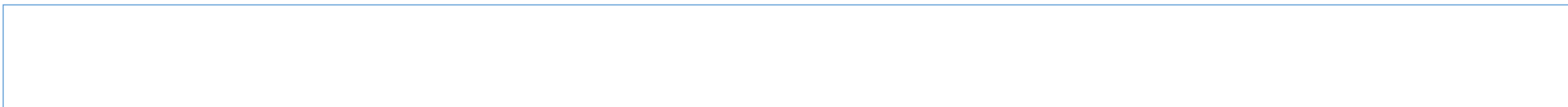




**Southwest Early College High School
Campus Improvement Plan
2020-2021**





Executive Summary



PSJA Southwest Early College High School

Ranulfo Marquez, Principal

Mission: 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.

Demographics Summary: Our campus has an enrollment of 1,732 students of which 99.3% are Hispanic, 95% are Economically Disadvantaged, 45.5% are English Language Learners, and 8.7% are in the Special Education Program.

Comprehensive Needs Assessment Summary: After a thorough data review and comprehensive needs assessment, we have found that English Language Arts is a particular area of concern as well as English Language Proficiency for our English Language Learner Students. Our special education, ELL and non-continuously enrolled student populations require additional supports in ELA, Biology and U.S. History.

Curriculum, Instruction and Assessment: PSJA Southwest Early College High School offers a superb education to our students with a rigorous curriculum and highly qualified teachers and staff. We have one of the most successful Dual Language and Early College Programs in the region, an excellent selection of AP and Pre-AP courses, and we offer a wide array of Career and Technical Education courses which lead to endorsements, college certificates and college associates degrees in various fields. Students can participate in our very successful UIL sanctioned Fine Arts and Athletics programs. We provide individualized instruction support to all of our students, including our at-risk and special needs students.

Summary of Goals: We will continue to strive to help our students reach Meets and Masters levels of student achievement on STAAR EOC exams with a focus on ELA, Science and Social Studies. We will seek to implement a Social Emotional Learning curriculum for both students and staff to help improve well-being during the Covid-19 pandemic and beyond. We will strengthen our parental engagement staff quality, teacher recruitment, and retention

_____, Signature of Principal



PSJA Southwest Early College High School Campus Performance Council Members



SBDM Member	Signature:
Principal: Ranulfo Marquez	
Dean: Jennifer Burden	
Counselor: Cynthia Saldana	
English: Rosalva Diaz	
English: Gabriel Villarreal	
Math: Maria Gonzalez-Tevar	
Math: Nelson Carrasquero	
Social Studies: Erick Castillo	
Social Studies: Juan Garza	
Science: Jessica Galvan	
Science: Fabiola Doria	
CTE: Kellie Williams	
CTE: Dennille Hernandez	
Special Ed.: Miguel Maynez	
Special Ed.: Debora Zerda	
Parent: Rubina Cavazos	
Student: Iza Garza	
Community Member: Jessie Garcia	

Part 1: Background, Data Analysis and Needs Assessment

School Profile

PSJA Southwest ECHS serves the community of **Pharr** in the Rio Grande Valley as part of the **Pharr-San Juan-Alamo Independent School District**. With a student enrollment of over 1,700 students, we are focused on college and career readiness as students graduate high school through our excellent partnerships with **South Texas College** and the **University of Texas Rio Grande Valley**, as well as local business and industry partners. 99% of the student body is Hispanic, 99% Economically Disadvantaged and 41% Limited English Proficient. Despite the area demographics, PSJA Southwest ECHS ranked among the top 500 schools in the state of Texas and in the nation according to the 2020 **US News & World Report** and has rapidly become a state and national leader in creating more academic opportunities for all students.



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

1. Principal: Ranulfo Marquez
2. Dean: Jennifer Burden
3. Counselor: Cynthia Saldana
4. English: Rosalva Diaz
5. English: Gabriel Villarreal
6. Math: Maria Gonzalez-Tevar
7. Math: Nelson Carrasquero
8. Social Studies: Erick Castillo
9. Social Studies: Juan Garza
10. Science: Jessica Galvan
11. Science: Fabiola Doria
12. CTE: Kellie Williams
13. CTE: Dennille Hernandez
14. Special Ed.: Miguel Maynez
15. Special Ed.: Debora Zerda
16. Parent: Rubina Cavazos
17. Student: Iza Garza
18. Community Member: Jessie Garcia

Data Sources

Comprehensive Needs Assessment: Data Analysis Sources

Data Resources Reviewed

1. PEIMS/Cognos Reports for Student Enrollment and Demographics
2. 2018-2019 Campus TAPR Report
3. 2018-2019 Campus State Accountability Report
4. 2019-2020 Attendance
5. 2019-2020 TELPAS Data
6. Discipline Referral Data
7. PEIMS Demographics
8. Parental Involvement Data
9. McRel Teacher Evaluations and Walkthrough Data
10. Professional Development Plan
11. Teacher Certifications
12. Technology Inventories

Campus Demographics 2020-2021

	ALL	MALE	FEMALE	SPED	LEP	M1	M2	MIGRANT	ECD	GT	CTE
Number	1,732	878	855	150	788	4	102	57	1646	154	1,115
Percent	100	50.6	49.3	8.7	45.5	.2	5.9	3.3	95	8.9	64.4

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	1,732	1,719	0	1	11	1
Percent	100	99.2	0	0	.01	0

CAMPUS DEMOGRAPHICS



Total Enrollment – 1,732

Percent	Southwest ECHS	STATE*
Hispanic	99.2	52.6%
Economically Disadvantaged	95	60.6%
ELL	45.5	19.5%

*<https://rptsvr1.tea.texas.gov/perfreport/snapshot/2019/state.html>

2019 State Accountability Summary

Texas Education Agency
2019 Accountability Ratings Overall Summary
 PSJA SOUTHWEST EARLY COLLEGE H S (108909007) - PHARR-SAN JUAN-ALAMO ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		87	B
Student Achievement		87	B
STAAR Performance	47	75	
College, Career and Military Readiness	81	95	
Graduation Rate	98.8	95	
School Progress		91	A
Academic Growth	80	90	A
Relative Performance (Eco Dis: 99.8%)	64	91	A
Closing the Gaps	65	78	C

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Not Earned
Social Studies	Not Earned
Comparative Academic Growth	Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Not Earned

Domain 1: Student Achievement Performance Data Table 2019

2019 Performance	All Students	Hispanic	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
ELA/Reading									
% of Tests at Approaches GL Standard or Above	60%	60%	60%	40%	44%	25%	-	62%	54%
% at Meets GL Standard or Above	39%	39%	39%	16%	21%	14%	-	41%	31%
% at Masters GL Standard	6%	6%	6%	0%	1%	2%	-	6%	6%
Mathematics									
% of Tests at Approaches GL Standard or Above	97%	97%	97%	95%	96%	94%	-	97%	97%
% at Meets GL Standard or Above	78%	78%	78%	74%	76%	63%	-	78%	76%
% at Masters GL Standard	41%	41%	41%	26%	34%	29%	-	40%	44%
Science									
% of Tests at Approaches GL Standard or Above	82%	82%	82%	71%	74%	58%	-	83%	77%
% at Meets GL Standard or Above	41%	41%	41%	14%	19%	19%	-	43%	32%
% at Masters GL Standard	11%	11%	11%	2%	3%	2%	-	12%	7%
Social Studies									
% of Tests at Approaches GL Standard or Above	90%	90%	90%	80%	81%	61%	-	89%	93%
% at Meets GL Standard or Above	61%	61%	61%	34%	38%	29%	-	61%	59%
% at Masters GL Standard	29%	29%	29%	8%	10%	22%	-	29%	28%
All Subjects									
% of Tests at Approaches GL Standard or Above	75%	75%	75%	59%	63%	48%	-	76%	71%
% at Meets GL Standard or Above	49%	49%	49%	26%	30%	25%	-	50%	42%
% at Masters GL Standard	16%	16%	16%	5%	7%	9%	-	16%	15%
Avg of All Subjects	47%								
Scale Score	75 (C) Scaling tool at https://rptsrv1.tea.texas.gov/perfreport/account/2019/scaling_tool.html								

