increased student progress as evidenced in benchmarks and in classroom assignments • Progress Monitoring data sheets • Student Exit tickets	• Increased Student Progress for all students in Algebra 1 to include sub population as measured on CBAs, BMs, STAAR

PSJA ECHS Focus Area 3: Closing the Achievement Gaps

Objective 1: By the end of the 2019-2020 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
• Teachers will use supplemental aids and designated supports with all their special education and EL students • Teachers will deliver 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 and biology students will create their own interactive notebooks • Campus will purchase resources aimed at strengthening 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.	• Department Heads • Leadership Team • Campus Administration • Teachers	• Title 1 211 • Local Funds 199 • Title III 263 • Special Ed 224 • Dual Language Department (Funding sources will be determined as the most applicable and appropriate to accomplish action steps, making certain that compliance is maintained)	August 2018 through August 2019	• Strategies implementation by teachers • Documentation of Phone Logs • Student work	• Student work • Benchmark data increases • Student grades • Walkthrough data

PSJA ECHS Focus Area 3: Closing the Achievement Gaps

Objective 1: Throughout the 2019-2020 school year, PSJA ECHS will increase the number of students that are college, career, and military ready by 5%.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact
• 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.	• Dean • Campus Principal • Leadership Team • Department Heads	• Local Funds 199 • Title One funds (Funding sources will be determined as the most applicable and appropriate to accomplish action steps, making certain that compliance is maintained)	August 2019 through August 2020	• Agendas • Sign-in Sheets • Accountability Reports from TEA • TAPR data	• Benchmark scores • student tracking forms • Teacher data reports • Walkthroughs • Tutoring Logs • Phone Logs

PSJA ECHS Focus Area 3: Closing the Achievement Gaps

Objective 2: By 2019-2020, 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
• 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	• Campus Counselors • Financial Aid Officer • Migrant Counselor • College Readiness Transitional Specialists • CTE Department	Local Funds 199 (Funding sources will be determined as the most applicable and appropriate to accomplish action steps, making certain that compliance is maintained)	August 2018 through August 2019	• STC Degree Works • Student Transcripts and grades • Counselor advisement logs • Teacher schedules • Professional Development Certificates and Hours	• Increase in STC enrollment • Increase in completed certifications • Student grades • Phone Logs

PSJA ECHS Focus Area 3: Closing the Achievement Gaps

Objective 3: By the end of the 2019-2020 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
• 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. • Teachers will conduct TSI Workshops for students to complete their tutorial hours.	• College Readiness • Campus Principal • Early College Director • Assigned TSI Teachers	Local Funds 199 (Funding sources will be determined as the most applicable and appropriate to accomplish action steps, making certain that compliance is maintained)	August 2019 through August 2020	• TSI Calendar • Tutorial Sign-in sheets • TSI testing log • Students scores • Class rosters	• An increase in the number of students who pass TSI and are able to take college coursework

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

Objective 1: Throughout the 2019-2020 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
• Campus will invite parents once a month to specific meetings geared toward knowledge of the STAAR testing program and graduation requirements • Teachers and administration will conduct home visits during one of our campus professional development days to talk to EL parents about TELPAS and STAAR.	• Principals • Parent Educators • Teachers	• Local Funds 199 • Title I Funds (Funding sources will be determined as the most applicable and appropriate to accomplish action steps, making certain that compliance is maintained)	August 2019 through August 2020	• Sign-in Sheets • Agendas • Parent Surveys • School Brochure	• Parent Surveys • More students attending TELPAS and STAAR tutoring • Increase of student scores on TELPAS and STAAR

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

Objective 3: Throughout the 2019-2020 school year, PSJA ECHS will 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
• Sponsors and assistant sponsors for campus National Honors Society and Student Council will engage students in community service projects, events, and leadership conferences and ceremonies • The campus Interact Club will sponsor our Annual Feast of Sharing, Trunk or Treat, and Easter Egg Hunt for community	• NHS Sponsors for campus • Student Council sponsors for campus • Junior Class • Interact Club • Senior Class • All clubs and organizations	• 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)	August 2019 through August 2020	• Project documentation • Registration forms • Sign In sheets • Agendas	• Higher community participation on campus • Participant sign in sheets • Artifacts • Emails • Electronic newsletter and PSJA ECHS webage

