



Campus Improvement Plan 2020-2021



Executive Summary

- Mission:** It is the mission of all stakeholders of PSJA Thomas Jefferson Early College High School to assist every student in developing college, career and global citizen capacities to the fullest while completing college core coursework or earning a postsecondary degree by high school graduation.
- Demographics Summary:** The current enrollment of PSJA Thomas Jefferson Early College High School, as of October 6, 2020, is 672 students. The student population consists of 98.3% Hispanic and less than 1 % African American, White, and Asian (each). Our students represent low socio-economic status of approximately 91.4 %, with 15.4% English Limited population and a 9.5% mobility rate. Approximately 2.4% of our student population receive special education services, while 2.6% receive accommodations under Rtl and 504. Our Gifted and Talented population accounts for approximately 18.1% of our student population. The bilingual population is approximately 14.9% where most of the students' home language is Spanish. The attendance rate for the campus has consistently been maintained at approximately 97.4%. Since we are a school of choice, most of our students come from the tri-city area (Pharr, San Juan, and Alamo) area - boundary marked between Owassa Road (Northside) to Dicker Drive (Southside) and Tower Road (Eastside) to a bit past Jackson Road (Westside). We currently have over 54 students who transfer into our campus from zones out of our district (Edinburg CISD, Donna ISD, McAllen ISD, and Valleyview ISD, etc...).
- Comprehensive Needs Assessment Summary:** PSJA Thomas Jefferson Early College High School received an overall grade of 93 out of 100 based on performance in three different areas, or domains. In the Student Achievement domain, we earned 95, which shows how much students know and can do at the end of the school year. The School Progress domain, 94 for T-STEM, shows how students perform over time and how that growth compares to similar schools. T-STEM scored 88 in Closing Gaps, the domain that shows how well different student groups within a school are performing. T-STEM, also, had two distinction in the “Science” and the “Post Secondary Readiness” area, where we were compared to 40 other school from across the state with similar demographics.
- Curriculum/ Instruction and Assessment:** Teachers utilize curriculum in Pre-Advanced Placement, Advanced Placement, and Dual Credit programs for all students in both Spanish and English instruction with a focus on district/campus professional development instructional pedagogy. All students participate in a college prep program and/or dual credit college courses. These programs are the cornerstone for the successes of our student population; whereas, all students graduate with several college credits if not a certificate, endorsement, or college degree. Coincidentally the need to engage students in viable classes as leaders that focus in reading, writing, and content literacy is a strong point that embodies all programs that we offer for student, staff, and community.
- Summary of Goals:** Improve student mastery of grade level TEKS by utilizing TEKS based, data driven instruction to increase the number of all students scoring at the Masters level on EOC STAAR by 5% in all subject areas and subgroups. Students in grades 9-12 will show a one level increase in students’ performance in their composite performance as determined by TELPAS assessment (prior year compared to current year). Improve practice of high-engagement, rigorous instruction for all students. State data will reflect a 5 % increase in Domains I, II, and III. Provide a safe, rigorous, highly engaging learning environment to all students and staff. One hundred percent of students will participate in our campus wide PBIS and social emotional learning initiative. Increase the academic achievement of all students, in all subgroups by 10%. Close the achievement gap by 10% between the economically disadvantaged, special education and ELL populations. Students will improve to attendance to show 98% overall attendance for the campus. One hundred percent of parents will have the opportunity to participate in school events and engagement activities. T-STEM will continue to collaborate with community stakeholders to ensure student/campus success.

A handwritten signature in blue ink, appearing to be "V. [unclear]".

Principal Signature

Mission Statement

All stakeholders of PSJA Thomas Jefferson Early College High School will assist every student in developing college, career and global citizen capacities to the fullest while completing college core coursework or earning a postsecondary degree by high school graduation.

What We Believe In

Guiding Principles:

- ***Respectful, Responsible, and Safe***
- ***Powerful teaching, powerful learning, and coherent college preparation***

What We Want to Accomplish

We envision a dynamic learning community where every member discovers their purpose for creating a better future and better world.

Campus Performance Objective Council Members

Virna Bazan	Principal	Juan Quiroz	ELA Teacher
Dr. Benito T. Carriaga	Assistant Principal	Jo Garcia	ELA Teacher
Sylvia Lizcano	Assistant Principal	Juan Tijerina	Foreign Language (FL) Teacher
Minette Duenas	Dean of Instruction	Alejandra Villafranco-Doque	FL Teacher
Ana Villarreal	Counselor	Doni Fernandez	MA Teacher
Yvonne Gomez	Collaborative Learning Leader	Alicia Martinez	MA Teacher
Vasthi Rodriguez	Language (ELA) Dept. Head	Graciela Rodriguez	MA Teacher
Monica Brown	Science (SC) Dept. Head	Sarah Salazar	SS Teacher
Wasiela Salinas	Mathematics (MA) Dept. Head	Lori Ramirez	SS Teacher
Gerardo Herrera	Social Studies (SS) Dept. Head	Jose Gomez	SS Teacher
Victor Salinas	Career and Technology (CTE) Dept. Head	Gabrielle Peralez	SC Teacher
Nora Salazar	Inclusion Teacher	Ricardo Saldivar	CTE/SC Teacher
Dr. Nora Cantu	District Professional	Yvonne Chamblin	CTE Teacher
Martin Garza	Parent	Irene Garza	CTE Teacher
Astrid Guajardo	Parent	Moses Garcia	CTE Teacher
George Palacios	Community Member	Crista De La Rosa	CTE/Fine Arts (FA) Teacher
Lydia Villescás	Community Member	William Henry	FA Teacher
Valerie Nunez	Business Representative (South Texas College)	Luis Canales	FA Teacher
	Business Representative	Dr. Lelia Sadlier	FA Teacher
Lei'Mani Baldwin	Student Council President	James Robertson	FA Teacher
Erika Flores-Guerrero	ELA Teacher	Valerie Salinas	Physical Education (PE) Teacher
Maria Duran	ELA Teacher		

PSJA Thomas Jefferson T-STEM Early College High School

2020-2021 Campus Demographics

	ALL	MALE	FEMALE	SPED	Els	M1	M2	M3	M4	MIGRANT	ECD	GT	CTE	AT RISK
Number	673	332	341	22	100	0	37	41	47	11	627	101	549	325
Percent	100	49.3	50.7	3.3	14.9	0.0	5.5	6.1	7.0	1.6	93.2	15.0	81.6	48

	ALL	HISPANIC	ASIAN	BLACK	White	American Indian or Alaska Native	Native Hawaiian / Other	Two or More
Number	673	664	2	2	4	0	1	0
Percent	100	98.66	0.3	0.3	.6	0.0	0.15	0

2020-2021 Campus Performance

	Domain I Student Achievement	Domain II School Progress	Domain III Closing the Gaps	Overall Rating	Letter Grade
TSTEM ECHS	95	94	88	93	A

PSJA Thomas Jefferson T-STEM Early College High School

Campus Timeline

Date	Event(s)
June 2020	– Campus Timeline was sent to campus principals and central office staff
August 2020	– Convened with members of the Campus Performance Objective Council (CPOC) to discuss, review, and revise Focus Area and CNA
August 2020	– Attended training for administrators on the CIP Guide
August 2020	– Reviewed 2020 CIP Instructions, Guidance, and Resource Guide with CPOC members
August 2020	– Development draft of Campus Goals, Objectives
September 2020	– Development and Completion of Strategies and Actions Steps
September 2020	– Completed draft of Focus Area, Campus Goals, Objective, and Strategies for CPOC Review
October 2020	– CPOC review and provide feedback of CIP
October 2020	– Presented an update of the CIP to Executive Officer (EO) for High Schools
October 2020	– Revised CIP according to feedback from EO for board approval
October 2020	– Submitted for board approval
October 2020	– Continued to modify CIP as necessary for use throughout the year

2020-2021 Campus Focus Areas

- Focus Area 1 – Student Achievement
- Focus Area 2 – Close the Gaps
- Focus Area 3 – Improve Safety, Public Support, Culture and Climate
- Focus Area 4 – Increase Staff Quality, Recruitment, and Retention

2020-2021 Campus Goals

- **Campus Goal 1:** By June 2021, all identified student groups in the Academic Achievement domain will meet 90% of the indicators.
- **Campus Goal 2:** By June 2021, the percent of students who perform at masters level on STAAR ELA will increase by five percentage.
- **Campus Goal 3:** By June 2021, the percent of students who perform at masters level on STAAR Math will increase by five percentage points.
- **Campus Goal 4:** By June 2021, the percent of graduates who are CCMR ready will increase from 96% to 99%.
- **Campus Goal 5:** By June 2021, Technology will be integrated in 100% of the campus courses for the purpose of improved students' achievement.
- **Campus Goal 6:** By June 2021, all identified student groups in the Closing the Gaps domain will meet 90% of the indicators in the Academic Achievement component.
- **Campus Goal 7:** By June 2021, at least 80% of indicators evaluated in the Academic Growth Status will be met by all student groups.

2020-2021 Campus Goals

- **Campus Goal 8:** By June 2021, English learners will advance by at least one level of TELPAS composite rating when compared to last years rating.
- **Campus Goal 9:** By June 2021, the perception of a positive culture and climate will increase to 90% based on family involvement with school and staff-student relationships.
- **Campus Goal 10:** By June 2021, the students' perception for their physical and psychological school safety will improve by 10%.
- **Campus Goal 11:** By May 2021, all teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.
- **Campus Goal 12:** By May 2021, we will use evaluation systems to increase 100% of staff quality, recruitment and retention.
- **Campus Goal 13:** By May 2021, all teachers will be certified for teaching assignment.

PSJA Thomas Jefferson T-STEM Early College High School Comprehensive Needs Assessment

Focus Area	Area Reviewed	Summary of Strengths	Challenges
1	Student Achievement	<ul style="list-style-type: none"> • Distinction earned in post-secondary readiness & science • 23% of all students scored at mastery level. 66% of all students met standard, 27% of EL's met standard • 88% STAAR Performance = 93 scaled score • 96% of seniors are College, Career & Military Ready = 100 scaled score • 100% graduates in 2018 = 95 scaled score • 99% graduates in 2017 • 100% graduates in 2016 • 77% of students are TSI complete • ACT average is a 19 • SAT average is a 522 in reading & writing and a 497 in math • AP Summary: The data indicates that performance in each subject has increased by an average of 2% • Attendance rate = 97.4% • Tutoring time is inconsistent between grade levels, contents, and teachers • Availability of technology resources for students and teachers, and staff • 1 to 1 ratio (device: individual) for technology availability 	<ul style="list-style-type: none"> • Increase English 1 EOC mastery to 19% • Increase English 2 EOC mastery to 14% • Increase Algebra 1 EOC mastery to 41% • Increase Biology EOC mastery to 28% • Increase US History EOC mastery to 49% • Increase TSI completion by 20% • Increase ACT average to a 21 • Increase SAT average to a 552 in reading and writing and a 552 in mathematics • Increase industry certificates offered to our students • Increase AP performance by 5% • Maintain CCMR and Graduation rates for all students • Increase Attendance rate to 98% • Meeting the academic needs of sub-groups: ELL, Special Education, CTE, and Migrant • Closing the achievement gaps of sub-groups: ELL, Special Education, CTE, and Migrant • Student participation in district enrichment camps to increase learning time • Integration of technology in instruction and increase the infrastructure, increase the use of student technology for instructional rigor • Provide training on the implementation of technology integration; increase on-line resource use • More time in class is need

PSJA Thomas Jefferson T-STEM Early College High School Comprehensive Needs Assessment

Focus Area	Area Reviewed	Summary of Strengths	Challenges
2	Close the Achievement Gaps (Special Population Goals & Strategies)	<ul style="list-style-type: none"> • Earned a met standard rating with a component score of 96 • Non-continuously enrolled students did not meet the target in reading • Earned a met standard rating • +4% growth in Math • A component score of 69 in academic growth (scaled score=76) • A component score of 80 in relative performance (scaled score = 95) • TELPAS 2019 yearly progress composite rating = 35% 	<ul style="list-style-type: none"> • 2019 data indicates a 21% gap in all 3 performance levels subject tests with current EL's when compared to the all student group • Increase academic growth from 69% to 74% in Algebra and English 2 • Increase English Language Proficiency of our EL population from 31% to 37% • EL reading comprehension • Increase EL's at Meets level by 35% • Increase EL's at Masters level by 30% • An overall 5 % Academic Growth • 5% in Reading • 5% in Mathematics • TELPAS overall growth of 10% • Improve student learning outcomes in : English 1 EOC, English 2 EOC, Algebra I EOC, Biology EOC, and US History EOC
3	Improve Safety, Public Support, Culture & Climate- Including Safety & Violence Prevention	<ul style="list-style-type: none"> • Part time Parent Educator • Community meetings/events to include: Meet the Teacher, Open House, Fall Festival, Parent University (meetings), Fine Arts Concerts, Literacy Night, Robotics Night, Good student attendance • Work with Special Purpose Campuses to address special needs, i.e. pregnancy, credit recovery, discipline • Collaborative Learning Communities with common planning periods • Customer Service • College for All Culture 	<ul style="list-style-type: none"> • Increase Parental Involvement Communication in both English and Spanish • Increase parental volunteer time • Build Community Relations • Increase student enrollment • Build stronger public relations • Improve student retention

PSJA Thomas Jefferson T-STEM Early College High School Comprehensive Needs Assessment

Focus Area	Area Reviewed	Summary of Strengths	Challenges
4	Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> • 100% Highly Qualified Staff • We continue to use a high quality process to select staff to serve our students • The district has systems in place to ensure we recruit qualified staff 	<ul style="list-style-type: none"> • Teachers with a masters in social studies, English, science, mathematics, speech, Spanish and music • Improve professional development practices

FOCUS AREA PRESENTATION



Focus Area 1: Student Achievement

Focus Area 1:		Student Achievement					
Campus Goal 1:		By June 2021, all identified student groups in the Academic Achievement domain will meet 90% of the indicators.					
Objective 1:		By June 2021, PSJA Thomas Jefferson T-STEM Early College High School will increase the academic performance of all students by 10%.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Provide and implement instructional programs to meet the needs of all populations to include 9th-12th. Whole and small group instruction, cooperative learning, instructional supplies and consumables, computer lab school wide.	*Principal *Assistant Principal *Dean of Instruction *Department Heads *Teachers	*General Supplies *Copier Machines *Canon/ Copy Graphics *Laptop *TEKS *Advanced Placement	*September 2020 - August 2021	*Curriculum Documents *lesson plans *student products *Pacing Guides and timelines	*Student Achievement gains on the: *STAAR *TELPAS *PBMAS *Mini Assessments *CBAs * *BMs	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, b, c, h *Title II
Action Steps							
1) Train staff on implementing programs.							
2) Monitor performance of staff and students.							
3) Assess and make adjustments to delivery and content.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Campus Leadership Team will monitor the implementation of the curriculum at each campus	*Principals, *Assistant principals *Department Heads *CLL *CLF's	*Laptop *Observation rubric *General Supplies	*September 2020 - August 2021	*Walk-through documentation	*Benchmark scores *student achievement gains	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, b, c , h
Action Steps							
1) Train on the curriculum.							
2) Monitor the implementation.							
3) Assess strategies and make adjustments to pedagogy as necessary.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Provide hands-on learning and exposure to Science, Technology, Engineering, and Mathematics and support the use of field-based or service learning to enhance the students' understanding of STEM subjects.	*Principals *Assistant Principals *Department Heads *CLL *CLF's	*CBAs *Benchmarks *STAAR *TELPAS *Consumable supplies *lab equipment *study aids *Prep books for AP exams *textbooks	*September 2020 - August 2021	*Master Schedule *Summer Schedules *Enrichment Program Schedules	*Student Achievement Gains *Closing Achievement Gaps	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, b, c
Action Steps							
1) Train staff on implementing programs.							
2) Monitor performance of staff and students.							
3) Assess and make adjustments to delivery and content.							