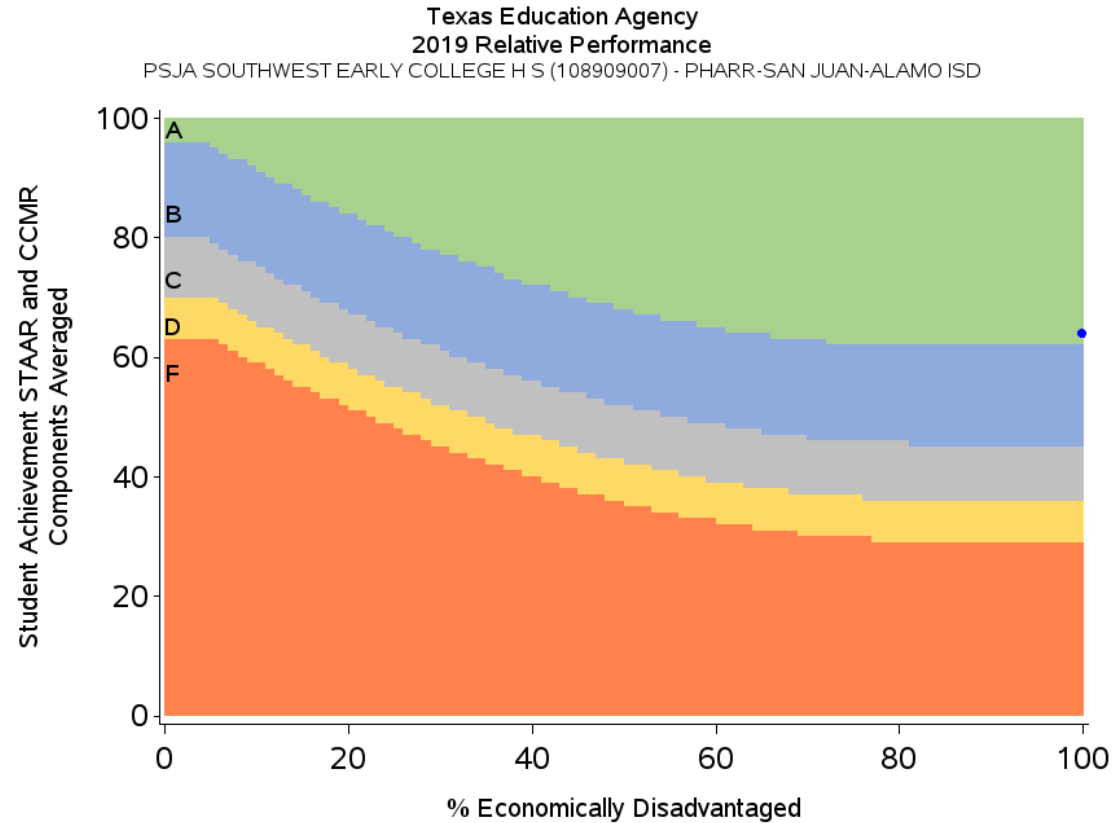
Domain 1: CCMR Data Table 2019

	Annual Graduates			Annual Graduates	
	Count/Credit	Percent		Count/Credit	Percent
Texas Success Initiative (TSI) Criteria			Level I or Level II Certificate		
Met TSI criteria in both ELA/Reading and Mathematics	149	39%	Earned a level I or level II certificate in any workforce education area	20	5%
ELA/Reading			Associate's Degree		
Met TSI criteria for at least one indicator	205	54%	Earned an associate's degree while in high school	45	12%
Met TSI assessment criteria	201	53%	OnRamps Dual Enrollment Course		
Met ACT criteria	16	4%	Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	0	0%
Met SAT criteria	23	6%	Graduate with Completed IEP and Workforce Readiness		
Earned credit for a college prep course	3	1%	Received graduation type code of 04, 05, 54, or 55	1	0%
Mathematics			Special Ed with Advanced Degree Plan		
Met TSI criteria for at least one indicator	175	46%	Identified as receiving special education services and earned an advanced degree plan	15	4%
Met TSI assessment criteria	173	45%	U.S. Armed Forces		
Met ACT criteria	14	4%	Enlisted in the U.S. Armed Forces	42	11%
Met SAT criteria	12	3%	Met Non-CTE Criteria		
Earned credit for a college prep course	1	0%	Met at least one criteria above	291	76%
AP/IB Examination			CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications		
Met criterion score on an AP/IB exam in any subject	130	34%	CTE coherent sequence graduate with at least one CTE course aligned with an industry-based certification and did not meet any other criteria (1/2 credit)	16	4%
Dual Course Credits					
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	228	60%			
Industry-Based Certifications					
Earned an industry-based certification from approved list	18	5%			

Domain 1: Graduation Rate Data Table 2019

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL+	Special Ed
4-Year Graduation Rate (Gr 9-12): Class of 2018											
% Graduated	96.9%	-	96.8%	*	-	*	-	-	96.8%	96.9%	100.0%
# Graduated	372	-	368	*	-	*	-	-	368	158	22
Total in Class	384	-	380	*	-	*	-	-	380	163	22
5-Year Extended Graduation Rate (Gr 9-12): Class of 2017											
% Graduated	98.8%	*	98.8%	-	-	*	-	-	98.7%	98.0%	90.0%
# Graduated	405	*	401	-	-	*	-	-	384	148	18
Total in Class	410	*	406	-	-	*	-	-	389	151	20
6-Year Extended Graduation Rate (Gr 9-12): Class of 2016											
% Graduated	98.1%	*	98.1%	*	-	-	-	-	98.0%	96.7%	91.7%
# Graduated	358	*	355	*	-	-	-	-	338	116	22
Total in Class	365	*	362	*	-	-	-	-	345	120	24
Annual Dropout Rate (Gr 9-12): SY 2017-18											
% Dropped Out	0.3%	*	0.3%	0.0%	-	*	-	-	0.3%	0.4%	0.0%
% Dropped Out - Conversion	97.0%										
# Dropped Out	6	*	6	0	-	*	-	-	6	3	0
# of Students	1,942	*	1,921	16	-	*	-	-	1,905	830	153

Domain 2: Relative Performance Data Table 2019



Note: Place your mouse cursor over a plot point for more detailed information.

				Value needed for:			
% Economically Disadvantaged	% Economically Disadvantaged Range	Type of Campus	STAAR and CCMR	90	80	70	60
99.8	99.1 to 100	High School/K-12	64	62	45	36	29

Domain 3 Calculation Report: 2019



	Total Met	Total Evaluated	Percent of Eligible Indicators Met	Weight	Score
Academic Achievement	9	14	64%	50.00%	32
Graduation Status	1	4	25%	10.00%	2.5
ELP Status	0	1	0%	10.00%	0
School Quality Status	6	6	100%	30.00%	30
Closing the Gaps Score					65
Scaled Score					78 (C)

Needs Assessment/Summary of Findings

Comprehensive Needs Assessment: Goal 1-4 Summary of Findings

Goal	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	Domain 1: Student Achievement	<ul style="list-style-type: none"> CCMR Scale Score of 95 Graduation Rate Scale Score of 95 	<ul style="list-style-type: none"> STAAR Performance Scaled Score of 75 is low. Continued gains are desired in ELA, Science and Social Studies 	<ul style="list-style-type: none"> Eng 1 & 2 Biology
1	Domain 2 School Progress "A": Academic Growth	<ul style="list-style-type: none"> Academic Growth Scale Score of 90 	<ul style="list-style-type: none"> Academic Progress is low in ELA at 71%. 	<ul style="list-style-type: none"> Progress from Eng 1 to Eng 2 needs to improve.
1	Domain 2 School Progress "B": Relative Performance	<ul style="list-style-type: none"> Relative Performance Scale Score of 91 	<ul style="list-style-type: none"> STAAR Component needs to improve to exceed the value needed for a 90 or higher. 	<ul style="list-style-type: none"> Eng 1 & 2 Biology
2	Domain 3: Closing the Gaps	<ul style="list-style-type: none"> 100% of indicators met for Math and CCMR 	<ul style="list-style-type: none"> 5 of 10 indicators missed in ELA for Academic Achievement; 3 of 4 indicators missed in Graduation Rate; ELPS Target missed. 	<ul style="list-style-type: none"> Eng 1 & 2 Meets Grade Level Performance Targets need to be met by All, EL, SpEd, CE and N-CE student groups

Comprehensive Needs Assessment: Goal 1-4 Summary of Findings

GOAL	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1, 2	Technology	Availability of technology resources for students and teachers, and staff.	Integration of technology in instruction and increase the infrastructure, increase the use of student technology for instructional rigor and distance learning as necessary	Provide training on the implementation of technology integration; increase on-line resource use
3	Family and Community Involvement	High participation and attendance in parent meetings, high number of active parent volunteers, positive feedback on parent surveys, ongoing collaboration with city and community stakeholders	More active participation and support in Early College Program and in CTE pathways/Certifications	Recruit more parents to participate and volunteer; more frequent parent meetings.
3	School Culture and Climate	Good student attendance; Teachers provided common planning time for Collaborative Learning Communities; customer service; College for All Culture; Safe and Civil School	Static enrollment (little or no change from year to year)	Strengthen public relations; increase student recruitment; improve student retention
4	Staff Quality, Professional Development and Retention	High number of Highly Qualified Staff; low teacher turnover; high number of dual credit and dual language students; all teachers ELPS certified.	ESL certification of all ELA teachers; strengthen teacher mentor program	Provide better AP training and support; ongoing staff development; ESL certification for all ELA teachers

Comprehensive Needs Assessment: All Student Group

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**, there was a **6%** point increase from the prior year at the *Approaches* Grade Level; a **10%** point increase from the prior year at the *Meets* Grade Level and a **5%** point increase from the prior year at the *Masters* Grade Level.
- In **English 2**, there was a **7%** point increase from the prior year at the *Approaches* Grade Level and a **4%** point increase from the prior year at the *Meets* Grade Level
- In **Algebra 1**, there was a **12%** point increase from the prior year at the *Approaches* Grade Level; a **20%** point increase from the prior year at the *Meets* Grade Level and a **12%** point increase from the prior year at the *Masters* Grade Level.
- In **Biology**, there was a **7%** point increase from the prior year at the *Approaches* Grade Level; a **10%** point increase from the prior year at the *Meets* Grade Level and a **6%** point increase from the prior year at the *Masters* Grade Level.
- In **US History**, there was a **4%** point increase from the prior year at the *Approaches* Grade Level and a **2%** point increase from the prior year at the *Meets* Grade Level
- For **Domain 1: CCMR and Domain 3: School Quality**, **78%** of graduates met CCMR indicators and exceeded the federal target of 47% by **31%** pts.
- For **Domain 3: Academic Achievement**, the federal target of 46% for passing the **Math** STAAR EOC Exams at the *Meets* Grade Level or Higher was exceeded by **32%** points

Needs:

The All Student Group experienced the following declines and deficiencies:

- In **English 2**, there was a **1%** point decrease from the prior year at the *Masters* Grade Level
- In **US History**, there was a **3%** point decrease from the prior year at the *Masters* Grade Level
- For **Domain 3: Academic Achievement**, the federal target of 44% in **ELA** was not met by **5%** points
- For **Domain 3: Graduation Rate Status**, the required growth of 1/10th of a percentage point was not met by **2/10ths of a percentage point**

Comprehensive Needs Assessment: Special Education

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 End-of-Course (STAAR EOC) results for the 2018 and 2019 accountability cycles; State Accountability Summary and Data Tables for 2019, 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 9-12 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.