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

Objective 4: Throughout the 2019-2020 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
• 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 • The campus will host two Open House events and Meet the Teacher Night	• 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)	August 2019 through August 2020	• Sign-in Sheets • agendas	• Parent Surveys • Increased number of parental involvement

PSJA ECHS Focus Area 5: Technology

Objective 1: Throughout the 2019-2020 school year, PSJA ECHS will 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
• 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.	Instructional Technology Coordinator Technology Director Chief Financial Officer Principals Campus Instructional Technologists Superintendent of Schools Campus CIT	• Software • Hardware • professional development • Ebooks and more electronic devices • Accountability from STC to carefully handle technology • IT personnel for each department • COW's • Smartboards	August 2019 through August 2020 Ongoing. This is a yearly expense that will be increased every year as funds are available.	Increased technology training session being held at the campus level. Increase in the number of participants in campus-based technology sessions (sign in sheets).	Increased student scores. More technology projects in core classes.

PSJA ECHS Focus Area 5: Technology

Objective 2: Throughout the 2019-2020 school year, PSJA ECHS will 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
• 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. • Schedule events/dates for parents to use technology. • Will train teachers and students on the use of STAAR tutorials.	Instructional Technology Coordinator ILS Support Specialist Campus Lab Managers Campus Instructional Technologist Campus Librarians Campus CIT	• Computers • Labs • Laptops • Prometheum projectors	August 2019 through August 2020 .	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: Throughout the 2019-2020 school year, PSJA ECHS will 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
• 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. • Try to obtain access to cable for the use of educational documentaries.	• Campus Instructional Technologist • Campus Librarians • Campus Administrators • Teacher committee to bring attention to website resources	• Computers • Internet • Library labs • Classroom cows • Reliable intranet and internet connection to use Google classroom platform • Spectrum	August 2019 through August 2020 .	online campus and classroom web sites	• Internet permission forms for students. • Acceptable Use Policy Training sign-in sheets. • Increased usage of internet resources by teachers and students • (reports from network log-in process).

PSJA ECHS Focus Area 5: Technology

Objective 4: Throughout the 2019-2020 school year, PSJA ECHS will 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
• The Instructional Technology Department will use local funds to replace all computers in campus instructional labs every three years. • Try to update personal/teacher laptops every three years	• Technology Directors • Campus Principal • Campus CIT	Local Technology Budget, and hardware	August 2019 through August 2020	computers at each campus instructional lab will be no more than 3 years old at any given time.	• Faster lab computers that are under warranty • Student work

PSJA ECHS Focus Area 6: Increasing Learning Time

Objective 1: During the 2019-2020 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
• 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.	• Campus Principals • Dean • Assistant Principals • Leadership Team • Campus Teachers • CLF's and CLL	• Local Technology • Budget • hardware • Supplies • paper	August 2019 through August 2020	• Master schedule matrix • Teacher trainings • Sign in Sheets • Agendas • Literacy strategies • Reading selections	• Student literacy packets • Higher scores on CBA and benchmarks • Sample of student work • Increased TELPAS scores

PSJA ECHS Focus Area 7: School Culture and Climate

Objective 1: Throughout the 2019-2020 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
• 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. • Campus will implement a Mentorship Program for students who are at high risk of dropping out.	Student Services Department	• Local Funds	August 2019 through August 2020	Agendas, Sign-In Sheets, PEIMS Discipline Data	Decrease in discipline referrals, ISS, OSS and DAEP

PSJA ECHS Goal 7: School Culture and Climate.

Objective 2: Throughout the 2019-2020 school year, PSJA ECHS will 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
• 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.	• --Nursing Staff • Director of Health Services • Campus administration • Staff	-SCE and T1, School based clinic NCVD, DHR, STHS, Catholic charities, Kiwanis National Asthma Education and Prevention Program -Asthma and Allergy Foundation of America -Local health care providers	August 2019 through August 2020	• 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 referencing to teachers, students and staff that the campus is a peanut free zone by not providing peanut products on campus.	• Health Needs Met • Less asthma related emergencies • Less peanut allergy related emergencies

PSJA ECHS Goal 7: School Culture and Climate.

