



**Southwest Early College High School
Campus Improvement Plan
2019-2020**



Mission Statement

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

"Vision Statement"

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

SBDM Committee Members

- Ranulfo Marquez-Principal
- Jennifer Burden- Dean of Instruction
- Israel Nicanor- Assistant Principal
- Roberto Elizondo- Assistant Principal
- Rosio Coria-Garcia- Assistant Principal
- Abram Estrada- Assistant Principal
- Otila Hembree-English Teacher
- Rosalva Diaz- English Teacher
- Miguel Garcia-Social Studies Teacher
- Nelson Carrasquero-Math Teacher
- Joel Pena- Math Teacher
- Yesenia Munoz-Science Teacher
- Salvatore Digrazia- CTE Teacher
- Arianna Sandoval- Fine Arts Teacher
- Dora L. Gonzalez- Librarian
- Rubinia Cavazos- Parent
- Jesse Garcia-Community Member

What We Believe In

Guiding Principles

- Commitment to Greatness
- Passion For our Work
- Continuous Improvement
- Team Work and Dedication
- Accountability

What We Want to Accomplish

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

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

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

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

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

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

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

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

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

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

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

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

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

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

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

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

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

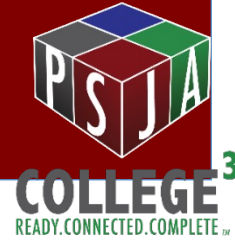
Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Title I, Part A

School wide Components:

- 1. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).**
- 2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide program.**
- 3. Instruction by highly qualified teachers.**
- 4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, Principal, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.**
- 5. Strategies to attract high-quality teachers to high-need schools.**
- 6. Strategies to increase parental involvement in accordance with section 1118, such as family 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.**

Comprehensive Needs Assessment



Data Resources Reviewed

1. 2018-2019 Campus TAPR Report
2. 2018-2019 Campus State Accountability Report
3. 2018-2019 Attendance
4. 2018-2019 TELPAS Data
5. Discipline Referral Data
6. PEIMS Demographics
7. Parental Involvement Data
8. McRel Teacher Evaluations and Walkthrough Data
9. Professional Development Plan
10. Teacher Certifications
11. Technology Inventories

Comprehensive Needs Assessment



All Student Group:

The following sources from across the campus were used to review the All Student Group data by the Site Based Decision Making Council: State of Texas Assessments of Academic Readiness End-of-Course (STAAR EOC) results for the 2018 and 2019 accountability cycles; State Accountability Summary and Data Tables for 2019. In addition, DMAC was used to disaggregate data and to generate necessary reports.

Strengths:

The All Student Group achieved the following gains:

- In English 1/2, the achievement gap between SpEd and All students 2018-2019 is **24%** (Average)
- In Mathematics, the achievement gap between SpEd and All students 2018-2019 is **11%**. (Average)
- **In Science, the achievement gap between SpEd and All students 2018-2019 is 18% (Average)**
- **In Social Studies, the achievement gap between SpEd and All students 2018-2019 is 33% (Average)**
- **The 4-Year Federal Graduation Rate for SpEd students at Southwest Early College High School was 75% , 23 pts below the campus all student group (97.8%)**

Comprehensive Needs Assessment



Special Education:

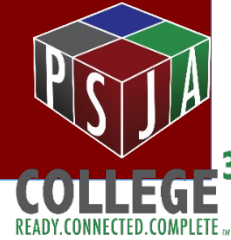
The following sources from across the campus were used to review the Special Education data by the Site Based Decision Making Council: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and State Performance Plan (SPP) indicators to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

Needs:

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

- In Reading, the achievement gap between SpEd and All students 2018-2019 is 24%.
- In Mathematics, the achievement gap between SpEd and All students 2018-2019 is 11%.
- **In Science, the achievement gap between SpEd and All students 2018-2019 is 18%**
- **In Social Studies, the achievement gap between SpEd and All students 2018-2019 is 33%**
- **The 4-Year Federal Graduation Rate for SpEd students at Southwest Early College High School was 75% , 23 pts below the campus all student group (97.8%)**

Comprehensive Needs Assessment



Special Education

Personnel Needs:

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

Professional Development Needs:

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

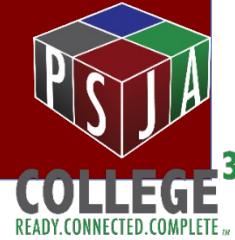
Strengths:

The Annual Dropout Rate for SpEd students at Southwest Early College High School was **1.5%**, **0.8%** pts below the campus all student group (0.3%)

On the STAAR EOC exam:

- The gaps between the SpEd subgroups and the All Student groups were **higher** than the state gaps in the following EOCs:
 - English 1: Southwest ECHS **29** pts/State **39** pts (**5** pts below state gap)
 - English 2: Southwest ECHS **30** pts/State **28** pts (**2** pts above state gap)
 - Algebra 1: Southwest ECHS **46** pts/State **58** pts (**11** pts below state gap)

Comprehensive Needs Assessment



English Language Learners (ELL):

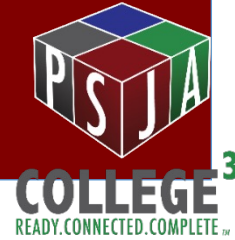
The following sources from across the district were used to review the Dual Language/English as a Second Language (DL/ESL) Department data by the District Education Improvement Council: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS)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

Needs:

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

- In Reading, the achievement gap between ELL and All students 2018-2019 is **7%**.
- In Mathematics, the achievement gap between ELL and All students 2018-2019 is **-7%**.
- In Science, the achievement gap between ELL and All students 2018-2019 is **8%**.
- In Social Studies, the achievement gap between ELL and All students 2018-2019 is **19%**

Comprehensive Needs Assessment



English Language Learners (ELL):

- The Campus TELPAS Yearly Progress Indicator was as follows:
 - 9th Grade: **23%** in 2018; **22%** in 2019
 - 10th Grade: **22%** in 2018; **38%** in 2019.
 - 11th Grade: **32%** in 2018; **35%** in 2019
 - 12th Grade: **24%** in 2018; **34%** in 2019

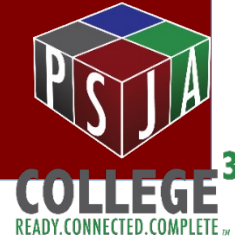
Strengths:

- 12th Grade YPI increased from 42% to 53%.
- The 4-Year Longitudinal Graduation Rate for ELL students at SWECHS was **96%** (**5** points above the District all student group, and **7** points above the state all student group).
- The Annual Dropout Rate for ELL students at SWECHS was **2.3** %, **.6%** points below the District all student group and **1.7** points below the state all student group.
- The Advanced Course/Dual Credit Completion Rate for ELL students in all subjects was **49.5%** (**14%** below the campus all student group and only **8%** below the district all student group)

On the STAAR EOC exam:

- The gaps between the ELL subgroups and the All Student groups were **narrower** than the state gaps in the following EOCs:
 - English 1: Southwest ECHS **48** pts/State **47** pts (**1** pt above state gap)
 - English 2: Southwest ECHS **38** pts/State **42** pts (**-4** pts below state gap)
 - Algebra 1: Southwest ECHS **84** pts/State **78** pts (**+6** pts above state gap)
 - Biology: Southwest ECHS **69** pts/State **76** pts (**7** pts below state gap)
 - U.S. History: Southwest ECHS **76** pts/State **79** pts (**3** pts below state gap)

Comprehensive Needs Assessment



Economically Disadvantaged

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

Needs:

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

- In Reading, the achievement gap between Eco Dis and All students 2018-2019 is 0%.
- In Mathematics, the achievement gap between Eco Dis and All students 2018-2019 is 0%.
- In Science, the achievement gap between Eco Dis and All students 2018-2019 is 0%.
- In Social Studies, the achievement gap between Eco Dis and All students 2018-2019 is 0%.
- On Domain 3, Closing the Achievement Gap for the Economically Disadvantaged, Southwest Early College High School earned a score of 69, points below the district, 3 points below the region and point above the state.

Comprehensive Needs Assessment



Economically Disadvantaged

Strengths:

- The 4-Year Graduate Rate for Eco Dis students at SWECHS was **97.7%**, 6.2 points above the District, and points above the state.
- The Advanced Course/Dual Credit Course Completion Rate in Any Subject for ECD was **62.3%** compared to **75%** for the campus, **71.4%** for the district and **55%** for the state.

