North ECHS
Campus Improvement Plan
2020-2021

Board Approved:

Mission

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

Vision

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

2020 School Board of Education

Jorge "George" Palacios, *President*
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Superintendent's Cabinet

Jorge L. Arredondo, Ed.D., Superintendent of Schools
Juan Alvarez, Chief of Staff
Janet C. Robles, Chief Financial Officer
Rolando "Rudy" Treviño, Ed.D., Chief Academic Officer
Melissa Aguero-Ramirez, Chief of Human Resources
Hestroverto "Nick" Martinez, Chief Operations Officer

2020 – 2021 PSJA North ECHS' SBDM Committee Members

Liza Diaz– Principal

Maria Gloria Rubio– Dean of Instruction

Denise Alonzo, counselor

Vianey Villegas – CLL

Aaron Alonzo, Social studies teacher

Claudia Flores, English teacher

Cynthia Cerrillo, English teacher

Jorge Rodriguez, English teacher

Erica Sanchez, Math teacher

Bricelda Rocha, Math teacher

Bianca Gracia, Science teacher

Vanessa Martinez, Sped teacher

Amanda Garza, Sped teacher

Cristina Santos, CTE teacher

Mary Echeverria, CTE teacher

Ascencion Alonzo, PE teacher

Armando Guzman, Parent

Susel Chavez, Parent

Bryan Flores, Parent

Daniel Garcia, Community member

Ricardo Suarez, Community member

Felipe Avila, Business representative

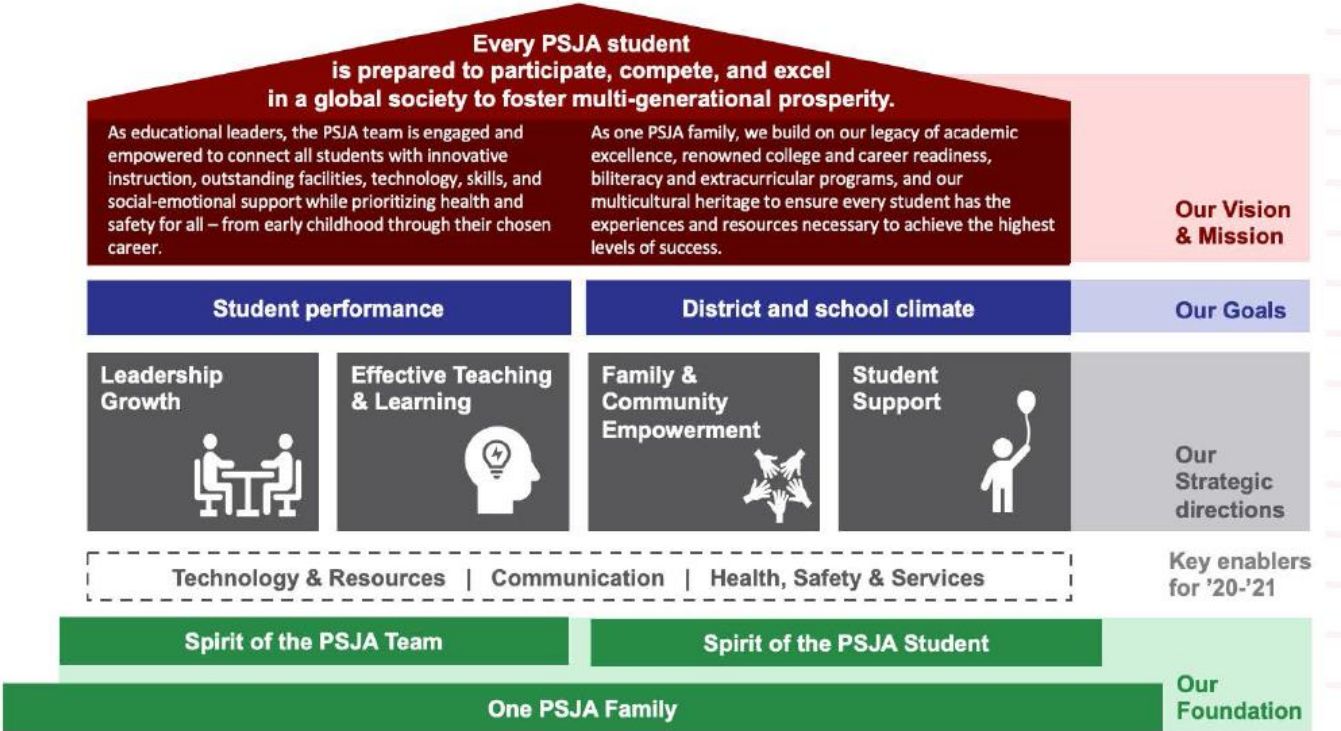Fred Del Barrio, Business representative

Kayla Montemayor, Senior student

Abigail Huerta, Junior student

Paris Ramirez, Sophomore student

STRATEGIC DIRECTION

Every PSJA student
is prepared to participate, compete, and excel
in a global society to foster multi-generational prosperity.

As educational leaders, the PSJA team is engaged and empowered to connect all students with innovative instruction, outstanding facilities, technology, skills, and social-emotional support while prioritizing health and safety for all – from early childhood through their chosen career.

As one PSJA family, we build on our legacy of academic excellence, renowned college and career readiness, biliteracy and extracurricular programs, and our multicultural heritage to ensure every student has the experiences and resources necessary to achieve the highest levels of success.

Our Vision & Mission

| **Student performance** | **District and school climate** | **Our Goals** |

| **Leadership Growth** | **Effective Teaching & Learning** | **Family & Community Empowerment** | **Student Support** | Our **Strategic directions** |

Technology & Resources | Communication | Health, Safety & Services — Key enablers for '20-'21

| **Spirit of the PSJA Team** | **Spirit of the PSJA Student** |

One PSJA Family — Our **Foundation**

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Demographics

Demographics Summary

Special Education:

Strengths:

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

Need:

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

- In Reading, the achievement gap between SpEd and All students 2018-2019 is 24%.

- In Math, the achievement gap between SpEd and All students 2018-2019 is 24%.

- In Science, the achievement gap between SpEd and All students in 2018-2019 is 43%.

- In Social Studies, the achievement gap between SpEd and All students in 2018-2019 is 30%.

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

Demographics

Demographics Summary

Special Education:

Strengths:

- The 4-Year Graduate Rate for SpEd students at PSJA North ECHS was 100%, 1.4% above the campus average.

- The 5-Year Extended Graduation Rate for SpEd students at PSJA North ECHS was97.1%. 1.6% above the campus average.

- The Annual Dropout Rate for ELL students at PSJA North ECHS was 0.7%, 3.6% points above the State and 3.3% points above the Region and .1 % increase from previous campus average.

Demographics

Demographics Summary Continued:

English Learners (EL):

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

Needs:

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

- In Reading, the achievement gap between ELL and All students 2019-2020 is 24%.

- In Mathematics, the achievement gap between ELL and All students 2019-2020 is 7%.

- In Science, the achievement gap between ELL and All students 2019-2020 is 12%.

- In Social Studies, the achievement gap between ELL and All students 2019-2020 is 12%

- PSJA North ECHS TELPAS Yearly Progress Indicator

Professional Development Needs:

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

Demographics

Demographics Summary

English Learners (EL):

Strengths:

- The 4-Year Graduate Rate for EL students at PSJA North ECHS was 94.8%, a 3.8% difference from the overall campus.

- The 5-Year Extended Graduation Rate for EL students at PSJA North ECHS was 99%, 19.2% points above the State and 17.5% points above the Region.

- The Annual Dropout Rate for EL students at PSJA North ECHS was 0.7%, 3.8% points above the State and 3.3% points above the Region.

Demographics

Demographics Summary Continued:

Economically Disadvantaged

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

Needs:

- 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 2019-2020 is 3%, remained the same from previous year.

- In Math, the achievement gap between Eco Dis and All students in 2019-2020 is 1%, remained the same from previous year.

- In Science, the achievement gap between Eco Dis and All students 2019-2020 is 2%, a decrease of 1% from previous year.

- In Social Studies, the achievement gap between Eco Dis and All students 2019-2020 is 1%, remained the same from previous year.

Campus Goals

GOAL 1: Student Achievement
By June 2021, the percent of students who perform at meets grade level or above on STAAR EOC will increase by five percentage points.

Goal measure 1.1: By June 2021, the percent of students performing at meets grade level or above on STAAR Eng 1 & Eng 2 EOC will increase from 39% to 44% by having access to a standards-aligned guaranteed and viable curriculum.
Goal measure 1.2: By June 2021, the percent of students performing at meets grade level or above on STAAR Algebra 1 EOC will increase from 69% to 74% by having access to a standards-aligned guaranteed and viable curriculum.
Goal measure 1.3: By June 2021, the percent of graduates who earn Associate Degrees and/or Industry-Based Certificates will increase by five percent.