Objective 2: Throughout the 2019-2020 school year, PSJA ECHS will 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
• 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 determent 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 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.	• Director of Health Services • Nursing Staff • Campus Leadership • Physical Education staff • School liaisions	-Behavioral Centers -PSJA LPC	August 2019 through August 2020	• Sign In Sheets • Diagnosis • Document for Referral • Home visits	• Medical Releases and Forms • Successful use of action plan implemented for emergencies • Consistent and increased attendance rates

PSJA ECHS Goal 7: School Culture and Climate.

Objective 2: Throughout the 2019-2020 school year, PSJA ECHS will 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
• 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.	• Director of Health Services • Nursing Staff • Physical Education staff	• Child nutrition department • Coaching staff • Dietician DHR school based clinic	August 2019 through August 2020	• Physical education staff documentation of physical activity programs and initiatives	• Decrease of nurses' referral for health-related issues • Fitness Gram documentation

PSJA ECHS Goal 7: School Culture and Climate.

Objective 3: Throughout the 2019-2020 school year, PSJA ECHS will 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
• 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.	• Security and Safety Department • Campus Head Security • Campus Leadership	Local Funds	August 2019 through August 2020	• Secure campus • No incidents of improper force used by security guards • Lockdown documentation procedures	• 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: Throughout the 2019-2020 school year, PSJA ECHS will monitor school attendance initiatives to ensure student academic success.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact
• Campus administration will promote consistent admission/enrollment procedures to ensure student engagement and quality data. • Campus administration and liaisons will disseminate attendance/Nonattendance 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.	• Campus Personnel • PEIMS Clerks • Administration	Local Funds	August 2019 through August 2020	• 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, transcipts and Degree Plans and Audits	• 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 Accoutability

PSJA ECHS Goal 8: Staff Quality, Recruitment, and Retention

Objective 1: Throughout the 2019-2020 school year, PSJA ECHS will develop and retain 100% highly qualified staff.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact
• 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.	• Campus Principal • Assistant Principals • Department Heads • Dean • CLL • Instructional Coach • CLF's	• Curriculum Guides • Teaching Resources • CIF Strategies and Materials • ELPS	August 2019 through August 2020	• Campus teacher retention rate • Increased number or 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	• 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

PSJA ECHS Goal for Lone Star Governance: GOAL PROGRESS MEASURE

Goal 1: Throughout the 2019-2020 school year, PSJA ECHS will increase its graduates who are CCMR ready by 5% in order to be able to meet annual targets by June of 2023. Goal 1 Targets: SY 18/19 = 72%, SY 19/20 = 74%, SY 20/21= 76%, SY 21/22 = 78%, SY 22/23 = 80%

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact
• Counseling staff will schedule students in courses aimed at earning an industry-based certificate, including Level 1 and Level II, targeting students who are eligible to earn certificates. • Counselors and teachers will track progress of those students who are earning an industry-based certificate, Level 1 certificate or Level II certificate, to ensure that students will be able to graduate with a certification. • Counseling staff will also make sure that students are correctly scheduled in courses that offer Dual Credit, monitoring that students earn a minimum of 9 hours or more in any subject. • DC teachers will progress monitor students in DC courses so that they successfully complete the rigorous coursework and apply instructional strategies and interventions to assist teaching and learning.	• Campus Principal • Assistant Principals • Department Heads • Dean • CLL • Instructional Coach • CLF's • Teachers	• Curriculum Guides • Teaching Resources • CIF Strategies and Materials • ELPS	(August 2019 through August 2020) Industry-based certificate timelines by school year: SY 18/19=4%, SY19/20=5%, SY 20/21=6%, SY 21/22=7% SY 22/23=8% Earning 9 or more hours in any subject timelines by school year: SY 18/19=51%, SY19/20=53% SY 20/21=55%, SY21/22=57% SY 22/23=60% Graduates earning a Level 1 and Level II certificates timelines by school year: SY 18/19=6%, SY 19/20=7% SY 20/21=8%, SY 21/22=9% SY 22/23=10%	• Increased number of students graduating with an industry-based certificate, students earning 9 or more hours of DC credit, and graduates earning a level I or II certificate. • Meeting yearly targets	• Student scheduled in the correct courses aligned to earning a certificate and/or DC courses. • More students ready for workforce upon graduation, ready to use their certifications. • Students graduating with DC coursework and college-ready. • Increased TSI scores and passing rates.