On the STAAR exam:

- The gaps between the Eco Dis subgroups and the All Student groups were narrower than the state gaps in the following EOCs:
 - English 1& 2: Southwest ECHS 13 pt/State **7** pts (**6** pts below state gap)
 - Algebra 1: Southwest ECHS **+3** pts/State **2** pts (**+5** pts above state gap)
 - Biology: Southwest ECHS 9 pts/State **5** pts (**4** pts below state gap)
 - U.S. History: Southwest ECHS **4** pt/State **4** pts (**0** pts above state gap)

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

GOAL	Area Reviewed	Summary of Strengths	Areas of Focus	Priorities
1	<p style="text-align: center;">Domain One: Student Achievement</p>	<p><u>STAAR:</u> For state accountability, Southwest High School received the accountability rating of MET STANDARD in all domains:</p> <ul style="list-style-type: none"> • 58% of the ALL students group and Els performed at the MEETS level with an overall B rating. • 59% of ALL students performed at the MEETS level in US History with an overall B rating. <p><u>Campus received A ratings in CCMR and graduation.</u></p>	<ul style="list-style-type: none"> • In the area of ELA ALL students performed at 56% At the Approaches level, 32% MEETS level and 4% at the MASTERS level. ELLs performed at 43% at the Approaches level, 21% MEETS and 2% MASTERS. SPED performed at 21% at the Approaches level, 12% MEETS and 4% MASTERS. • While ALL performed at 75% in Biology, 31% performed at MEETS and 5% performed at MASTERS. ELs performed at 22% MEETS and 3% MASTERS while SPED performed at 12% for MEETS and 2% for Masters. • In Algebra I, SPED was at 30% for MEETS and 3% at MASTERS • In U.S. History, Els performed at 39% at the MEETS level and 14% MASTERS level while 40% of SPED performed at the MEETS levels and 4% at the MASTERS. • SPED graduation rate is at 75% in comparison to the ALL graduation rate is 97.8% 	<p><u>Improve student learning outcomes in :</u></p> <ul style="list-style-type: none"> • <u>English I</u> • <u>English II</u> • <u>Biology</u> • <u>Increase performance levels in MEETS and MASTERS in all contents for SPED and Els.</u>
2	<p style="text-align: center;">Domain Two School Progress "A": Academic Growth</p>	<p>Campus received an 85% rating in student progress</p> <p>62% of the 2018 cohort showed growth for ELA. 75% of the 2018 cohort showed growth for Math.</p>	<p>* 38% of all students did not show growth in reading and 25% did not show growth in Math</p>	<ul style="list-style-type: none"> • English II
3	<p style="text-align: center;">Domain Two School Progress "B": Relative Performance</p>	<ul style="list-style-type: none"> • * 87% overall and close to an "A" 	<p><u>CCMR where we scored at 58%</u></p>	<ul style="list-style-type: none"> • <u>Sub-populations:ECD</u>
4	<p style="text-align: center;">Domain Three: Closing the Gaps</p>	<ul style="list-style-type: none"> • In Math we received 7/7 points in meeting federal benchmarks in closing the gaps. • We received 4/5 points in meeting federal benchmarks in graduation • In CCMR, we received 6/7 points in meeting federal benchmarks. 	<ul style="list-style-type: none"> • <u>As a campus, Southwest Early College High School met none of the federal nechmarks for reading 0/7</u> • <u>Special education as a population did not meet the federal benchmark for graduation rate</u> • <u>Special education also met their federal benchmark in CCMR</u> 	<ul style="list-style-type: none"> • <u>*Literacy intervention</u> • <u>Course sequencing for SPED students</u>

Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
5	Family and Community Involvement	<ul style="list-style-type: none"> • High participation and attendance in parent meetings • High number of active parent volunteers • Communication in both English and Spanish • Positive feedback on parent surveys • Ongoing collaboration with city leadership to plan and participate in school and community events 	<ul style="list-style-type: none"> • Low opportunities for parent education meetings. 	<ul style="list-style-type: none"> • Continue to educate parents on school initiatives and state graduation requirements • Need for frequent parent meetings.
6	Technology	<ul style="list-style-type: none"> • Availability of technology resources for students and teachers, and staff. 	<ul style="list-style-type: none"> • Integration of technology in instruction and increase the infrastructure, increase the use of student technology for instructional rigor 	<ul style="list-style-type: none"> • Provide training on the implementation of technology integration; increase on-line resource use • Create surveys to check level of usability of technology by staff and students.
7	School Culture and Climate	<ul style="list-style-type: none"> • Good student attendance • Collaborative Learning Communities with common planning periods • Customer Service • College for All Culture • Safe and civil school culture 	<ul style="list-style-type: none"> • Static enrollment (little or no change from year to year) 	<ul style="list-style-type: none"> • Build public relations • Increase recruitment efforts • Improve student retention
8	Staff Quality, Professional Development and Retention	<ul style="list-style-type: none"> • Highly Qualified Staff • Low teacher turnover • High number of dual credit and dual language teachers • ELPS certification of all staff 	<ul style="list-style-type: none"> • ESL certification of all content teachers • Strengthen teacher mentor program 	<ul style="list-style-type: none"> • Provide better AP training and support • Ongoing staff development • ESL certification for all ELA teachers by the end of the school year.

CAMPUS DEMOGRAPHICS



	ALL	MALE	FEMALE	SPED	LEP	M1	M2	MIGRANT	ECD	GT	CTE
Number	1701	867	834	128	694	48	81	81	1698	152	1565
Percent	100	51.0	49.0	7.5	40.8	2.8	4.8	4.8	99.8	8.9	92.0

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	1701	1685	0	1	15	0
Percent	100	99.06	0	0	1	0

CAMPUS DEMOGRAPHICS



Total Enrollment – **1,701**

Percent	Southwest ECHS	STATEWIDE
Hispanic	99.06%	52.4%
Economically Disadvantaged	99.8%	58.8%
ELL	40.8%	18.8%

2019-2020 Campus Goals

- Goal 1-Domain 1:Student Achievement
- Goal 2-
 - Domain 2:Academic Progress
 - Domain 2: Relative Performance
- Goal 3-Domain 3:Closing the Achievement Gap
- Goal 4-Family and Community Involvement (Critical Success Factor)
- Goal 5- Increase Learning Time (Critical Success Factor)
- Goal 6-School Culture and Climate (Critical Success Factor)
- Goal 7- Teacher Quality

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN: Southwest Early College High School

Campus Goal 1: Improve Student Academic Achievement (Domain 1)							
Objective 1: 60% or more students will pass ELA EOC at meets level.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
All students will understand and receive support in effectively using proficiency level descriptors and their own data for personal academic gains.	Assistant Principal, Dean, CLFs, ELA teachers	C&I team, DMAC reports	2019-2020 School year	Student usage of tracking charts and checklists.	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR	Title 1- #2, 4
EL students will understand and receive support in understanding proficiency level descriptors and their own data. For personal gains and align that information to their linguistic proficiency level descriptors.	Assistant Principal, Dean, CLFs, ELA teachers, LPAC	C&I team, DMAC reports, Dual Language strategists	2019-2020 School year	Student usage of tracking charts and checklists. LEP strategic plans and coaching tool (BOY, MOY, EOY)	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1- #2, 4
<i>SPED</i> students will understand and receive support in understanding proficiency level descriptors and their own data. For personal gains and align that to IEP goals	Assistant Principal, Dean, CLFs, ELA teachers, coteachers, diagnosticians	Local Funds, Title 1 Funds	2019-2020 School year	Student tracking charts	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #4
Curriculum documents will include ELPS strategies for BE/ELL students and Supplemental Aids for special education students	Bilingual Director, Special Ed Director, Assistant Supt for C&I	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224	2019-2020 School year	Completed Curriculum Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1-#1,2
Intentional targeted tutoring and intervention programs for all populations to meet individualized specific needs.	Assistant Principal, Dean, CLFs, Bilingual Director, Special Ed Director, Assistant Supt for C&I	Systems 44, Imagine Learning, Corrective Reading, All in Learning, Starcity, Criterion	2019-2020 School year	Reports as generated by online usage.	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #1, 2

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN: Southwest Early College High School

Campus Goal 1: Improve Student Academic Achievement (Domain 1)							
Objective 1: 60% or more students will pass ELA EOC at meets level.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Formative and summative assessments will be written and aligned to the curriculum to monitor the effectiveness of the curriculum, teaching and learning	District Content Coordinators, campus teachers chosen as part of curriculum teams	Local Funds, Title 1 Funds	2019-2020 School year	Completed Formative and Summative Assessments available on Sharepoint	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 -#8
Campus Performance Review sessions (CPRs) will be held at each campus following each district level CBA or Benchmark for in-depth analysis of the data	Principal	Local Funds, Title 1 Funds	October, November, January, February for each year in 2018, 2019, 2020 and 2021	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #2,4,8
District Review Sessions (DRSs) will be held at the district level to review CBA and Benchmark data with the principal and to plan next steps	Assistant Supt for C&I, Administrators	Local Funds, Title 1 Funds	October, November, January, February for each year in 2018, 2019, 2020 and 2021	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 -#2,4,8
Campus Instructional Coaches, Deans, Assistant Principal and Principal will monitor the implementation of the curriculum at each campus	Principal	Local Funds, Title 1 Funds	August 2019 – May 2020 August 2019-May 2020	Walk-through documentation	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #3
Provide sheltered instruction training to teachers of all contents with the express purpose of raising language and literacy levels at the cross curricular level.	Principal, Dean, C&I Coordinators, Dual Language Department	Title 1 Funds, Title III funds	August 2019- May 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	Mini assessments, CBAs, BMs, STAAR, TELPAS,	Title 1 - #4

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN: Southwest Early College High School

Campus Goal 1: Improve Student Academic Achievement (Domain 1)							
Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2019-2020							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Curriculum Based Assessments (CBAs) and District-level Benchmarks that are aligned to the curriculum will be written for each of the HB5 courses	District Content Coordinators	Local Funds, Title 1 Funds	June 2019 – May 2020	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8
Teacher representatives from each campus will be trained on how to write CBAs and Benchmarks at the depth and complexity of STAAR/EOC	Assistant Supt for C&I, C&I Administrators	Local Funds, Title 1 Funds	June 2019 – May 2020	Agenda and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4, 8
Prior to the administration of a CBA or Benchmark, teacher representatives will review the assessments to ensure adherence to the Academic Calendar	District Content Coordinators	Local Funds, Title 1 Funds	October, November, January, February for each year in 2019, 2020, 2020 and 2021	Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4, 8
Two district-level CBAs and two district-level Benchmarks will be administered to all students in 2019-2020	District Content Coordinators	Local Funds, Title 1 Funds	October, November, January, February for each year in 2018, 2019, 2020 and 2021	Completed CBAs and Benchmarks	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN: Southwest Early College High School