Campus Goals

GOAL 2: Closing the Gaps
By June 2021, the percent of individual students at School Progress Measure will increase by 3 percentage points in English 2 and Algbra 1.

Goal measure 2.1: By June 2021, the percent of School Progress Measure will increase by 88% to 91%, awarding the campus a Grade A in this Domain.
Goal measure 2.2: By June 2021, all EL students will engage in SIOP strategies in their classrooms.
Goal measure 2.3: By June 2021, all teachers will ensure that their daily lessons are modified to meet the needs of each individual student's IEPs.

Campus Goals

GOAL 3: Improve Safety, Public Support, Culture & Climate
By June 2021, all teachers will be instrumental in ensuring that the campus is safe, and staff/students feel comfortable attending daily.

Goal measure3.1: By June 2021, all staff will attend on-going trainings that will prepare them to be vigilant of environmental conditions.
Goal measure 3.2: By June 2021, foster relationships will all stakeholders and the community.
Goal measure 3.3: By June 2021, a climate of fostering professional relationships with all campus staff will increase by five percent by conducting staff surveys.

Campus Goals

GOAL 4: Increase Staff Quality, Recruitment, and Retention
By June 2021, PSJA North ECHS will be recognized as a highly-accomplished, competitive and successful campus.

Goal measure 4.1: By June 2021, teachers will be provided with opportunities to enrich their professional knowledge and skills.
Goal measure 4.2: By June 2021, PSJA North ECHS will continuously publicize campus accolades to attract highly-qualified staff.
Goal measure 4.3: By June 2021, PSJA North ECHS will continuously provide staff with the resources that will maximize their performance.

	ALL	MALE	FEMALE	SPED	LEP	M1	M2	MIGRANT	ECD	GT	CTE
Number	2,089	1,098	991	202	455	55	53	42	1,662	262	1,335
Percent	100	49.3	47.4	9.7	21.8	2.6	2.5	2.0	79.6	12.5	63.9

	At Risk	Hispanic	Asian	Black	White	American Indian/Alaskan
Number	1,195	2, 181	1	0	7	0
Percent	57	99.3	0.1	0.0	0.3	0.0

	Domain I Student Achievement	Domain II School Progress	Domain III Closing the Gaps	Overall Rating	Letter Grade
PSJA North	**85**	**88**	**80**	**86**	**B**

Timeline

Date	Event(s)
June 2020	– District and Campus Timeline reviewed by campus principal and Dean of Instruction
July 2020	– Convened with Dean of Instruction to review Campus Improvement Plan and plan Professional Development topics
August 2020	– Utilized 2020 DIP/CIP Instructions, Guidance, and Resource Guide to create agendas for Professional Development to meet our campus' needs
August 2020	– Presentation of Resource Guide to Campus Leadership Team
August 2020	– Received training from District Personnel on the CIP Guide
September 2020	– Development draft of Annual Goals & Objectives
October 2020	– Development and Completion of Strategies & Actions
October 2020	– Pre-work: areas identify 3-5 annual goals, objective & strategies and actions
October 2020	– Solidified Draft of each Goal Area for SBDM Review
October 2020	– Included feedback from SBDM committee members
October 2020	– Presented completed CIP to SBDM Committee and Administrators
October 2020	– submitted Campus CIP for Executive Officer's Review

Goals

Goal Area 1:   Student Achievement

Goal Area 2:   Closing the Gaps

Goal Area 3:   Improve Safety, Public Support, Culture & Climate

Goal Area 4:   Increase Staff Quality, Recruitment and Retention

Goal Area	Area Reviewed	Summary of Strengths	Summary of Challenges
1	Student Achievement	• English 1 and English 2 combined percentage of students at the Meets level of mastery was only 9% shy from that of the state, thus indicating that gaps are being closed and more students are performing at grade level: PSJA North 39% (State 48%). • Algebra 1 out-performed the state at 90% at Approaches (State 82%), 69% at Meets (State 52%) 46% at Masters (State 26%). • Biology met the state at 81% at Approaches (State 81%) • Social Studies out-performed the state at 90% at Approaches (State 81%), and 55% at Meets (State 55%). • CCMR – Campus out-performed the state on AP Examinations by meeting criterion score on an AP exam in any subject at 28% (State 20%). • CCMR – Campus out-performed the state with students earning Associate's Degrees at 18% (State 1%). • The campus had a higher 6-Year Extended Graduation Rate at 97% than that of the state at 92.1%. • Raider Time Enrichment, Pullouts and Academies held throughout the year for all EOC tested subjects. • Raider Time Literacy & 17 Sustainable Goals • Intentional Scheduling aimed at maximizing learning time • Saturday & Afterschool Tutorials • Bell to Bell Instruction	• English I and English 2– Lowest performing subjects with a component combined score of 59 which equates to a Grade (F) compared to that of the state at 48 which equates to a 76 (C). • English 1 and English 2 - There is a -24% gap between EL students and ALL student groups at the Approaches Grade Level. • English 1 and English 2 - There is a -36% gap between our SPED students and ALL student groups at the Approaches Grade Level. • Algebra 1 - There is a -7% gap between EL students and All student groups at the Approaches Grade Level. • Algebra 1 -There is a -23% gap between SPED students and All student groups at the Approaches Grade Level. • Biology - There is a -12% gap between EL students and All student groups at the Approaches Grade Level. • Biology -There is a -43% gap between SPED students and All student groups at the Approaches Grade Level. • Social Studies -There is -12% gap between EL students and All student groups at the Approaches Grade Level. • Social Studies -There is -30% gap between SPED students and ALL student groups at the Approaches Grade Level. • CCMR – Campus did not out-performed the state with Industry-Based Certifications at 2% (State 5%).

Goal Area	Area Reviewed	Summary of Strengths	Summary of Challenges
2	Closing the Gaps	• Campus Met Standard on Academic Growth by obtaining a scaled score of 88 showing that students are making progress from the prior year to the current year. • Campus Met Standard on Relative Performance by obtaining a scaled score of 87 (2018-19) showing that students are making progress relative to our comparison group of similar demographics and Economically Disadvantaged students. • Algebra 1 – Campus met all indicators for Academic Achievement Status. • Graduation Rate Status – Campus met indicators for all students, economically disadvantaged and sped. • School Quality Status – Campus met all indicators. • Raider Time Enrichment, Pullouts and Academies held throughout the year for all EOC tested subjects. • Raider Time Literacy & 17 Sustainable Goals • Intentional Scheduling aimed at maximizing learning time • Saturday & Afterschool Tutorials • Bell to Bell Instruction • Google Meets	• English 2 -39% of tests did not meet or exceed academic growth. • English 2 – 17% of tests only earned half a point for academic growth • English failed to meet two indicators with the following groups: EL Current and Monitored and the Non-Continuously Enrolled students. • ELP Status – Campus did not meet this indicator for TELPAS. • ELA/Reading did not meet the indicator for all students (44%). • Graduation Rate Status – Campus did not meet indicators for EL current & monitored.

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Goal Area	Area Reviewed	Summary of Strengths	Summary of Challenges
3	Improve Safety, Public Support, Culture & Climate	• The campus holds various virtual and Face-to-Face parental meetings and special events throughout the year ranging from beginning of the year Meet the Teacher, and Open House events, EOC parent meetings, SB 213 Parent meetings, Graduation Requirements Parent Meetings, Remembrance of September 11, Constitution Day, Election Day, College Night, Thanksgiving Feast of Sharing, Red Ribbon Parades and Drug Awareness Presentations, Trunk-or-Treat, Christmas Posadas, Veterans Day Parade with the City of Pharr, Christmas Toys for Tots Toy Drives, Community Cemetery Clean Up with City of San Juan, Diaz De Los Muertos Celebration and Alter Contests, Easter Egg Roll, Student Council sponsored visits to Nursing Homes to visit the elderly, CAPSTONE meetings for parents. These are just a few of the events and meetings that the campus has hosted throughout the year that foster family and community involvement. • Teachers daily greeting of students at the door/via Teams • Teachers being on duty on time monitoring students and logging in to Google Classroom on time. • Teacher Celebrations • Monthly teacher birthday recognition • School Spirit and Pride through positive interactions with students and community. • Teacher Intervisitations and Ghost Walks that showcase learning and culture of the campus. • Mariachi performances in Center Court to highlight cultural awareness. • Top Five EOC BM luncheon • Health trainings/videos	• Ensuring staff and students adhere to all CDC guidelines and procedures • Monitoring staff and students' daily transitions and interactions • Continuation of yearly activities through virtual platforms

Goal Area	Area Reviewed	Summary of Strengths	Summary of Challenges
4	Increase Staff Quality, Recruitment, and Retention	• Internet connection is available to all students and teachers throughout the campus. • All teachers and administrators and counselors have access to new and updated laptops and/or desktops. • Newline TVs are available that teachers use to deliver instruction. • 18 Moblie COWS are distributed amongst the students to utilize during virtual instruction and are available for students face-to-face to utilize during campus instruction. • Computer labs are available for teachers and students to practice TELPAS and EOC on-line assessments. • Teachers can schedule their classes to use the 25 computers in the library for research, etc. • Highly Qualified Staff • New Teacher Academy (NTI) • New Teacher mentors • CLL/CLFs • McRel Evaluation Tool • On-going Intentional Staff Development in CLCs. • CLC Thursdays in Data room for all contents • Administrative calibrations • Teacher leaders on a variety of committees	• Technology screens in a few of the computer labs need to be updated. • Computers in some of the labs need to be updated. • Not enough computer lab space nor enough computers for future state testing • Send CIT to Tech Conferences in Austin and/or where available for continued training. • College Prep teacher groups are at the Collaboration stage of sharing ideas and learning and displaying student work at CLCs.