Strengths:

The Special Education Student Group achieved the following gains:

- In **English 1**, there was a **5%** point increase from the prior year at the *Approaches* Grade Level; a **4%** point increase from the prior year at the *Meets* Grade Level and a **2%** point increase from the prior year at the *Masters* Grade Level.
- In **English 2**, there was a **2%** point increase from the prior year at the *Approaches* Grade Level
- In **Algebra 1**, there was a **24%** point increase from the prior year at the *Approaches* Grade Level; a **33%** point increase from the prior year at the *Meets* Grade Level and a **26%** point increase from the prior year at the *Masters* Grade Level.
- In **Biology**, there was a **6%** point increase from the prior year at the *Approaches* Grade Level; a **7%** point increase from the prior year at the *Meets* Grade Level and a students maintained the 2% passing rate at the *Masters* Grade Level
- In **US History**, there was a **4%** point increase from the prior year at the *Approaches* Grade Level and a **2%** point increase from the prior year at the *Meets* Grade Level
- For **Domain 3: Academic Achievement**, the federal target of 23% for passing the **Math** STAAR EOC Exams at the *Meets* Grade Level or Higher was exceeded by **40%** points
- For **Domain 3: Graduation Rate Status**, the Special Education student group had a **100%** graduation rate.
- For **Domain 3: School Quality**, **67%** of graduates met CCMR indicators and exceeded the federal target of 27% by **40%** pts.

Needs:

The All Student Group experienced the following declines and deficiencies:

- In **English 2**, there was a **2%** point decrease from the prior year at the *Meets* Grade Level and a **6%** point decrease from the prior year at the *Masters* Grade Level
- In **US History**, there was a **3%** point decrease from the prior year at the *Approaches* Grade Level, an **11%** point decrease from the prior year at the *Meets* Grade Level and an **18%** point decrease from the prior year at the *Masters* Grade Level
- For **Domain 3: Academic Achievement**, the federal target in **ELA** of 19% was not met by **5%** points

Comprehensive Needs Assessment: English Language Learners (ELL)

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 End-of-Course (STAAR EOC) results for the 2018 and 2019 accountability cycles; State Accountability Summary and Data Tables for 2019, TELPAS results for 2020 as well as TELPAS indicators to determine strengths and needs of our ELL students. Highly qualified teachers and instructional assistants were recruited, hired, and placed in the appropriate educational setting. Curriculum writing and revision for grades 9-12 occurred during the summer to address the needs of our ELL students and to align the curriculum between English and Spanish Language Arts that led to a more coherent and consistent bi-literacy program. Professional development was also planned and developed to ensure that all general education teachers utilize best practices that support the learning of ELL students.

Strengths:

The All Student Group achieved the following gains:

- In **English 2**, there was a **4%** point increase from the prior year at the *Approaches* Grade Level. There was **no change** from the prior year at the *Meets* Grade Level
- In **Algebra 1**, there was a **12%** point increase from the prior year at the *Approaches* Grade Level; a **18%** point increase from the prior year at the *Meets* Grade Level and a **5%** point increase from the prior year at the *Masters* Grade Level.
- In **Biology**, there was a **5%** point increase from the prior year at the *Approaches* Grade Level and **no change** from the prior year at the *Masters* Grade Level.
- In **US History**, there was a **4%** point increase from the prior year at the *Approaches* Grade Level and a **2%** point increase from the prior year at the *Meets* Grade Level
- For **Domain 3: Academic Achievement**, the federal target of 40% for passing the **Math** STAAR EOC Exams at the *Meets* Grade Level or Higher was exceeded by **36%** points
- For **Domain 3: Graduation Rate Status**, the required growth of 1/10th of a percentage point was exceeded by **1.4%** pts.
- For **Domain 3: School Quality**, **63%** of graduates met CCMR indicators and exceeded the federal target of 33% by **30%** pts.

Needs:

The All Student Group experienced the following declines and deficiencies:

- In **English 1**, there was a **2%** point decrease from the prior year at the *Approaches* Grade Level; a **1%** point decrease from the prior year at the *Meets* Grade Level and a **1%** point decrease from the prior year at the *Masters* Grade Level.
- In **English 2**, there was a **2%** point decrease from the prior year at the *Masters* Grade Level
- In **Biology**, there was a **3%** point decrease from the prior year at the *Meets* Grade Level
- In **US History**, there was a **3%** point decrease from the prior year at the *Masters* Grade Level
- For **Domain 3: Academic Achievement**, the federal target of 29% in **ELA** was not met by **8%** points
- For **Domain 3: English Language Proficiency**, the federal target of 36% was not met by **2%** points in 2019 and by **4%** points in 2020.

Comprehensive Needs Assessment: Hispanic and Economically Disadvantaged (ECD)

Hispanic and Economically Disadvantaged

Because the campus ECD and Hispanic enrollment is within 1% point of the All Student Group, there was no statistically significant deviation in data analyzed; therefore, these two sub-groups are identified as having the same strengths and needs as the All Student Group.

Part 2: Goals, Objectives, Strategies
and Action Plans - Planning,
Implementing and Monitoring,
House Bill 3 –CCMR

State Accountability 2019 Comparison & Goals



	PSJA ISD 2019	Southwest ECHS 2019	Campus Goals 2020*
Overall Score and Rating	Scaled Score: 87 Rating: B	Scaled Score: 87 Rating: B	Scaled Score: 90 Rating: A
Domain 1: Student Achievement	Component Score: 87 Scale Score: B	Component Score: 87 Scale Score: B	Component Score: 90 Scale Score: A
Domain 2 Part A: Academic Progress	Component Score: 67 Scale Score: 73	Component Score: 80 Scale Score: 90	Component Score: 80 Scale Score: 90
Domain 2 Part B: Relative Performance	Component Score: 59 Scale Score: 91	Component Score: 64 Scale Score: 91	Component Score: 64 Scale Score: 91
Domain 3: Closing the Gaps	Component Score: 70 Scale Score: 83	Component Score: 65 Scale Score: 78	Component Score: 95 Scale Score: 90

Domain 1: Student Achievement Goals for 20-21

2020-2021 Goals	All Students	Hispanic	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
ELA/Reading									
% of Tests at Approaches GL Standard or Above	65%	65%	65%	45%	50%	35%		35%	35%
% at Meets GL Standard or Above	50%	50%	50%	33%	35%	21%		46%	46%
% at Masters GL Standard	12%	12%	12%	5%	10%	10%		10%	10%
Mathematics									
% of Tests at Approaches GL Standard or Above	99%	99%	99%	99%	99%	99%		99%	99%
% at Meets GL Standard or Above	85%	85%	85%	85%	85%	85%		85%	85%
% at Masters GL Standard	50%	50%	50%	50%	50%	50%		50%	50%
Science									
% of Tests at Approaches GL Standard or Above	93%	93%	93%	85%	85%	70%		93%	93%
% at Meets GL Standard or Above	63%	63%	63%	52%	52%	25%		63%	63%
% at Masters GL Standard	24%	24%	24%	15%	15%	10%		24%	24%
Social Studies									
% of Tests at Approaches GL Standard or Above	95%	95%	95%	85%	85%	65%		90%	95%
% at Meets GL Standard or Above	70%	70%	70%	35%	40%	30%		65%	65%
% at Masters GL Standard	30%	30%	30%	15%	15%	10%		30%	30%
All Subjects									
% of Tests at Approaches GL Standard or Above	88%	88%	88%	79%	80%	67%		79%	81%
% at Meets GL Standard or Above	67%	67%	67%	51%	53%	40%		65%	65%
% at Masters GL Standard	29%	29%	29%	21%	23%	20%		29%	29%
Avg of All Subjects	61%								
Scale Score	90 (A)	Scaling tool at https://rptsrvr1.tea.texas.gov/perfreport/account/2019/scaling_tool.html							

Campus Goal Areas

- Goal Area 1: Student Achievement
- Goal Area 2: Closing the Gaps: Special Population Goals & Strategies
- Goal Area 3: Improve Safety, Public Support, Culture and Climate
- Goal Area 4: Increase Staff Quality, Recruitment and Retention