Campus Goal 1: Improve Student Academic Achievement (Domain 1)							
Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2017-2018.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Teachers will receive assessment data for their students within 48 hours of the test administration	Campus Principal, Deans, Aps and CLFs	Local Funds, Title 1 Funds	October, November, January, February for each year in 2018, 2019, 2020 and 2021	DMAC reports	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #8
A Data Room will be available at the campus for data analysis and for monitoring student progress.	Campus Principal, Deans, Aps and CLFs	Local Funds, Title 1 Funds	August 2019-June 2020	Walk-throughs, CLC Agendas and Sign in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
Campus Performance Review sessions (CPRs) will be held at the campus following each district level CBA or Benchmark for in-depth analysis of the data.	Campus Principal, Deans, Aps and CLFs	Local Funds, Title 1 Funds	October, November, January, February for each year in 2018, 2019, 2020 and 2021	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
District Review Sessions (DRSs) will be held at the district level to review CBA and Benchmark data with the principal and to plan next steps	Assistant Supt for C&I, Administrators	Local Funds, Title 1 Funds	October, November, January, February for each year in 2018, 2019, 2020 and 2021	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 4, 8
Outside consultants will be contracted to assist teachers and admin in data disaggregation, effective instructional practices, monitoring and interventions, and the creation of a Targeted Improvement Plan through the TAIS Process	Campus Principal	Title 1, Priority Focus Funds	September 2019-August 2020	Agendas and Sign In Sheets	Improved STAAR EOC scores, gains in Index 1	CBAs, BMs, STAAR EOC, TELPAS	Title 1- #2, 8

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

Objective 2: Assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards in 2019-2020

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus level monitoring of the progress of migrant students will be done immediately following each CBA and BM	Principal, Dean, APs, CLFs, Migrant Counselor, Teachers	Migrant Funds 212	October, November, January, February for each year in 2018, 2019, 2020 and 2021	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Campus level monitoring of the progress of special education students will be done immediately following each CBA and BM	Principal, Dean, APs, CLFs, Migrant Counselor, Teachers	Special Ed Funds 224	October, November, January, February for each year in 2018, 2019, 2020 and 2021	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Campus level monitoring of the progress of ELL students will be done immediately following each CBA and BM	Principal, Dean, APs, CLFs, District Dual Language Coordinator, Teachers	Title III 263	October, November, January, February for each year in 2018, 2019, 2020 and 2021	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Provide training for cohorted science teachers on creating formative assessments.	Assistant Superintendent for C&I	Title 1 Funds	August 2019- May 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN: Southwest Early College High School

Campus Goal 1: Improve Student Academic Achievement (Domain 1)							
Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2019-2020 STAAR							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus Goals specific for each subgroup will be developed and shared with each campus principal and staff	Migrant Director, Special Ed Director, Dual Language/ESL Director, Administrator for Student Success	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2018, 2019, 2020, 2021	Campus Goal Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Campus Goals specific for each subgroup will be developed at the campus using the district template.	Administrator for Student Success, Migrant Director, Special Ed Director, Dual Language/ESL Director, Principal, Campus Leadership Team	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2018, 2019, 2020, 2021	Campus Goal Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2
Campus administrators will prepare campus level binders with data related to students in each of their subgroup such as BE/ELL, Special Education, Migrant, Economic Disadvantaged, Hispanic, White, etc	Administrator for Student Success, Migrant Director, Special Ed Director, Dual Language/ESL Director, Principal, APs, Dean, CLFs	Migrant Funds 212, Special Ed Funds 224, Title III Funds 263	September 2019- June 2020	Principal' Data Binders	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 -#2, 8

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN: Southwest Early College High School

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

Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2019-2020 STAAR

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
All teachers will be required to follow the modifications/accommodations for the special education students in their classroom.	Campus Principal and APs, Teachers	Special Ed 224	August 2019-June 2020	Lesson Plans and Walk-throughs	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #1, 2
Special pop groups' data will be reviewed following each district-level CBA and Benchmark for progress toward meeting state standards at Phase 2 Final and Level 3.	Campus Principal and APs, Teachers	Local Funds 199, Title 1 Funds 211, State Comp 199, Title III 263, SpEd 224	October, November, January, February for each year in 2018, 2019, 2020 and 2021	Special Populations' Data Templates	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #2, 8
Campus administration will attend professional development training on data analysis.	C&I Administrators, principal, dean, APs	Local Funds 199, Title 1 Funds 211	October 2019-June 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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CAMPUS IMPROVEMENT PLAN: Southwest Early College High School

Campus Goal 1: Improve Student Academic Achievement (Domain 1)							
Objective 3: All subpopulation groups will be monitored to ensure they are on-track to meet state passing standards on the 2019-2020 STAAR							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
30 minute Academic intervention, afterschool and Saturday tutorials will be available for students in each subgroup following each district-level CBA and Benchmark	Campus Principal, Deans, Instructional Coaches	Local 199, Title I 211 , State Comp 199, Migrant 212 , Title III 263, SpEd 224	August 2019-July 2020	Tutorial Sign-in sheets, Schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #9
Parent Academic Conferences will be conducted following each district-level CBA and Benchmark with parents of students in the identified subgroups to share interventions available	Campus Principal, Deans, Instructional Coaches	Local 199, Title I 211 , State Comp 199, Migrant 212 , Title III 263, Sp. Ed 224	October, November, January, February for each year in 2018, 2019, 2020 and 2021	PAC sign-in sheets and schedules	Benchmark scores, student achievement gains, closing achievement gaps, increased student participation in tutorial program	CBAs, BMs, STAAR, TELPAS	Title 1 - #6
Provide McRel training for all Principal, assistant Principal, and deans on differentiated instruction. And data analysis. To be later carried out with all staff members.	Assistant Superintendent for C&I	Title 1 Funds	July 2019 January 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

Campus Goal 1: Improve Student Academic Achievement (Domain 1)							
Objective 4: Professional development specific to the state assessed curriculum and the new accountability system will be provided for all district stakeholders							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Administrators and teachers will be trained on the new accountability system and will understand how the Domains, Distinctions and the Systems Safeguards are calculated. Outside consultants to provide support as needed.	Asst Supt for C&I	Local Funds 199	August 2019 to May 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Administrators and teaching staff will be trained on how to properly track and develop targeted instruction to move students from the Approaches to Meets and Masters levels.	Asst Supt for C&I, C&I Administrators, District Content Coordinators	Local Funds 199	August 2019 and on-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Collaborative Learning Communities [CLCs] will be scheduled daily to address campus areas of focus: literacy development, classroom talk and questioning and intentional planning for special populations.	Campus Principal, Deans and CLFs	Title 1 211, Local Funds 199	August 2019- May 2020	Walk-throughs and Master Schedule	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Administrators and teaching staff will be trained on how to use DMAC Reports to assess progress toward meeting state passing standards and moving students up the Meets and Masters levels for ALL students with a special focus on sub-populations.	Asset Supt for C&I, C&I Administrators, District Content Coordinators	Title 1 211, Local Funds 199	August 2019 and on-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Common Instructional Framework (CIF) training will be required for all administrators and teaching staff with ongoing in-class support by administration and the CLL	Instructional Coaches, Dean, Assistant Principals	Title 1 211, Local Funds 199	August 2019 and On-going	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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CAMPUS IMPROVEMENT PLAN: Southwest Early College High School

Campus Goal 1: Improve Student Academic Achievement (Domain 1)							
Objective 4: Professional development specific to the state assessed curriculum will be provided for all district stakeholders							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Rtl training will be provided for all staff members to address the needs of all students.	Rtl District Coordinator	Title 1 211	August 2019 and Ongoing	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
ELPS training will be provided for all staff members to serve the needs of our ELL students. Intensive ELPS & Sheltered Instruction training will be ongoing throughout the year and ELA teachers will receive training to pass the ESL endorsement exam.	Dual Language/ESL Director	Title III 263	August 2019 and Ongoing	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Inclusion, supplemental aids, modified instruction, and Rtl training will be provided for all staff members to meet the needs of students served in special education.	Special Ed Director	Special Ed 224	August 2019 and Ongoing	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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CAMPUS IMPROVEMENT PLAN: Southwest Early College High School

Campus Goal 1: Improve Student Academic Achievement (Domain 1)							
Objective 5: Other professional development will be provided to support teaching and learning in core contents.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Biology and Science: CAST, RGV/TABE, Sheltered Instruction Observation Protocol, AP & Pre AP summer institute, NSTA, Betty Bates, Holy Cow, All in Learning, College Board, APSI	AP overseeing Science, Department Chair	Title 1 211, Title III	August 2019 and Ongoing	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
ELA: Discovery Writing, Sheltered Instruction Observation Protocol, AP & Pre AP summer institute, Gretchen Bernabie	AP Overseeing ELA, Department Chair	Title 1 211, Focus Funds, Title III	August 2019 and Ongoing	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Math: CAMT Conference, ALEX, Sheltered Instruction Observation Protocol, AP & Pre AP summer institute	AP Overseeing Math, Department Chair	Title 1 211, Focus Funds, Title III	August 2019 and Ongoing	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Social Studies: History Alive, Training on Supporting Essay Writing and Open Ended Responses, Sheltered Instruction Observation Protocol, AP & Pre AP summer institute, Interactive Notebook training	Assistant Superintendent for C&I	Title 1 211, Focus Funds, Title III	August 2019 and Ongoing	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

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CAMPUS IMPROVEMENT PLAN: Southwest Early College High School