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Goal Area 1: Student Achievement

Goal Area 1:	Student Achievement
Annual Goal 1:	By June 2021, the percent of students who perform at meets grade level or above on STAAR EOC will increase by five percentage points.
Objective 1:	By June 2021, the percent of students performing at meets grade level or above on STAAR Eng 1 & Eng 2 EOC will increase from 39% to 44% by having access to a standards-aligned guaranteed and viable curriculum.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Teachers will implement the district Curriculum with virtual and in-person resources using data **for all students.**	Administrators Content Leaders CLL Teachers CO-teachers	TEKS resources Curriculum Templates Curriculum Calendar Curriculum Pacing Guide State and local data Google Classroom StudySync/Newsela	Aug. 2020- June 2021	Curriculum documents Lesson plans CLC agendas/minutes Walkthrough documents Google Classroom StudySync End-of-Unit assessments	Student Achievement gains on the STAAR TELPAS Proficiency Levels Increase Six Weeks/ Progress Reports Benchmark data Accountability Report	Formative assessments CBAs Benchmarks [BMs] STAAR/TELPAS Accountability Reports [SLOs] Pre/Post Test StudySync End-of-Unit assessments	Title I: Part A: B, C Title II Title III Title IV

Action Steps
1) Literacy instructional skills will be embedded in the lesson cycle for all contents 9th-12th.
2) History/ELA partnership to strengthen writing skills.
3) Newsela articles will be utilized during Raider Time across all contents to enhance Reading skills with a focus on Sustainability goals.
4) Integrate technology into the curriculum to provide virtual and in-person learning with the use of the following platforms: Google Classroom, StudySync, MyOn, Newsela, Accelerated Reader, Read 180, MackinVia and Systems 44.
5) Monitor and provide feedback on daily attendance, student engagement, student work and student progress logs.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Teachers will be deliberate in sharing Best Practices, analyzing data, lesson planning and instructional delivery to meet the needs of **all sub-groups.**	Administrators Early College Director Content Leaders CLL Teachers Counselors Migrant counselors Co-teachers	TEKS resources Curriculum Templates Curriculum Calendar Curriculum Pacing Guide State and local data StudySync End-of-Unit assessments	Aug. 2020- June 2021	Teams Meetings Recordings CLC agendas/minutes Walk-through documentation Student Progress Logs Progress Measure data AP/TSI/ACT/SAT reports	Student Achievement gains on the STAAR TELPAS Proficiency Levels increase Six Weeks/Progress Reports Benchmark data Accountability Report	Formative assessments CBAs Benchmarks [BMs] STAAR/TELPAS Accountability Reports [SLOs] Pre/Post Assessments	Title I: Part A: B, C Title II Title III Title IV

Action Steps
1) Utilize District Walkthrough forms to observe and provide immediate and constructive feedback to teachers on effective, rigorous and engaging instructional strategies.
2) Create an environment during CLCs where the norm is to share Best Practices, discuss activities, collaborate on effective strategies and analyze student work daily.
3) Provide teachers with virtual and face-to-face professional development and ensure teachers are implementing SIOP strategies to ensure that Differentiated Instruction is implemented in every class with every lesson.
4) Monitor and provide feedback on daily attendance, student engagement, student work and student progress logs.
5) Utilize CLCs to analyze date (EOC, TELPAS, AP) and create intentional lessons that target individual students' needs.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide increased learning opportunities to enhance student academic achievement for **all student groups.**	Administrators Early College Director Content Leaders CLL Teachers Co-teachers	Enrichment Texas Coach Consumables Criterion Technology devices/apps StudySync	Sep. 2020- June 2021	Sign-in sheets Academies Tutorials Raider Time Enrichment Student Profile List Virtual intentional grouping/Break out rooms	Student Achievement gains on the STAAR TELPAS Proficiency Levels increase Six Weeks/Progress Reports Benchmark Data Accountability Report	Formative assessments CBAs Benchmarks [BMs] STAAR/TELPAS Accountability Reports [SLOs] Pre/Post Test StudySync End-of-Unit assessments	Title I: Part A: B, C Title II Title III Title IV

Action Steps
1) Identify students' academic levels and create Individual Student Profiles for tutorials, academies, enrichment and summer programs.
2) Support technology integration within the ELAR/ SLAR curriculum in order to enhance the virtual learning lessons.
3) Monitor and provide feedback on daily attendance, student engagement, student work and student progress logs.

Goal Area 1:	Student Achievement
Annual Goal 1:	By June 2021, the percent of students who perform at meets grade level or above on STAAR EOC will increase by five percentage points.
Objective 2:	By June 2021, the percent of students performing at meets grade level or above on Algebra EOC will increase from 69% to 74% by having access to a standards-aligned guaranteed and viable curriculum.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Teacher will implement the district Curriculum with virtual and in-person resources using data and sharing during daily CLCs **for all students.**	Administrators Content Leaders CLL Teachers/Co-teachers	TEKS resources Curriculum Templates Curriculum Calendar Curriculum Pacing Guide State and local data Newsela	Aug. 2020-June 2021	Curriculum documents Lesson plans CLC agendas/minutes Walkthrough documents	Student Achievement gains on the STAAR Six Weeks/Progress Reports Benchmark data Accountability Report	Formative assessments CBAs Benchmarks [BMs] STAAR Accountability Reports Student Learning Objectives [SLOs] Pre/Post Test	Title I: Part A: B, C Title II Title III Title IV

Action Steps

1) Literacy instructional skills will be embedded in the lesson cycle for all contents 9th-12th.

2) Integrate technology into the curriculum to provide virtual and in-person learning with the use of the following platforms: Google Classroom, Newsela, GradeCAM, Equatio, Whizer, TI-84 plus color edition calculators

3) Monitor and provide feedback on daily attendance, student engagement, student work and student progress logs.

4) Create an environment during CLCs where the norm is to share Best Practices, discuss activities, collaborate on effective strategies and analyze student work daily.

5) Provide teachers with virtual and face-to-face professional development and ensure teachers are implementing SIOP strategies to ensure that Differentiated Instruction is implemented in every class with every lesson.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Teachers will be deliberate in sharing Best Practices, analyzing data, lesson planning and instructional delivery to meet the needs of **all sub-groups.**	Administrators Early College Director Content Leaders CLL Teachers/Co-teachers Counselors Migrant counselors	TEKS resources Curriculum Templates Curriculum Calendar Curriculum Pacing Guide State and local data	Aug. 2020-June 2021	Teams Meetings Recordings CLC agendas/minutes Walk-through documentation Student Progress Logs Progress Measure data	Student Achievement gains on the STAAR Six Weeks/Progress Reports Benchmark data Accountability Report	Formative assessments CBAs Benchmarks [BMs] STAAR Accountability Reports Student Learning Objectives [SLOs] Pre/Post Test	Title I: Part A: B, C Title II Title III Title IV

Action Steps

1) Observe and provide feedback to teachers on effective and rigorous instructional strategies during daily CLCs.

2) Ensure teachers are implementing differentiated instruction in every class.

3) Monitor and provide feedback on daily attendance, student engagement, student work and student progress logs.

4) Create an environment during CLCs where the norm is to share Best Practices, discuss activities, collaborate on effective strategies and analyze student work daily.

5) Provide teachers with virtual and face-to-face professional development and ensure teachers are implementing SIOP strategies to ensure that Differentiated Instruction is implemented in every class with every lesson.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide increased learning opportunities to enhance student academic achievement for **all student groups.**	Administrators Early College Director Content Leaders CLL Teachers/Co-teachers	Enrichment Technology devices	Sep. 2020-June 2021	Sign-in sheets Academies Tutorials Raider Time Enrichment Student Profile List	Student Achievement gains on the STAAR Six Weeks/Progress Reports Benchmark Data Accountability Report	Formative assessments CBAs Benchmarks [BMs] STAAR Accountability Reports Student Learning Objectives [SLOs] Pre/Post Test	Title I: Part A: B, C Title II Title III Title IV

Action Steps

1) Identify students' academic levels and create Individual Student Profiles for tutorials, academies, enrichment and summer programs.

2) Support technology integration within the Algebra 1 curriculum in order to enhance the virtual learning lessons.