Focus Area 1: Student Achievement
Campus Goal 1: By June 2021, all identified student groups in the Academic Achievement domain will meet 90% of the indicators.
Objective 1: By June 2021, PSJA Thomas Jefferson T-STEM Early College High School will increase the academic performance of all students by 10%.

Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Foreign language and environmental education instruction	*Principals *Assistant Principals *Department Heads *CLL *CLF's	*CBAs *Benchmarks *STAAR *TELPAS	*September 2020 - August 2021	*Schedules	*Student Achievement Gains *Closing Achievement Gaps	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, c

Action Steps

- 1) Train foreign language and necessary staff on implementing programs.
- 2) Monitor performance of staff and students.
- 3) Assess and make adjustments to delivery and content.

Strategy 5	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Purchase manipulatives, supplemental aides, and instructional resources to support student learning.	*Principals *Assistant Principals *Secretary	*Lab equipment *Prep books for AP exams *Criterion *WinBooks with cart *SchoolCity *Dictionary Calculators *Inspire Calculators *Corrective Reading *General Supplies *Copier Machine *materials as outlined in the See Appendix: Summary of Departmental Needs	*September 2020 - August 2021	*Walkthrough Documentation	*Closing the Gap	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, b, h

Action Steps

- 1) Request quotes for items.
- 2) Secure a purchase order.
- 3) Purchase items for use in classroom.

Focus Area 1: Student Achievement
Campus Goal 1: By June 2021, all identified student groups in the Academic Achievement domain will meet 90% of the indicators.
Objective 2: By June 2021, 100% assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Data Rooms will be utilized at each campus for data analysis and monitoring student progress immediately following each District Assessment.	*Campus leadership team	*CBAs, BMs, STAAR, TELPAS General Supplies	*September 2020 - August 2021	* Data Reports	* Student achievement gains	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, b, h

Action Steps

- 1) Review data right after assessment.
- 2) Desegregate data and plan as necessary.
- 3) Post in data room and common areas, while maintaining confidentiality limits, for staff and student to see and target.
- 4) Update for every assessment taken.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Professional development training on data analysis will be provided for campus teachers.	*Principal *Assistant Principals *Dean of Instruction	*CBAs *BMs *STAAR *TELPAS *Weekly-mini assessment *General Supplies *Computer *Copier Machine	*September 2020 – August 2018	*Agendas and Sign-in Sheets *PowerPoint	*Student achievement gains *closing achievement gaps	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, d, i *Title II *Title III *Title IV

Action Steps

- 1) Review and analyze data right after assessment, at district or campus level.
- 2) Desegregate data and plan for training with teachers.
- 3) Train teachers.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Prepare campus level data to develop action plans to target areas of concern	*Campus Leadership Team	*CBAs *BMs *STAAR *TELPAS *Weekly-assessment *TPRI *Tejas Lee *General Supplies *Computer *Copier Machine	*September 2020 – August 2021	*Student Progress Profiles *DMAC Reports *Campus Data Reports	*Student achievement gains *closing achievement gaps	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, i *Title II *Title III *Title IV

Action Steps

- 1) Review data right after assessment.
- 2) Desegregate data and plan as necessary.
- 3) Assess performance and adjust plan frequently.

Focus Area 1:	Student Achievement						
Campus Goal 1:	By June 2021, all identified student groups in the Academic Achievement domain will meet 90% of the indicators.						
Objective 2:	By June 2021, 100% assessments aligned to the curriculum will be used to monitor student progress toward meeting state passing standards.						
Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Academic Interventions, afterschool tutorials, and/or Saturday tutorials will be available for all students following each district-level CBA and Benchmark	*Dean of Instruction *Instructional Coaches *Teachers	*CBAs *BMs *STAAR *TELPAS *Copy Machines *Canon/Copy Graphics *Laptops	*September 2020 - August 2021	Tutorial Sign-in sheets, Schedules, Targeted Tutorials, Intervention Plans	Student achievement gains, closing achievement gaps	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, b, c , h
Action Steps							
1)Review data right after assessment.							
2)Desegregate data and plan for intervention programs as necessary.							
3) Implement programs and assess student performance.							
4) Make necessary refinement to delivery during program .							
Strategy 5	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Communication will be conducted following each district-level Benchmark to inform parents of all students of interventions available.	*Campus Administration *Teachers	*Weekly-mini assessments *Unit assessments CBAs *BMs *STAAR *TELPAS *TPRI *Tejas Lee	*October 2020 November 2020 January 2021 February 2021 April 2021	*Phone Logs *Sign-in sheets *Campus Letter *Tutoring permission slip	*Student achievement gains *closing achievement gaps *increased student participation in tutorial program	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, b, c, h
Action Steps							
1)Review data right after assessment.							
2)Desegregate data and plan for meetings as necessary.							
3) Conduct meetings.							

Focus Area 1: Student Achievement
Campus Goal 1: By June 2021, all identified student groups in the Academic Achievement domain will meet 90% of the indicators.
Objective 3: By June 2021, Content specific professional development to the state assessed curriculum will be provided for 100% of educators at Thomas Jefferson T-STEM Early College High School.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Teachers will be trained on the Texas STAAR Assessment Program and will understand how the Domain, Distinguished Awards and the Systems Safeguards are calculated.	*Campus Administration	*CBAs *BMs *STAAR *TELPAS	*September 2020 - August 2021	*Agendas *Sign-in Sheets	Student achievement gains, closing achievement gaps	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, b, d

Action Steps

- 1) Plan for the professional development in set area.
- 2) Train teachers on systems of evaluation.
- 3) Have teachers use knowledge in classroom settings to benefit student.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Collaborative Learning Communities [CLCs] will be scheduled frequently for unpacking the TEKS and lesson plan collaboration	*Campus Administration *Campus Leadership Team *CLL *CLF's	*CBAs *BMs *STAAR *TELPAS	*September 2020 - August 2021	*Walk-throughs *Master Schedule *Unpacking of the TEKS document	*Benchmark scores *student achievement gains *closing achievement gaps	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, b, d

Action Steps

- 1) Plan for CLC meeting.
- 2) Conduct CLC meeting.
- 3) Monitor implementation of strategies and deliver as delineated during CLCs.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Teaching staff will be trained on how to use the DMAC Quintile Reports to assess progress toward meeting state passing standards on each Index per student	*Campus Administration	*CBAs *BMs *STAAR *TELPAS	*September 2020 - August 2021	*Agendas *Sign-in Sheets	*Benchmark score *student achievement gains *closing achievement gaps	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, b, d

Action Steps

- 1) Designate and train trainer.
- 2) Plan for meeting.
- 3) Train teachers.
- 4) Monitor implementation.

Focus Area 1: Student Achievement
Campus Goal 2: By June 2021, the percent of students who perform at masters level on STAAR ELA will increase by five percentage points.
Objective 1: By June 2021, School – wide Reading/Writing Instruction will be aligned and interdisciplinary among all content areas at PSJA Thomas Jefferson T-STEM Early College High School.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*The reading/writing curriculum will be developed/ revised using thematic-based instruction and CIF teaching strategies	*ELA/SLA Teachers *Instructional Coaches	*CBAs *BMs *STAAR *TELPAS *Pre-AP *AP training *Windbooks *Interactive Board *Mobile Lab (COW) *Tech related equipment	*September 2020 - August 2021	*Completed Curriculum Documents	*Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, b, d

Action Steps

1) Train staff in how to develop thematic – based instruction.
 2) Develop thematic – based instruction.
 3) Implement and monitor thematic-based instruction.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Building Rigorous Readers activities will be implemented in all contents	*ELA/ SLA Teachers	*CBAs *BMs *STAAR *TELPAS *Windbooks *Interactive Board *Mobile Lab (COW) *Tech related equipment	*Summer 2020 - August 2021	*Completed Close Reading Documents	*Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, b, c , h

Action Steps

1) Designate and train staff to build a rigorous reader activity.
 2) Build rigorous reader activities to use campus-wide.
 3) Monitor and assess the effective use of the activities.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Depth of Knowledge Questions [DOK]will be updated for each literary selection [all genres] during Collaborative Learning Communities (CLCs)	*Campus Principals, ELA/ SLA Teachers,	*CBAs *BMs *STAAR *TELPAS *Windbooks *Interactive Board *Mobile Lab (COW) *Tech related equipment	*Summer 2020 and on-going	*Completed DOK questions in the curriculum documents	*Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, b, h

Action Steps

1) Train teachers on how to write effective DOK questions.
 2) Update our current selections during CLCs.
 3) Use in the classroom during selections.

Focus Area 1:	Student Achievement						
Campus Goal 2:	By June 2021, the percent of students who perform at masters level on STAAR ELA will increase by five percentage points.						
Objective 1:	By June 2021, School – wide Reading/Writing Instruction will be aligned and interdisciplinary among all content areas at PSJA Thomas Jefferson T-STEM Early College High School.						
Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*A minimum of 3 compositions per semester will be required at each grade level	*Campus Administration, District ELA Teachers	*CBAs *BMs *STAAR *TELPAS *Criterion *Dictionary *Calculators *Mobile labs *Laying the foundation *Springboard *Student portfolios *General Supplies	*September 2020 - August 2021	*Completed composition prompts Lesson Plans	*Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, b, h
Action Steps							
1) Make a plan/calendar for administration of compositions writing.							
2) Have staff collect and assess writing samples and give feedback to teacher and students.							
2) Monitor growth and progress of students.							
Strategy 5	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*STAAR, AP, ACT/SAT Connected questions will be developed/ revised for all literary selections [all genres]	*ELA teachers	*CBAs *BMs *STAAR *STAAR Coach books *TELPAS *Novels *Springboard *ACT/SAT consumables *Windbooks *Interactive Board & equipment	*September 2020 - August 2021	*Completed STAAR Literature questions in the Curriculum Documents	*Increased Student Progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, b, h
Action Steps							
1) Revise mentioned questions to be used in classroom.							
2) Use in classroom.							

Focus Area 1:	Student Achievement
Campus Goal 2:	By June 2021, the percent of students who perform at masters level on STAAR ELA will increase by five percentage points.
Objective 2:	By June 2021, through aligned guaranteed and viable curriculum, the percent of students performing at masters level on STAAR EOC (English) will increase from 80% to 85%.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Curriculum writing initiatives with virtual and in-person learning for ELAR/SLAR based on need's assessment using data and trends will be executed.	*Content Coordinators *Content teachers	*TEKS resources *Curriculum Template *Curriculum Calendar *State and local student data *General Supplies *Copier machine *Laptop *Advanced Placement	June 2020 – Aug. 2021	*Curriculum documents *Lesson plans *Collaborative Learning Leader [CLL] agendas *Walkthrough documents	*Student Achievement gains on the STAAR Teacher retention TELPAS *Results Driven Accountability Report	*Formative assessments *CBAs *Benchmarks [BMs] *STAAR *TELPAS *Results Driven Accountability *Student Learning Objectives [SLOs] Pre/Post Test	*Title I, Part A – a, b, h, i *Title II *Title III *Special Ed. & Bilingual Funds *Migrant Funds

Action Steps							
1) Participate in the district curriculum writing sessions during the summer.							
2) Analyze the Depth of Knowledge (DOK) questions will be updated for each literary selection (all genres) during curriculum development sessions.							
3) Integrate technology into the curriculum to provide virtual and in-person learning with the use of the following platforms: Google Classroom, MyOn, Newsela, Accelerated Reader, and MackinVia.							

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Leadership Teams will monitor the implementation of the curriculum at each campus through teamed-up walkthroughs (virtual and in-person).	*Principals *Assistant principals *CLL *CLFs *Department Head	*Principals *Assistant principals	*September 2020 - August 2021	*Walk-through documentation	*BM1 and BM2 scores show increases in student achievement and student performance growth	*Formative assessments CBAs and Benchmarks STAAR/TELPAS ACT and SAT Texas Success Initiative	*Title I, Part A – a, b, h, i *Title II *Title III *Title IV *State Bilingual Funds *State Comp.

Action Steps							
1) Observe and provide feedback to teachers on effective and rigorous instructional reading strategies.							
2) Ensure appropriate pacing of the curriculum based on the timelines.							
3) Team Walks, with EO and Campus Administration Team will be scheduled monthly in order to calibrate and provide growth opportunities for campus administrators.							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ongoing support for the implementation of the ELAR/SLAR curriculum through CLCs.	*Principal *Assistant Principals *CLL	*Training Material *Training Agenda *District Curriculum *Pacing guide *Year- at- a- Glance *Weekly Lessons State and Local Data	Sep. 2020- Aug. 2021	*Agendas and sign-in sheets *Collaborative Learning Communities Meetings	*BM1 and BM2 scores show increases in student achievement and student performance growth Increase performance of students at Meets & Master performance level on STAAR/EOC	*Formative assessments CBAs and Benchmarks STAAR ACT and SAT Texas Success Initiative (TSI) TELPAS	*Title I, Part A – a, b, h, i *Title II *Title III *Title IV *State Bilingual Funds *State Comp.

Action Steps							
1) Teachers will be provided support in the implementation of writing across all subjects.							
2) Support technology integration within the ELAR/ SLAR curriculum in order to enhance the virtual learning lessons.							
3) CLLs will allow for math lesson planning during CLCs in order to create consistency among the reading classes being taught.							