Campus Goal 1: Improve Student Academic Achievement (Domain 1)							
Objective 6: Instructional resources and materials will be provided to ELA, Social Studies, Math and Science teachers to facilitate teaching and learning.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title 1 Schoolwide Components
Dictionaries and Thesauruses will be provided for all classrooms to support all students, ELLs and Special Education students.	Principal, ELA AP, Department Chair for ELA	Title 1 211, Focus Funds	August 2019 and Ongoing	Campus Inventory	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Classroom sets of novels, magazines and newspapers will be provided for all teachers to support literacy across all subjects; classroom sets of supplementary instructional materials, workbooks and consumables will also be purchased, Renaissance STAR Reading	Principal, ELA AP, Department Chair for ELA	Title 1 211, Focus Funds, SCE	August 2019 and Ongoing	Campus Inventory	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Calculators, TI Npire navigation system and manipulatives like individual whiteboards will be provided in all math classes to facilitate student learning. Keep Science Laboratory equipment and Instructional materials up to date, rental UTRGV Planetarium	Principal, Math AP, Department Chair for Math	Title 1 211, Focus Funds	August 2019 and Ongoing	Campus Inventory	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Materials for foldable, interactive notebooks, and graphic organizers will be provided for all subjects. Copies of worksheets & instructional aids including Audio/visual aids and Software will be provided for all students (copy machine –Lease	Principal, Dean, APs and Department Chairs	Title 1 211 Funds, Focus Funds	August 2019 and Ongoing	Campus Inventory	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Field trips will be taken to offer students enrichment opportunities to connect what they are learning to real-world situations and applications.	Department Chairs, APs	Title 1 211 Funds, Focus Funds	August 2019 and Ongoing	Student Sign In Sheets, Parent Permission Slips, Itineraries	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title 1 - #4

Campus Goal 2 Improve Student Progress in Reading and Math (Domain 2)							
Domain 2:Academic Progress/Relative Performance							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Identify progress measure for all students in Algebra 1 and English 2, and train teachers on calculating the necessary scale and raw scores for Meets and Masters	Principal, Dean, APs, Department Chairs, Teachers	Title 1 211, Local Funds 199	October 2018, 2019, 2020 and 2021	Student Profile Sheets on File	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
Reading/writing curriculum will be developed and continued to be updated using thematic-based instruction and CIF teaching strategies and monitored for implementation	District ELA Content Coordinators, Instructional Coaches, Assistant Principal for ELA, Dean	Title 1 211, Local Funds 199	August 2019-May 2020	Completed Curriculum documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
ELAR teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation and develop questions to support the curriculum at the DOK 3 & 4 levels.	Assistant Superintendent for C&I	Title 1 211, Local Funds 199	August 2019 and on-going	Agenda and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
Writing and reading Rubrics will be developed and used to help students unpack the proficiency level descriptors in STAAR	District ELA Content Coordinators	Title 1 211, Local Funds 199	August 2019 and on-going	Walk-throughs	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
Depth of Knowledge Questions will be written for each literary piece/all genres during Collaborative Learning Communities (CLCs) and staff development sessions	District ELA Content Coordinators, Campus Principal, Teachers	Title 1 211, Local Funds 199	Summer 2019 and on-going	Completed DOK questions in the Curriculum documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8

Domain 2:Academic Progress/Relative Performance							
Objective 1: Reading/Writing Instruction will be aligned district-wide.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
A minimum of 2 compositions per six weeks will be required at each grade level	Principal, Deans, District ELA Content Coordinators	Title 1 211, Local Funds 199	August 2019-May 2020	Completed composition prompts in Curriculum Documents; walk-throughs, gradebooks	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
STAAR Literature questions will be written for each literary piece/all genres and teachers will be provided support in implementation	District ELA Content Coordinators	Title 1 211, Local Funds 199	Summer 2019-May 2020	Completed STAAR Literature questions in the Curriculum Documents	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
Two aligned CBAs and two district Benchmarks will be administered district-wide	Assistant Superintendent for C&I, District Content Coordinators, Campus Principal	Title 1 211, Local Funds 199	October, November, January, February of 2019-2020	Walk-throughs, DMAC reports	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
Data will be used to inform tutorial lessons and to identify spiraled skills	Campus Principal, Assistant Principals, Dean	Title 1 211, Local Funds 199	August 2019-May 2020	DMAC reports, CLC Agendas and sign-in sheets, action plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
Data will be used to identify students in need of extended learning opportunities	Campus Principal, Assistant Principals, Dean	Title 1 211, Local Funds 199	August 2019-May 2020	DMAC reports, CLC Agendas and sign-in sheets, action plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8

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CAMPUS IMPROVEMENT PLAN: Southwest Early College High School

Domain 2:Academic Progress/Relative Performance							
Objective 2: Math Instruction will be aligned district-wide.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Mathematics curriculum will be developed using CIF strategies and monitored for implementation	Assistant Superintendent for C&I, Instructional Coach, Assistant principal for Math, Dean	Title 1 211, Local Funds 199	June 2019- May 2020	Walk-throughs and curriculum documents for Pearlized Math, Sharon Wells, State Adoption, Agile Mind	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
Mathematics teachers will receive training on TEKS analysis to determine the depth and complexity of each student expectation and develop questions to support the curriculum at the DOK 3 & 4 levels.	Campus Principal, C&I Coordinator for Math, Assistant Principal for Math, CLFS, Dean	Title 1 211, Local Funds 199	August 2019 and on-going	Agendas and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
Teachers will receive training on unpacking the math TEKS, analyzing data, and developing questions to support the curriculum at the DOK 3 & 4 levels.	Campus Principal, C&I Coordinator for Math, Assistant Principal for Math, CLFS, Dean	Title 1 211, Local Funds 199	August 2019 and on-going	Agendas and Sign-in Sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
Two aligned CBAs and two district Benchmarks will be administered district-wide	Assistant Superintendent for C&I, District Administrators	Title 1 211, Local Funds 199	October, November, January, February of 2019-2020	Walk-throughs, DMAC reports	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
Data will be used to inform tutorial lessons and to identify spiraled skills	District Content Coordinators, Principal, Deans, Instructional Coaches	Title 1 211, Local Funds 199	August 2019-May 2020	CLC agendas and sign-in sheets	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN: Southwest Early College High School

Domain 2:Academic Progress/Relative Performance

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Data will be used to identify students in need of extended learning opportunities	Math Content Coordinators, Principal, Dean, Assistant Principal for Math Instructional Coaches, Teachers	Title 1 211, Local Funds 199	August 2019-May 2020	CLC agendas and sign-in sheets, Tutorials, Enrichment period attendance rosters	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
Daily problems of the day will be developed as spiraled/warm-up activities in STAAR format and teachers will be trained and monitored in their implementation	Math Content Coordinators, Principal, Dean, Assistant Principal for Math Instructional Coaches, Teachers	Title 1 211, Local Funds 199	August 2019-May 2020	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
Exit tickets will be developed aligned to the skill of the day and teachers will be trained and monitored in their implementation	Math Content Coordinators, Principal, Dean, Assistant Principal for Math Instructional Coaches, Teachers	Title 1 211, Local Funds 199	August 2019-May 2020	Walk-throughs, lesson plans	Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8
Provide professional development on differentiating instruction for all Math teachers.	Math Content Coordinators, Principal, Dean, Assistant Principal for Math Instructional Coaches, Teachers	Title 1 Funds, Title III funds	July 2019 January 2020	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains	CBAs, BMs, STAAR, TELPAS	Title I - #1, 2, 4, 8

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

Domain 3:Closing the Achievement Gap							
Objective 1: Decrease the student achievement gap among all subgroups (Domain 3).							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>1. Include supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instructional program such as but not limited to:</p> <ul style="list-style-type: none"> •Dictionaries •Nonlinguistic Representation Activities •Frayer model •Interactive Word Walls •Thinking Maps •Graphic Organizers •System 44 •Imagine Learning •STAR City •Criterion •Corrective Reading •ALEX •All in Learning 	Assistant Superintendent for C&I, District Content Coordinators, Bilingual Director, Special Ed Director	Title 1 211, Local Funds 199 Title III 263, Special Ed 224	Summer 2019	Strategies embedded in the district curriculum guides.	Narrowing of the student achievement gap among all student populations.	CBA, BMs, STAAR, TELPAS	Title 1: #2,3,4,9

Domain 3: Closing the Achievement Gap							
Objective 1: Decrease the student achievement gap among all subgroups (Domain 3).							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
2. Monitor the progress of all students including special population students, i.e. special ed, ELL, migrant, eco.dis, 504, dyslexia, etc. through district formative assessments.	Principal, Deans, Bilingual Director, Instructional Coaches, District Level Administrators	Title 1 211, Local Funds 199 Special Ed 224	August 2019- May 2020	DMAC Disaggregated data reports utilized in district templates for meeting the system safeguards and shared during District Review Sessions.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1: #2,3,4,9
3. Monitor campus implementation of accommodations, co-teaching, inclusion support and interventions to accelerate student progress.	Principal, Deans, Special Ed Director, Instructional Coaches, District Level Administrators	Title 1 211, Local Funds 199 Special Ed 224	August 2019 May 2020	Walk-throughs, ARDs, Accommodations, Lesson Plans	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1: #2,3,4,9
4. Monitor implementation of ELPS strategies to accelerate the progress of ELLs.	Principal, Deans, Bilingual Director, Instructional Coaches, District Level Administrators	Title 1 211, Local Funds 199 Title III 224	August 2019 May 2020	Walk-throughs. LPAC notes, Lesson Plans	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1: #2,3,4,9
5. Serve the academic and social needs of sub-groups through tutorials, counseling services, extracurricular and school organizations and Homebound services as needed	Principal, Deans, Bilingual Director, Instructional Coaches, District Level Administrators, counselors	Title 1 211, Local Funds 199 Title III 224 Special Ed 224	August 2019 to May 2020	Tutorial Logs, Counseling logs Participation rates and rosters.	Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1: #2,3,4,9