3) Monitor and provide feedback on daily attendance, student engagement, student work and student progress logs.

Goal Area 1:	Student Achievement
Annual Goal 1:	By June 2021, the percent of graduates who are CCMR ready will increase from 72% to 77%.
Objective 3:	By June 2021, the percent of graduates who earn Associate degrees and/or Industry-Based Certificates will increase by five percent.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Students will remain on-track each year in order to receive their Associate degree and/or Industry-Based Certificate.	Principal Early College Director Counselors Dual-Credit Teachers	Student College Transcripts Blackboard Jagnet	Aug. 2020- Dec. 2020 Jan. 2021- May 2021	Class Roster Signed Interview document Professional Dev Sign-In sheets/Remote Check-In Accountability Report	Associate degrees Accountability Report College Entrance Reports Industry-Based Certificates	Student Interviews Accountability Reports	Title I: Part A: B, C, H Title II Title III Title IV

Action Steps

1) Counselors will continue to hold three annual student interviews and credit checks to ensure that students are on-track with course-level work and graduation requirements.

2) Teachers will participate in Professional Development trainings through our College Readiness Department, Higher-Education partners and CTE department.

3) Campus principal, Early College Director and Head Counselor will participate in monthly Early College Leadership Data Analysis Reviews.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Dual Credit and CTE teachers will receive Professional Development on course pathways and aligned curriculum.	Principal District CTE director Early College Director Counselors CTE Teachers	High School Transcripts Contact Hour Logs	Aug. 2020- Dec. 2020 Jan. 2021- May 2021	Class Roster Signed Interview document Professional Dev Sign-In sheets/Remote Check-In Accountability Report	Associate degrees Accountability Report College Entrance Reports Industry-Based Certificates	Student Interviews Accountability Reports	Title I: Part D, C Title II Title III Title IV

Action Steps

1) Counselors will continue to hold three annual student interviews to ensure the students are on-track with course-level work.

2) Teachers will participate in Professional Development trainings through our District CTE department.

3) CTE teachers will receive training on certificate pathways and certificate-performance coding on TAC.

4) Campus principal, Early College Director and Head Counselor will participate in monthly Early College Leadership Data Analysis Reviews.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide increased learning opportunities to enhance student academic achievement for required assessments.	Principal Early College Director Counselors CTE Teachers	High School Transcripts Contact Hour Logs	Aug. 2020- Dec. 2020 Jan. 2021- May 2021	Class Roster Signed Interview document Professional Dev Sign-In sheets/Remote Check-In Accountability Report	Industry-Based Certificates Accountability Reports	Accountability Reports	Title I: Part A: B, C Title II Title III Title IV

Action Steps

1) Schedules will be created for tutorials to prepare students for specialized assessments: TSI, AP, ACT, SAT.

2) Teachers will be trained to provide effective tutorials and to administer assessments.

3) Monitor and provide feedback on daily attendance, student engagement, student assessments and student progress logs.

4) Campus principal, District CTE director, Early College Director and Head Counselor will participate in monthly Early College Leadership Data Analysis Reviews.

Goal Area 2: Closing the Gaps

Goal Area 2:	Closing the Gaps
Annual Goal 1:	By June 2021, the percent of Individual students at Progress Measure will increase by three percentage points in English 2 and Algebra 1.
Objective 1:	By June 2021, the percent of School Progress Measure will increase from 88% to 91% awarding the campus a Grade A in this domain.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Increase students' academic EOC performance levels and create Individual Student Profiles.	Administrators Content Leaders CLL Teachers	Individual STAAR Student Confidential Reports Student Progress Measure Template Student Goal-Setting template	Sep. 2020- June 2021	Student Profile List Individual Student Conference Log	Student Achievement gains on the STAAR Progress Measure Benchmark Data Accountability Report	Formative assessments CBAs Benchmarks STAAR Accountability Reports	Title I: Part A: B, C Title II Title III Title IV

Action Steps

1)Analyze data and Identify each students' EOC performance levels.

2) Utilize the Student Progress Measure Template to hold Individual Student Conferences so that students can monitor their personal growth.

3) Monitor and utilize template data to provide feedback and to assist students in creating personal short-term and long-term goals.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide learning opportunities to exceed individual EOC performance levels.	Administrators Content Leaders CLL Teachers	Enrichment Texas Coach Consumables Criterion Technology devices Technology programs	Sep. 2020- June 2021	Sign-in sheets Academies Tutorials Raider Time Enrichment Student Profile List	Student Achievement gains on the STAAR Progress Measure Benchmark Data Accountability Report	Formative assessments CBAs Benchmarks STAAR Accountability Reports	Title I: Part A: B, C Title II Title III Title IV

Action Steps

1) Identify individual students' EOC performance levels and create Individual Student Profiles for tutorials, academies, enrichment and summer programs.

2) Support technology integration within the curriculum in order to enhance the virtual and face-to-face learning lessons.

3) Monitor and provide feedback on daily attendance, student engagement, student work and student progress logs.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
English 2/Algebra teachers will receive Professional Development training on Progress Measure Calculations to determine individual growth needed.	Principal District Curriculum Coordinators Administrators Content Leaders CLL Teachers	Technology devices Technology programs TEA School Progress Calculation Chart	Sep. 2020- June 2021	Sign-in sheets Teachers' Student Performance Conversion Document	Student Achievement gains on the STAAR Progress Measure Benchmark Data Accountability Report	Formative assessments CBAs Benchmarks STAAR Accountability Reports	Title I: Part A: D Title II Title III Title IV

Action Steps

1) Administration/Teacher Training on Progress Measure Calculations.

2) Teacher training on input of Student scores to determine points needed to meet Progress Measure.

3) Administration-Teacher Conferences to review data and action plan.

4) Teachers will hold Individual Student Conferences to discuss short-term and long-term goals.

Goal Area 2:	Closing the Gaps
Annual Goal 1:	By June 2021, all identified EL students will increase by one Proficiency Level in TELPAS and 10% on all EOC state exams.
Objective 2:	By June 2021, all EL students will engage in SIOP strategies in their classrooms.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
All teachers will receive Professional Development training on SIOP strategies to embed in their daily lessons.	Administrators Content Leaders CLL CLFs Teachers	TELPAS Data Reports LEP Strategic Plan SIOP strategies Proficiency Level Descriptors	Sep. 2020- June 2021	Sign-in sheets Completed LEP Plan Walkthrough Observations	Student Achievement gains on TELPAS Proficiency levels and STAAR EOC results Six Weeks Report Card/ Progress Reports	Formative assessments TELPAS CBAs Benchmarks STAAR Accountability Reports	Title I: Part A: D Title II Title III Title IV

1. Teachers will receive training on Proficiency Level Descriptors and SIOP strategies.
2. Teacher will complete the LEP Strategic Plan in order to identify each student's Proficiency Level.
3. Teachers will collaborate on implementing SIOP strategies during CLCs.
4. Teachers will be able to identify and implement SIOP strategies in order for students to move from one level to the Four Basic Language Skills: Listening, Speaking, Reading and Writing.
5. Teachers will complete and monitor the M1s and M2s every six weeks by completing the Linguistic Accommodations for each student.
6. Counselors will monitor continuous and non-continuously students throughout the year.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide increased learning opportunities to enhance student academic achievement for EL student groups.	Administrators Content Leaders CLL CLFs Teachers	Enrichment Texas Coach StudySync/Criterion Technology devices/apps TELPAS on-line practice LPAC Portal	Sep. 2020- June 2021	Sign-in sheets Academies Tutorials Raider Time Enrichment Student Profile List	Student Achievement gains on the STAAR Six Weeks/Progress Reports Benchmark Data Accountability Report	Formative assessments CBAs Benchmarks [BMs] STAAR Accountability Reports Student Learning Objectives [SLOs] Pre/Post Test	Title I: Part A: B, C Title II Title III Title IV

1, Identify students' proficiency levels and create Individual Student Profiles for tutorials, academies, enrichment and summer programs.
2. Schedule opportunities for On-line practice and tutorial sessions.
3. Monitor and provide feedback on daily attendance, student engagement, student work and student progress logs.
4. Teachers will be able to identify and implement SIOP strategies in order for students to move from one level to the Four Basic Language Skills: Listening, Speaking, Reading and Writing.
5. Teacher will complete and monitor the M1s and M2 every six weeks by completing the Linguistic Accommodations for each student.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Teachers will produce a conducive learning classroom environment to foster linguistic development.	Administrators Content Leaders CLL CLFs Teachers	Academic Vocabulary Anchor Charts Material Resources Research-based articles Ghost Walks	Sep. 2020- June 2021	Ghost Walk Forms Recorded Virtual lessons Walkthrough forms Interactive Notebook Writing Portfolio Reading assignments	TELPAS accountability report Six Weeks/Progress Reports Benchmark Data	Formative assessments TELPAS testing LAS Links Accountability Reports	Title I: Part A: B, C Title II Title III Title IV

Action Steps
1.Teachers will create a Print-Rich environment.
2. Teachers will emphasize use of sentence stems, transitional phrases, cognates.
3. Teachers will display Words Walls with academic vocabulary in English and Spanish.
4. Teachers will adhere to the 90-minute daily Reading, Writing, Listening, Speaking opportunities.
5. Teachers will intentionally implement SIOP strategies in their daily lesson plans.