Goal Area Presentation

Goal Area 1: Student Achievement

Goal Area 1:		Student Achievement: ELA					
Annual Goal 1:		By May 2021, the All Student Group will pass the Eng 1 and 2 STAAR EOC exams at the following rates: Approaches: 65%; Meets 50%; Masters 12%.					
Objective 1:		All identified student groups will be monitored to ensure that they meet targets at the Approaches, Meets and Masters levels					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Identify Student Strengths and Weaknesses Based on Prior Assessment Data	Dean, Teacher of Record, Content AP	DMAC, ETS (STAAR EOC), Pearson (TELPAS)	05/2020-08/2020	Students are intentionally grouped with teachers based on individualized strengths and needs	Instruction is aligned to student needs and strengths	2019-2020 BM Data, 2018-2020 SY Data	1
Action Steps							
Used data to group students							
Created schedules based on student needs							
Reviewed students for possible accommodations							
Made adjustments to schedules as needed once school started							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Data discussions on goal setting for each student. Teachers meet individually with students to go over their historical performance, needs and goals. Students have input on their own goals.	Teachers of record, co-teachers, EL tutors, counselors and APs	Goal Setting Document, DMAC data, ETS and Pearson Data, IEPs, Accommodations when they apply.	09/2020-10/2020	Student portfolios on file in each teacher's classroom to include the goal setting document.	Students are able to verbalize their goals and to advocate for accommodations (when they apply). Progress towards goals is evident in formative assessments.	Formative: CBA 1, BM1, BM2 Summative: EOC, TELPAS	1, 8
Action Steps							
Create Goal Setting Document and Requirements for Student Portfolio							
Intentionally make time for teachers to meet with students on data discussions and goal setting							
Review student needs and accommodations based on historical data, IEPs, 504/LPAC accommodations when necessary							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implement high quality, research-based instruction drawn from an effective curriculum to meet the needs of all students, including supplemental instruction (tutoring).	Teachers of record, co-teachers, Dean of Instruction, Content APs, district curriculum team, CLL	District Curriculum, NEWS ELA, Criterion, McGraw-Hill textbook and resources, StudySync, AR, online released-test platforms	09/2020-06/2020	Lesson Plans, walkthrough observations, CLC planning discussions, instructional coaching conversations, aligned instruction	Progress towards goals on formative assessments and attainment of goals on summative assessments	Formative: CBA 1, BM1, BM2 Summative: EOC	2, 9
Action Steps							
Ensure a viable, quality curriculum which includes campus teacher input is available and accessible through SharePoint							
Make sure teachers have common planning time and that time is set aside for feedback and conversations on walkthrough observations							
Allow teachers to share best practices during CLCs							
Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide professional development for CIF strategies to increase student engagement and rigor in instruction so that students pass at the Meets and Masters levels. Increase the use of effective classroom talk and questioning techniques. Targeted tutoring.	Dean, CLL, APs, Outside Consultants	CIF Strategies (JFF), DOK Question Stems, SR3 Strategies	09/2020-06/2020	CLC Agendas, Sign-Ins, student writing portfolios, data from classroom observations, CLC discussions and reflections on implementation	Increased classroom talk and effective questioning in the classrooms	Formative: CBA 1, BM1, BM2 Summative: EOC, TSI	1, 4, 9
Action Steps							
Ensure that intentional planning is occurring to use specific CIF strategies of questioning (including DOK) and classroom talk in the delivery of instruction.							
Monitor that the actual instructional delivery includes high level CIF strategies (walkthrough observations and feedback afterwards with teacher)							
Have AP and DC teachers from next grade level connect with students on the importance of rigor							
Ensure that targeted tutoring includes strategies and content to help students pass at the Meets and Masters grade levels.							

Goal Area 1:	Student Achievement: Math						
Annual Goal 1:	By May 2021, the All Student Group will pass the STAAR EOC Algebra 1 Exam at the following rates: Approaches 99%; Meets 85%; Masters 50%						
Objective 1:	All identified student groups will be monitored to ensure that they meet targets at the Approaches, Meets and Masters levels						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Identify Student Strengths and Weaknesses Based on Prior Assessment Data	Dean, Teacher of Record, Content AP	DMAC, ETS (STAAR EOC), Pearson (TELPAS)	05/2020-08/2020	Students are intentionally grouped with teachers based on individualized strengths and needs	Instruction is aligned to student needs and strengths	2019-2020 BM Data, 2018-2020 SY Data	1
Action Steps							
Used data to group students							
Created schedules based on student needs							
Reviewed students for possible accommodations							
Made adjustments to schedules as needed once school started							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Data discussions on goal setting for each student. Teachers meet individually with students to go over their historical performance, needs and goals. Students have input on their own goals.	Teachers of record, co-teachers, EL tutors, counselors and APs	Goal Setting Document, DMAC data, ETS and Pearson Data, IEPs, Accommodations when they apply.	09/2020-10/2020	Student portfolios on file in each teacher's classroom to include the goal setting document.	Students are able to verbalize their goals and to advocate for accommodations (when they apply). Progress towards goals is evident in formative assessments.	Formative: CBA 1, BM1, BM2 Summative: EOC, TELPAS	1, 2, 8, 9
Action Steps							
Create Goal Setting Document and Requirements for Student Portfolio							
Intentionally make time for teachers to meet with students on data discussions and goal setting							
Review student needs and accommodations based on historical data, IEPs, 504/LPAC accommodations when necessary							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implement high quality, research-based instruction drawn from an effective curriculum to meet the needs of all students, including supplemental instruction (tutoring). Targeted instruction by Reporting Category and skill set.	Teachers of record, co-teachers, Dean of Instruction, Content APs, district curriculum team, CLL	District Curriculum, online released-test platforms, EL Tutors and co-teachers working with online EOC platform	09/2020-06/2020	Lesson Plans, walkthrough observations, CLC planning discussions, instructional coaching conversations, aligned instruction	Progress towards goals on formative assessments and attainment of goals on summative assessments	Formative: CBA 1, BM1, BM2 Summative: EOC	1, 2, 4, 8
Action Steps							
Ensure a viable, quality curriculum which includes campus teacher input is available and accessible through SharePoint							
Make sure teachers have common planning time and that time is set aside for feedback and conversations on walkthrough observations							
Allow teachers to share best practices during CLCs							
Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide professional development for CIF strategies to increase student engagement and rigor in instruction so that students pass at the Meets and Masters levels. Increase the use of effective classroom talk and questioning techniques. Targeted tutoring; tutoring academies; peer-tutoring via AP students by reporting category.	Dean, CLL, APs, Outside Consultants	CIF Strategies (JFF), DOK Question Stems, SR3 Strategies, AP Students and Teachers	09/2020-06/2020	CLC Agendas, Sign-Ins, student Math portfolios, data from classroom observations, CLC discussions and reflections on implementation	Increased classroom talk and effective questioning in the classrooms	Formative: CBA 1, BM1, BM2 Summative: EOC, TSI	4, 8, 9
Action Steps							
Ensure that intentional planning is occurring to use specific CIF strategies of questioning (including DOK) and classroom talk in the delivery of instruction.							
Monitor that the actual instructional delivery includes high level CIF strategies (walkthrough observations and feedback afterwards with teacher)							
Have AP and DC teachers from next grade level connect with students on the importance of rigor and the importance of TSI and possible Math Associates degrees.							
Ensure that targeted tutoring includes strategies and content to help students pass at the Meets and Masters grade levels.							

Goal Area 1:		Student Achievement: Biology						
Annual Goal 1:		By May 2021, the All Student Group will pass the STAAR EOC Biology Exam at the following rates: Approaches 93%; Meets 63%; Masters 24%						
Objective 1:		All identified student groups will be monitored to ensure that they meet targets at the Approaches, Meets and Masters levels						
Strategy 1		Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Identify Student Strengths and Weaknesses Based on Prior Assessment Data		Dean, Teacher of Record, Content AP	DMAC, ETS (STAAR EOC), Pearson (TELPAS)	05/2020-08/2020	Students are intentionally grouped with teachers based on individualized strengths	Instruction is aligned to student needs and	2019-2020 BM Data, 2018-2020 SY Data	1
Action Steps								
Used data to group students								
Created schedules based on student needs								
Reviewed students for possible accommodations								
Made adjustments to schedules as needed once school started								
Strategy 2		Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Data discussions on goal setting for each student. Teachers meet individually with students to go over their historical performance, needs and goals. Students have input on their own goals.		Teachers of record, co-teachers, EL tutors, counselors and APs	Goal Setting Document, DMAC data, ETS and Pearson Data, IEPs, Accommodations	09/2020-10/2020	Student portfolios on file in each teacher's classroom to include the goal setting document.	Students are able to verbalize their goals and to advocate for accommodations	Formative: CBA 1, BM1, BM2 Summative: EOC, TELPAS	1, 2, 8
Action Steps								
Create Goal Setting Document and Requirements for Student Portfolio								
Intentionally make time for teachers to meet with students on data discussions and goal setting								
Review student needs and accommodations based on historical data, IEPs, 504/LPAC accommodations when necessary								
Strategy 3		Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implement high quality, research-based instruction drawn from an effective curriculum to meet the needs of all students, including supplemental instruction (tutoring). Academic Vocabulary Development through Marzano's 6 Steps for Academic Vocabulary Development and School-Wide Academic Support Lessons		Teachers of record, co-teachers, Dean of Instruction, Content APs, district	District Curriculum, NEWS ELA, online released-test platforms, EL Tutors	09/2020-06/2020	Lesson Plans, walkthrough observations, CLC planning discussions, instructional coaching conversations,	Progress towards goals on formative assessments and attainment of goals	Formative: CBA 1, BM1, BM2 Summative: EOC	2, 8
Action Steps								
Ensure a viable, quality curriculum which includes campus teacher input is available and accessible through SharePoint								
Make sure teachers have common planning time and that time is set aside for feedback and conversations on walkthrough observations								
Allow teachers to share best practices during CLCs								
Strategy 4		Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide professional development for CIF strategies to increase student engagement and rigor in instruction so that students pass at the Meets and Masters levels. Increase the use of effective classroom talk and questioning techniques. Targeted tutoring; tutoring academies; peer-tutoring via AP students by reporting category.		Dean, CLL, APs, Outside Consultants	CIF Strategies (JFF), DOK Question Stems, SR3 Strategies, AP	09/2020-06/2020	CLC Agendas, Sign-Ins, student writing portfolios, data from classroom observations, CLC discussions	Increased classroom talk and effective questioning in the	Formative: CBA 1, BM1, BM2 Summative: EOC, TSI	2, 4, 9
Action Steps								
Ensure that intentional planning is occurring to use specific CIF strategies of questioning (including DOK) and classroom talk in the delivery of instruction.								
Monitor that the actual instructional delivery includes high level CIF strategies (walkthrough observations and feedback afterwards with teacher)								
Have AP and DC teachers from next grade level connect with students on the importance of rigor								
Ensure that targeted tutoring includes strategies and content to help students pass at the Meets and Masters grade levels.								