Domain 3: Closing the Achievement Gap

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
6. Review 504 students' performance and progress and provide accommodations and interventions.	Assistant Superintendent for C&I, District Content Coordinators, 504 District Coordinator	Title 1 211, Local Funds 199	August 2019 May 2020	504 folders, walk-throughs, lesson plans	Increase in student achievement of students with 504 accommodations	CBAs, BMs, STAAR, TELPAS	Title 1: #2,3,4,9
7. Provide dyslexia services (i.e. multisensory and explicit instruction) to students identified with dyslexia characteristics by 504 Committee.	Principal, Deans, District Dyslexia Coordinator, Instructional Coaches, District Level Administrators	Title 1 211, Local Funds 199	August 2019 May 2020	Dyslexia Folders, Walk-throughs, lesson plans Progress Monitoring Reports	Increase in student achievement of students with dyslexia accommodations	CBAs, BMs, STAAR, TELPAS	Title 1: #2,3,4,9
8. Provide extended learning and credit recovery opportunities for students not mastering the curriculum through summer school, credit recovery, Saturday academies, tutorials, and enrichment period.	Principal	SCE	August 2019 August 2020	Summer school rosters, Credit recovery rosters, tutorial schedules, log in sheets	Students gaining credits, lower failure rates, higher graduation rates	CBAs, BMs, STAAR, TELPAS, Graduation rates	Title 1: #2,3,4,9
9. Using data room, Principal will monitor assessment results, and lead data analysis discussions with stake holders and plan appropriate targeted instructional interventions.	Campus Principal, Dean, Assistant Principals, CLFS/Department Heads, CLL	Title 1 211, Local Funds 199	August 2019 May 2020	Agendas and Sign-in Sheets	An increase in student achievement among all student groups, Narrowing of the student achievement gap among all student populations.	CBAs, BMs, STAAR, TELPAS	Title 1: #2,3,4,9

Campus Goal 4: Prepare all students for postsecondary education through a rigorous curriculum and instructional program.							
Objective 1: Increase the number of students that score at the Meets level on STAAR and Masters level							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Revise all curriculum documents for HB5 STAAR courses and monitor for correct classroom implementation	Assistant Superintendent for C&I, Campus Principal, Dean, Assistant Principals	Local Funds, Title 1 Funds	Summer 2019 (on-going)	Completed Curriculum Documents	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1- #2, 4
Provide training for all staff members (Principal, teachers, instructional coaches) on TEKS analysis to determine depth and complexity of each student expectation and the development of questions at all DOK levels for all populations.	Assistant Supt for C&I, Campus Principal, Dean, Assistant Principals	Local Funds, Title 1 Funds	June 2019(on-going)	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Provide training on in-depth study of STAAR released test items to define rigor of the lesson and develop scaffolding/targeted materials to meet the needs of all populations.	Assistant Supt for C&I, Campus Principal, Dean, Assistant Principals	Local Funds, Title 1 Funds	June 2019 – May 2020	Agenda and Sign-in Sheets	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Two aligned CBAs and two district Benchmarks will be administered district-wide each year.	District Content Coordinators	Local Funds, Title 1 Funds	June 2019-April 2020	Completed Formative and Summative Assessments in the Curriculum Binders	Benchmark scores, an increase in the number of students scoring at the Level II FR Phase on STAAR, tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 -#8

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

Campus Goal 4: Prepare all students for postsecondary education through a rigorous curriculum and instructional program.

Objective 1: Increase the number of students that score at the Meets level on STAAR and the Masters level.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Administrators and teachers will be trained on the Texas STAAR Assessment Program and will understand how the Domains, Distinctions and the Systems Safeguards are calculated.	Asst. Supt for C&I Campus Principal, Dean, Assistant Principals	Local Funds 199	August 2019 (on-going)	Agendas and Sign-in Sheets	Benchmark scores, student achievement gains, closing achievement gaps, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #4
Teachers will identify students in each phase of accountability following each CBA and BM using DMAC reports in order to form targeted tutorial groups for the Meets and Masters levels on the STAAR assessment.	Principal, Dean, Assistant Principals, CLL, CLFs, Department Heads, Teachers	Local Funds, Title 1 Funds	October, November, January, February of 2019-2020	Agendas and Sign-in Sheets, Data Analysis Documents, CPR, DRS	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
Campus Performance Review sessions (CPRs) will be held at each campus following each district level CBA or Benchmark for in-depth analysis of the data.	Principal, Dean, Assistant Principals, CLL, CLFs, Department Heads, Teachers	Local Funds, Title 1 Funds	October, November, January, February of 2019-2020	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8
District Review Sessions (DRSs) will be held at the district level to review CBA and Benchmark data with the principal and to plan next steps.	Assistant Supt for C&I, Administrators	Local Funds, Title 1 Funds	October, November, January, February of 20119-2020	Agendas and Sign-in Sheets, Data Analysis Documents	Benchmark scores, student achievement gains, student tracking forms	CBAs, BMs, STAAR, TELPAS	Title 1 -#2,4,8

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN: Southwest Early College High School

Campus Goal 4: Prepare all students for postsecondary education through a rigorous curriculum and instructional program.

Objective 1: Increase the number of students that score at the Meets level on STAAR and the Masters level.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Tutorials will be provided for the various student groups in each phase of accountability to ensure students improve their scores to Meets and Masters on the STAAR assessment.	Principal, Dean, Assistant Principals, CLL, CLFs, Department Heads, Teachers	Local Funds, Title 1 Funds/ SCE	August 2019-May 2020	Tutorial logs (Student Sign-in Sheets & Schedules)	Benchmark scores, an increase in the number of students that score at the Meets and Masters level on STAAR.	CBAs, BMs, STAAR, TELPAS	Title 1 - #2,4,8

Campus Goal 4: Prepare all students for postsecondary education through a rigorous curriculum and instructional program.							
Objective 2: Increase the number of students that complete their core courses and receive their Associates degree or certificate of completion before high school graduation							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide comprehensive advisement to students	College Readiness, College Advisors, Transitional Specialists, CTE Dept, Counselors, Early College Director	High School Allotment	August 2019– May 2020	Degree Plans, advisement, sequence of course, STC Degree Works	Number of students who receive AS degrees, number of students who complete core, certificates of completion	Number of students who have followed a career pathway.	Title 1 High School Allotment
Provide academic support services to increase retention and completion	College Readiness Principal Partner IHE College Transition Specialists	Local 199, High School Allotment	August 2019- May 2020	Student sign-in sheets, Center for Learning Excellent log in	An increase in the number of student retained in college courses	Number of students who successfully complete their college courses.	Title 1 High School Allotment
Create a student-led committee to cultivate an early college culture and to support student awareness of early college.	Principal, Early College Director	Local 199, High School Allotment	August 2019- Ongoing	Agendas, Student Sign In Sheets	An increase in students taking college courses, completing associates degrees and enrolling in college after graduation.	Number of students successfully completing college courses each semester.	Title 1 High School Allotment
Conduct classroom and school-wide presentations for college and career advisement.	Early College Director, Counselors, Financial Aid Officer, CTE Supervisor	High School Allotment	August 2019- Ongoing	Agendas, Sign In Sheets	An increase of students enrolling in dual enrollment classes and following a college and career pathway.	Number of students earning endorsements, certificates and associates degrees.	Title 1 High School Allotment

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CAMPUS IMPROVEMENT PLAN: Southwest Early College High School

Campus Goal 4: Prepare all students for postsecondary education through a rigorous curriculum and instructional program.							
Objective 3: Increase the number of student who successfully pass the Texas Success Initiative (TSI) College Readiness assessment.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide TSI tutorial sessions that prepare students to pass the assessment	College Readiness High School Principal Assigned TSI Teacher	High School Allotment	August 2019 – May 2020	Tutorial Sign-in sheets, TSI assessment sign-in sheet	An increase in the number of students who pass the assessment	The number of students who successfully complete the course and pass the TSI assessment.	Title 1: #9
Provide TSI Summer Bridge Program for preparation of students who have not mastered TSI assessment	College Readiness, High School Principal, Assigned TSI Teacher	High School Allotment	June 2019- August 2020	Tutorial sign-in sheets, TSI assessment sign-in sheet	An increase in the number of students who pass the assessment	The number of students who successfully complete the course and pass the TSI assessment.	Title 1: #9
Provide non-credit bearing course for preparation of students to pass	College Readiness, HS Principal, IHE	Local funds	January 2019- May 2020	Class rosters	An increase in the number of students who pass the assessment	The number of students who successfully complete the course	Title 1: #9
Embed TSI lessons into math, reading and writing courses to prepare students for the TSI Exam	Early College Director, Department Chairs	Title I 211	August 2019- May 2020	Lesson Plans, Walkthrough Observations	An increase in the number of students who pass the assessment	Weekly quizzes and 6 weeks exams results	Title 1: #9

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Campus Goal 4: Prepare all students for postsecondary education through a rigorous curriculum and instructional program.							
Objective 4: Increase the number of students who transition into a two-year community college or four-year university							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Assist students with all college transition processes	College Transition Specialists Financial Aid Officers IHEs College Advisors	High School Allotment Funds, Local Funds, Title I funds	August 2019– August 2020	FAFSA applications, College Applications	The increase in number of students who complete all college-related documents	The number of students who enroll in college.	Title 1: #1, 2, 8, 9
Provide registration support through the College Transition Specialists	College Transition Specialists PSJA College Advisors Financial Aid Officers	High School Allotment Funds, Local Funds, Title I funds	August 2019 – August 2020	Advisement Forms, Registration schedule, payment receipt , College Orientation sign in sheet	The number of students who successfully register to attend college	The number of students who register in a college.	Title 1: #1, 2, 8, 9