Goal Area 2:	Closing the Gaps
Annual Goal 1:	By June 2021, all identified special education students will increase in all STAAR EOC exams from 41% to 46%.
Objective 3:	By June 2021, all teachers will ensure that their daily lessons are modified to meet the needs of each individual students' IEPs.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
All teachers will receive Professional Development training on Intervention strategies to embed in their daily lessons.	Administrators Content Leaders CLL CLFs Teachers Sped teachers	IEPs SuccessEd Intervention Strategies CIF strategies Supplemental Aids TEKS resources State and local data	Sep. 2020- June 2021	Sign-in sheets IEP signatures Walkthrough Observations DMAC reports IEPs	Student Achievement gains on STAAR EOC results Six Weeks Report Card/ Progress Reports	Formative assessments TELPAS CBAs Benchmarks STAAR Accountability Reports	Title I: Part A: D Title II Title III Title IV

Action Steps

1 Content teachers will receive training on Differentiated Instruction virtually and face-to-face to learn individual students' learning styles.
2) Sped teachers will participate in the District Professional Dev on SuccessEd and ARD process.
3) Case managers will conference with each student's teacher to discuss the student's Individual Education Plan to ensure the necessary accommodations will be implemented.
4. Teachers will receive training on and will conduct Break-out Rooms for small group instruction to accommodate their social/emotional learning needs.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide increased learning opportunities to enhance student academic achievement for sped **students.**	Administrators Content Leaders CLL CLFs Teachers/Sped teachers	IEPs Intervention Strategies CIF strategies Supplemental Aids TEKS resources Curriculum Calendar State and local data	Sep. 2020- June 2021	Sign-in sheets IEP signatures Walkthrough Observations DMAC reports	Student Achievement gains on STAAR EOC results Six Weeks Report Card/ Progress Reports	Formative assessments TELPAS CBAs Benchmarks STAAR Accountability Reports	Title I: Part A: B, C Title II Title III Title IV

Action Steps

1) Identify students' academic levels and create Individual Student Profiles for tutorials, academies, enrichment and summer programs.
2) Support technology integration within each content in order to enhance the virtual/face-to-face learning lessons to include break-out rooms.
3) Monitor and provide feedback on daily attendance, student engagement, student work and student progress logs.
4) Continuous parent communication will occur with Content teacher, Inclusion teacher, Case Manager, and administrators to keep them informed of their child's academic progress, attendance, and behavior.
5) ARDS will occur with designated staff to offer their expertise and input on each student's menu of services on scheduled dates.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Provide common planning periods to allow collaboration between the Core Content Teachers and the Inclusion Teachers.	Administrators Content Leaders CLL CLFs Teachers/Sped teachers	IEPs Intervention Strategies CIF strategies Supplemental Aids TEKS resources Curriculum Pacing Guide State and local data	Sep. 2020- June 2021	Sign-in sheets IEP signatures Walkthrough Observations DAMC reports	Student Achievement gains on STAAR EOC results Six Weeks Report Card/ Progress Reports	Formative assessments TELPAS CBAs Benchmarks STAAR Accountability Reports	Title I: Part A: B, C Title II Title III Title IV

Action Steps

1) Content and Inclusion teachers will review student work, modify activities/tests/classwork, and ensure that IEPs are taken into consideration.
2) Content and Inclusion teachers will hold individual student conferences and discuss individual goals.
3) Continuous parent communication will occur with Content teacher, Inclusion teacher, Case Manager, and administrators to keep them informed of their child's academic progress, attendance, and behavior.

Goal Area 3: Improve Safety, Public Support, Culture & Climate

Goal Area 3:	Improve Safety, Public Support, Culture and Climate						
Annual Goal 1:	By June 2021, all teachers will be instrumental in ensuring that the campus is safe and students feel comfortable attending daily.						
Objective 1:	By June 2021, all staff will attend on-going trainings that will prepare them to be vigilant of unsafe conditions.						

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Equip teachers with knowledge on campus' safety practices through professional development as well as scheduled drills and a duty schedule.	Principals Assistant principals Campus Leadership team Emergency Response Team All support staff	CDC Guidelines District Powerpoint Campus PD Health Modules	Sept 2020 - June 2021	Campus Safety Log Reports Agenda Emergency Response Team Sign-in sheets Health certificates	Execution of Drills Adherence to policy Campus areas monitored	Student/staff surveys Nurse set-up Classroom set-up Time Measured Drills	Title I: Part A: D Title II Title III Title IV

Action Steps

1) Teachers will be provided with Professional Development on the Teacher's Handbook: the district and campus policies.

2) Teachers will be scheduled for morning/lunch/afterschool duty to continuously monitor student behavior and report any unsafe practices.

3) Teachers will be provided with training on how to handle fire drills and lock-down procedures.

4) Nurses will train members of the Emergency Response Team (selected teachers from each hall) on emergency response.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
All staff will be trained on adhering to CDC and district Covid guidelines.	Principals Assistant principals Campus Leadership team Campus teachers All support staff	CDC Guidelines District Powerpoint Campus PD powerpoint Health Modules Safety Kit	Aug. 2020 - May 2021	Agenda Sign-in sheets Data reports PowerPoints	100% staff/students wearing masks 100% staff/students practicing safety Health reminder notices posted around campus/classrooms	Student/staff surveys Nurse set-up Campus/classroom set-up	Title I: Part A: D Title II Title III Title IV

Action Steps

1) Teachers will complete Health/Covid modules and submit certificates to nurse.

2) Teachers will attend district and campus professional development to address issues involving Covid and campus phase-in procedures.

3) Teachers will be expected to follow campus guidelines when entering the campus: submit health survey, check temperature, wear mask, social distance.

4). Principal and Administrators will conduct Ghost Classroom/Restroom Walks to ensure that all areas of our campus are clean and sanitized daily.

5). Administrator in charge of custodians and Head of Custodians will hold scheduled meetings to ensure that custodians are informed of the protocols required to keep our campus sanitized.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Teachers will be members of different campus committees that will collaborate to create policies that will keep our campus, classroom and students and staff safe.	Principals Assistant principals Campus Leadership team Campus teachers All support staff	Teacher Handbook Student Handbook District Power point Campus PD Health Modules	Aug. 2020 - March 2021	Agenda Sign-in sheets Emergency Response Log	Increased teacher leadership roles Increase in staff involvement Committee sign-in sheets/agendas	Student/staff surveys Nurse set-up Classroom/Campus set-up	Title I: Part A: E Title II Title III Title IV

Action Steps

1) Teachers will volunteer and be selected to be members of our Safety Committee and will be instrumental in creating/monitoring policies that target to our campus' needs.

2) Teachers will be members of the Discipline Committee and will be instrumental in creating/monitoring policies that target to our campus' needs.

3) Teachers will ensure that their classrooms are following CDC guidelines: desks are separated, students will social-distance, students wash hands frequently, hand sanitizers are available at all times, students wear masks at all times.

4. Teachers from each hall will be selected to be members of the Emergency Response Team and will receive training on protocols during a medical emergency.

Goal Area 3:	Improve Safety, Public Support, Culture and Climate
Annual Goal 1:	By June 2021, campus administration will continuously involve stakeholders to be integral partners in the education of our students.
Objective 2:	By June 2021, campus staff will foster relationships with all Stakeholders and the community.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Administrators, Counselors, Teachers, Parent Educator will develop a constant communication with parents and the community and view them as partners in their child's education.	District PR Representative Principal Campus PR Administrators All staff	Technology Cisco Jabber Google Voice Twitter Facebook Web site	Sept 2020 -- June 2020	Web page Parent Contact Log Social Media responses	Increase in parental involvement Increase of community members involvement Positive Feedback	Community surveys Social Media responses	Title I: Part A: F Title II Title III Title IV

Action Steps

1. Teachers will make weekly parent contact and keep a log to communicate students' strengths as well as areas in need of growth.

2. Administration will hold parent/community meetings via Teams and/or face-to-face to keep them abreast of student progress, behavior and attendance.

3. Campus Parent Educator will be instrumental in contacting parents/community members, sending flyers, posting on social media for invites on campus events.