Focus Area 1:	Student Achievement						
Campus Goal 2:	By June 2021, the percent of students who perform at masters level on STAAR ELA will increase by five percentage points.						
Objective 2:	By June 2021, through aligned guaranteed and viable curriculum, the percent of students performing at masters level on STAAR EOC (English) will increase from 80% to 85%.						
Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Increase student performance in English 1 EOC from 14% to 19% in the mastery level performance.	*Teachers	*TEKS resources *Curriculum Template *Curriculum Calendar *State and local student data *General Supplies *Copier machine *Laptop	*September 2020 - August 2021	*Curriculum documents *Lesson plans *Collaborative Learning Leader [CLL] agendas *Walkthrough documents	*Student Achievement gains on the STAAR *Results Driven Accountability Report	*Formative assessments *CBAs *Benchmarks [BMs] *STAAR	*Title I, Part A – a, b, c, h, i *Title II *Title III *Special Ed. & Bilingual Funds *Migrant Funds
Action Steps							
1)Identify students with need in this area of focus.							
2)Plan and implement program to increase mastery scores.							
3)Monitor and assess program effectiveness.							
Strategy 5	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Increase student performance in English 2 EOC from 9% to 14% in the mastery level performance.	*Teachers	*TEKS resources *Curriculum Template *Curriculum Calendar *State and local student data *General Supplies *Copier machine *Laptop	*September 2020 - August 2021	*Curriculum documents *Lesson plans *Collaborative Learning Leader [CLL] agendas *Walkthrough documents	*Student Achievement gains on the STAAR *Results Driven Accountability Report	*Formative assessments *CBAs *Benchmarks [BMs] *STAAR	*Title I, Part A – a, b, c, h, i *Title II *Title III *Special Ed. & Bilingual Funds *Migrant Funds
Action Steps							
1)Identify students with need in this area of focus.							
2)Plan and implement program to increase mastery scores.							
3)Monitor and assess program effectiveness.							

Focus Area 1: Student Achievement
Campus Goal 2: By June 2021, the percent of students who perform at masters level on STAAR ELA will increase by five percentage.
Objective 3: By June 2021, through data-driven instruction, the percent of students performing at masters level on STAAR EOC (English) will increase from 80% to 85%.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Testing calendar will be created to provide alignment of assessments.	*Principal *Administrator in charge of Testing	*Assessment calendar *Instructional timelines *Assessed curriculum	Sep. 2020 – Aug. 2021	*Completed testing calendars and timelines *Agendas and sign in sheets	*Student achievement gains on the STAAR, Domain III, TELPAS, *Results Driven *Accountability Report	*Formative assessments CBAs, Benchmarks [BMs] *STAAR *TELPAS *Results Driven *Accountability *Student Learning Objectives [SLOs] Pre/Post Test	*Title I, Part A – a, b, h, i *Title II *Title III *Special Ed. & Bilingual Funds *Migrant Funds

Action Steps

1) Aligned CBAs and district Benchmarks will be administered district-wide to monitor student progress in the curriculum.
 2) Utilize DMAC reports (i.e.. Distractor analysis, item analysis, SE tutorials, quintile charts etc..) to identify areas of concern in order to prescribe appropriate resources for intervention.
 3) Utilize DMAC TAG to create spiral reviews based on areas of concerns to ensure progress from BM1 to BM 2 and from previous year to current year STAAR.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus Performance Review sessions (CPRs) will be held at each campus within 48 hours following the district level CBA or Benchmark.	*Principal *Administrator in charge of Testing *Campus Leadership Team	*STAAR and DMAC data reports Action Plans and timelines\ Tutorial Curriculum and Tutorial Student lists *Plan for each student group	Oct. 2020 Nov. 2020 Jan. 2021 Feb. 2021 Mar. 2021	*Student Progress profiles *DMAC Reports *Campus Data Reports *Campus Performance Reviews [CPRs]	*Student achievement gains *Closing achievement gaps *Increase in the percent of students at the Meets and Masters levels on STAAR/EOC *Increase in student progress made	*Formative assessments *CBAs *Benchmarks *STAAR *ACT and SAT *Texas Success Initiative (TSI) *TELPAS *TPRI/TEJAS LEE	*Title I, Part A, - a, b, h, i *Title II *Title III *State Compensatory Funds *Migrant Funds *State Bilingual Funds *Local Funds

Action Steps

1) Closely monitor and intervene when students are not reading on grade level (fluency, comprehension).
 2) Following each CBA or Benchmark, the campus leadership team will analyze campus level data and develop action plans, including tutorials, that target areas of concern for all student groups and sub-groups scheduled after-school, Saturday or through enrichment periods.
 3) Schedule academic meetings with parents following district benchmarks to inform them of students' results, progress and available interventions.
 4) Teachers will identify students in each phase of accountability following each CBA and Benchmark using DMAC reports to form tutorial groups for the Master's Level on the STAAR/EOC assessment.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
District Review Sessions (DRSs) will be held to review CBA and Benchmark data with staff to identify areas of concern in order to plan next steps.	*Principal *Assistant Principal *CLL	*District and Campus *Benchmark Data Reports *Plan for Interventions	Oct. 2020 Nov. 2020 Jan. 2021 Feb. 2021 Mar. 2021	*Agendas and sign-in sheets *Data Analysis documents *Campus Review documents	*CBAs *BM1 and BM2 scores *Student achievement gains *Student growth *Increased performance of students at Meets & Masters performance levels	*Formative assessments CBAs and Benchmarks *STAAR *ACT and SAT *Texas Success Initiative (TSI) *TELPAS	*Title I, Part A – a, b, h, i *Title II *Title III *Title IV *State Bilingual Funds *State Comp.

Action Steps

1) Teachers will be provided support in the implementation of writing across all subjects.
 2) Support technology integration within the ELAR/ SLAR curriculum in order to enhance the virtual learning lessons.
 3) CLLs will allow for math lesson planning during CLCs in order to create consistency among the reading classes being taught.

Focus Area 1:	Student Achievement						
Campus Goal 3:	By June 2021, the percent of students who perform at masters level on STAAR Math will increase by five percentage points.						
Objective 1:	By June 2021, Math Instruction will be 100% aligned with district curriculum and embedded throughout all content areas at PSJA Thomas Jefferson T-STEM Early College High School.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment ¹	Title-I School- wide Component
*Mathematics curriculum will include CIF strategies	*Content Coaches	*CBAs *BMs *STAAR *TELPAS	Sep. 2020 – Aug. 2021	* Completed Curriculum Documents	* Increased student progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, b, c, h, i
Action Steps							
1) Train staff on CIF strategies to be used with math content.							
2) Implement CIF strategies.							
3) Monitor and assess CIF strategies.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
* Instructional strategies will be developed/ revised as spiraled activities in STAAR format	*Principals *Dean of Instruction *Instructional Coaches	*CBAs *BMs, *STAAR *STAAR Coach Resource books *Reading Comprehension PD *TELPAS	Sep. 2020 – Aug. 2021	* Walk-throughs * lesson plans	*Increased student progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, b, c, h, i
Action Steps							
1) Train staff on making effective spiraling activities.							
2) Implement spiraling activities in the classroom.							
3) Monitor, assess, and modify spiraling activities.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Provide professional development on effective teaching strategies through CLCs	*Principals *Dean of Instruction *Instructional Coaches	*CBAs *BMs *STAAR *TELPAS	Sep. 2020 – Aug. 2021	*Agendas and Sign-in Sheets	*Increased student progress for all students to include sub population as measured on CBAs, BMs, STAAR, TELPAS	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, b, c, d, h, i
Action Steps							
1) Research and plan for professional development on effective teaching strategies.							
2) Train teachers.							
3) Monitor, assess, and modify effective teaching strategies.							

Focus Area 1:	Student Achievement						
Campus Goal 3:	By June 2021, the percent of students who perform at masters level on STAAR Math will increase by five percentage points.						
Objective 2:	By June 2021, the percent of students who perform at masters level on STAAR Mathematics will increase five percentage points.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Curriculum writing initiatives with virtual and in-person learning for mathematics based on need's assessment using data and trends will be executed.	*Content Coordinators *Content teachers	*TEKS resources *Curriculum Templates *Curriculum Calendar *State and local student data	Sep. 2020 – Aug. 2021	*Curriculum documents *Lesson plans *Collaborative Learning Leader agendas *Walkthrough documents	*Student Achievement gains on the STAAR Teacher retention *Results Driven Accountability Report	*Formative assessments CBAs, Benchmarks [BMs] *STAAR *Results Driven Accountability *Student Learning Objectives [SLOs] Pre/Post Test	*Title I, Part A – a, b, h, i *Title II *Title III *Special Ed. & Bilingual Funds *Migrant Funds
Action Steps							
1) Gradual Release Math Lessons have been identified/created, included in the curriculum and introduced to teachers during math curriculum rollouts.							
2) Integrate technology into the curriculum to provide virtual and in-person learning with the use of the following platforms: Google Classroom							
3) End of Unit assessment campus data in mathematics will be utilized to measure strengths, areas of concerns and trends weekly/bi-weekly.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Leadership Teams will monitor the implementation of the curriculum at each campus through teamed-up walkthroughs (virtual and in-person).	*Principals *Assistant principals *Coordinators *Strategists *CLL *CLFs	*Principals *Assistant principals	Sep. 2020 – Aug. 2021	*Walk-through documentation	*BM1 and BM2 scores show increases in student achievement and student performance growth	*Formative assessments CBAs and Benchmarks STAAR ACT and SAT *Texas Success Initiative (TSI)	*Title I, Part A – a, b, h, i *Title II *Title III *Title IV *State Bilingual Funds *State Comp.
Action Steps							
1) Observe and provide feedback to teachers on effective and rigorous instructional mathematics strategies that incorporate application.							
2) Ensure appropriate pacing of the curriculum based on the timelines.							
3) Team Walks, with EO and Campus Administration Team will be scheduled monthly in order to calibrate and provide growth opportunities for campus administrators.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ongoing support for the implementation of the mathematics curriculum through CLCs.	*Principals *Assistant principals *Coordinators *Strategists *CLL *CLFs	*Training Material *Training Agenda *District Curriculum *Pacing guide *Year- at- a- Glance *Weekly Lessons *State and Local Data	Sep. 2020- Aug. 2021	*Agendas and sign-in sheets *Collaborative Learning Communities Meetings	*BM1 and BM2 scores show increases in student achievement and growth *Increase performance of students at Meets & Master performance level on STAAR/EOC	*Formative assessments CBAs and Benchmarks STAAR ACT and SAT *Texas Success Initiative (TSI)	*Title I, Part A – a, b, h, i *Title II *Title III *Title IV *State Bilingual Funds *State Comp.
Action Steps							
1) Teachers will be provided support in the implementation of writing across all subjects including math.							
2) Support technology integration within the mathematics curriculum in order to enhance the virtual learning lessons.							
3) CLLs will allow for math lesson planning during CLCs in order to create consistency among the math classes being taught.							

Focus Area 1:	Student Achievement						
Campus Goal 3:	By June 2021, the percent of students who perform at masters level on STAAR Math will increase by five percentage points.						
Objective 2:	By June 2021, the percent of students who perform at masters level on STAAR Mathematics will increase five percentage points.						
Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Increase student performance in Algebra 1 EOC from 31% to 41% in the mastery level performance.	*Teachers	*TEKS resources *Curriculum Template *Curriculum Calendar *State and local student data *General Supplies *Copier machine *Laptop	June 2020 – Aug. 2021	*Curriculum documents *Lesson plans *Collaborative Learning Leader [CLL] agendas *Walkthrough documents	*Student Achievement gains on the STAAR *Results Driven Accountability Report	*Formative assessments *CBAs *Benchmarks [BMs] *STAAR	*Title I, Part A – a, b, c, h, i *Title II *Title III *Special Ed. & Bilingual Funds *Migrant Funds
Action Steps							
1)Identify students with need in this area of focus.							
2)Plan and implement program to increase mastery scores.							
3)Monitor and assess program effectiveness.							

Focus Area 1: Student Achievement
Campus Goal 3: By June 2021, the percent of students who perform at masters level on STAAR Math will increase by five percentage points.
Objective 3: By June 2021, the percent of students performing at masters level on STAAR Mathematics EOC will increase from 31% to 36% through data-driven instruction and job-embedded instructional practices.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Testing calendar will be created to provide district-wide alignment of assessments.	*Principal *Administrator in charge of Testing	*Assessment calendar *Instructional timelines *Assessed curriculum	Sep. 2020 – Aug. 2021	*Completed testing calendars and timelines *Agendas and sign in sheets	*Student achievement gains on Benchmarks (BM1 to BM2), STAAR, Domain III, *Results Driven Accountability Report	*Formative assessments CBAs *Benchmarks [BMs] *STAAR *Results Driven Accountability *Student Learning Objectives Pre/Post Test	*Title I, Part A – a, b, h, i *Title II *Title III *Special Ed. & Bilingual Funds *Migrant Funds

Action Steps

1) Aligned CBAs and district Benchmarks will be administered district-wide to monitor student progress in the curriculum.
 2) Utilize DMAC reports (i.e.. Distractor analysis, item analysis, SE tutorials, quintile charts etc..) to identify areas of concern in order to prescribe appropriate resources for intervention.
 3) Utilize DMAC TAG to create spiral reviews based on areas of concerns to ensure progress from BM1 to BM 2 and from previous year to current year STAAR.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus Performance Review sessions (CPRs) will be held at each campus within 48 hours following the district level CBA or Benchmark.	*Principal *Administrator in charge of Testing *Campus Leadership Team	*STAAR and DMAC data reports *Action Plans and timelines *Tutorial Curriculum *Tutorial Student lists *Plan for each student group	Oct. 2020 Nov. 2020 Jan. 2021 Feb. 2021 Mar. 2021	*Student Progress Profiles *DMAC Reports *Campus Data Reports *Campus Performance Reviews [CPRs]	*Student achievement gains *Closing achievement gaps *Increase in the percent of students at the Meets and Masters levels on STAAR/EOC *Increase in student progress	*Formative assessments *CBAs *Benchmarks *STAAR ACT and SAT *Texas Success Initiative (TSI) *TELPAS TPRI/TEJAS LEE	*Title I, Part A – a, b, h, i *Title II *Title III *State Compensatory Funds *Migrant Funds *State Bilingual Funds, *Local Funds

Action Steps

1) Closely monitor and intervene when students are not performing on grade level.
 2) Following each CBA or Benchmark, the campus leadership team will analyze campus level data and develop action plans, including tutorials, that target areas of concern for all student groups and sub-groups scheduled after-school, Saturday or through enrichment periods.
 3) Schedule academic meetings with parents following district benchmarks to inform them of students' results, progress and available interventions.
 4) Teachers will identify students in each phase of accountability following each CBA and Benchmark using DMAC reports to form tutorial groups for the Master's Level on the STAAR/EOC assessment.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Mathematics teachers will receive training on TEKS analysis to determine depth and complexity of each student expectation taught.	*Instructional Coaches *Teachers *Administration	*Title I *Title II *Local Funds	Sep. 2020 – Aug. 2021	*Agenda *Sign-in sheets	*Increased student progress for all students to include sub populations as measured on CBAs, BMs, STAAR	*CBAs *BMs *STAAR	*Title I, Part A – a, b, d, h, i *Title II *Title III

Action Steps

1) Training on teaching and learning math concepts and skills will be conducted every 6 weeks in order to understand level of complexity within the SEs.
 2) Training on TEKS analysis will be conducted every six weeks prior to teaching upcoming identified TEKS.
 3) Analysis of TEKS taught will be conducted during CLCs based weekly/biweekly formative assessments.