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

Campus Goal 5: Family and Community Involvement							
Objective 1: Provide opportunities for parents to assist students in preparing for assessments							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Parent meetings geared toward knowledge of standardized testing and the interventions that the campus offers	Principal, Dean, Parental Educator, Parent Volunteers	Local Funds, Title I Funds	August 2019 - May 2020	Sign-in Sheets, Agendas	Parent Surveys	CBA's, Benchmarks, STAAR EOC, TELPAS	Title I- #4, #6
Parent meetings geared towards graduation requirements	Principal, Dean, Parental Educator, Parent Volunteers	Local Funds, Title I Funds	August 2019 - May 2020	Sign-in Sheets, Agendas	Parent Surveys	Number of students on track to graduate on time	Title I- #4, #6
Parent Orientations	Principal, Dean, Parental Educator, Parent Volunteers	Title I Funds	August 2019- May 2020	Sign-in Sheets, Telephone Logs	Parent Surveys		Title I- #4, #6

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

Campus Goal 5: Family and Community Involvement							
Objective 2: Offer tutoring programs that support students taking assessments							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Offer after-school and Saturday tutoring along with transportation and meals to all students and inform parents of these services at parent meetings.	Principal, Dean, Parental Educator, Parent Volunteers	Title I Funds	August 2019-May 2020	Sign-in Sheets, Telephone Logs	Benchmark Scores CBA	STAAR, LAS-Links, TELPAS, TPRI/Tejas Lee, EOC	Title I- #2, #9
Assist the campus to increase their tutorial academies via telephone contacts, etc.	Parent Educator, Parent Volunteers	Title I Funds	August 2019-May 2020	Sign-in Sheets, Attendance Logs, Telephone Logs	Parent Surveys	STAAR	Title I- #2, #9

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

Campus Goal 5: Family and Community Involvement							
Objective 3: Provide opportunities for students to participate in community service projects							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Modify adult volunteer services program to include students @ all levels	Parental Director, Logistic Specialist	Local Funds, Title I Funds	May 2020	Volunteer sign-in card	Tally of Volunteer hours	STAAR Results Participation Performance	Title I- #9
Partner with National Honors Society, other high school programs and city leadership to engage students in community service projects	Parental Director, Logistic Specialist, Parent Educators	Local Funds, Title I Funds	May 2020	Registration forms, MOU'S, Projects Participation Forms	Tally of volunteer hours On a monthly basis	STAAR Results Participation Performance	Title I- #9

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

Campus Goal 5: Family and Community Involvement							
Objective 4: Increase Parental involvement in secondary campuses							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Host at least 2 major events per year at secondary campuses	Parental Director, Logistic Specialist, Parent Educators	Local Funds, Title I Funds	August 2019-May 2020	Sign-in Sheets	Parent Surveys	STAAR Results Participation Performance	Title I- #6, #10
Host one (1) graduation requirements seminar at secondary campus for all secondary parents	Parental Director, Logistic Specialist, Parent Educators, Financial Aid Officers	Local Funds, Title I Funds	May 2019-May 2020	Sign-in Sheets, Registration forms	Parent Surveys	STAAR Results Participation Performance	Title I- #6, #10
Host parent “Brag Day” to showcase parent skills and businesses at the campus and to increase parental involvement.	School Administration, Parent Educator, Parent Volunteers	Local Funds	December 2019-2020	Sign-In Sheets, Registration Forms	Parent Surveys	STAAR Results Participation Performance	
Collaborate with parents to increase attendance, reduce drop-out rate and recover leavers/drop-outs.	School Administration, Parent Educator, Community Liaison	Local Funds, Title I Funds, Priority Focus Schools Funds, SCE	August 2019-July 2020	Call Logs, Meeting Agendas and Sign-In Sheets, Home Visit Logs	Increased Attendance, Reduced drop-outs	STAAR Results Participation Performance	Title 1- #6

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CAMPUS IMPROVEMENT PLAN: Southwest Early College High School

Campus Goal 5: Family and Community Involvement							
Objective 5: Increase average of parents with high school diplomas							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Increase enrollment of adult Literacy Participation by 15%	Parental Director, Logistic Specialist, Parent Educators	Local Funds, Title I Funds	May 2020	Classroom attendance sheets	End of year course completion certificates		Title I- #6, #10

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide financial and physical resource support for instructional staff to effectively integrate technology into the curriculum. Teachers will be put through a Technology Integration Academy. These academies will be planned for each of the core content areas as well as key electives	Technology Director MIS Coordinator Instructional Technology Coordinator Chief Financial Officer Superintendent of Schools Instructional Technologist of for the Campus	Instructional Technology Staff and various state, federal, and local budgets	Ongoing... This will be a yearly expense with additions each year as funds become available.	Increased number of teachers using technology Increase in the number of participant in technology trainings Results of Technology Integration Surveys Increase in the number of students using technology	Increased student scores.	Budget reviews and monthly campus visits with Principal	Title I - # 9, 10
Provide resources and support for Campus Instructional Technologists to work directly with campuses to integrate technology into curriculum. Order headsets to support online testing.	Instructional Technologist for the Campus Technology Director Chief Financial Officer Principal Campus Instructional Technologists Superintendent of Schools	Software, Streambooks, New teacher Laptops/Desktops and professional development	Ongoing. This is a yearly expense that will be increased every year as funds are available.	Increased technology training session being held at the campus level. Increase in the number of participants in campus based technology sessions (sign in sheets).	Increased student scores. More technology projects in core classes.	Instructional Technology Department reviews.	Title I - # 9, 10
PSJA ISD provides adult literacy and technology application skills training to its' parents via the Parental Involvement Department. The Parental Involvement Department gets technology literate teachers from the Bilingual/ESL Department to conduct these trainings. These training take place on a monthly basis throughout the year. The department is in essence its own adult literacy provider.	Parental Involvement Coordinator Bilingual/ESL Director Instructional Technologist for the Campus Instructional Technology Coordinator Bilingual/ESL and Technology Applications Teachers	Software, hardware, and professional development	ongoing. This is a strategy that is carried out year-round and in the summers.	Sign-in sheets An increase in the number of technology literate and English Proficient parents	Increase in the number of Technology Literate parents, and community members.		Title I - # 6

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

Campus Goal 6: Technology/Increase Learning Time							
Objective 1: Provide on-going support for the implementation/integration of technology into the curriculum.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
The Technology Department will provide technology resources (online Accelerated Reading Software) to facilitate reading development for all students.	Instructional Technologist for the Campus Instructional Technology Coordinator Library Coordinator Technology Integration Specialist	Accelerated Reader Software, Renaissance STAR Reader, adequate bandwidth, and adequate hardware, upgraded technology	2019-2020	AR reports from schools	Improved scores in reading	Increase in the participation and scores on the AR program	Title I- # 3, 9, 10
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 Technologistfor the Campus Instructional Technology Coordinator Library Coordinator Technology Integration Specialist	Destiny Software, adequate bandwidth, and adequate hardware/Upgr aded Technology	2019-2020	usage reports from the Destiny system.	Increase in the number of students using the Destiny system.	Review of Destiny Reports	Title I- # 3, 9, 10

Campus Goal 6: Technology/Increase Learning Time							
Objective 2: Identify and apply strategies for supporting the use and integration of technology in learning.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Update and create courses for Technology Applications at the campus.	Instructional Technology Coordinator Assistant Superintendent for Curriculum and Instruction Core area curriculum Instructional Technologist for the Campus	Core content curriculum resources. Learning.com resources. State guidelines for required technology courses.	This is an ongoing process. However, a committee will be formed to specifically address the secondary Technology applications courses at the High School level. This will be done Sept 2019	Time lines for core curriculum areas Scope and sequence for core curriculum areas Teacher lesson plans with integrated technology skills Reports from the online Technology Applications Curriculum System.	Gains in the Texas Campus Star Charts in the areas of Teaching and Learning.	Ongoing review of the district course offerings and alignment with state course requirements.	Title I - # 1, 10
Develop units of practice aligned with the core content curriculum.	Instructional Technology Coordinator Assistant Superintendent for Curriculum and Instruction Core content area coordinators Technology Integration Specialist District Technology Trainer	Core content curriculum resources. Learning.com	ongoing This will be done by June 2020.	Results of technology benchmarks Teacher lesson plans Reports from the online Technology Application TEKS Curriculum.	Increased scores on technology benchmarks and state tests.	Instructional Technology department campus visits and observations.	Title I - # 3, 10

Campus Goal 6: Technology/Increase Learning Time							
Objective 2: Identify and apply strategies for supporting the use and integration of technology in learning.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Expand distance learning efforts to enhance classroom instruction. One-to-one technology in the classroom The district will join the Region One Distance Learning (Video Conferencing) Consortium.	Instructional Technology Coordinator, Technology Integration Specialist , Core content area coordinators	Video conferencing equipment, online curriculum resources	Aug 2019	Usage reports of the district video conferencing equipment. Teacher lesson plans. Student evaluation of video conferencing events.	Increased student enrollment and completion of online classes.		Title I- # 3, 9, 10
Continue to support computer assisted instruction in computer labs and distributed settings. Continue to keep technology Upgraded and up-to-date yearly	Intructional Technologist for the Campus Instructional Technology Coordinator ILS Support Specialist Campus Lab Managers Campus Instructional Technologist		Ongoing. This is a regular service that is provided to all campuses.	Campus visits to computer labs by Instructional Technology Staff. SME usage reports. Learning.Com TA TEKS Program reports Three year computer hardware replacement for all campus computer labs which are using computer assisted instruction. Increase in student achievement (higher STAAR scores).	Increase in student achievement (higher STAAR scores). Higher TA 8 th Grade Scores		Title I- # 3, 9, 10

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CAMPUS IMPROVEMENT PLAN: Southwest Early College High School