Goal Area 1:	Student Achievement: US History						
Annual Goal 1:	By May 2021, the All Student Group will pass the STAAR EOC US History Exam at the following rates: Approaches 95%; Meets 70%; Masters 30%						
Objective 1:	All identified student groups will be monitored to ensure that they meet targets at the Approaches, Meets and Masters levels						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Identify Student Strengths and Weaknesses Based on Prior Assessment Data	Dean, Teacher of Record, Content AP	DMAC, ETS (STAAR EOC), Pearson (TELPAS)	05/2020-08/2020	Students are intentionally grouped with teachers based on individualized strengths and needs	Instruction is aligned to student needs and strengths	2019-2020 BM Data, 2018-2020 SY Data	1, 2
Action Steps							
Used data to group students							
Created schedules based on student needs							
Reviewed students for possible accommodations							
Made adjustments to schedules as needed once school started							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Data discussions on goal setting for each student. Teachers meet individually with students to go over their historical performance, needs and goals. Students have input on their own goals.	Teachers of record, co-teachers, EL tutors, counselors and APs	Goal Setting Document, DMAC data, ETS and Pearson Data, IEPs, Accommodations when they apply.	09/2020-10/2020	Student portfolios on file in each teacher's classroom to include the goal setting document.	Students are able to verbalize their goals and to advocate for accommodations (when they apply). Progress towards goals is evident in formative assessments.	Formative: CBA 1, BM1, BM2 Summative: EOC, TELPAS	1, 8
Action Steps							
Create Goal Setting Document and Requirements for Student Portfolio							
Intentionally make time for teachers to meet with students on data discussions and goal setting							
Review student needs and accommodations based on historical data, IEPs, 504/LPAC accommodations when necessary							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implement high quality, research-based instruction drawn from an effective curriculum to meet the needs of all students, including supplemental instruction (tutoring). Academic Vocabulary Development through Marzano's 6 Steps for Academic Vocabulary Development and School-Wide Academic Support Lessons	Teachers of record, co-teachers, Dean of Instruction, Content APs, district curriculum team, CLL	District Curriculum, NEWS ELA, online released-test platforms, EL Tutors working with online EOC platform	09/2020-06/2020	Lesson Plans, walkthrough observations, CLC planning discussions, instructional coaching conversations, aligned instruction	Progress towards goals on formative assessments and attainment of goals on summative assessments	Formative: CBA 1, BM1, BM2 Summative: EOC	4
Action Steps							
Ensure a viable, quality curriculum which includes campus teacher input is available and accessible through SharePoint							
Make sure teachers have common planning time and that time is set aside for feedback and conversations on walkthrough observations							
Allow teachers to share best practices during CLCs							
Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide professional development for CIF strategies to increase student engagement and rigor in instruction so that students pass at the Meets and Masters levels. Increase the use of effective classroom talk and questioning techniques. Targeted tutoring; tutoring academies; peer-tutoring via AP students by reporting category.	Dean, CLL, APs, Outside Consultants	CIF Strategies (JFF), DOK Question Stems, SR3 Strategies, AP Students and Teachers	09/2020-06/2020	CLC Agendas, Sign-Ins, student writing portfolios, data from classroom observations, CLC discussions and reflections on implementation	Increased classroom talk and effective questioning in the classrooms	Formative: CBA 1, BM1, BM2 Summative: EOC, TSI	
Action Steps							
Ensure that intentional planning is occurring to use specific CIF strategies of questioning (including DOK) and classroom talk in the delivery of instruction.							
Monitor that the actual instructional delivery includes high level CIF strategies (walkthrough observations and feedback afterwards with teacher)							
Have AP and DC teachers from next grade level connect with students on the importance of rigor							
Ensure that targeted tutoring includes strategies and content to help students pass at the Meets and Masters grade levels.							

Goal Area 1:	Student Achievement						
Annual Goal 3:	The percent of graduates who are CCMR ready will increase from 78% to 88% by June 2021.						
Objective 1:	The percent of graduates who earn an industry certification will increase from 5% to 10% by June 2021.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Curriculum will be aligned to embed the knowledge and skills for students to successfully earn an industry based certification in their chosen career pathway.	Executive Officer for High School	TEKS	June - July 2021	Sign-in sheets	Certification results	Teacher created Benchmarks	#2a Reform Strategy. Required: Review program documentation to ensure that all instruction programs/instructional strategies are supported by scientifically-based research
	Executive Officer for College Readiness	Components of Industry		Agendas		Certification Exam	
	Principals	Certification		Curriculum developed in SharePoint			
	AP in charge of CTE	Computers					
	CTE Director	Specialized Software and Equipment					
	CTE Coordinators						
Action Steps							
1) Teachers create curriculum to include activities that simulate requirements to be successful on certification exam							
2) Teachers create an aligned curriculum embedding activities necessary to meet all components of the certification exam							
3) Teachers will embed practice exam questions to scaffold previously taught content material							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Ongoing Professional Development training will be provided for teachers and administrators to ensure all components of certifications are understood and part of instruction.	AP in charge of CTE	Certifying entity	August 2020 December 2020	Sign-in sheets	Certifying entity		#4a Professional Development. Required: Select professional development to meet the needs of all principals, teachers, paraprofessionals, parents, and others as appropriate
	CTE Director			Agendas			
	CTE Coordinators			ERO Certificates			
Action Steps							
1) Schedule professional development training							
2) Identify teachers who need professional development							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Student data for industry certifications will be reviewed three times a year in the Fall, Spring, and Summer.	Executive Officer for High School	Student reports by name by certifying entity	October 2020 - August 2021	Student reports by name by certifying entity	Increased certification awards	Teacher submitted reports match eSchool submitted reports	Monitor and review District Dashboard
	Executive Officer for College Readiness						
	AP in charge of CTE						
	CTE Director						
	CTE Coordinators						
	PEIMS						
Action Steps							
1) Provide professional development on data entry for industry certificates							
2) Teachers submit results to their assigned CTE Coordinator and their CTE Campus Administrator							
3) CTE Campus Administrator works with PEIMS clerk to enter certifications earned on eSchool							

Goal Area Presentation

Goal Area 2: Closing the Gaps

Goal Area 2:		Closing the Gaps: ELA					
Annual Goal 1:		By May 2021, all measured student groups will meet federal targets for passing the ELA and Algebra 1 STAAR Exams at the Meets Grade Level standard					
Objective 1:		This goal will be monitored to ensure that they are making progress towards the goal.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
All: Identify sub-pops testing in Eng 1 and 2; intentional grouping, student friendly data portfolios developed; review performance to make data driven test decisions; meet with students individually to go over performance, needs and goals; include parents in data discussions; HQ curriculum and instruction; CIF Strategies	Dean, Teacher of Record, Content AP, Diagnostician and Case Workers, Counselors	DMAC, ETS (STAAR EOC), Pearson (TELPAS), IEPs, plans and Accomodations, EL monitoring (LPAC)	05/2020-08/2020	Each teacher is aware of their sub-pops and IEPs/Accomodations (documented via signature of receipt)	Instruction is aligned to student needs and strengths, increased student engagement, attendance, grades	2019-2020 BM Data, 2018-2020 SY Data	1, 8, 9
Action Steps							
Ensure that intentional planning is occurring to use specific CIF strategies of questioning (including DOK) and classroom talk in the delivery of instruction.							
Monitor that the actual instructional delivery includes high level CIF strategies (walkthrough observations and feedback afterwards with teacher)							
Have AP and DC teachers from next grade level connect with students on the importance of rigor							
Ensure that targeted tutoring includes strategies and content to help students pass at the Meets and Masters grade levels.							
Ensure a viable, quality curriculum which includes campus teacher input is available and accessible through SharePoint							
Make sure teachers have common planning time and that time is set aside for feedback and conversations on walkthrough observations							
Allow teachers to share best practices during CLCs							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
ELL: Use TEA/EL Checklist (BOY, MOY, EOY); Campus-Wide literacy and writing initiative; universal ELPS certification of teachers; Sheltered Instruction; print-rich environments, fidelity to language of instruction; intentional tracking of assessment performance; ongoing tutor/mentor support; online test practice.	Teachers of record, co-teachers, EL tutors, counselors and APs	Goal Setting Document, DMAC data, ETS and Pearson Data, IEPs, Accomodations when they apply.	09/2020-10/2020	Student portfolios on file in each teacher's classroom to include the goal setting document. ELPs evident in instruction.	Students are able to verbalize their goals and to advocate for accomodations (when they apply). Progress towards goals is evident in formative assessments.	Formative: CBA 1, BM1, BM2 Summative: EOC, TELPAS	1, 2, 4, 8, 9
Action Steps							
Create Goal Setting Document and Requirements for Student Portfolio							
Intentionally make time for teachers to meet with students on data discussions and goal setting							
Review student needs and accomodations based on historical data, IEPs, 504/LPAC accomodations when necessary							
Create Goal Setting Document and Requirements for Student Portfolio							
Intentionally make time for teachers to meet with students on data discussions and goal setting							
Review student needs and accomodations based on historical data (LPAC accomodations) when necessary							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
SpEd: Student-led ARD Meetings; Co-Teachers assigned to students by content and exam; co-teachers planned with content departments; intentional, targeted tutoring; intentional grouping for testing; use instructional technology to support literacy and increase lexile levels; exposed students to post-secondary opportunities and visits to colleges.	Teachers of record, co-teachers, Dean of Instruction, Content APs, district curriculum team, CLL	District Curriculum, NEWS ELA, online released-test platforms, Accelerated Reader, MyOn	09/2020-06/2020	Lesson Plans, walkthrough observations, CLC planning discussions, instructional coaching conversations, aligned instruction	Progress towards goals on formative assessments and attainment of goals on summative assessments	Formative: CBA 1, BM1, BM2 Summative: EOC	1, 2, 8, 9
Action Steps							
Identifying and reviewing IEPs and accomodations needed							
Created schedules based on student needs							
Ensure that all teachers receive a copy of IEPs and accomodations							
Assigning co-teachers and mentors by content to support sub-pops and intentionally plan with those contents							
Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
CE/N-CE: provide flexible scheduling and instructional support allowing students to supplement their instruction from home; flexible tutoring schedules; instructional technology to provide additional support; targeted tutoring based on learning gaps; continued asynchronous learning opportunities.	Dean, CLL, APs, Outside Consultants	CIF Strategies (JFF), DOK Question Stems, SR3 Strategies, Accelerated Reader (STAR Assessment),	09/2020-06/2020	CLC Agendas, Sign-Ins, student writing portfolios, data from classroom observations, CLC discussions	Increased classroom talk and effective questioning in the classrooms	Formative: CBA 1, BM1, BM2 Summative: EOC, TSI	1, 2, 9
Action Steps							
Creating a student mentor program to provide instructional and social-emotional support							
Developing impactful, asynchronous learning opportunities							
Engage parents for collaboration and support							