Focus Area 1:	Student Achievement						
Campus Goal 3:	By June 2021, the percent of students who perform at masters level on STAAR Math will increase by five percentage points.						
Objective 4:	By June 2021, the percent of students performing at masters level on STAAR Mathematics EOC will increase from 31% to 36%						
Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Training will be provided for teachers, administrators and program related staff throughout the school year on the assessed curriculum and the state accountability system.	*Principals *Assistant principals *Campus leadership team *CLL *CLFs*Department chairs *Teachers	Lead4ward Region 1 DMAC state and federal accountability reports	Sep. 2020 – Aug. 2021	Agenda Sign-in sheets Data reports PowerPoints	Student achievement gains Closing achievement gaps Increase in the percent of students at the Meets and Masters levels on STAAR/EOC Increase in student progress made	*Formative assessments *CBAs *Benchmarks *STAAR	*Title I, Part A – a, b, c, d, h, i *Title II *Title III *Title IV *State Textbook Allotment
Action Steps							
1) Initial and ongoing training on the changes in the Texas accountability system by Lead4ward and Region One ESC.							
2) Focused mini sessions on math strategies by high scoring teachers for other teachers across the district.							
3) Spiral Reviews (from Assessed Curriculum) will be created by Math Coordinator and be provided to campuses based on areas of concern.							
Strategy 5	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ongoing professional development curriculum training will be provided for staff on virtual lessons/ instructional strategies (e.g. CIF) and data analysis.	*Principal *Assistant principals *Campus leadership team *CLL *CLFs *Department chairs *Campus teachers	*Lead4ward *Region 1 *DMAC *state and federal accountability reports	Sep. 2020 – Aug. 2021	*Agenda *Sign-in sheets *Data reports *PowerPoints	*Student achievement gains *Closing achievement gaps *Increase in the percent of students at the Meets and Masters levels on STAAR/EOC *Increase in student progress made	*Formative assessments *CBAs *Benchmarks *STAAR	*Title I, Part A – a, b, c, d, h, i *Title II *Title III *Title IV
Action Steps							
1) Opportunities to participate in online technology professional development will be offered to address time constraint issues. This will be done via Hoonuit and the MegaByte Consortium.							
2) Resources and support will be provided by District and Campus Instructional Technologist to integrate technology into the core curriculum.							
3) Library Media Specialists provide training in various areas of technology and online resources.							

Focus Area 1:	Student Achievement						
Campus Goal 4:	By June 2021, the percent of graduates who are CCMR ready will increase from 96% to 99%.						
Objective 1:	By June 2021, the percent of graduates who earn an industry certification will increase by 10%.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	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.	*Principal *AP in charge of CTE *CTE Coordinators *CTE teacher	*TEKS *Components of Industry *Certification *Computers *Specialized Software and Equipment	Sep. 2020 – Aug. 2021	*Sign-in sheets *Agendas *Curriculum developed in *SharePoint	*Certification results	*Teacher created Benchmarks *Certification Exam	*Title I, Part A – a, b
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/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ongoing Professional Development training will be provided for staff to ensure all components of certifications are understood and part of instruction.	*AP in charge of CTE *CTE Coordinators *Teacher	*Certifying entity	Sep. 2020 – Aug. 2021	*Sign-in sheets *Agendas *ERO Certificates	*Certifying entity	*Teacher created Benchmarks	*Title I, Part A – a, b, c, d
Action Steps							
1) Schedule professional development training							
2) Identify teachers who need professional development							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Student data for industry certifications will be reviewed three time a year in the Fall, Spring, and Summer.	*AP in charge of CTE *CTE Coordinators *PEIMS	*Student reports by name by certifying entity	Sep. 2020 – Aug. 2021	*Student reports by name by certifying entity	*Increased certification awards *Teacher submitted reports match eSchool submitted reports	*Monitor and review District Dashboard	*Title I, Part A – a
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							

Focus Area 1:	Student Achievement
Campus Goal 4:	By June 2021, the percent of graduates who are CCMR ready will increase from 96% to 99%.
Objective 2:	By June 2021, the percent of graduates who earn 3 hours of dual credit (ELA/Mathematics) or 9 hours in any subject (including technical) will increase by 10%.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
TSI tutorials - TSI tutorial sessions will be provided at the high schools to prepare students for the TSI test utilizing the TSI Student Success Intervention Plan.	*Administration *Assigned TSI Teachers	*TSI District Curriculum *AP Curriculum *Pre-AP Curriculum	Sep. 2020 – Aug. 2021	*Cohort Tutorials *Cohort Attendance *Curriculum Usage	*An increase in the number of students who pass the TSI assessment	*TSI Reading, Writing, and Math Assessment Reports	*Title I, Part A – a, c

Action Steps

- 1) TSI Summer Bridge Program will be available for preparation of incoming 9th grade students.
- 2) TSI Summer Institute will be available for grades 10-12 for those who have not mastered the TSI assessment.
- 3) TSI tutorial sessions will be provided at the high schools to prepare students for the TSI test utilizing the TSI Student Success Intervention Plan.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Professional Development will be provided on Pre-AP curriculum and resources	*Content Coordinators *Dean of Instruction *AP Teachers	*Pre-AP Curriculum *College Board Resources	Sep. 2020 – Aug. 2021	*Sign-in sheets *ERO Certificates *Agendas *Lesson Plans	*Increased number of students successful completion of Pre-AP course *Improved AP enrollment	*AP Exams	*Title I, Part A – a, c, d

Action Steps

- 1) Pre-AP teachers will be teacher modules.
- 2) Pre-AP teachers will attend the Pre-AP Summer Institute.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ongoing recruitment campaign for CTE college certificate programs.	*CTE Coordinator *CTE Teachers *Counselors	*Sample Degree Plan *PSJA District Dashboard *Career Pathway Videos	Sep. 2020 – Aug. 2021	*Sign-in sheets *Agendas *Sign-in to district portal	*Increase student enrollment in PSJA Academies. *Increase interest in non traditional program concentration. *Increased number of completed college certificates.	*Quarterly data reviews on number of students enrolled in PSJA Academies. *Degree audits (Fall, Spring, Summer)	*Title I, Part A – a, c

Action Steps

- 1) Schedule classroom presentations for CTE college certificates offered.
- 2) Conduct informational workshops CTE college certificates.
- 3) Students will sign-up into to their selected PSJA Academy utilizing the district portal.

Focus Area 1:	Student Achievement						
Campus Goal 4:	By June 2021, the percent of graduates who are CCMR ready will increase from 96% to 99%.						
Objective 3:	By June 2021, the percent of students earning a score of 3 or higher on any subject AP exam will increase by 10%.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Professional Development on Pre-AP an AP curriculum.	*Content Coordinators *Principal *AP in charge of AP *AP teacher	*AP/Pre-AP Summer Institutes	Sep. 2020 – Aug. 2021	*Sign-In sheets *ERO Certificates *Agendas *Curriculum developed in SharePoint	*AP Exam score increase	*Benchmarks *AP Exams	*Title I, Part A – a, b, c, d
Action Steps							
1) Professional Development identified for Pre-AP and AP teachers							
2) Pre-AP and AP teachers attend Professional Development sessions							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Pre-AP curriculum will be aligned to embed the knowledge and skills for students success.	*Content Coordinators *Principal *AP in charge of AP *AP teacher	*College Board Pre-AP *Teacher Summer Institutes *Lesson Plans *District Curriculum	Sep. 2020 – Aug. 2021	*Sign-In sheets *Agendas *Curriculum developed in SharePoint	*Increased number of students prepared for AP Classes and improved AP Scores	*College Board *Pre-AP Exams *Pre-AP Benchmarks *Pre-AP Exam Scores *Pre-AP Practice Exams	*Title I, Part A – a, b, h
Action Steps							
1) AP Lead and Content Coordinator curriculum writing							
2) Curriculum presented to Pre-AP teachers							
3) Teachers implement Pre-AP Curriculum							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Tutorials for students taking AP Exams.	*Content Coordinators *Principal *AP in charge of AP *AP teacher	*AP Curriculum *District created curriculum	Sep. 2020 – Aug. 2021	*Student Sign-in sheets *Teacher Sign-in sheets *Agendas *Lesson Plans	*AP Exam score increase	*Benchmarks *AP Exams	*Title I, Part A – a, c, h
Action Steps							
1) AP Lead/ Content Coordinator planning of lessons							
2) Calendar for tutorial session created							
3) Recruit students for tutorials							

Focus Area 1: Student Achievement
Campus Goal 5: By June 2021, Technology will be integrated in 100% of the campus courses for the purpose of improved students' achievement.
Objective 1: By June 2021, PSJA Thomas Jefferson T-STEM Early College High School will provide on-going support for the 100% implementation/integration of technology into the curriculum.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment ¹	Title-I School- wide Component
The campus will provide the delivery of online library/research resources (Destiny Online, Office 365) to facilitate the integration of these resources in the classroom. All district users will be trained on MackinVia which will facilitate the location of these online resources.	*Campus Principals *Dean of Instruction *CIT *Librarian	*Accelerated Reader Software *adequate bandwidth *adequate hardware *Software Program *Microsoft Office 365 These resources will be available in the classroom and at home for all students.	Sept. 2020- August 2021	*Usage reports from the Destiny system and Office 365.	*Increase in the number of students using the Destiny system.	*Review of Destiny Reports	*Title I, Part A – a, b, h

Action Steps

- 1) Secure resources via central office tech support.
- 2) Assign and train students on software.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Resources and support will be provided for Campus Instructional Technologists to work directly with teachers to integrate technology into curriculum.	*Campus Principals *Dean of Instruction *CIT	*Instructional Technology Department reviews.	Sep. 2020 – Aug. 2021	*Increased technology training sessions being held at the campus level. Increase in the number of participants in campus based technology sessions (sign in sheets).	*Increased student scores. *More technology projects in core classes.	*Formative assessments *CBAs *Benchmarks *STAAR ACT and SAT *Texas Success Initiative (TSI) *TELPAS TPRI/TEJAS LEE	*Title I, Part A – a, c

Action Steps

- 1) Create calendar for instructional support activities.
- 2) Support staff with instructional need.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The campus will provide technology and resources to all students to facilitate reading development for all students.	*Campus Principals *Dean of Instruction *CIT	*Accelerated Reader Software *adequate bandwidth *adequate hardware *Software Program	Sept. 2020- August 2021	*AR reports from schools. *Progress Reports from each of the programs	*Improved scores in reading	*Increase in the participation and scores on the AR program	*Title I, Part A – a, b

Action Steps

- 1) Provide all students with a laptop (target for a 1:1 student to device ratio) and/or hotspot for home and school use.
- 2) Train students and staff on effective use of device.
- 3) Monitor and regulate use

Focus Area 1: Student Achievement
Campus Goal 5: By June 2021, Technology will be integrated in 100% of the campus courses for the purpose of improved students' achievement.
Objective 2: By June 2021, PSJA Thomas Jefferson T-STEM Early College High School will identify and apply strategies for supporting 100% use and integration of technology in all classroom.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The technology and core curriculum content will have common essential knowledge and skills will be identified so as to establish correlation guides between curriculum and technology content.	*Campus Principals *CIT	*Core content curriculum resources. *Learning.com resources. *State guidelines for required technology courses.	Sep. 2020 – Aug. 2021	*Time lines for core curriculum areas *Scope and sequence for core curriculum areas *Teacher lesson plans with integrated technology skills *Reports from the online Technology Applications Curriculum System.	*Gains in the Texas Campus Star Charts	*Ongoing review of the district course offerings and alignment with state course requirements.	*Title I, Part A – a, b

Action Steps

1) Review and desegregate Technology TEKS.
 2) Align TEKS with core curriculum.
 3) Implement alignment.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The campus will train teachers on lesson plans that are aligned with the core content curriculum and that are integrated with technology. SharePoint repository of lessons showcasing technology integration will be setup for teachers.	*Campus Principals *Dean of Instruction *CIT	*Core content curriculum resources *Learning.com	Sep. 2020 – Aug. 2021	*Results of technology benchmarks *Teacher lesson plans *Reports from the online Technology Application TEKS Curriculum.	*Increased scores on technology benchmarks and state tests.	*Instructional Technology department campus visits and observations.	*Title I, Part A – a, b, c, d

Action Steps

1) Train teachers on technology integration.
 2) Monitor and assess effectiveness of programs.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The campus will mandate that all teachers dedicate at least 30 minutes a week for TA Applications TEKS instruction (learning.com)	*Campus Principals *Dean of Instruction *CIT	*Learning.com *Instructional Technology Labs	Sept. 2020- August 2021	*LAB usage logs	*Increased scores in student achievement in EOC	*Formative Assessment	*Title I, Part A – a, c, h

Action Steps

1) Plan and train teachers to use technology applications.
 2) Monitor and assess the effectiveness of programs.

Focus Area 1:	Student Achievement
Campus Goal 5:	By June 2021, Technology will be integrated in 100% of the campus courses for the purpose of improved students' achievement.
Objective 2:	By June 2021, PSJA Thomas Jefferson T-STEM Early College High School will identify and apply strategies for supporting 100% use and integration of technology in all classroom.

Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
25 Technology enrichment camps (Technology Applications /Microsoft Academy, Computer Coding/Programming) will be hosted during May of 2021. The district will also offer computer education classes to parents via the district's Parental Involvement Program. Summer of 2020 Summer Technology Academies for teachers and administrators during June 2020.	*Campus Principals *CIT	*Hardware *software And Technology Applications Instructors.	Sept. 2020- August 2021	*Increased number of summer technology camps. Increased enrollment in summer technology camps. *Display of student summer technology projects on district web site.	*Increased involvement in school technology programs by students. *Student evaluations of summer technology camps.	*Survey results from Summer Camp Participants	*Title I, Part A – a, c, h

Action Steps

- 1) Promote enrichment camps via school social media.
- 2) Monitor enrollment.
- 3) Follow up on student feedback and report to district personnel on results.

Strategy 5	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The campus will establish Technology Clubs. These clubs will assist the campus administration in organizing and hosting/campus computer fairs to promote student produced projects. Parents will be actively involved in these fairs. They will serve as guides and in some cases judges.	*Campus Principals *CIT	*Hardware *Software *other technology resources	Sept. 2020- August 2021	*Computer fair schedules *pictures and articles on the computer fairs. *Student and teacher evaluations of the events.	*Increased use of technology by students and teachers.	*Sign in sheets *club rosters	*Title I, Part A – a, c, h

Action Steps

- 1) Establish technology clubs.
- 2) Monitor performance.

Focus Area 1:	Student Achievement						
Campus Goal 5:	By June 2021, Technology will be integrated in 100% of the campus courses for the purpose of improved students' achievement.						
Objective 3:	By June 2021, PSJA Thomas Jefferson T-STEM Early College High School will maintain and update Intranet and Internet capabilities at our campus to enhance 100% of student learning.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Departments will use the district's Share Point site to collaborate with other departments and with teachers.	*Campus Principals *CLL *CIT	*District website *share point/intranet site	Sep. 2020 – Aug. 2021	*online campus and classroom web sites	*Increased teacher collaboration on curriculum, business and administrative projects.	*Teacher feedback and usage reports	*Title I, Part A – a
Action Steps							
1) Train staff on how to use sharepoint site.							
2) Use sharepoint site to align instruction.							
3) Monitor and assess the effectiveness of the materials on site.							
4) Provide central office with feedback.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
A campus website will be updated as a resource for instruction and a tool for school to community communication.	*Campus Principals *CLL *CIT	*District website *Living Tree *district Intranet	Sep. 2020 – Aug. 2021	*Teacher lesson plans Student feedback Community feedback Web site usage reports.	*Increased teacher collaboration on curriculum projects.	*Web site visit reports	*Title I, Part A – a, f
Action Steps							
1) Corroborate on the information to post on campus websites.							
2) Post information for community.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will receive training on new internet resources and online initiatives every year because these resources are constantly changing.	*Campus Principals *Dean of Instruction *CLL *CIT	*Learning.com, *Atomic Learning, *other online resources.	Sep. 2020 – Aug. 2021	*campus and classroom web sites	*Internet permission forms for students. Acceptable Use Policy Training sign-in sheets. Increased usage of internet resources by teachers and students (reports from network log-in process).	*Replace and maintain computers every 3 years	*Title I, Part A – a, c, d, h
Action Steps							
1) Train yearly.							
2) Monitor and assess effectiveness.							

Focus Area 1:	Student Achievement
Campus Goal 5:	By June 2021, Technology will be integrated in 100% of the campus courses for the purpose of improved students' achievement.
Objective 3:	By June 2021, PSJA Thomas Jefferson T-STEM Early College High School will maintain and update Intranet and Internet capabilities at our campus to enhance 100% of student learning.

Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ongoing professional development curriculum training will be provided for teachers, administrators and program related staff on virtual instructional strategies (e.g. CIF) and data analysis.	*Principals *Assistant principals *Campus leadership team *CLL *CLFs *Department chairs *Teachers	*Lead4ward *Region 1 *DMAC *State and federal accountability reports	Sep. 2020 – Aug. 2021	*Agenda *Sign-in sheets *Data reports *PowerPoints	*Student achievement gains *Closing achievement gaps *Increase in the percent of students at the Meets and Masters levels on STAAR/EOC *Increase in student progress	*Formative assessments *CBAs *Benchmarks *STAAR *TELPAS	*Title I, Part A – a, b, c, d *Title II *Title III *Title IV

Action Steps

- 1) Opportunities to participate in online technology professional development will be offered to address time constraint issues. This will be done via Hoonuit and the MegaByte Consortium.
- 2) Resources and support will be provided by District and Campus Instructional Technologist to integrate technology into the core curriculum.
- 3) Library Media Specialists provide training in various areas of technology and online resources for ELA/SLAR.

Strategy 5	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Decrease in campus instructional computers due to the end-of-life obsolescence plan, the campus will purchase a set number of computers/ laptops every year.	*Campus Principals *Dean of Instruction *CLL *CIT	*Local campus budgets *Title I	Sep. 2020 – Aug. 2021	*Computer Inventory counts/age of computer	*To computer ratio will be kept constant and at a desirable level.	*Number of computers that are removed from inventory	*Title I, Part A – a, i

Action Steps

- 1) Replace obsolete equipment.
- 2) Monitor and assess effectiveness of program.

FOCUS AREA PRESENTATION



Focus Area 2: Close the Gaps

Focus Area 2:		Closing the Gaps					
Campus Goal 6:		By June 2021, all identified student groups in the Closing the Gaps domain will meet 90% of the indicators in the Academic Achievement component.					
Objective 1:		By June 2021, PSJA Thomas Jefferson T-STEM Early College High School will decrease the student achievement gap among all subgroups by 10%.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
<p>*To meet the needs of subgroups, research-based practices/ supplemental will be implemented, such as:</p> <ul style="list-style-type: none"> •Accommodations •Nonlinguistic Representation Activities •Frayer model •Interactive Word Walls •Thinking Maps/ Graphic Organizers *iStation *Imagine Learning *Read and Write *Read 180 & IXL *Systems 44 New Generation Velocity •Imagine Math & Achiever •Literacy Strategies •SIOP Model •Close Reading strategies •Differentiated instruction •Technology Devices & equipment and software •Collaborative Learning Community •Rtl Plans •Strategic Plans •ELPS •Personal Graduation Plans •Corrective Reading •TPRI/Tejas Lee 	<ul style="list-style-type: none"> *Campus Principals *Dean of Instruction *Dual Language Teachers *Special Ed Teacher *Campus Personnel *Support Staff 	<ul style="list-style-type: none"> *Weekly assessments *CBAs *BMs, *STAAR *EOC, *TELPAS *PBMAS 	Sep. 2020 – Aug. 2021	<ul style="list-style-type: none"> *Strategies embedded in the district curriculum guides. *Lesson plans *walkthroughs *Intervention plans *Progress Monitoring *Learning walks 	*Closing the achievement gap among all student populations.	<ul style="list-style-type: none"> *Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS 	*Title I, Part A – a, c, h
Action Steps							
1)Review student data and plan for each student as necessary.							
2)Train in best practices utilizing programs indicated.							
3) Implement programs in individualized student education plans.							
4) Assess performance and modify program as necessary.							

Focus Area 2:		Closing the Gaps					
Campus Goal 6:		By June 2021, all identified student groups in the Closing the Gaps domain will meet 90% of the indicators in the Academic Achievement component.					
Objective 1:		By June 2021, PSJA Thomas Jefferson T-STEM Early College High School will decrease the student achievement gap among all subgroups by 10%.					
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Campus will provide Migrant Students with instructional strategies	*Migrant Counselor *CLL *Teachers	*STAAR	Sep. 2020 – Aug. 2021	*Itinerary *Close Up Agenda	*Closing the achievement gap in all content	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, b, c, h, i
Action Steps							
1) Train staff in areas of focus.							
2) Implement strategies from professional development.							
3) Assess and modify program as necessary according to student performance.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Special population data will be reviewed following each district-level CBA and Benchmark for progress toward Mastery of Grade Level Performance.	*Campus Leadership Team *Teachers	*CBAs, *BMs *STAAR *TELPAS *General Supplies *Computer *Copier Machine	*October 2020 November 2020 January 2021 February 2021 April 2021	*Special Populations’ Data Templates *Individual Learning Profiles	*Student achievement gains *closing achievement gaps	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, b, h, i
Action Steps							
1) Review data right after assessment.							
2) Desegregate data and plan as necessary.							
3) Assess performance and adjust plan frequently.							
Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Inclusion, accommodations, RtI, 504, and Dyslexia training will be provided for all staff members to meet the needs of students.	*Special education personnel *RTI Coordinator *Dyslexia coordinator *Campus RTI Administrator *Dual Language Personnel	*CBAs *BMs *STAAR *TELPAS *TPRI/Tejas Lee	*May 2020 - August 2021	*Agendas *Sign-in Sheets *Class Rosters	*Student achievement gains *closing achievement gaps	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, d, h, i
Action Steps							
1) Special Education staff with prepare and deliver modification or IEP to staff.							
2) Train staff on the implementation of IEP or modifications to use in classroom.							
3) Monitor the fidelity of implementation and have appropriate staff make recommendations during ARDs for further development.							

Focus Area 2:		Closing the Gaps					
Campus Goal 6:		By June 2021, all identified student groups in the Closing the Gaps domain will meet 90% of the indicators in the Academic Achievement component.					
Objective 1:		By June 2021, PSJA Thomas Jefferson T-STEM Early College High School will decrease the student achievement gap among all subgroups by 10%.					
Strategy 5	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
*The progress of all students will be monitored through district formative assessments and campus-wide initiatives such as: --cold calling questions --Close reading strategies --DOK questions --CIF	*Campus Principals *Instructional Coaches *CLF	*CBAs *BMs *STAAR *TELPAS *Mini-Assessments *Six Weeks Exams *General Supplies	Sep. 2020 – Aug. 2021	*DMAC data reports utilized in district templates for meeting the system safeguards and shared during District Review Sessions *Progress Monitoring Data Reports *Walkthrough Reports	*Closing the achievement gap among all student populations.	*Progress reports *Report cards *Teacher reports	*Title I, Part A – a, b, h
Action Steps							
1) Train staff in areas of focus.							
2) Implement strategies from professional development.							
3) Assess and modify program as necessary according to student performance.							
Strategy 6	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
*Classrooms will be monitored for implementation of accommodations, inclusion support and interventions to accelerate student progress for all sub group populations	*Principals *Deans of Instruction *Special Ed Teacher *Instructional Coaches *Counselors	*CBAs *BMs *STAAR *TELPAS *Mini-Assessments *Six Weeks Exams *General Supplies	Sep. 2020 – Aug. 2021	*Walk-throughs *ARDs *Accommodations *Lesson Plans *Monitoring of the IEP *504 accommodation plans	*Closing the achievement gap among all student populations. *Increase in student achievement of students with 504 accommodations	*Walkthroughs *Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, b, c, h
Action Steps							
1) Train staff in areas of focus.							
2) Implement strategies from professional development.							
3) Assess and modify program as necessary according to student performance.							
Strategy 7	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
*Dyslexia services will be provided (i.e. multisensory and explicit instruction) to students identified with dyslexia characteristics.	*Principals *Dean of Instruction *Teachers *Campus Dyslexia Contacts	*CBAs *BMs *STAAR *TELPAS *Mini-Assessments *Six Weeks Exams	Sep. 2020 – Aug. 2021	*Dyslexia progress monitoring data *Walk-throughs *lesson plans *Progress Monitoring Reports	*Increase in student achievement of students with dyslexia accommodations	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, b, c, h
Action Steps							
1) Train staff in areas of focus.							
2) Implement strategies from professional development.							
3) Assess and modify program as necessary according to student performance.							

Focus Area 2:		Closing the Gaps					
Campus Goal 6:		By June 2021, all identified student groups in the Closing the Gaps domain will meet 90% of the indicators in the Academic Achievement component.					
Objective 2:		By June 2021, PSJA Thomas Jefferson T-STEM Early College High School will increase the number of students that score masters in all state assessments by 5%.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Curriculum documents for all HB5 STAAR courses will be written/revised each summer.	*Content Coaches Curriculum Team	*CBAs *BMs *STAAR *TELPAS *Mini-Assessments *Six Weeks Exams	Sep. 2020 – Aug. 2021	*Completed Curriculum Documents *Scope and Sequence *Exams and Benchmarks	*Benchmark scores, with students scoring at the Masters Level increasing. *Graduation Rates increasing, *Students graduating under the DLA with collegiate honors increasing *Distinctions earned at the campuses increasing.	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, c, h
Action Steps							
1) Train staff in areas of focus.							
2) Implement strategies from professional development.							
3) Assess and modify program as necessary according to student performance.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Professional development will be provided for all staff members (principals, teachers, instructional coaches) on TEKS analysis to determine depth and complexity of each student expectation. *Professional development will be provided on in-depth study of STAAR released test items to define rigor of the lesson.	*Campus Administrators *Content Coaches	*CBAs *BMs *STAAR *TELPAS *Mini-Assessments *Six Weeks Exams	Sep. 2020 – Aug. 2021	*Agenda and Sign-in Sheets *Lesson Plans *Walkthroughs	*Benchmark scores, with students scoring at the Masters Level increasing. *Graduation Rates increasing *Students graduating under the DLA with collegiate honors increasing *Distinctions earned at the campuses increasing.	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, b, c, d, h
Action Steps							
1) Secure professional development in the areas of focus.							
2) Train staff in the area of focus.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Teachers will identify students and sub groups in each phase of accountability following each CBA and BM using DMAC reports in order to form targeted tutorial groups for the Master's Level on the STAAR assessment.	*Campus Administrators *Instructional Coaches *CLL *CLFs *Teacher Leaders *Dept. Chairs	*CBAs *BMs *STAAR *TELPAS	*October 2020 November 2020 January 2021 February 2021	Agendas and Sign-in Sheets, Data Analysis Documents, CPR, DRS	Benchmark scores, student achievement gains, student tracking forms	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, b, c, h
Action Steps							
1) Train staff on how to identify students that need to be targeted for tutorial or intervention programs.							
2) Identify students that need tutorial or intervention program and implement plan for improvement.							