Campus Goal 6: Technology/Increase Learning Time							
Objective 2: Identify and apply strategies for supporting the use and integration of technology in learning.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Reestablish summer computer training opportunities for students. 19 computer technology camps (Technology Applications, Web Design, and Video Editing) will be hosted during the summer of 2019- and throughout the year in 2018-2019. The district will also offer computer education classes to parents via the district's Parental Involvement Program. Summer of 2018 2018-2019 School Year	Instructional Technologist for the Campus Technology Integration Specialist District Technology Trainer ILS Support Specialist Campus Instructional Technologists Parental Involvement staff which will be trained by the Technology Center Staff.	Hardware, software. And Technology Applications Instructors.	Summer of 2019 2019-2020 School Year	Increased number of summer technology camps. Increased enrollment in summer technology camps. Display of student summer technology projects on district web site.	Increased involvement in school technology programs by students. Student evaluations of summer technology camps.		Title I- # 3, 9, 10
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.	Technology Director MIS Coordinator Instructional Technology Coordinator Campus Instructional Technologists Computer Lab Managers Campus Librarians/Media Specialists Campus Administration Classroom Teachers Students Technology Vendors Business/Community Partners	Hardware, software, and other technology resources Upgraded technology, up-to-date laptops and mobile devices	By Spring of 2020. Campuses will have at least one technology fair a year. By 2020 the district will designate a PSJA Technology Day.	Computer fair schedules. Pictures and write-ups on the computer fairs. Student and teacher evaluations of the events.	Increased use of technology by students and teachers.		Title I- # 3, 9, 10

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN: Southwest Early College High School

Campus Goal 6: Technology/Increased Learning Time

Objective 3: Maintain and update Intranet and Internet capabilities to all campuses to enhance student learning.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Maintain and update campus Intranet/Internet to include campus and classroom websites. The district will subscribe to an online web hosting service which will facilitate updating of intranet/internet sites by teachers and staff. Departments will use the district's Share Point site to collaborate with other departments and with students.</p>	<p>instructional Technologist for the Campus Technology Coordinator Technology Integration Specialist District Technology Trainer Campus Instructional Technologists Classroom Teachers Campus Administration District Technology Advocacy Committee</p>	<p>District website, share point/intranet site. Interactive boards, streaming technology in every classroom</p>	<p>June 2019</p>	<p>online campus and classroom web sites</p>	<p>Increased teacher collaboration on curriculum, business and administrative projects.</p>		<p>Title I- # 3, 9, 10</p>
<p>Develop and maintain a campus website as a resource for instruction and a tool for school to community communication. The campus will provide informational updates on the programs and implementation of technology and other projects ongoing in the district as well as up coming projects.</p>	<p>instructional Technologist for the Campus Instructional Technology Coordinator District Technology Trainer Technology Integration Specialist Campus Instructional Technologists Campus Librarians Classroom Teachers Content areas coordinators PSJA Department Directors and</p>	<p>District website, Living Tree, and district Intranet, Hoonuit.com instructional Technologist for the Campus training teachers throughout the year(Mandator y)</p>	<p>The district already has a web site which is continually being updated and expanded to include more instructional resources and community information. This will be updated on the district's web hosting service. This is an ongoing and continual process.</p>	<p>Teacher lesson plans Student feedback Community feedback Web site usage reports.</p>	<p>Increased teacher collaboration on curriculum projects.</p>		<p>Title I- # 3, 9, 10</p>

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

Campus Goal 6: Technology/Increase Learning Time							
Objective 1: Maintain and update Intranet and Internet capabilities to all campuses to enhance student learning.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide internet instruction to all teachers and students. The district will use Atomic Learning for. Comments: Teachers have to be updated on new internet resources and online initiatives every year because these resources are constantly changing.	instructional Technologist for the Campus District Technology Trainer Technology Integration Specialist Campus Instructional Technologists Campus Librarians Computer Lab Managers Campus Administrators Library Coordinator	Learning.com, Atomic Learning, and other online resources.	ongoing. Aug 2019-June 2020 Will ensure that all teachers and students will receive internet instruction (net etiquette and cyber bullying) every year. This will ensure CIPA compliance.	online campus and classroom web sites	Internet permission forms for students. Acceptable Use Policy Training sign-in sheets. Increased usage of internet resources by teachers and students (reports from network log-in process).		Title I- # 3, 9, 10

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CAMPUS IMPROVEMENT PLAN: Southwest Early College High School

Campus Goal 6: Technology/Increase Learning Time							
Objective 4: Maintain and replace the instructional lab computers every three years in order to maintain the highest level of instruction.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
The Instructional Technology Department will use local funds to replace all computers in campus instructional labs every three years. The district has embarked on a new lease purchase plan which allows the district to procure all of the equipment the same year. The equipment will be replaced every three year.	Technology Director instructional Technologist for the Campus	Local Technology Budget, and hardware Up- to-date laptops and technology	Ongoing... all of the campuses received replacement computers for their instructional labs in 2019- 2020. They will receive new computers in 2019-2020.	computers at each campus instructional lab will be no more than 3 years old at any given time.	This means that no lab computer will be out of warranty as long as it is in the lab setting.		Title I- # 3, 9, 10
In an effort to address the decrease in campus instructional computers due to the end-of-life obsolescence plan, the district will provide computers to equalize the number of computer lost through obsolescence.	Technology Director Instructional Technology Coordinator, MIS Coordinator instructional Technologist for the Campus	Local Technology Budget, and hardware Up- to-date laptops and technology	The district already has a web site which is continually being updated and expanded to include more instructional resources and community information. This will be updated on the district's web hosting service. This is an ongoing and continual process.	computer inventory counts, Student interaction	Increased teacher collaboration on curriculum projects.		Title I- # 3, 9, 10

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

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Training for Administrators on student referral protocols, de-escalation and restorative practices	Student Services Department	Local Funds	August 2019- June 2020	Agendas, Sign-In Sheets, PEIMS Discipline Data	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis	Title 1--#10
Training for Faculty and Staff on student sexual abuse and neglect, bullying and suicide	Student Services Department	Local Funds	August 2019- June 2020	Sign-In Sheets, Certificates, PEIMS Data Discipline	Decrease in discipline referrals, ISS, OSS and DAEP	Side by side data analysis	Title 1--#10
Back on Track Committee for DAEP students returning to home campus	Buell , Home Campus, Student Services Department	Local Funds, Title I	August 2019- June 2020	Sign-In Sheets, Meeting Minutes, Student Contract, PEIMS Data Discipline	Decrease in placements at DAEP (Buell)	Side by side data analysis	Title 1--#10
Discipline Diversion Plan for first time offenders	Student Services Department, Buell Staff	Local Funds, Title I	August 2019- June 2020	Contact Logs, Diversion Plan, PEIMS Data Discipline	Decrease in placements at DAEP (Buell)	Side by side data analysis	Title 1--#10

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN: Southwest Early College High School

Campus Goal 7: Create a Safe School Culture and Climate.							
Objective 2: Provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
The district will assist the campus with individual student needs (medical, dental, vision and hearing services) Action Steps: -coordinate with social services agencies -provide referral for services	-Director of Health Services -Nursing Staff	-SCE and T1, School based clinic NCVD, DHR, STHS, Catholic charities, Dentist who care, Kiwanis, VSP	August 2019- June 2020	Assistance provided to students as needed	Health Needs Met	Side by side data analysis	Title 1--#10
Improve the management, attendance, education and care of children with asthma. Action Steps: -Increase use of national clinical guideless for asthma by health care providers. -Improve communication between schools, clinics and parents. -Ensure that all staff is trained about asthma symptoms, triggers and resources	-Director of Health Services -Nursing Staff	-National Asthma Education and Prevention Program -Asthma and Allergy Foundation of America -Local health care providers	August 2019- June 2020	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	Less asthma related emergencies	Side by side data analysis	Title 1--#10
Improve adolescent general well-being by increasing knowledge and access to medical and mental health care.	-Director of Health Services -Nursing Staff	-School based clinics -Local health care providers -Local hospitals	August 2019 June 2020	Live monitoring of uninsured students with dashboards by individual campus and student	Decrease percentage of student without a medical home	Side by side data analysis	Title 1--#10

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

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Action Steps: -Use a common or national outcome measures and/or tool to assess well-being. -Develop and disseminate a best-practices document for community providers. -Refer children to the appropriate medical services (school based clinics)	Director of Health Services, Nursing Staff		August 2019- June 2020	Documentation on File			
Provide support services including determent of bullying/emotional abuse, suicide risk. Action Steps: -Continued use of the bullying/suicide box	-Director of Health Services -Nursing Staff	-Behavioral Centers -PSJA LPC	August 2019 June 2020	Drills run yearly throughout district	Feedback from team after drill is completed, Successful use of actual plan implemented for emergencies	Side by side data analysis	Title 1--#10
Increase the safety of all students and staff Action Steps: -The Emergency Response Plan/Team will be revised and modified annually -Training for staff on managing students while emergency is taking place	-Director of Health Services -Nursing Staff	-Emergency medical services from Pharr, San Juan and Alamo	August 2019- June 2020	Nurses conduct impairment assessment as needed.	Resource referral issued to every student at risk for drug use or violent behavior.	Side by side data analysis	Title 1--#10

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

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Provide a school environment free of drugs and violence. Action Steps: -Develop partnerships with parents to establish the responsibilities of each. -Resource referrals to programs to deal with pupils at risk -Pupils shall develop a positive view of self and learn to use effective interpersonal skills.	-Director of Health Services -Nursing Staff	-Texas Tropical Behavioral Centers -Police Departments	August 2019- June 2020	Nurses conduct impairment assessment as needed.	Resource referral issued to every student at risk for drug use or violent behavior.	Side by side data analysis	Title 1--#10
Promote the development of each student as a whole person. -Strengthen personal growth, self-esteem, responsible behavior, youth development and citizenship. -Encourage the participation rate in extracurricular activities.	-Director of Health Services -Nursing Staff	-Athletic Department -LPC	August 2019- June 2020	Ongoing one to one assistance of emotional needs. Nurses develop a trusting relationship and rapport with student.	Clinic Vists	Side by side data analysis	Title 1--#10