Goal Area 2:		Closing the Gaps					
Annual Goal 3:		In the 2020-2021 school year ELs will increase their composite proficiency rating from 32%-40% on the TELPAS exam					
Objective 1:		By the end of June 2021, 100% of teachers servicing English Learners will implement the English Language Proficiency Standards (ELPS).					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Specialized personnel will facilitate professional development on the English Language Proficiency Standards. Monitor that TELPAS writing practice is routinely implemented across all contents during instruction. Provide TELPAS practice and Benchmarks for Reading, Listening and Speaking.	Dean, Assistant Principals, all teachers	ELPS, NewsELA, Texas Gateway	09/2020-03/2021	100% of teachers will be ELPS and sheltered instructor certified through Texas Gateway. EL checklists will be in place in all classrooms with review at BOY, MOY and EOY with all stakeholders. SLO examinations administered will reflect TELPAS proficiency goals in listening and speaking.	An increased awareness and knowledge of required strategies and methods implemented to ensure EL linguistic growth. Awareness by all stakeholders of EL proficiency levels in all domains and linguistic targets as monitored through the EL checklist.	ongoing BOY, MOY, EOY assessments of listening and speaking. Mid year benchmark all ELs.	4, 2
Action Steps							
All teachers certified in the ELPS and Sheltered Instruction through TEA Texas Gateway with additional face to face professional development at the campus level in ELPS and sheltered instruction							
Required EL Checklists completed and reviewed with teachers and students at BOY, MOY and EOY.							
Monitoring of inclass instruction and ELPS/sheltered instruction implementation							
Common CLC planning time with a focus on CIF strategies and an increased emphasis on classroom talk and questioning							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Specialized personnel will provide coaching to novice teachers and teachers who need support in working with students at the beginning, intermediate and advanced levels of TELPAS on Composite Rating with a specific focus on listening and speaking.	Dean, CLL, Dual Language Department EL Coach	The McRel framework, CIF, the ELPS, The sheltered instruction observation protocol checklist (Pearson), TELPAS PLDS and speaking	09/2020-05/2021	Increased engagement of ELs in listening and speaking activities in all contents. Intentional coaching and support in pre and post conferences through the Mcrel framework. Intentional CLC focus on linguistic growth through initiation and collaboration with a strong emphasis placed on transformation.	Increased use of high yield CIF strategies to support linguistic growth. Increased intentional listening and speaking opportunities all contents.	BOY, MOY, EOY EL checkins and growth targeted. Informal weekly listening and speaking assessments through the Onenote platform.	4, 3
Action Steps							
CLL and Dean intentionally review campus blueprint and roadmap to ensure that CIF is a focus with strong emphasis placed on classroom talk and questioning.							
Increased collaboration between the dual language department, CIT and dean to develop TELPAS assessments and administer through Onenote							
Universal usage of the PLDS and speaking rubric to gauge EL participation and support by proficiency level with a special emphasis on listening and speaking							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Provide professional development training on how to strategically analyze data for student progress on composite level of TELPAS.	Dean	DMAC data, TELPAS results, TELPAS test blueprint	09/2020-05/2020	Registration Records, Sign-In Sheets, Agendas	An increased awareness of proficiency levels and targets for ELS by all stakeholders.	BOY, MOY, EOY checklists	4
Action Steps							
Review of teacher TELPAS data by EL and proficiency level. PD to review linguistic growth in each domain by teacher.							
Campus TELPAS data review and teacher data review with targeted goals created by campus, grade level, teacher and domain							
Review and coaching of ELs on proficiency levels in all domains by teachers and EL tutors as well as targeted EL parent meetings to review TELPAS data.							

Goal Area 2:		Closing the Gaps: Grad Rate					
Annual Goal 1:		By the end of the 20-21 school year, our 4 year federal graduation rate will be at 99% or higher.					
Objective 2:		All identified sub groups will be informed of graduation requirements and will stay on track throughout the year.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ensure that students who have dropped out or are in danger of dropping out are recruited back into school. Garner parental, staff and community support in dropout recovery efforts.	Principal, Assistant Principals, Counselors, Teachers and Staff	Pupil Accounting Office, PEIMS data	09/2020-05/2021	Sign-In Sheets from Parental Meetings; contact logs for outreach; social media posts for outreach and education	Federal Targets for graduation met for 4 year cohort.	State Accountability Instrument, TAPR Reports	1, 2, 9
Action Steps							
Generate a list of dropouts and potential dropouts to share with counselors, admin, teachers and appropriate staff							
Schedule parent meetings and also individual parent conferences with target students							
Use school social media as an additional platform for student outreach							
All students (focus on ALL, ECD, Hispanic) will be informed of graduation requirements and graduation types with a strong emphasis on students meeting Distinguished and DLACH requirements.	Principal, Counselors (general, gear up and migrant), assistant principals, dean, early college director, parent educator	District designed counselor's cafes, inclass presentations, credit checklists	09/2020-05/2021	Southwest will meet the graduation rate goal with the majority of students graduating with distinguished or DLACH requirements	An increased awareness of graduation requirements and tracks by students and parents and higher representation of students meeting DLACH requirements	Ongoing credit checks	1, 2, 9
Action Steps							
Counselors will conduct counselor's cafe on the first Tuesday of each month to increase awareness around graduation requirements for parents.							
Increased in class presentations for all students on graduation requirements with a stronger emphasis placed on the benefits of graduating DLACH							
Regular credit checks and reviews of all students with counselors each year.							
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ensure that students are on track to graduate by providing opportunities for credit recovery, EOC tutorials and academic advisement.	Principal, counselors, Dean of Instruction, Assistant Principals	GradPoint, Title 1, State Compensatory Funds	09/2020-05/2021	Counselor Logs, Credit Recovery Sign-In Sheets, tutorial schedules	Increased credit recovery, passing rates on EOC exams	Credit Recovery tracking, Benchmark Exams, EOC Exams	1, 2, 9
Action Steps							
Periodic meetings with counselors to measure progress							
Tutoring will be offered after-school and on Saturdays for struggling students							

Goal Area Presentation

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, the campus' positive culture and climate will increase from 66% to 75% based on teachers and staff perception of staff-student relationships.						
Objective 1:	By June 2021, student social and emotional learning knowledge and skills will increase by 9%.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
All students will be provided guidance lessons that build on the social emotional development of the student	Teachers	*Region One and State Conference Training and Materials	Aug. 2020 -August 2021	*Attendance Reports	*Culture and Climate Survey (BOY, MOY & EOY)	*Panorama Surveys and Needs Assessments	Title I: #2, #9, #10
	Principals	*Research Based Best Practices		*Walk Through/Observation Reports	*Increase in student participation	*SEL Skills Universal Screener	
	Campus Counselors	*Structured and intentional Timelines		*Powerpoint Presentations		*Performance	
				*Student Guidance Lessons			
				*Completed Surveys			
Action Steps							
1) Implement of a comprehensive counseling and guidance curriculum during advisory period							
2) Deliver virtual Social Emotional Learning Student Academies							
3) Analyze data collected from Panorama SEL skills surveys and needs assessments							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Teachers will embed the five social emotional learning competencies during their content areas and extra curricular activities	*Principals	*District Training and Materials	Aug. 2020 -August 2021	*Walk Through/Observation Reports	*SEL Skills Screener	*Panorama Climate Survey	Title I: #2 #9, #10
	*Teachers	*Research Based Best Practices		*Lesson Plans	*Increase in student classroom participation	*Participation and Performance	
	*Executive Officers	*Structured and intentional Timelines		*Completed Surveys	*Increase in Student Achievement	*Panorama SEL Skills Screener	
	*Counselor Director	*Survey Feedback					
	*Campus Counselors						
Action Steps							
1) Implement and address the following skills in their lessons such as: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.							
2) Promote the five competencies in extra curricular activities such as cheerleading, football, UIL academic events, Enrichment Camps, etc.							
3) Analyze data collected from Panorama SEL skills surveys and needs assessments							

Goal Area 3:	Improve Safety, Public Support, Culture and Climate						
Annual Goal 3:	By June 2021, family involvement and their interaction with their child's school will increase from 5% to 10%.						
Objective 1:	By June 2021, 50% of parents will participate in informational and training sessions.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School-Wide Component
Increase Parental Engagement	*Parental Educators	*Texas Education Agency Material		*Minutes	*Course Statistics using District Dashboard		
				*Attendance Reports			
Action Steps							
1) Implement PSJA Virtual and face to face Family Learning Academies on a weekly basis with increased participation by Southwest parents							
2) Provide one to one campus sessions on multiple topics (Title I, Campus Policy, Home-School Compacts, Campus Plans, Attendance, Assessment, etc.)							
3) Provide information on scheduled literacy and entrepreneurship sessions to support families							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School-Wide Component
Facilitate parental sessions for parents through a collaboration between Public Relations Department, Counseling Department and Family and Community Department	*Principals	*District Social Media		*Sign-in Sheets	*Parent Surveys	*State/Local	
	*Administrators	*Parent Questions on Chat and One on One Meetings		*Minutes	*Accountability Report	*Participation	
	*Parental Educators		August 2020- August 2021	*Power-Point		*Campus and District Assessments	*Title I-#2,#4
	*Campus Counselors			*Counselor's Café Calendar			
					*Video Recordings of Meetings		
Action Steps							
1) Conduct weekly meetings with Dean, parent educator and CIT for technology support on ways to engage more parents to information and training sessions							
2) Utilize tools such as school messenger and social media outlets to promote parent participation							
3) Analyze data on parent participation and feedback provided by parents through chat notes or verbal feedback at meetings							