Focus Area 2:		Closing the Gaps					
Campus Goal 6:		By June 2021, all identified student groups in the Closing the Gaps domain will meet 90% of the indicators in the Academic Achievement component.					
Objective 2:		By June 2021, PSJA Thomas Jefferson T-STEM Early College High School will increase the number of students that score masters in all state assessments by 5%.					
Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Focused and targeted tutorials will be provided for all student groups in each phase of accountability to ensure they improve their scores on the meets grade level on the STAAR assessment.	*Campus Administration * Instructional Coaches *CLL *CLFs *Teachers *ELL Tutors *Migrant tutors	*CBAs *BMs *STAAR *TELPAS	Sep. 2020 – Aug. 2021	Tutorial logs (Student Sign-in Sheets & Schedules), Lesson Plans, Walk-Through Documentation, Phone Logs	Benchmark scores, an increase in the number of students that score at the Meets and Masters Grade Level.	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, b, c, h
Action Steps							
1)Identify students that need tutorial or intervention programs and secure staff to provide services.							
2)Plan and implement tutorial or intervention program for students.							

Focus Area 2: Closing the Gaps
Campus Goal 6: By June 2021, all identified student groups in the Closing the Gaps domain will meet 90% of the indicators in the Academic Achievement component.
Objective 3: By June 2021, English Learners in the Academic Achievement component will meet 100% of the performance targets in the areas of ELA and Mathematics.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*ELPS training will be provided for all staff members to serve the needs of our ELL students	*Dual Language *Assistant Principals *Dean of Instruction	*CBAs *BMs *STAAR *TELPAS	*May 2020 - August 2021	*Agendas *Sign-in Sheets	*Student achievement gains *closing achievement gaps	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, b, c, d, h

Action Steps

- 1) Plan for the professional development in set area.
- 2) Train teachers on systems of evaluation.
- 3) Have teachers use knowledge in classroom settings to benefit student.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ensure the English teacher is present at the ARD committee meetings representing the special education student and advocating for their instructional and testing arrangements.	*Principals *Assistant Principals *Teachers	*District Curriculum *STAAR Release Assessments (BM I & II)	Sep. 2020 – Aug. 2021	*District Review Sessions (DRS) *DMAC data reports *Campus Performance Reviews (CPR) *Progress Monitoring Reports *Walk-through feedback *LPAC notes *Lesson Plans ARD notes *Virtual and In-class walk-throughs	*Closing the achievement gap among special education students and all student group -Increase academic performance of special education students in all BM, STAAR/EOC tested subjects	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, c, h, i *Title II *Title III *State Compensatory Funds *Migrant Funds *State Bilingual Funds *Local Funds

Action Steps

- 1) Special Education monitoring teacher and English teacher of record will collaborate to design lessons and include modifications and supplemental aids to reflect the needs of the students
- 2) Collaborate with all content area teachers of the special education students to discuss effective teaching strategies and align support structures that are proven to work for the student.
- 3) Monitor the implantation and use of supplemental aides as noted on IEP during instructional time.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
*Increase access to courses for students through grade 12 who are members of groups underrepresented in such subject fields, such as female students, minority students, English learners, children with disabilities, and economically disadvantaged students to high quality courses.	*Principals *Dean of Instruction *Instructional Coaches	*CBAs *BMs *STAAR *TELPAS *Mini-Assessments *Six Weeks Exams	Sep. 2020 – Aug. 2021	*Master Schedules *Student Schedules	*Increase in accrual of college & AP credits *Program certificates	*Schedules	*Title I, Part A – a

Action Steps

- 1) Balance master schedule courses.
- 2) Assign coursed to students that are mentioned in strategy.

Focus Area 2:	Closing the Gaps						
Campus Goal 7:	By June 2021, at least 80% of indicators evaluated in the Academic Growth Status will be met by all student groups.						
Objective 1:	By June 2021, PSJA Thomas Jefferson T-STEM Early College High School will increase the number of students that complete their Core courses, Associates Degree, College Certificate, Post-Secondary Industry Certification Program, and pass Advanced Placement Exams before high school graduation by 10% in each area.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Comprehensive advisement will be provided to students and Professional Development will be provided in the area of Student Advisement .	*Campus Administration * College Transitional Specialists *CTE *Counselors *DC teachers *Financial Aid Officers	*Number of students who have followed a career pathway.	Sep. 2020 – Aug. 2021	*Degree Plans *Documentation on student advisement *CTE Code *STC Degree Works college/high school schedule *college/high school transcript	*Increase number of students who receive AS degrees *number of students who complete core *certificates of completion *College Certificates *Post Secondary Industry Certification	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, i *High School Allotment
Action Steps							
1)Train staff on Student Advisement.							
2)Plan and implement a student advisement program.							
3) Monitor and assess program’s effectiveness.							
4) Modify professional development based on data from assessing program.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Academic support services will be provided to increase retention and completion rates of all student groups	*Campus Administration *IHE Partner *College Transition Specialists *Counselors	*Number of students who successfully complete their college courses.	Sep. 2020 – Aug. 2021	*Student sign-in sheets *Center for Learning Excellence log in	*Increased number of students retained in college courses	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, i *High School Allotment
Action Steps							
1)Train staff on Student Advisement.							
2)Plan and implement a student advisement program.							
3) Monitor and assess program’s effectiveness.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Increase Advanced Placement Exam passing rate of 3 or higher	*Campus Administration *College Readiness *Advance Academics *Content Coaches *AP Teachers	*AP Benchmarks *AP Exam Scores	Sep. 2020 – Aug. 2021	*Classroom Lesson Plans *AP Exam Scores	*Increased number of students passing with 3 or higher, college credit awarded by IHE	*Weekly Assessments *CBA I *BM I & II *STAAR/EOC *TELPAS	*Title I, Part A – a, c, h
Action Steps							
1)Train staff on Advanced Placement programs.							
2)Plan and implement courses according to program recommendations.							
3) Monitor and assess program’s effectiveness.							

Focus Area 2:	Closing the Gaps						
Campus Goal 7:	By June 2021, at least 80% of indicators evaluated in the Academic Growth Status will be met by all student groups.						
Objective 2:	By June 2021, PSJA Thomas Jefferson T-STEM Early College High School will increase the number of students who successfully pass the Texas Success Initiative (TSI) College Readiness assessment by 10%.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*TSI class instruction will be provided in High School level courses that prepares students for the assessment	*Administration *Teachers	*The number of students who successfully complete the course and pass the TSI assessment.	Sep. 2020 – Aug. 2021	*Attendance Sheets	*An increase in the number of students who pass the assessment	*TSI	*Title I, Part A – a, b, c, h
Action Steps							
1) Train staff on TSI material.							
2) Plan and implement TSI material during course work before student takes TSI exam.							
3) Monitor and assess program's effectiveness.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*TSI tutorial sessions will be provided at the high schools that prepare students to pass the assessment	*Administration *ELA and Math Content Coaches *Assigned TSI Teacher	*The number of students who successfully complete the course and pass the TSI assessment.	Sep. 2020 – Aug. 2021	*Tutorial Sign-in sheets *TSI assessment sign-in sheet	*An increase in the number of students who pass the assessment	*TSI	*Title I, Part A – a, b, c, h
Action Steps							
1) Train staff on TSI material.							
2) Plan and implement for tutoring sessions before student takes TSI exam.							
3) Monitor and assess program's effectiveness.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*TSI Summer Bridge Program will be available for preparation of students who have not mastered TSI assessment	*Administrators *Assigned TSI Teacher *Early College Director	*The number of students who successfully complete the course and pass the TSI assessment.	Sep. 2020 – Aug. 2021	*Tutorial sign-in sheets *TSI assessment sign-in sheet	*An increase in the number of students who pass the assessment	*TSI	*Title I, Part A – a, b, c, h
Action Steps							
1) Train staff on TSI material.							
2) Plan and implement for summer bridge program before student takes TSI exam.							
3) Monitor and assess program's effectiveness.							

Focus Area 2: Closing the Gaps
Campus Goal 7: By June 2021, at least 80% of indicators evaluated in the Academic Growth Status will be met by all student groups.
Objective 3: By May 2021, PSJA Thomas Jefferson T-STEM Early College High School will increase the number of students who transition into a two-year community college or four-year university by 10%.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Students will be provided support with a college transition plan	*College Transition Specialists *Financial Aid Officers *Counselors	*The number of students who enroll and transition into a 2-year college or 4-year university.	Sep. 2020 – Aug. 2021	*FAFSA applications *College Applications *Class Registration *Degree Plans	*The increase in number of students who complete college entrance exams and college applications	*College entrance application data	*Title I, Part A – a

Action Steps

1) Train staff on college transition program.
 2) Plan and implement program for college transition.
 3) Monitor and assess program's effectiveness.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Continuous registration support will be provided through the College Transition Specialists	*College Transition Specialists *Financial Aid Officers	*An increased number of students who transition into a 2-year college or a 4-year university.	Sep. 2020 – Aug. 2021	*Advisement Forms *Registration schedule *payment receipt *College Orientation sign in sheet	*The number of students who successfully register and attend college	*College registration data	*Title I, Part A – a

Action Steps

1) Train staff on college transition program.
 2) Assist in registering students whenever possible.
 3) Monitor and assess program's effectiveness.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*College updates will be provided to stakeholders	*Campus Administrators *Counselors *College Transition Specialists	*The number of students who enroll and transition into a 4 year university.	Sep. 2020 – Aug. 2021	*Training dates *Sign in sheets *Agendas	*Increase in the number of students who successfully register and attend college	*Survey	*Title I, Part A – a

Action Steps

1) Train staff on college programs.
 2) Plan and implement meetings for stakeholders.
 3) Monitor and assess program's effectiveness.

Focus Area 2:		Closing the Gaps					
Campus Goal 8:		By June 2021, English learners will advance by at least one level of TELPAS composite rating when compared to last years rating.					
Objective 1:		By June 2021, the campus will effectively implement the adopted dual language programs in 100% of 9th to 12th grade dual language courses.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Professional development training will target researched based instructional strategies and practices for the dual language model implemented at the secondary level.	*Bilingual Strategist *English Language Development Coach *Principal *Assistant Principals *CLL	*DLTI *Region One *Chapter 89 *ELPS *Texas Gateway	Sep. 2020 – Aug. 2021	*Sign in Sheets *Agendas *PowerPoint Presentations *District Curriculum *Walkthroughs	*Student achievement gains *Closing achievement gaps *Increase in the percent of progress in TELPAS	*TELPAS Practice Benchmark	*Title I, Part A – a, b, d, i *State Bilingual
Action Steps							
1) Attend trainings provided by specialized personnel for teachers and administrators.							
2) Request for specialized personnel to monitor and support teachers in the implementation of the program by modeling, coaching, co-teaching, etc.							
Strategy 2	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 TELPAS data for student progress on composite level of TELPAS.	*Language Development Specialists *Bilingual Strategist *English Language Development Coach *Teachers	*ELPS Curriculum *PLDs *Composite Rating Template *TELPAS Educator Guide *LEP Strategic Plan *Linguistic Instructional Alignment Guide *EL Accommodations Rubric *Data Reports *Region One *Texas Gateway *Listening & Speaking Practice Sets *Speaking Scoring Guides *TELPAS Tutorials *Individualized Student TELPAS Plan	Sep. 2020 – Aug. 2021	*LEP Strategic Plans completed *EL Accommodations Rubric completed *Agendas, Sign in Sheets *Language Objectives posted and aligned *Walk-through feedback *Lesson Plans	*Closing the achievement gap among student groups *Increase linguistic performance of Beg/Int students Increased progression in individual domains	*TELPAS Benchmark Assessment	*Title I, Part A – a, b, d, i *State Bilingual
Action Steps							
1) Obtain disaggregate 2020 TELPAS data and reviewing TEA updates							
2) Train TELPAS CTCs/LPAC administrators on how to analyze TELPAS student data to determine which domains to focus on for composite level progression.							
3) TELPAS CTCs/LPAC administrators and teachers develop individualized TELPAS plans.							

Focus Area 2:		Closing the Gaps					
Campus Goal 8:		By June 2021, English learners will advance by at least one level of TELPAS composite rating when compared to last years rating.					
Objective 2:		By June 2021, 10% progress in second language acquisition will occur through embedded supports in the curriculum.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Embed TELPAS writing practice across all content areas.	*Language Development Specialists *Bilingual Strategist *English Language Development Coach *Teachers	*English Language Proficiency Standards *District Curriculum *Types of Writing *TELPAS Educator Guide *PLDs	Sep. 2020 – Aug. 2021	*Writing samples *TELPAS Writing Prompts *Sign-In Sheets *Agendas *PowerPoint Presentations	*Student achievement gains *Closing achievement gaps *Increase in the percent of progress in TELPAS *Composite Level progression in Writing Domain	*TELPAS Writing Mock *TELPAS Writing Collection	*Title I, Part A – a, b, d, i *State Bilingual
Action Steps							
1) Train on the TELPAS writing "Types" and embed TELPAS prompts across all curriculums for student practice at least biweekly.							
2) Train teachers on the embedded writing prompts in the curriculum to explain the process of collection and feedback to students.							
3) Monitor and support teachers to ensure that writing practice is implemented in their content..							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide TELPAS practice and Benchmarks for Reading, Listening and Speaking.	*Language Development Specialists *Bilingual Strategist *English Language Development Coach *Teachers	*ELPS *District Curriculum *PLDs *TELPAS Educator Guide *LEP Strategic Plan *Linguistic Instructional Alignment Guide *EL Accommodations Rubric *Data Reports *Region One *Texas Gateway *Listening & Speaking Practice Sets *Speaking Scoring Guides *TELPAS Tutorials *TELPAS Software Program	Sep. 2020 – Aug. 2021	*Student Rosters *Usage Reports	*Student achievement gains *Closing achievement gaps *Increase in the percent of progress in TELPAS Composite *Level progression in individual Domains	*TELPAS Software *Program Quizzes *TELPAS Benchmark *TELPAS Assessment	*Title I, Part A – a, b, d, i *State Bilingual
Action Steps							
1) Meet with TELPAS CTCs/LPAC Administrators to review the TELPAS calendar and determine practice for TELPAS and to schedule the TELPAS Benchmark.							
2) Schedule English Learners to practice for TELPAS Listening, Speaking, and Reading using the TELPAS Software Program and practice sets provided by the TEA.							
3) Administer the TELPAS Reading Benchmark as scheduled in the TELPAS calendar.							