4. Counselors will hold monthly parent/student meetings via various media platforms (ie. Facebook Live, UTube Live, Google Meets) to help support and reinforce social and emotional learning.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
The campus will showcase accomplishments and post celebrations on social media outlets.	District PR Representative Principal Campus PR administrator Campus PR teacher All staff Parents	Technology Cisco Jabber Google Voice Twitter Facebook Web site	Sept 2020 -- June 2020	Web page Local Newspapers Principal Newsletters Social Media responses	Increase in parental involvement Increase of community members involvement Staff/Student weekly recognition	Social Media responses Students Organizations' Accolades Teacher Honors	Title I: Part A: E Title II Title III Title IV

Action Steps

1. Teachers will be expected and encouraged to submit weekly student accomplishments to highlight student successes.

2. The Campus PR representative will ensure that our staff and students are recognized at the district and campus level.

3. Administrators will recognize staff's accomplishments weekly: principal's weekly newsletter, Dept meeting celebrations, Web Home page and social media outlets.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Senior and Junior students will seek members of the community to be Capstone Project mentors.	Principal Early College Director Community Mentors CTE teachers Senior/Junior ELA teachers	Capstone Project Forms Capstone Project powerpoint	Sept 2020 -- June 2020	Completed Capstone Project tri-folds, videos, and research papers Judges' Feedback	Completed Senior Abstracts and Proposals	Capstone Judges' forms	Title I: Part A: H, I Title II Title III Title IV

Action Steps

1. Senior students will seek community members who are experts in their field as partners in assisting them to complete their Senior Capstone Project proposals.

2. CTE and Senior English teachers will be instrumental in reaching out to members of the community to partner with senior/junior students in providing vital information for their research.

Goal Area 3:	Improve Safety, Public Support, Culture and Climate						
Annual Goal 1:	By June 2021, campus administration will promote a positive campus culture that embraces success.						
Objective 3:	By June 2021, a climate of fostering professional relationships with all campus staff will increase by five percent by conducting staff surveys.						

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
The campus will showcase staff and students' accomplishments and post celebrations on social outlets.	District PR Representative Principal Campus PR administrator Campus PR teacher All staff Parents	Technology Cisco Jabber Google Voice	Sept 2020 -- June 2020	Web page Parent Contact Log The Advance Newspapers Principal Newsletters	Increase in parental involvement Increase of community members involvement Staff/Student weekly recognition	Staff/Community surveys	Title I: Part A: F, I Title II Title III Title IV

Action Steps

1.Teachers will be expected and encouraged to submit weekly student accomplishments to highlight student successes.

2.The PR administrator and Campus PR representative will ensure that our staff and students are recognized at the district level.

3. Administrators will recognize staff's accomplishments weekly: principal's weekly newsletter, Dept meeting celebrations, Web Home page and social media outlets.

4. Staff meetings will be conducted once a month to celebrate and acknowledge staff/organization accolades and continue building relationships through open communication.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
District personnel/Campus Counselors will provide professional development training on Social/Emotional Learning to all teachers.	District Personnel Principal Administration Counselors CLL	District power point Counselors' power point Teams Chat feedback	Sept 2020 -- June 2020	District Sign-In sheets Remote Check-In Sheets Training agendas	Staff surveys Counselor's Open-Door policy Teacher Feedback Pre-Evaluation Conferences	Staff/Community Surveys	Title I: Part A: D Title II Title III Title IV

Action Steps

1.Teachers will attend district Social/Emotional Learning professional development and complete a personal survey.

2. Counselors will be scheduled in the campus' Professional Development agenda to provide teachers will information on how to detect and assist students who display social/emotional issues.

3. Teachers will refer students in need of Social/Emotional guidance to counselors for individual consultations.

4. Counselors will provide teachers with a weekly lesson to be utilized during Raider Time that will promote social and emotional learning.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Administrators, along with Content Leaders, CLL and CLFs will lead focused and intentional daily CLCs that will target curriculum, data, and intentional planning.	Principal Assistant Principals Content Leaders CLL CLF	CLC Roadmap District Curriculum State/Campus data Accountability Reports Student work	Sept 2020 -- June 2020	CLC Roadmap Lesson plans CLC agenda Sign-in sheets Student Progress logs	Reports Cards/Progress Reports Student engagement Execute the 3-phases of the CLCs agenda	Increased student performance TxCEE representative conferences	Title I: Part A: B, C, D Title II Title III Title IV

Action Steps

1.Teachers will analyze campus/individual/state trend data, accountability reports, Standards/TEKS to provide prescriptive daily lessons.

2. Teachers will review the district curriculum and share Best Practices daily during CLCs lead by the Content Leaders.

3. Teachers will examine student work to strengthen their pedagogy.

4. CLL will be deliberate in creating and delivering the Campus Roadmap.

Goal Area 4: Increase Staff Quality, Recruitment and Retention

Goal Area 4:	Increase Staff Quality, Recruitment, and Retention
Annual Goal 1:	By June 2021, PSJA North ECHS will be recognized as a highly accomplished, competitive and successful campus.
Objective 1:	By June 2021, teachers will be provided with opportunities to enrich their professional knowledge and skills.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Teachers will receive training on the designated evaluation system, will be provided feedback, and given opportunities to enhance their professional growth.	Principal Administrators CLL CLFs Content Leaders Teachers	McREL system/rubric Professional Dev power points CLL/CLFs contact log	Sept 2021 – June 2021	McREL process Completion of goals Completion of SLOs Administrator's scheduled conferences/notes (feedback)	Increased student growth Improved lesson delivery Student engagement Adjusted teacher lessons Goal attainment Teacher comprehension of the McREL rating descriptors	Increased teacher performance on each McREL standard TxCEE teacher survey	Title I: Part A: B, C, D Title II Title III Title IV

Action Steps

1)Teachers will receive training on the McREL teacher evaluation instrument.

2) Teachers, in collaboration with their administrator, will create Professional Development goals.

3) Teachers will collaborate with their grade level colleagues to create Student Learning Objectives.

4) Administrators will schedule Pre-Evaluation conferences with their assigned teacher.

5) Administrators will provide teachers with feedback using the McREL rubric during Pre and Post Conferences.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Administrators will conduct Walkthroughs and Learning Walks to provide feedback and enhance teacher's instructional methods. Teachers will conduct Intervisitations and Ghost Walks to gather learning evidence.	Principal Administrators CLL CLFs Content Leaders Teachers	Walkthrough rubric Professional Dev power points Administrators logs	Sept 2020 – June 2021	Walkthrough/Ghost Walks/Intervisitation templates Administrator's schedule	Increased student growth Improved lesson delivery Student engagement Adjusted teacher lessons	Executive officer's Walkthrough Report Increased teacher performance in walkthrough components	Title I: Part A: B, C, D Title II Title III Title IV

Action Steps

1) Administrators will receive training on gathering aligned and factual evidence for providing feedback.

2) Administrators will calibrate to ensure that feedback is consistent and constructive.

3) Teachers will gain instructional classroom concepts from their colleagues to continuously add to their pedagogy toolbox.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus staff will receive training on the Spirit of PSJA to embody professional leadership at all employment levels.	Principal Administrators Campus Staff	Spirit of PSJA Power-point Certificates	Sept 2020 – June 2021	Principal's Newsletter Display Posters throughout campus Web page Staff meeting announcements	Staff leadership capacity Voluntary Committee membership Positive Customer Service	Increased Voluntary Committee Membership/ Involvement Teacher survey	Title I: Part A: D, E Title II Title III Title IV

Action Steps

1) Administration/Staff will receive training on the components of the Spirit of PSJA's professional philosophy.

2) Campus staff will nominate colleagues for each Spirit of PSJA theme throughout the year.

3) Campus staff selected will be honored with a district/campus certificate, social media recognition and end-of-the year celebration.

Goal Area 4:	Increase Staff Quality, Recruitment, and Retention
Annual Goal 1:	By June 2021, PSJA North ECHS will be recognized as an accomplished, competitive and successful campus.
Objective 2:	By June 2021, PSJA North ECHS will continuously publicize campus accolades to attract highly qualified staff.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
All staff will be trained in the A-F Campus Accountability System.	Principal Administrators CLL CLFs Content Leaders Teachers	Accountability Report PD Powerpoint Mission/Vision statement	Sept 2020 – June 2021	Professional Development Agenda Sign-in Sheets Walkthroughs Evaluations Intervisitations	Increased student performance Equitable accountability	STARR EOC state/district/campus data Benchmark data CCMR data TELPAS reports	Title I: Part A: D Title II Title III Title IV

Action Step

1) Teachers will be informed of their specific role and how they are accountable for the campus' attainment of the highest rating.

2) Teachers will receive training on the 3 Domains: Student Achievement, School Progress and Closing the Gaps

3) Administrators and teachers will collaborate and use feedback to ensure that everyone is focused on reaching the school's mission/vision.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
As an Early College High School, opportunities will be provided for all students to attain an Associate Degrees and/or receive Industry-Based Certificates.	Principal Administrators Early College Director Counselors	TSI assessment Counselor interviews Student requests Go-Center CTE fair/showcase DC Professional Dev CTE Professional Dev	Sept 2020 – June 2021	TSI Assessment Reports Student Interview Sign-ins Higher-Ed Partner Reports G0-Center student logs Associates/Certificates Report	Increased student advancement Increased number of degree/certificates	Trend Data Comparison track	Title I: Part A: B, H Title II Title III Title IV

Action Steps

1) Recruit staff to fulfill the demand for increase in higher-education courses.