Goal Area Presentation

Goal Area 4: Increase Staff Quality, Recruitment and Retention

Goal Area 4:	Increase Staff Quality, Recruitment and Retention						
Annual Goal 1:	All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.						
Objective 2:	Use walk-through data to monitor and support teacher effectiveness.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School-Wide Component
Campus administrators will conduct weekly walk-throughs using Instructional Focus Walk-through form.	Principal, Assistant Principals, Dean and CLL	Instructional walk-through focus tool	Aug. 2020 - May 2021	campus walk-through schedule, walk-through data weekly reviews, student-centered classroom, bell to bell instruction	Professional growth and high-quality teaching	Weekly walk-through data	Local funds
							Title I funds
							SCE Funds
							State Bilingual funds
							Migrant funds
1) Create campus walk-through schedule 2) Complete 10 walk-throughs per week. 3) Review walk-through data and address areas of need.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School-Wide Component
All teachers will be provided with weekly instructional feedback by campus administrators.	Principal, Assistant Principals, Dean and CLL	Instructional walk-through focus tool	Aug. 2020 - May 2021	CLC agendas Admin/teacher conferences	Professional growth and high-quality teaching	Weekly walk-through data	Local funds
							Title I funds
							SCE Funds
							State Bilingual funds
							Migrant funds
Action Steps							
1) Schedule time to meet with teachers focusing on addressing no more than 2 areas of need.							
2) Provide learning opportunities, ie... peer observations to observed effective strategies based on areas of need.							
3) Monitor and follow up with next steps							

Goal Area 4:	Increase Staff Quality, Recruitment and Retention						
Annual Goal 1:	All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.						
Objective 3:	Provide professional learning opportunities for staff based on observed data using Instructional Focus Walk-Through Form.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School-Wide Component
Campus administrators will collect and monitor data supporting maximizing of instructional time.	Campus Administrators, district leaders, curriculum coordinators, directors	Dashboard, Instructional walk-through focus tool, McREL observations, SLO data, Professional Learning Communities.	"-Aug. 2020	Walk-Through Data, Walk-Through schedule, CLC agenda and sign in sheets, Admin/teacher conferences	Increased quality instructional time, implementation of best practices	Walk-Through Data Reviews	Local funds
			-Oct. 2020				Title I funds
			-Nov. 2020				SCE Funds
			-Jan. 2021				State Bilingual funds
			-March 2021				Migrant funds
			-April 2021				
			-June 2021"				
Action Steps							
1) Campus leadership will review walk-through data and identify areas of need.							
2) Campus leadership will identify staff instructional needs and develop an action plan							
3) Monitor and revise action plan.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School-Wide Component
Campus administrators will identify areas of need by teacher	Campus Administrators, district leaders, curriculum coordinators, directors	Dashboard, Instructional walk-through focus tool, McREL observations, SLO data, Professional Learning Communities.	"-Aug. 2020	Walk-Through Data, Walk-Through schedule, CLC agenda and sign in sheets, Admin/teacher conferences	Increased quality instructional time, implementation of best practices	Walk-Through Data Reviews	Local funds
			-Oct. 2020				Title I funds
			-Nov. 2020				SCE Funds
			-Jan. 2021				State Bilingual funds
			-March 2021				Migrant funds
			-April 2021				
			-June 2021"				
Action Steps							
1) Campus administrators and teacher will develop and monitor professional development goals to address areas of need.							
2) Provide professional development opportunities for staff							
3) Review and monitor achievement of professional development goals.							

	Increase Staff Quality, Recruitment and Retention
Annual Goal 2:	District leaders will use evaluation systems to increase staff quality, recruitment and retention by May 2021.
Objective 4:	Use data collected in the evaluation system to offer professional growth opportunities for all staff as means of recruitment and retention.

Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School-Wide Component
Use data to identify district wide areas of Needs and create professional development opportunities for staff.	Talent Development Dept., NTS Dept., EOs, Director	PD funds	Quarterly	Professional development offered	Improved staff moral, and customer service	PD surveys	T1, #3, #5

Action Steps

- 1) Conduct PD goals survey
- 2) Work with staff to create trainings
- 3) Schedule and hold training

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School-Wide Component
Offer career pathway professional leadership growth opportunities	Talent Development, Professional Development, NTS	Funds, time to develop trainings	Quarterly	Career pathways PD trainings	Improved staff moral, and customer service, increase retention rate	PD feedback survey	T1 #3, #5

Action Steps

- 1) Conduct survey to identify areas of interest
- 2) Create trainings based on data collected
- 3) Conduct trainings and evaluate results

Part 4: Professional Development Plan

Campus Professional Development

Date	Time	Topic	Audience	Location	Presenter	ERO#
Monday, August 17, 2020	8:00-8:30	<i>Welcome Back and 3 Week Overview</i>	All Teachers and Staff	TEAMS	R.Marquez	N/A
	8:30-10:30	<i>Superintendent's Welcome</i>	All Teachers and Staff	TEAMS	Dr. Arredondo	ERO #157090
	10:45-11:30	<i>Campus Data Review & Goals</i>	All Teachers and Staff	TEAMS	R. Marquez	ERO #157173
	1:00-4:00	<i>TELPAS Data Review and Action Plan</i>	All Teachers and Staff	TEAMS	R. Marquez, J. Burden	ERO #157173
Tuesday, August 18, 2020	8:00-8:30	<i>Day 2 Welcome and Overview</i>	All Teachers	TEAMS	R. Marquez	N/A
	8:30-11:30	<i>STAAR Data Review and Goal Setting (by pops)</i>	Core Content Teachers	TEAMS	Admin by Dept	ERO#157239
	8:30-11:30	<i>TELPAS Instruction Through the Content</i>	CTE, Fine Arts and Elective Teachers	TEAMS	J. Burden	ERO#157244
	1:00-4:00	<i>Social Emotional Learning</i>	All Teachers	TEAMS	J. Burden, Counselor, A. De la Rosa	ERO#157248
Wednesday, August 19, 2020	8:00-4:00	<i>District PD</i>	All Teachers	TEAMS	District Staff	See District PD Attachment
Thursday, August 20, 2020	8:00-4:00	<i>District PD</i>	All Teachers	TEAMS	District Staff, APs	See District PD Attachment
Friday, August 21, 2020	8:00-4:00	<i>Teacher Workday</i>	All Teachers	N/A	N/A	N/A

Campus Professional Development

Date	Time	Topic	Audience	Location	Presenter	ERO#
Monday, August 24, 2020	08:00-8:30	<i>Welcome and Overview, Enrichment Camp Info</i>	All Teachers	TEAMS	R. Marquez	N/A
	8:00-4:00	<i>Curriculum Overview: Mapping Out the 1st 8 Weeks</i>	Core Content Teachers	TEAMS with Breakout Sessions	Admin by Dept	ERO#157250
	8:00-4:00	<i>Curriculum Overview: Mapping Out the 1st 8 Weeks</i>	CTE, Fine Arts, Electives	TEAMS with Breakout Sessions	J. Burden	ERO#157250
Tuesday, August 25, 2020	08:00-8:30	<i>Welcome and Overview: Growth Mindset</i>	All Teachers	TEAMS	J. Burden	N/A
	8:00-4:00	<i>Setting Up Your Google Classroom and Refresher on Google Apps; PSJA Virtual Learning Pathway Modules</i>	All Teachers	TEAMS with Breakout Sessions	A. Whitelaw	ERO#157254
Wednesday, August 26, 2020	08:00-8:30	<i>Welcome and Overview: Our School Culture and Expectations</i>	All Teachers	TEAMS	I. Nicanor	N/A
	8:00-4:00	<i>Customizing and Making Your Google Classroom Fun; PSJA Virtual Learning Pathway Modules</i>	All Teachers	TEAMS with Mini Sessions	Teacher Presenters	ERO#157255
Thursday, August 27, 2020	08:00-8:30	<i>Welcome and Overview: School Safety and Security</i>	All Teachers	TEAMS	R. Elizondo	N/A
	8:00-11:30	<i>State Mandates, Teacher/Student Handbooks, 504/SpEd Updates</i>	All Teachers	TEAMS	Admin by Assignment	ERO#157258
	1:00-3:00	<i>COVID-19 Procedures for Students & Staff and COVID-19 Campus plan</i>	Campus Staff	TEAMS	S. Linan	ERO#157156
	3:00-4:00	<i>Enrichment Camp Schedule and Instructions, 1st Day Procedures</i>	All Teachers	TEAMS	R. Marquez	ERO#157258
Friday, August 28, 2020	08:00-8:30	<i>Welcome and Overview: SEL: Balancing Work and Home</i>	All Teachers	TEAMS	A. DelaRosa, A. Estrada	N/A
	8:00-4:00	<i>Teacher Workday</i>	All Teachers	TEAMS with Mini Sessions	N/A	N/A