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

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<p>Reduce childhood and adolescent obesity by promoting physical activity, healthy eating and educating their families and healthcare providers.</p> <p>Action Steps:</p> <ul style="list-style-type: none"> - Emphasize exercise and nutrition for the development of healthy lifestyle choices in students. -SHAC along with coaches will constantly try to improve amount of physical activity in school setting. -Develop policies that support healthy eating and physical activities. -Become a Healthy USA School and complete the challenge. -Provide public awareness, provide educational materials and appropriate referrals. 	<ul style="list-style-type: none"> -Director of Health Services -Nursing Staff 	<ul style="list-style-type: none"> -Child nutrition department -Coaching staff -Dietician DHR school based clinic 	<p>August 2019- June 2020</p>	<p>Let's get fit initiative</p> <p>Referrals for abnormal BMI</p> <p>Continue assessing and referring for Acanthosis Nigracans</p> <p>Host parent sessions throughout school years</p>	<p>Verbal knowledge of community</p> <p>Evidence of returned referral of visits to nutritionist, dieticians, and health care providers</p>	<p>Side by side data analysis</p>	<p>Title 1 – #10</p>

PHARR-SAN JUAN-ALAMO INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN: Southwest Early College High School

Campus Goal 7: Create a Safe School Culture and Climate.							
Objective 3: Provide training for all staff on creating a safe school culture and climate.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Conducting daily security/safety audits of all district campuses	Security and Safety Department	Local Funds	August 2019- June 2020	Security Audits sent to all Principal	Decrease in security incidents	Side by side data analysis	Title 1--#10
Training all security staff on proper confrontational management techniques	Security Director	Local Funds	August 2019- June 2020	Less incidents of improper force used by security guards	Decrease in security and safety incidents	Side by side data analysis	Title 1--#10
Training all school staff on lockdown procedures	Security Director	Local Funds	August 2019 June 2020	Minimum two lock downs per campus per school year	Schools are prepared for emergency situations	Side by side data analysis	Title 1--#10
Training all security staff to always be professional and courteous to all students and staff	Security and Safety Department	Local Funds	August 2019- June 2020	Security officers dress and act professionally	Better and improved interactions between security guards and students	Side by side data analysis	Title 1--#10

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

Campus Goal 7: Create a Safe School Culture and Climate.							
Objective 4: Monitor school attendance initiatives to ensure student academic success.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Promote consistent admission/enrollment procedures to ensure student engagement and quality data.	Pupil Accounting Director, Campus Personnel, District Program, Directors (Bilingual, Migrant, Special Education, CTE)	Local Funds	August 2019- June 2020	-Pre-registration campaign -District Expo -Student Choice Transfers -Student Recovery Initiatives -Pre-Countdown to Zero -PEIMS/Leaver Training -Countdown to Zero -Customer Service Training	-District Dashboard Data -eSchool Cognos Reports -Preliminary Enrollment Counts -Sign-In Sheets Public Relations/PEIMS	Ongoing Data Validation Leaver Reviews Semi-annual and Yearly Comparison Reports	Title 1--#10
Dissemination of Attendance/Non-attendance guidelines and compliance.	Pupil Accounting Director, Campus Personnel	Local Funds	August 2019- June 2020	Correspondence, Emails, TEA letter, PEIMS update annual training Development and Implementation of Truancy and Dropout System Application	Increase of student attendance through daily, six weeks and year report Decrease in discipline and truancy.	Data Analysis Review Updated through corrective measures.	Title 1--#10
Ensure implementation of Dropout Prevention Strategies	Pupil Accounting Director, Campus Personnel	Local Funds	August 2019- June 2020	Correspondence, Emails, District Plan, Annual Report Card	Maintain dropout accountability measures in compliance with NCES Federal Accountability	Annual Report Card Ongoing Review and Monitoring of Student leavers and withdrawal compliance	Title 1--#10

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

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

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Review and revise district monitoring systems to implement effective accountability measures of attendance and address program evaluation <ul style="list-style-type: none"> • School messenger 	Pupil Accounting Director	Local Funds	August 2019-June 2020	Correspondence, Emails, TEA letter, PEIMS update annual training	eSchool Cognos Reports PEIMS end of year report Onpointe data base	Texas Academic Report Card PBM District improvement DVM Accountability	Title 1--#10
Provide consistent student support and guidance through district personnel to ensure student academic success.	Pupil Accounting Director	Local Funds	August 2019-June 2020	School Community Liaison Program Personnel eSchool Data	Increase in student achieve through EOC Improvement in student behavior Procedures manual/handbook Journal writing	Community Resources Collaborative partnerships	Title 1--#10

Campus Goal 8: Staff Quality, Recruitment, and Retention							
Objective 1: Develop and retain 100% highly qualified staff.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
<ul style="list-style-type: none"> Competitive Salaries for Teachers, and all District staff Competitive Stipends for Masters and/or certifications that support district initiatives 	HR, Business office	Funds for salaries and stipends	Feb.-Aug.	Greater Retention Rate of district staff Higher staff moral	<ul style="list-style-type: none"> Improvement in student academic scores Improvement in instruction delivery 	Staff Retention reports	Title 1 #3 & 5
Unique district incentives <ul style="list-style-type: none"> Paying of Local Days District contribution for employee medical plan 	Business Office	Funds to pays days at retirement and contribute to medical plans	On going	Staff retention	<ul style="list-style-type: none"> Staff retiring from district 	More experience work force	Title 1 #3 & 5
Implement a plan for teacher selection and retention <ul style="list-style-type: none"> Bilingual/ESL certified Special Education certified Core area certifications Masters degrees CTE certified Advance Placement certified A passion for students, and commitment to excellence	HRS Admin. Bilingual/Special Education Directors Principal	Staffing needs projections	On going Strong focus in early spring to meet student needs for upcoming school year	<ul style="list-style-type: none"> Staff hired High teacher retention rate 	<ul style="list-style-type: none"> All classrooms have a HQ teacher that is prepared to deliver instruction Teacher will support student success with content expertise 	<ul style="list-style-type: none"> Screen all applicants for best candidates Hold Invitational Job Fairs 	Title 1 #3 & 5
Hire University Student Interns that have demonstrated excellence in the classroom	Principal recommend to HR students interns that should be offer a contract	UTRGV, Texas A&M Kingsville	Fall -Spring	Hiring of Student Interns	Better adjustment for new teacher	Hire retention rate of new teachers	Title 1 #3 & 5

Campus Goal 8: Staff Quality, Recruitment, and Retention

Objective 1: Develop and retain 100% highly qualified staff.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Principal training on interviewing , documentation of teachers	HR Admin, I3 dept. staff	Documentation Handbook	Nov.-March	<ul style="list-style-type: none"> Better selection of staff Improvement of documentation of staff 	<ul style="list-style-type: none"> Improve the quality of teachers therefore improving student learning 	<ul style="list-style-type: none"> Hiring of better teachers Better documentation of staff not meeting performance standards 	Title 1 #3 & 5
New teacher Professional Development and instructional coaching support for those in need to improve delivery of classroom instruction.	Director Department Instructional Coaches	Local funds I3 Invest in Innovation funds	August 2019-May 2020	Sign-In Sheets Coaching logs Coaching schedules	Benchmark scores, student achievement gains, closing achievement gaps	CBAs, BMs, STAAR, TELPAS	Title 1 #3 & 5
On-going professional development of District Curriculum	Director Department Instructional Coaches	Title One funds Local funds I3 Invest in Innovation funds	August 2019-May 2020	Sign-In sheets for curriculum development and revisions	Better implementation of curriculum More alignment	CBAs, BMs, STAAR, TELPAS	Title 1 #3 & 5
Instructional coaching support <ul style="list-style-type: none"> New teachers Other teachers needing support 	Director Department Instructional Coaches	Local funds I3 Invest in Innovation funds	August 2019-May 2020	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency , Accomplished and Distinguished levels	CBAs, BMs, STAAR, TELPAS	Title 1 #3 & 5

Campus Goal 8: Staff Quality, Recruitment, and Retention

Objective 1: Develop and retain 100% highly qualified staff.

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title 1 Schoolwide Components
Campus Mentor	Principal, Dept. Head/Grade-level Rep., Asst. Principal	Experience teachers that have been trained as mentors. PACT	Aug. 2019 –May 2020	Mentor Logs	Increase in teacher satisfaction and moral Improvement in student performance	McRel Evaluation Student Academic Performance Rigor/Relevance Rubric	Title 1 #3 & 5
Implement an effective instructional coaching system with on-going professional development	Director Campus Principal	Title One Local Funds	August 2019-May 2020	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels	McREL Mid-term and summative evaluations SLO obtainment RRR	Title 1 #3 & 5
Monthly professional development meetings for both elementary and secondary level instructional coaches	Director External Coaches	Title One Local Funds	August 2019-May 2020	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency , Accomplished and Distinguished levels	McREL Mid-term and summative evaluations SLO obtainment RRR	Title 1 #3 & 5
Monthly Collaborative Instructional Review, i.e. Instructional Rounds led by campus Instructional Coaches	Director Campus Instructional Coaches	Title One Local Funds	August 2019-May 2020	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency, Accomplished and Distinguished levels	McREL Mid-term and summative evaluations SLO obtainment RRR	Title 1 #3 & 5
Monthly progress monitoring campus visits and Instructional rounds	Director Campus Instructional Coaches	Title One Local Funds	August 2019-May 2020	Sign-In Sheets Coaching logs Coaching schedules	McREL Teacher Evaluation Proficiency level increase to the Proficiency , Accomplished and Distinguished levels	McREL Mid-term and summative evaluations RRR	Title 1 #3 & 5