1) Recruit staff to fulfill the demand for increase in Industry-Based courses.

3) Provide DC/AP and CTE teachers with professional development that address their specific field.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Recruit highly qualified staff to continue the success of academics and extra-curricular activities at the campus.	Principal Administrators Staff Leaders	Job Description Social media outlets Interview Forms Technology Job Fair Information	Sept 2020 – June 2021	Job Fair participants Committee participants Social Media posts	Hire highly qualified staff Increased student participation Increased academic success Increase number of teachers with Masters' degrees	Staff survey Accountability Reports Increase number of students competing at state/regional level	Title I: Part A: C Title II Title III Title IV

Action Steps

1) Publicize campus achievements on social media outlets.

2) Participate in the district virtual/face-to-face Job Fairs.

3) Establish interview committees with staff leaders from their respective department.

Goal Area 4:	Increase Staff Quality, Recruitment, and Retention
Annual Goal 1:	By June 2021, PSJA North ECHS will be recognized as a highly accomplished, competitive and successful campus.
Objective 3:	By June 2021, PSJA North ECHS will continuously provide staff with resources that will maximize their performance.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Encourage teachers to seek opportunities to lead professional growth activities and decision-making processes.	Principal Administrators CLL Dept. Leaders	McREL rubric CLF job description Committee logistics Staff interest PD training	Sept 2020 – June 2021	Committee lists Interview Questions Staff Interest Forms PD agendas/sign-in sheets	Increase staff involvement Positive culture Staff buy-in	Staff survey	Title I: Part A: C, D Title II Title III Title IV

Action Steps

1) Select teacher leaders as Collaborative Learning Facilitators to mentor teachers.

2) Be intentional in the selection of members to participate in specific committees as per their expertise.

3) Encourage teachers to be Trainer-of-trainers during Staff Development and CLCs.

4) One teacher will be selected as a member of the Superintendent's Faculty Advisory Council to represent our campus.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Teachers are provided with current Technology equipment to facilitate their daily responsibilities.	Principal Administrators CIT	New-Line True Touch Boards Current 2020 laptops Computer labs Document Readers Wireless mouse/ keyboards Hot Spots	Sept 2020 – June 2021	New-Line True Touch Boards 2020 Laptop for every teacher, counselor, liaison, administrators CIT Device Distribution List	Resources to allow for synchronous/asynchronous learning Higher-level student thinking Provide students with immediate feedback Immediate parent contact	Staff survey Parent/Student Contact Log	Title I: Part A: B, D Title II Title III Title IV

Action Steps

1) Teachers will be provided with updated 2020 laptops, COWS, computer labs, document readers, wireless mouse/key boards and Hot Spots to increase learning time.

2) Teachers will receive Professional Development on Google Classroom apps: Bitmoji classrooms, Google Slides/Forms, Virtual Interactive Notebook, etc

3) Teachers will provide evidence of student engagement and higher-level thinking skills to maximize student learning.

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Administrators, along with Content Leaders, CLL and CLFs will lead focused and intentional daily CLCs. that will target curriculum, data, and intentional planning.	Principal Assistant Principals Content Leaders CLL CLF	CLC Roadmap District Curriculum State/Campus data Accountability Reports Student work	Sept 2020 – June 2020	CLC Roadmap Lesson plans CLC agenda Sign-in sheets Student Progress logs	Reports Cards/Progress Reports Student engagement Execute the 3-phases of the CLCs agenda	Increased student performance TxCEE representative conferences	Title I: Part A: B, C Title II Title III Title IV

Action Steps

1. Teachers will analyze campus/individual/state trend data, accountability reports, Standards/TEKS to provide prescriptive daily lessons.

2. Teachers will review the district curriculum and share Best Practices daily during CLCs lead by the Content Leaders.

3. Teachers will examine student work to strengthen their pedagogy.

4. CLL will be deliberate in facilitating the Campus Roadmap.

Professional Development

ERO #	Date	Topic	Description	Presenters
157972	8/17/2020	High-Tech Cyber Advocates	Welcome Teacher Pledge Team Building Teacher Activities	Administration
157974	8/17/2020	High-Tech Cyber Advocates II (PM)	TELPAS/Accountabilty: Teachers wil review our Campus TELPAS data and A-F Accountability	Liza Diaz, principal Nadia Aguirre, LPAC administrator
157984	8/18/2020	High-Tech Cyber Advocates II (AM)	Teachers will be provided with a step-by-step training on utilzing Google Sites/Slides and Virtual Tips/Differentiated Instruction	Teacher leaders
157985	8/18/2020	High-Tech Cyber Advocates II (PM)	Teachers will be provided with a step-by-step trainig on utilizing Google Extensions/Forms/Sheets, Instructional Techniques	Teacher leaders
158842	8/21/2020	Teacher Workday (AM)	Teachers will navigage through the curriculum, apps, resources learned through Professional Dev	Administrators All teachers
158844	8/21/2020	Teacher Workday (PM)	Review Agenda for Week 2 Continue to navigate through curriculum, virtual resources	Administrators All teachers
158862	8/24/2020	Setting a Virtual Culture (AM)	Creating a safe, comfortable virtual environment for students: Practice Sessions	Administrators Teacher Leaders
158864	8/24/2020	Setting a Virtual Culture (PM)	Setting a safe virtual envrioment for students	Administrators Teacher Leaders
158878	8/25/2020	Being Virtually Mindful (AM)	Unite Way Risk Management McREL Standards Interactive Notebook Practice	Community Reps Vianey Villegas, CLL Teacher Leaders
158898	8/25/2020	Being Virtually Mindful (PM)	*SEL for students Covid Session #2 Differentiated Insruction Reteach	Counselors Teacher leaders
158905	8/26/2020	Campus Culture Expectations (AM)	Review Campus Culture Expectations 5 E's Lesson cycle *Differentiated Instruction Practice Sessions	Maria Rubio, Dean of Instruction Teacher leaders

ERO #	Date	Topic	Description	Presenters
158908	8/26/2020	Campus Culture Expectations (PM)	SEL for teachers Covid Session #3 Google apps Reteach/Practice	Counselors Teacher leaders
158914	8/27/2020	Virtual Pathway Modules (AM)	Complete Virtual Pathway Modules 5-8	
158911	8/27/2020	District Expectations (AM)	Review: Student/Adult Harassment/ Cyber Bullyng	Robert Perez, Administrator
158916	8/28/2020	Teacher Workday: Prepare for Virtual classroom Week Two	Teaachers will prepare their Virtual Classroom for Week Two	All teachers
158917	8/28/2020	Teacher Workday: Prepare for Virtual Classroom Week One	Teaachers will prepare their Virtual Classroom for Week One	All teachers
165930	10/14/1990	EL LEP Strategic Plan/ Campus TELPAS Data	Teachers will review the campus' 2019 TELPAS data and SIOP strategies needed to assist their EL students improve one Proficiency Level. Teachers will be trained in completing the LEP Strategic Plan.	Nadia Aguirre, LPAC administrator Maria Rubio, Dean of Instruction

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PHARR-SAN JUAN-ALAMO ISD
CAMPUS IMPROVEMENT PLAN CHECKLIST

Campus: _North ECHS_

Principal: _Riza Dia_ _Maria Rubio_

Date Reviewed: _10/12/2020_

Reviewer _Nora L. Cantu_

Title I, Part A: _✓_ School-wide Campus ____ Targeted Support & Improvement Assistance Campus

General Requirements

- **Each school year**, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs.

- The principal shall regularly consult the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program.

- Each campus-level committee shall hold at least one public meeting per year. The required meeting shall be held after receipt of the annual campus rating from the agency to discuss the performance of the campus and the campus performance objectives. District policy and campus procedures must be established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input, and to provide information to those persons regarding the recommendations of the campus-level committees.

- All campuses receiving federal funds must meet or exceed the **Every Student Succeeds Act** student group targets:
  - Component 1: All students will reach high standards, at a minimum attaining Meets Grade Level or above standard in English language arts/reading, and mathematics on STAAR and End of Course Exams.

  - Component 2: All students will meet or exceed academic growth in reading and mathematics.

  - Component 3: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum progressing one or more level on TELPAS Domains in speaking, listening, reading and writing.

  - Component 4: All students will perform at the Approaches grade level or above, Meets grade level or above, Masters grade level standards in all tested areas (elementary & middle schools), and CCMR indictors and graduation rate (high schools).

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Needs Assessment:
 • Each CIP include a comprehensive needs assessment addressing campus student performance on the student achievement indicators, and other appropriate measures of performance, that are disaggregated by all student groups served by the campus, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs.
 	