District Professional Development

Session	Audience	Date/Time	*Lead/Responsibility
DISTRICT WIDE TRAININGS			
Workshop# 154751: School Year 2020-2021 Public Health Training – PSJA ISD Staff (Required) <i>via Hoonuit</i>	All PSJA District Staff	8/4 – 8/16 (self-paced -online modules)	Dr. Lauro Davalos
Workshop # 151280: 2020 -2021 Summer Instruction, Activities and School Visits: Guidance for Reopening and Student Interaction (Required) <i>via Hoonuit</i>	All PSJA District Staff	8/3 – 8/8	Dr. Lauro Davalos
Workshop # 157156: COVID-19 Procedures for Students & Staff and COVID-19 Campus plan (Required)	Campus Staff (Elem. MS & HS)	8/19 - 8/27 3 hr. training Date TBD by Campus Principal	Sulema Solis *Campus Nurse (presenter)
Workshop # 157090: Spirit of PSJA: Stronger Together 2020 -2021 Welcome Back Convocation (Required)	All PSJA District Staff	8/17/2020	Arianna Vazquez-Hernandez
CURRICULUM & INSTRUCTION			
a. Teacher Leaders			
Workshop #157923 <i>TxCEE Summer Training with Learning Forward via Hoonuit</i>	Principals, Asst. Principals, Teachers, CLL's	Aug. 17, 2020- May 24, 2021 Time: 8:00 am-5:00 pm	Dr. Rebeca Garza Dr. Melissa Ramirez
b. Teachers and Instructional Aides			
Workshop #154764: Virtual Learning Pathway Via <i>Hoonuit Platform</i> (8 Hrs. CPE Required)	All teachers & Instructional Aides	8/17 to 8/27 8 hrs. CPE Training Date TBD by Campus Principal	Dr. Davalos Stella Sanchez Campus Principal

District Professional Development

Workshop #157032 Secondary Google Classroom Synchronous Training (Trainer of Trainers)	Campus Team (Campus CITs, <i>Librarians</i>) –HS	Aug. 18 - (8:30 -10:30)	District Technology Specialists *Elem: Debra Pingel Senyda Elizondo *Secondary: David Villarreal & Melissa Marvin
Turnaround Google Classroom Synchronous Training for Teachers and Instructional Aides	All teachers & Instructional Aides	August 19 – 27 Date TBD by Campus Principal	*Campus Team: CITs & Librarians
Workshop # 156535: AVID Middle School Summer Institute (other AVID PD ongoing)	8 Member Team per Middle School (1-Principal, 1- counselor, 1-AVID elective teacher, content core teacher: 1-ELA, 1- math, 1-science, 1-social studies)	August 11-13, 2020	Principals Stella Sanchez Nora Rivas Garza, Executive Officer for Middle Schools Iris Alvarez, Executive Officer for Middle Schools
2020 August PD Plan – High School	Campus Staff	August 17 - 27	Principal Dr. Nora Cantu, Executive Officer for High School
College Board Pre-Ap PD plan	Secondary Teachers, Aps, Principals	Pending	Dr. Nora Cantu
c. Social and Emotional Learning (SEL)			
2020-2021 Counselor Café- High School Teachers Meetings (6 meetings per six weeks)	Sept. 2021- May 2021	PSJA HS Teachers	Counselors
2020-2021 Counselor Café- High School Parents Meetings (7 meetings)	Sept. 2020- April 2021	PSJA HS Parents	Counselors

District Professional Development

2020-2021 High Schools Guidance Lessons (26 Lessons)	Sept. 2020- May 2021	PSJA HS Students	Teachers
Virtual Student SEL Academies - Topic: Goal Setting for a Successful School Year! Counselor will inform the students about the importance of goal setting and how to take realistic steps to achieve them.	9/18/2020	PSJA Students	Denise Alonzo
SEL Academy: Ways to Manage Stress & Anxiety Counselors will show the students different strategies on how to manage stress and anxiety during the school year.	9/17/2020	PSJA Students	Jessica Salinas & Michelle Gutierrez
Virtual Student SEL Academies: Growth Mindset Counselor will describe powerful ways to help students develop growth mindset.	9/16/2020	PSJA Students	Beatriz Gonzalez
Virtual Student SEL Academies: Back 2 School Routine Tips Counselor will provide students with a couple of quick tips to help transition from summer break to a distance learning mode.	9/15/2020	PSJA Students	Aisha Loya
Virtual Student SEL Academies: Introductory Parent Session	9/14/2020	PSJA Parents	Gloria Gutierrez & Sonia Arce

District Professional Development

Counselors will provide parents an overview of the virtual student sessions and explain the importance of social emotional learning.			
Workshop # 157352 Social and Emotional Sessions for Spanish Teachers	Spanish Teachers	August 20, 2020	Virginia Saenz, LPC Summer Curriculum Team
Workshop # 157351 Social and Emotional Learning for Social Studies	Social Studies Teachers	August 20, 2020	LPC, Summer Curriculum Team
Trauma-Informed Practices in the School Setting	All PSJA Counselors	August 27, 2020	Loretta Sanchez & Hector Pena
<u>Everfi</u> Digital Lessons	All PSJA Counselors	August 27, 2020	Kim-Jamy Nguyen & Kevin <u>Mechenbier</u>
Counseling Curriculum Rollout	Elem., MS, & HS Counselors	August 27, 2020	Summer Curriculum Team
Workshop # 156717 PSJA Virtual Counselor Academy	All PSJA Counselors	August 27, 2020	Virginia Saenz
Workshop # 157248 Social and Emotional Learning Support while online	Campus Staff	8/18/2020 1:00 PM	Counseling Staff
Workshop # 163204 Counseling and Social Emotional Development (MS & HS)	Middle School & High School Counselors	9/18/2020	Patricia Rendon Noemi Serna
d. Other Campus Support to assist with Asynchronous instruction			
Substitute: Google Classroom/TEAMS Training Workshop #158748 Workshop #158754 Workshop #158763 Workshop #158766	Substitute Teachers	Nov.1 Nov. 2 Nov. 3 Nov. 4	Melissa Ramirez Stella Sanchez Principals

District Professional Development

Workshop #158768 Workshop #158770 Substitute: Campus Support Training (Clerical only) Substitute: TEAMS Training (Tutor/Clerk)		Time: (2) sessions per day 8:30 – 11:00 am 1:00 – 4:00 pm	
INSTRUCTIONAL TECHNOLOGY DEPARTMENT			
<u>Bitmoji</u> Classroom Workshop #158230	Administration	8/27/2020 8:30-9:30	Debra Pingel Senyda Elizondo
PARENTAL ENGAGEMENT			
a. Synchronous/Asynchronous Support			
PSJA Virtual Family Learning Academies Schedule: All Virtual Family Learning Academies will be available through Facebook Live. No registration required! Go to: <i>PSJA Parental Engagement Program Facebook page.</i> Topic: Attendance & Study/Organizational Skills for the New School Year	All Parents	September 15, 2020 6:00 pm English Session 6:30 pm Spanish Session	Norma Garza, Parental Engagement Director Arianna Vazquez-Hernandez Communications, Executive Director of Communications
HUMAN RESOURCES			
Conflict Resolution	District Staff	Pending	Mr. Jorge Medina
<u>McREL</u> Evaluation System PD	Principals & Aps, New Teachers	Ongoing	Dr Rudy Trevino *Iris Alvarez Corina Ramirez Nora Rivas Garza Dr. Nora Cantu

District Professional Development

Workshop # 157268: 4 th Professional Development System Training UPDATE	All District Staff who creates PD sessions/meetings	Aug. 18 Time: 8:45 – 9:30	Debbie Pingel Senyda Elizondo
Workshop # 155199: Professional Development System Training (3 dates available – repeated sessions)	All District Staff who creates PD sessions/meetings	Ongoing: 7/21, 8/5, 8/13	Elaine Rubio, Region One Director Debra Pingel , Tech Specialist Debra Pingel , Technology Specialist
Workshop # 161046 RS Ready Sub	All Campus Secretaries	Friday Sept. 4, 2020 Time: 10:00 – 12:00	Melissa Ramirez-Aguero
FINE ARTS			
Workshop #156643: Fine Arts-PSJA, TEA, & UIL Policies and Procedures	All Art, Band, Choir, Dance, Elem. Music, Folklorico , Orchestra, & Theatre Teachers	Aug. 19 Time: 8:00 am-4:00 pm	Jon Taylor
Workshop #156666: Fine Arts-Virtual Learning	All Art, Band, Choir, Dance, Elem. Music, Folklorico , Orchestra, & Theatre Teachers	Aug. 20 Time: 8:00 am-4:00 pm	Jon Taylor

PHARR-SAN JUAN-ALAMO ISD

CAMPUS IMPROVEMENT PLAN CHECKLIST

Campus: PSJA Southwest

Date Reviewed: 10/13/2020

Reviewer: Nora Canter

Principal: Ramello Marquez
Jennifer Burdick

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 indicators and graduation rate (high schools).

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:

CNA is thorough

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(1); 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:

<ul style="list-style-type: none"> • 10 School-wide Components Included, if a Title I, Part A Schoolwide Campus <ul style="list-style-type: none"> 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 	
<ul style="list-style-type: none"> • 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. 	<input checked="" type="checkbox"/> Clearly Evident <input type="checkbox"/> Somewhat Evident <input type="checkbox"/> Not Evident Comments/Recommendations:
<p>Activities to ensure additional assistance to students who experience difficulty mastering content and performance standards (TEKS/STAAR). Activities should include:</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> 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 	<input checked="" type="checkbox"/> Clearly Evident <input type="checkbox"/> Somewhat Evident <input type="checkbox"/> Not Evident Comments/Recommendations:

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.

- Clearly Evident
- Somewhat Evident
- Not Evident

Comments/Recommendations:

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.

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:

Executive Summary:

The Executive Summary gives a one-page brief 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.