 • Schoolwide programs must include a comprehensive needs assessment of the entire school based on student performance data related to state content standards (TEKS) and performance standards (State Assessment)
 	
 • Targeted Assistance programs must include a comprehensive needs assessment for the students served through Title I, Part A programs.
 	
 • The results must be disaggregated with respect to the performance of all student groups served, including the following categories:
   – ethnicity
   – socioeconomic status
   – gender
   – populations served by special programs, including students in special education programs.
 	
 • Each campus-level planning and decision-making committee for a middle, or high school campus shall analyze information related to dropout prevention.
	✓ Clearly Evident
	
	 __ Somewhat Evident
	
	 __ Not Evident
	
	 Comments/Recommendations:

Long Range Goals/Campus Performance Objectives:
 • The board of trustees shall annually approve the goals and campus performance objectives and shall ensure that campus improvement plans, at a minimum, support the state goals (TEKS) and objectives.
 	
 • The CIP should include measurable performance objectives for all appropriate student achievement indicators for all student populations, including students in special education programs under Subchapter A, Chapter 29, and other measures of student performance that may be identified through the comprehensive needs' assessment.
 	
 • The CIP must include goals and methods for violence prevention and intervention on campus.
 	
 • If the campus is an elementary, middle, or high school, data points to set annual goals and objectives (if applicable) based on:
   a) student academic growth
   b) student academic performance data;
   c) student attendance rates;
   d) the percentage of students who are educationally disadvantaged;
   e) continuously enrolled students
   f) non-continuously enrolled students
   g) the use and success of any method to ensure that students participate in moderate to vigorous physical activity as required by Section 28.002(l); and
   h) current and monitored English Learners (monitored students through year 4).
	✓ Clearly Evident
	
	 __ Somewhat Evident
	
	 __ Not Evident
	
	 Comments/Recommendations:

Performance Objectives: • Each CIP must set the campus performance objectives based on the Texas Academic Performance Reports (TAPR), including objectives for student groups (special populations), include dropout and attendance. • Performance objectives are included for at-risk students served through the State Compensatory Education program.	✓ Clearly Evident __ Somewhat Evident __ Not Evident Comments/Recommendations:

Strategies and Action Steps:
• Each CIP must
  a) identify how the campus annual goals will be met for each student and student group;
  b) identify staff needed to implement the plan;
  c) identify the materials/resources;
  d) identify evidence of implementation;
  e) identify evidence of impact;
  f) identify formative and summative assessments to measure progress; and
  g) set timelines for reaching the annual goals.
 	
• The CIP must also include strategies and actions for improvement of student performance that include:
  a) instructional methods for addressing the needs of student groups not achieving their full potential;
  b) methods for addressing the needs of students for special programs, such as suicide prevention, conflict resolution, violence prevention, or dyslexia treatment programs;
  c) dropout reduction;
  d) integration of technology in instructional and administrative programs;
  e) discipline management;
  f) staff development for professional staff;
  g) career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities; and
  h) accelerated education.
	✓ Clearly Evident
	__ Somewhat Evident
	__ Not Evident
	Comments/Recommendations:

Each CIP should include strategies that:
• provide opportunities for all students to meet the state performance standards (State Assessments)
• are based on effective means of improving student achievement and use instructional strategies that
  a) increase the amount and quality of learning time (extended school year, before- and after-school programs, and summer programs)
  b) provide enriched and accelerated curriculum
  c) include strategies for meeting the needs of historically underserved populations, including the incorporation of gender equitable methods and practices, and
  d) 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; and
  e) the integration of vocational and technical education programs.
	✓ Clearly Evident
	__ Somewhat Evident
	__ Not Evident
	Comments/Recommendations:

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- 10 School-wide Components Included, if a Title I, Part A Schoolwide Campus
  - a) Comprehensive needs assessment
  - b) Reform Strategies - Effective instructional strategies designed to increase student performance and are scientifically based
  - c) Instruction by Highly Qualified Teachers
  - d) High quality and ongoing professional development for teachers, principals, and paraprofessionals
  - e) Strategies to attract highly qualified
  - f) Strategies to increase parental involvement
  - g) Transition to different grade levels and schools (preschool in statute)
  - h) Effective and timely assistance to students (monitor student mastery)
  - i) Coordination and integration of federal, state and local services and programs

• Instruction by highly qualified teachers and strategies to attract high-quality qualified teachers • Each CIP must identify how the campus will recruit high-quality qualified teachers and ensure that instruction will be provided by highly qualified teachers.	✓ Clearly Evident __ Somewhat Evident __ Not Evident Comments/Recommendations:

Activities to ensure additional assistance to students who experience difficulty mastering content and performance standards (TEKS/STAAR). Activities should include:
• measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance
 	
• staff development for teachers related to identification of learning and academic difficulties
 	
• teacher/parent conferences to discuss
  a) what the school will do to help the student meet the standards
  b) what the parents can do to help the student's performance
  c) additional assistance at the school or elsewhere in the community
	✓ Clearly Evident
	
	__ Somewhat Evident
	
	__ Not Evident
	
	Comments/Recommendations:

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Professional Development: • Each schoolwide campus must provide high-quality professional development designed by teachers, principals, and other school staff to improve teaching and learning.	✓ Clearly Evident __ Somewhat Evident __ Not Evident Comments/Recommendations:
Resource Allocation: • Each CIP must determine the resources needed to implement the plan. • The school-wide CIP must list all federal, state, and local programs that are included in the school-wide program and describe how the school will use resources from Title I with other resources to implement all the CIP components. **Coordination and Integration of Federal, State, and Local Services and Programs:** • Each CIP must identify how programs and services are integrated at the campus. • For SCE, add funding amounts and FTEs, where appropriate.	✓ Clearly Evident __ Somewhat Evident __ Not Evident Comments/Recommendations:
Evaluation: • Each CIP must measure progress toward the performance objectives periodically to ensure that the information included in the CIP is resulting in academic improvement. Each CIP must provide for formative and summative evaluation measures. • Student assessment in at least reading and mathematics must be included. Assessments in the tested subjects will be the primary means of determining the yearly performance of each campus. • The schoolwide CIP must address how the school will determine if student needs have been met.	✓ Clearly Evident __ Somewhat Evident __ Not Evident Comments/Recommendations:

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Executive Summary:

The Executive Summary gives a <u>one-page brief</u> description of the school's culture and ongoing developments by condensing the more detailed content in the CIP. It is a separate document.

The following information must be included:

- Campus name and principal's name
- A brief description of the school, students, and community
- A description of the areas in need of improvement (based on data analysis in the needs assessment) that will be addressed in the CIP
- A list of measurable objectives, which correlate to those presented in Part 2 of the CIP; and
- A brief description of the major initiatives or strategies that will be implemented
- Principal, Lead SBDM Member and parent signatures

Notes / Other Considerations:

- ❑ The Title I School-wide Plan should reflect all fund sources combined in the implementation of this plan, e.g., State Compensatory Education funds and other eligible funds.
- ❑ If the campus is combining State Compensatory Funds (SB 702), the plan must reflect:
  - The intent to combine the fund sources;
  - The size and scope of the SCE budget; and
  - FTEs funded from SCE.

  The information may be provided either in the "Resource" column or via a preface or an appendix page.
- ❑ The Title I School-wide Plan should reflect all fund sources combined in the implementation of this plan, e.g., State Compensatory Education funds and other eligible funds.
- ❑ Program Coordination – Campus improvement plans should reflect coordinated/integrated professional development activities, e.g., Title II, Part A and Title II, Part D, Career and Technical Education, Gifted and Talented, etc.
- ❑ Title II, Part A (Teacher and Principal Training and Recruiting Fund) program activities for recruiting and retaining staff, providing professional development, improving the quality of the work force, and reducing class size should be included in the plan, as appropriate.
- ❑ Title III, Part A includes strategies/activities to address progress for recent immigrants and English Learners. Ideally, this should include coordination with the Bilingual/ESL program.
- ❑ Title IV (Safe and Drug Free Schools) fund expenditures for allowable activities should be noted in the CIP, when appropriate, including progress toward reducing violence and illegal drug use.
- ❑ Drug and Violence Prevention Requirements:
  - Suicide Prevention
  - Conflict Resolution
  - Discipline Management/Program
  - Violence Prevention and Intervention
  - Harassment and Dating Violence Beginning at 6th Grade

- ❑ Special Education –Include strategies/activities for addressing training for SB1196 (Texas Behavior Support Initiative) and SB1727 (support for general education teachers who provide instruction for special education students).
- ❑ Migrant Project Districts must include the following areas of focus:
  - Identification and Recruitment
  - New Generation System (NGS)
  - Early Childhood Education
  - Parental Involvement
  - Graduation Enhancement
  - Secondary Credit Exchange and Accrual
  - Migrant Services Coordination

These areas should be included within the plan, where appropriate, with an obvious connection to the Migrant Education Program. Disaggregation of Migrant student data must be available at the district level, and the DIP must clearly address the instructional interventions designed specifically for MEP students as a result of the data analysis.