Focus Area 3: Improve Safety, Public Support, Culture and Climate

Focus Area 3:		Improve Safety, Public Support, Culture and Climate					
Campus Goal 9:		By June 2021, the perception of a positive culture and climate will increase to 90% based on family involvement with school and staff-student relationships.					
Objective 1:		By June 2021, PSJA Thomas Jefferson T-STEM Early College High School will provide opportunities for parents to assist students in preparing for assessments by increasing strong partnerships with our community by 10%.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Parent meetings geared toward knowledge of state assessments will be held (STAAR, TELPAS, EOC)	*Principals *Parental Educator	*Invite *Agenda *Assessment *Brochures *Copier	*September 2020 -August 2021	*Sign-in Sheets *Invites *Agendas *Minutes *Testing *Brochure *Power-Point	*Parent Surveys *Monthly Attendance Summary	*STAAR Results *Participation *Performance	*Title I, Part A – a, f
Action Steps							
1)Train staff on STAAR, TELPAS, EOC data.							
2)Plan and implement meetings for parents.							
3) Monitor and assess program’s effectiveness.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Parent presentations will be conducted on test/tips reminders	*Parental Educators	*Invite *Agenda *Power-Point *Topic *Copier	*September 2020 -August 2021	*Sign-in Sheets *Telephone Logs *Invites *Agendas *Minutes	*Parent Surveys	*STAAR Results *Participation *Performance	*Title I, Part A – a, f
Action Steps							
1)Train staff on information for parent meeting.							
2)Plan and implement meeting for parents.							
3) Monitor and assess program’s effectiveness.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Parent training meetings will be held at our Campus and Parent Community Education Services center	*Principals *Parental Educators *Community Partners	*Computer *Copier *PRE-GED *GED *ESL *Books *Work Sheet *Office Supplies	*September 2020 -August 2021	*Sign-in Sheets *Telephone Logs *Invites *Agendas *Minutes	*Monthly Attendance Summary	*STAAR Attendance Summary	*Title I, Part A – a, f
Action Steps							
1)Train staff on information for parent meeting.							
2)Plan and implement meeting for parents.							
3) Monitor and assess program’s effectiveness.							

Focus Area 3:		Improve Safety, Public Support, Culture and Climate					
Campus Goal 9:		By June 2021, the perception of a positive culture and climate will increase to 90% based on family involvement with school and staff-student relationships.					
Objective 1:		By June 2021, PSJA Thomas Jefferson T-STEM Early College High School will provide opportunities for parents to assist students in preparing for assessments by increasing strong partnerships with our community by 10%.					
Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Our staff will attend National, State and Local conferences to be able to present to our teachers	*Principals *Parental Educators	*Pamphlets *Brochures *Agendas *Conference *Schedule	*September 2020 -August 2021	*Agendas *Sign-In Sheets	*Parent Surveys	*STAAR Results *Participation *Performance	*Title I, Part A – a, d
Action Steps							
1)Administration will attend conferences..							
2)Plan and implement meeting for teachers based on information from conferences.							
3) Monitor and assess program’s effectiveness.							

Focus Area 3:	Improve Safety, Public Support, Culture and Climate						
Campus Goal 9:	By June 2021, the perception of a positive culture and climate will increase to 90% based on family involvement with school and staff-student relationships.						
Objective 2:	By June 2021, PSJA Thomas Jefferson T-STEM Early College High School will increase opportunities for our students to participate in community service projects by 10%						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Adult volunteer services program will be provided to support all students at all grade levels.	*Campus Administrator *Parental Educators	*Registration Forms *Educational Material *Technology Equipment	September 2020 - August 2021	*Volunteer Sign-In Card	*Tally of Volunteer Hours	*STAAR Increase Participation and Performance	*Title I, Part A – a, f
Action Steps							
1)Train volunteers on best practices.							
2)Allow for volunteer to practice what they learned.							
3)Monitor and assess program effectiveness.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Community service projects will be provided to increase parent/student projects *Community service projects will be partnered with organizations to engage students in community projects.	*Community Personnel *Campus Administrator *Parental Educators *Social Worker	*Registration Form *Educational Material *Technology Equipment	September 2020- August 2021	*Registration Forms *Projects Participation Forms	*Tally of Volunteer Hours *On a Monthly Basis	*STAAR Increase Participation and Performance	*Title I, Part A – a, f
Action Steps							
1)Require community service project to be conducted by all students.							
2)Monitor student progress.							
2)Assess program effectiveness.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Establish partnerships within the community to provide resources and support for schools.	*Community Personnel *Administrator *Parental Educators	*Memorandum of Understanding *Registration Forms *Educational Material *Technology Equipment	Sep. 2020 – Aug. 2021	*Registration Forms *Projects Participation Forms	*Tally of Volunteer Hours *On a Monthly Basis	*STAAR Increase Participation and Performance	*Title I, Part A – a, f
Action Steps							
1) Staff will actively seek partnerships within the community.							
2)Community resources will be available to school personnel.							
2)Assess program effectiveness.							

Focus Area 3:	Improve Safety, Public Support, Culture and Climate						
Campus Goal 9:	By June 2021, the perception of a positive culture and climate will increase to 90% based on family involvement with school and staff-student relationships.						
Objective 3:	By June 2021, PSJA Thomas Jefferson T-STEM Early College High School will increase participation in adult programs by 10%.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Numerous adult literacy opportunities for parents will be available each year. *Parent Community Education Centers will be accessible to parents.	*Parental Educators	*Statistic Charts *District Creative Brochures *Region I *STC *Computers	September 2020- August 2021	*Program Certificates *Attendance Rosters	*Course Completion	*STAAR Participation and Performance	*Title I, Part A – a, f
Action Steps							
1) Train staff on adult literacy programs.							
2) Plan and implement program.							
3) Monitor and assess program effectiveness.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Flexible schedules during the day, evening, and Saturdays will be considered to recruit parents.	* Parental Educator	*Parent Registration Forms	September 2020- August 2021	*Registration Forms	*Course Completion	*STAAR Participation and Performance	*Title I, Part A – a, f
Action Steps							
1) Plan for a flexible schedule for parents and parental participation.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
A college awareness orientation for parents will be held at our campus	*Parental Educators *Counselors	*College Presenters from local colleges	September 2020- August 2021	*Sign in sheets	*Session Attendance	*STAAR Participation and Performance	*Title I, Part A – a, f
Action Steps							
1) Plan and schedule events for parents considering college awareness..							
2) Conduct orientations several time a year.							
3) Monitor parental response and adjust program to meet parental requests.							

Focus Area 3: Improve Safety, Public Support, Culture and Climate
Campus Goal 9: By June 2021, the perception of a positive culture and climate will increase to 90% based on family involvement with school and staff-student relationships.
Objective 4: By June 2021, student social and emotional learning knowledge and skills will increase by 9%.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All students will be provided guidance lessons that build on the social emotional development of the student	*Teachers *Principals *Counselors	*Region One and State Conference Training and Materials *Research Based Best Practices *District PreK-12 Counseling and Guidance Curriculum *Structured and intentional Timelines *Feedback Surveys	Sep. 2020 – Aug. 2021	*Attendance Reports *Walk Through/Observation Reports * PowerPoint Presentations *Student SEL Profiles *Student Guidance Lessons *Completed Surveys	*Culture and Climate Survey *Increase in student participation *Increase in Student Achievement	* Panorama Climate Survey *Participation and Performance *Panorama SEL Skills Screener *Walk Through	*Title I, Part A – a, b, c

Action Steps

- 1) Implement Pre-K through 12 comprehensive counseling and guidance curriculum during Titan Success
- 2) Deliver virtual Social Emotional Learning Student Academies
- 3) Analyze data collected from Panorama SEL skills surveys and needs assessments

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*Teachers will embed the five social emotional learning competencies during their content areas and extra curricular activities *Teachers will implement and integrate social emotional learning activities with their students	*Principals *Assistant Principals *Counselors *CLL *Teachers	*District Training and Materials *Research Based Best Practices *Structured and intentional Timelines *Survey Feedback *Lessons on SEL interventions *Curriculum timeline *Tools and resources to monitor its effectiveness	Sep. 2020 – Aug. 2021	*Walk Through /Observation Reports *Lesson Plans *Completed Surveys	*SEL Skills Screener *Increase in student classroom participation *Increase in Student Achievement *Increase in student participation and performance	* Panorama Climate Survey *Participation and Performance *Panorama SEL Skills Screener *Side by side data analysis	*Title I, Part A – a, b, c

Action Steps

- 1) Train teachers on social emotional activities such as reflective writing, positive affirmations, nurturing a climate of kindness.
- 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.
- 3) Analyze data collected from Panorama SEL skills surveys and needs assessments

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All teachers and staff will be provided professional development on social emotional learning to increase staff-student relationships	*Principals *Assistant Principals *Counselors *CLL	*PowerPoint Presentations *Timelines *Tools and resources to monitor its effectiveness	Sep. 2020 – Aug. 2021	*Agendas *Sign in Sheets *ERO Staff Development Registration Reports	*Increase in student participation and performance	*Side by side data analysis	*Title I, Part A – a, b, c, d

Action Steps

- 1) Counselors will train teacher on how to provide social emotional learning.
- 2) Teachers will implement learned lessons in classroom lessons.

Focus Area 3:		Improve Safety, Public Support, Culture and Climate					
Campus Goal 10:		By June 2021, the students' perception for their physical and psychological school safety will improve by 10%.					
Objective 1:		By June 2021, PSJA Thomas Jefferson T-STEM Early College High School will apply discipline protocols consistently and fairly throughout our campus by 10%.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Training for teachers on student behavior interventions, de-escalation, restorative practices, camera security system, etc.	*Principals *Assistant Principals *Counselors	*Professional development	Sep. 2020 – Aug. 2021	*Agendas *Sign-In Sheets *PEIMS Discipline Data	*Decrease in Behavior Intervention Forms, ISS, OSS and DAEP (Buell)	*Side by side data analysis	*Title I, Part A – a, b, c, d
Action Steps							
1) Plan for a professional development for teachers based on need and availability.							
2) Conduct sessions for teachers.							
3) Monitor and assess program effectiveness.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
A Back on Track Committee for DAEP students returning to home campus	*Counselors	*Disciplinary reports *Attendance reports *Progress reports *Drop out reports	Sep. 2020 – Aug. 2021	*Sign-In Sheets *Meeting Minutes *Student Contract *PEIMS Discipline Data	*Decrease in placements at DAEP (Buell)	*Side by side data analysis	*Title I, Part A – a, b
Action Steps							
1) Plan for student return to campus.							
2) Monitor student and counsel with them frequently to ensure adjustment.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Training for Faculty and Staff on student sexual abuse and neglect, bullying and suicide	*Principals *Assistant Principals *Counselors	*Professional development *PowerPoints or other documentation on material	Sep. 2020 – Aug. 2021	*Sign-In Sheets *Certificates *PEIMS Discipline Data	*Decrease in Behavior Intervention Forms, ISS, OSS and DAEP	*Side by side data analysis	*Title I, Part A – a, d
Action Steps							
1) Train staff on area of focus with district PD.							
2) Train campus staff from information received.							
2) Monitor and assess program effectiveness.							

Focus Area 3:		Improve Safety, Public Support, Culture and Climate					
Campus Goal 10:		By June 2021, the students' perception for their physical and psychological school safety will improve by 10%.					
Objective 1:		By June 2021, PSJA Thomas Jefferson T-STEM Early College High School will apply discipline protocols consistently and fairly throughout our campus by 10%.					
Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
*A Discipline Diversion Plan for first time offenders utilizing the mitigating factors at the discretion of the campus *Provide alternatives to out of school suspensions for all students	*Principals *Assistant Principals *Counselors	*Planning material *Student records	Sep. 2020 – Aug. 2021	*Student Hearing Request *Diversion Plan *PEIMS Discipline Data *Performance-Based Monitoring Analysis System(PBMAS)	*Decrease in placements at DAEP (Buell) *Decrease in discipline referrals, ISS, OSS and DAEP	*Side by side data analysis	*Title I, Part A – a
Action Steps							
1)Train staff on program specifics.							
2)Plan and implement program.							
3) Monitor and assess program effectiveness.							
Strategy 5	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implementation of schoolwide positive behavior interventions and supports	*Campus Principals *Counselors *Behavior Strategists	*Professional development *Electronic material *Literature on PBMS	Sep. 2020 – Aug. 2021	*PEIMS Discipline Data *Performance-Based Monitoring Analysis System(PBMAS)	*Decrease in discipline referrals, ISS, OSS and DAE	*Side by side data analysis	*Title I, Part A – a
Action Steps							
1)Plan for alternatives to school suspensions.							
2)Implement strategies for student behavioral modification.							
3)Monitor and assess program effectiveness.							

Focus Area 3: Improve Safety, Public Support, Culture and Climate
Campus Goal 10: By June 2021, the students' perception for their physical and psychological school safety will improve by 10%.
Objective 2: By June 2021, PSJA Thomas Jefferson T-STEM Early College High School will provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement by 10%.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Students with individual needs will receive assistance (medical, dental, vision and hearing services) -coordinate with social services agencies -provide referral for services	*School Nurse	*School based clinic *NCVD *DHR *STHS *Catholic charities *Dentist who care *Kiwanis *VSP *Local Healthcare Providers	Sep. 2020 – Aug. 2021	*Assistance provided to students as needed	*Health needs met	*Side by side data analysis	*Title I, Part A – a

Action Steps

- 1) Train staff on program.
- 2) Coordinate with social services agencies
- 3) Monitor and assess program effectiveness.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The campus will improve the management, attendance, education and care of children with asthma through.... -Increased use of national clinical guideless for asthma by health care providers. -Improved communication between school, clinics and parents. -Ensuring that all staff is trained about asthma symptoms, triggers and resources	*School Nurse	*National Asthma Education and Prevention Program *Asthma and Allergy Foundation of America *Local health care providers	Sep. 2020 – Aug. 2021	*Created hotspot map of students with asthma to determine congestion of illness *Peak flow meters available for all asthmatic by health services *Assist with all medical asthmatic needs when needed *Asthma Action Plans	*Less asthma related emergencies	*Side by side data analysis	*Title I, Part A – a

Action Steps

- 1) Train staff on children with asthma program.
- 2) Plan and implement program.
- 3) Monitor and assess program effectiveness.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Adolescents' general well-being will be improved through increased knowledge and access to medical and mental health care.	*School Nurse	*School based clinics *Local health care providers *Local hospitals *Title I, SCE 166	Sep. 2020 – Aug. 2021	*Live monitoring of uninsured students with dashboards by individual campus and student	*Decreased percentage of student without a medical home	*Side by side data analysis	*Title I, Part A – a

Action Steps

- 1) Train staff on program.
- 2) Plan and implement program.
- 3) Monitor and assess program effectiveness.

Focus Area 3: Improve Safety, Public Support, Culture and Climate
Campus Goal 10: By June 2021, the students' perception for their physical and psychological school safety will improve by 10%.
Objective 2: By June 2021, PSJA Thomas Jefferson T-STEM Early College High School will provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement by 10%.

Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Support services will be provided including deterrent of bullying/ emotional abuse, suicide risk through: bullying/suicide box	*School Nurse *Counselors	*Behavioral Centers *PSJA District *Counselor *Emergency Procedure manual *Title IV	Sep. 2020 – Aug. 2021	*Training of PSJA employees existing and new	*Successful use of actual plan implemented for emergencies	*Side by side data analysis	*Title I, Part A – a, c

Action Steps

1) Train staff on bully, emotional abuse, and suicide risk program.
 2) Plan and implement program.
 3) Monitor and assess program effectiveness.

Strategy 5	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Increase the safety of all students and staff -An updated Emergency Response Plan/Team -Training for staff on managing students while emergency is taking place	*School Nurse *Emergency Response Team	*Emergency medical services from Pharr, San Juan, and Alamo	Sep. 2020 – Aug. 2021	*Drills run yearly throughout school district.	*Feedback from Emergency Response Team after drill is completed, successful use of actual plan implemented for emergencies	*Side by side data analysis	*Title I, Part A – a

Action Steps

1) Updated Emergency Response Plan/Team
 2) Training for staff on managing students while emergency is taking place
 3) Monitor and assess program effectiveness.

Strategy 6	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The campus will ensure the development of each student by: -Strengthening personal growth, self-esteem, responsible behavior, youth development and citizenship. -Encouraging the participation rate in extracurricular activities.	*School Nurse *Counselors	*Athletic Department LPC	Sep. 2020 – Aug. 2021	*Ongoing one to one assistance of emotional needs. *Nurses develop a trusting relationship and rapport with student.	*Clinic visits	*Side by side data analysis	*Title I, Part A – a

Action Steps

1) Train staff on social emotional learning program.
 2) Plan and implement program.
 3) Monitor and assess program effectiveness.

Focus Area 3:		Improve Safety, Public Support, Culture and Climate					
Campus Goal 10:		By June 2021, the students' perception for their physical and psychological school safety will improve by 10%.					
Objective 2:		By June 2021, PSJA Thomas Jefferson T-STEM Early College High School will provide a school environment that promotes wellness for its students that yield increased attendance and higher academic achievement by 10%.					
Strategy 7	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The campus will reduce childhood and adolescent obesity by promoting physical activity, healthy eating and educating their families and healthcare providers. Action Steps: - Emphasize exercise and nutrition for the development of healthy lifestyle choices in students. -School Health Advisory Committee (SHAC) along with coaches will improve amount of physical activity in school setting. -Develop policies that support healthy eating and physical activities. -Become a Healthy USA School -Provide public awareness, provide educational materials and appropriate referrals.	*School Nurse *Counselors *P.E. Coaches	*Child nutrition department *Coaching staff *Dietician DHR school based clinic	Sep. 2020 – Aug. 2021	*Let's get fit initiative *Referrals for abnormal BMI *Continue assessing and referring for Acanthosis Nigricans *Host parent sessions throughout school years	*Verbal knowledge of community *Evidence of returned referral of visits to nutritionist, dieticians, and health care providers	*Side by side data analysis	*Title I, Part A – a

Action Steps

- 1)Train staff on adolescent obesity program.
- 2)Plan and implement program.
- 3)Monitor and assess program effectiveness.

Strategy 8	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The campus will provide a school environment free of drugs and violence through: -Develop partnerships with parents to establish the responsibilities of each including resource referrals to programs that deal with pupils at risk -train students on how to develop a positive view of self and learn to use effective interpersonal skills.	*Principals *Teachers *School Nurse *Counselors	*Texas Tropical Behavioral Health *Behavioral Centers *Police Departments	Sep. 2020 – Aug. 2021	*Nurses conduct impairment assessment as needed.	*Resource referral issued to every student at risk for drug use or violent behavior.	*Side by side data analysis	*Title I, Part A – a

Action Steps

- 1)Train staff on program.
- 2)Plan and implement program.
- 3)Monitor and assess program effectiveness.

Strategy 9	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Address the needs of the homeless students	*Principals *Counselors *Social Workers	*Title I	Sep. 2020 – Aug. 2021	*Referrals	*Attendance Reports *Report Cards	*Increased attendance *higher academic achievement	*Title I, Part A – a

Action Steps

- 1)Train staff on program.
- 2)Plan and implement program.
- 3)Monitor and assess program effectiveness.

Focus Area 3: Improve Safety, Public Support, Culture and Climate
Campus Goal 10: By June 2021, the students' perception for their physical and psychological school safety will improve by 10%.
Objective 3: By June 2021, PSJA Thomas Jefferson T-STEM Early College High School will provide training for all staff on creating a safe school culture and climate that is 100% compliant.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Daily security/safety audits will be conducted on campus	*Security and Safety Department	*Professional development	Sep. 2020 – Aug. 2021	*Security Audits sent to all Principals	*Decrease in security incidents	*Side by side data analysis	*Title I, Part A – a

Action Steps

- 1) Train staff on safety audits program.
- 2) Plan and implement program.
- 3) Monitor and assess program effectiveness.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Training will be provided for all security and staff on proper confrontational management techniques, professionalism, and courtesy to all students and staff	*Security and Safety Department	*Professional Development	Sep. 2020 – Aug. 2021	*Less incidents of improper force used by security guards *security officers dress and act professionally	*Decrease in security and safety incidents, and improved interactions between security guards and students	*Side by side data analysis	*Title I, Part A – a, d

Action Steps

- 1) Train staff on professionalism and customer service program.
- 2) Plan and implement program.
- 3) Monitor and assess program effectiveness.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Training will be provided for all school staff on lockdown procedures	*Principals *Assistant Principals *Security	*Professional development	Sep. 2020 – Aug. 2021	*Minimum two lock downs per campus per school year	*Schools are prepared for emergency situations	*Side by side data analysis	*Title I, Part A – a, d

Action Steps

- 1) Train staff on lockdown program.
- 2) Plan and implement program.
- 3) Monitor and assess program effectiveness.

Focus Area 3:		Improve Safety, Public Support, Culture and Climate					
Campus Goal 10:		By June 2021, the students' perception for their physical and psychological school safety will improve by 10%.					
Objective 3:		By June 2021, PSJA Thomas Jefferson T-STEM Early College High School will provide training for all staff on creating a safe school culture and climate that is 100% compliant.					
Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
A safe and secure school environment will be provided by utilizing the ID Scanner "Raptor" System	*Principals *Assistant Principals *Security guards *Office staff	*Local Funds	Sep. 2020 – Aug. 2021	*All visitors in the building have a Sticker Picture ID	*Safer School Environment	*Side by side data analysis	*Title I, Part A – a
Action Steps							
1)Train staff on visitors to campus program.							
2)Plan and implement program.							
3)Monitor and assess program effectiveness.							

Focus Area 3: Improve Safety, Public Support, Culture and Climate
Campus Goal 10: By June 2021, the students' perception for their physical and psychological school safety will improve by 10%.
Objective 4: By June 2021, PSJA Thomas Jefferson T-STEM Early College High School will monitor school attendance to increase to 98% to ensure student academic success.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
A consistent admission/ enrollment plan will be promoted to ensure student engagement and quality data. <ul style="list-style-type: none"> Collaborate with Student Data Center to improve On-line Registration. Implementation of Retention and Recruitment Program to ensure school choice and reduce student mobility. 	*Attendance Recovery Personnel *School Community Liaisons *Recruitment & Retention Personnel *Campus Personnel	*Professional development	Sep. 2020 – Aug. 2021	*Pre-registration campaign *District Expo *Student Choice Transfers *Student Recovery Initiatives *Pre-Countdown to Zero *PEIMS/Leaver Training *Countdown to Zero *Customer Service Training	*District Dashboard Data *eSchool Cognos Reports *Preliminary Enrollment Counts *Sign-In Sheets *Public Relations/ PEIMS *District Increased Enrollment	*Ongoing Data Validation *Leaver Reviews *Semi-annual and Yearly Comparison Reports	*Title I, Part A – a

Action Steps

1) Train staff on attendance program.
 2) Plan and implement program.
 3) Monitor and assess program effectiveness.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Attendance/Non-attendance guidelines and Truancy Prevention Measures will be implemented at our campus that include: <ul style="list-style-type: none"> Parent Notices every year. Utilization of eSchool Messenger Parent/Student Handbook Staff Development Implement and follow-up with attendance improvement timeline. 	*Attendance Recovery Personnel *Campus Personnel	*Professional development	Sep. 2020 – Aug. 2021	*Correspondence *Emails *TEA letter *PEIMS update annual training *Implementation of Truancy and *Dropout System Application	*Increase of student attendance through daily, six weeks and year report *Decrease in discipline and truancy.	*Data Analysis Review *Updated through corrective measures.	*Title I, Part A – a

Action Steps

1) Train staff on truancy program.
 2) Plan and implement program.
 3) Monitor and assess program effectiveness.

Focus Area 3: Improve Safety, Public Support, Culture and Climate
Campus Goal 10: By June 2021, the students' perception for their physical and psychological school safety will improve by 10%.
Objective 4: By June 2021, PSJA Thomas Jefferson T-STEM Early College High School will monitor school attendance to increase to 98% to ensure student academic success.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ensure implementation of Attendance and Dropout Prevention Recovery Strategies that include: <ul style="list-style-type: none"> Implementation of an Attendance Recovery Program. Campus Attendance Committee School Attendance Prevention Measures and Truancy Procedures. Dropout strategies to ensure ongoing prevention. Attendance and Dropout Prevention monitoring 	*Attendance Recovery Personnel *School Community Liaison Personnel *Campus Personnel	*Professional development	Sep. 2020 – Aug. 2021	*Correspondence, Emails, District Plan, Annual Report Card *Review of attendance, attendance recovery participants, minutes and completion.	*Maintain attendance accountability in compliance with State Student Attendance Accounting statutes. *Maintain dropout accountability measures in compliance with NCES Federal Accountability	*Ongoing Data Validation District Attendance Daily, Six Weeks, Yearly Reports. *Annual Report Card Ongoing Review and Monitoring of Student leavers and withdrawal compliance	*Title I, Part A – a

Action Steps

- 1) Train staff on drop out recovery program.
- 2) Plan and implement program.
- 3) Monitor and assess program effectiveness.

Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Program effectiveness measures will be taken to ensure implementation of accountability measures of attendance improvement and dropout prevention. <ul style="list-style-type: none"> Attendance Recovery Program monitoring weekly. Campus Attendance and Leaver Audits every six weeks. Campus feedback and monitor improvement. Best practices shared for District wide school attendance improvement. 	*Attendance Recovery/Dropout Personnel *Campus Personnel	*Professional development	Sep. 2020 – Aug. 2021	*Correspondence *Emails *TEA letter *PEIMS update annual training	*eSchool Cognos Reports *PEIMS end of year report *Onpoint data base software	*Texas Academic Report Card *PBMAS District Improvement DVM Accountability	*Title I, Part A – a

Action Steps

- 1) Train staff on attendance accountability program.
- 2) Plan and implement program.
- 3) Monitor and assess program effectiveness.

Focus Area 3:		Improve Safety, Public Support, Culture and Climate					
Campus Goal 10:		By June 2021, the students' perception for their physical and psychological school safety will improve by 10%.					
Objective 4:		By June 2021, PSJA Thomas Jefferson T-STEM Early College High School will monitor school attendance to increase to 98% to ensure student academic success.					
Strategy 5	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
<p>Consistent student support and administrative guidance will be provided through campus personnel to ensure student academic success.</p> <ul style="list-style-type: none"> Develop Student Attendance Behavior Intervention Plans Provide School-Based support services Offer existing MOU's and Community-Based Program services Provide District level attendance recognition banners and incentives to promote student attendance. 	<p>*Campus Personnel Attendance *Recovery/Dropout Personnel</p>	<p>*Local Funds</p>	<p>Sep. 2020 – Aug. 2021</p>	<p>*School Community Liaison *Program *Personnel *eSchool Data</p>	<p>*Increase in student achieve through EOC *Improvement in student attendance and behavior *Procedures manual/handbook</p>	<p>*Community Resources Collaborative partnerships</p>	<p>*Title I, Part A – a</p>
Action Steps							
1) Train staff on attendance program.							
2) Plan and implement program.							
3) Monitor and assess program effectiveness.							



Focus Area 4: Increase Staff Quality, Recruitment, and Retention

Focus Area 4: Increase Staff Quality, Recruitment and Retention

Campus Goal 11: By May 2021, all teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.

Objective 1: By May 2021, PSJA Thomas Jefferson T-STEM Early College High School will develop and retain 100% highly effective staff that will engage student with a 95% proficiency.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
A plan for teacher selection and retention will be implemented: Bilingual/ESL certified, Special Education certified, Core area certifications, Masters degrees, CTE certified, Advanced placement trained	*Bilingual/Special Education *CTE Department *Principals	*Staffing needs projections	On going focus in spring	*Staff hired *High teacher retention rate *Increase number of certified teachers	*All classrooms have a highly effective teacher	*Screen applicants for best candidates	*Title I, Part A – a, e

Action Steps

- 1) Plan with central office on staffing.
- 2) Implement plan for staff retention.
- 3) Monitor retention rate of staff.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Administrators and staff will receive training on interviewing and documentation of teachers	*Principal *Instructional coaching staff	*Documentation handbook	Sep. 2020 – Aug. 2021	*Better selection of staff *Improvement in documenting staff	*Improve teacher quality *Increase student achievement	*Hiring of effective teachers Appropriate documentation of staff performance	*Title I, Part A – a, d, e

Action Steps

- 1) Train on interviewing and documenting teachers.
- 2) Interview candidates in accordance to district recommendations.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
On going professional development for new teachers	* Principals *Dean of Instruction *Instructional coaches	*Professional development	Sep. 2020 – Aug. 2021	*Sign in sheets *Coaching logs and schedules	*Increase student achievement	*CBAs *benchmarks *STAAR *TELPAS *SLO's *Professional Development Goals	*Title I, Part A – a, d, e

Action Steps

- 1) Selected new teachers.
- 2) Professional development will be provided to all new staff.

Focus Area 4:	Increase Staff Quality, Recruitment and Retention						
Campus Goal 11:	By May 2021, all teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.						
Objective 1:	By May 2021, PSJA Thomas Jefferson T-STEM Early College High School will develop and retain 100% highly effective staff that will engage student with a 95% proficiency.						
Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Instructional coaching system will be provided with on-going professional development in TCLCs for new teachers	*Instructional coaches *Campus Principals	*Title One *Local Funds	Sep. 2020 – Aug. 2021	*Sign-In Sheets *Coaching logs *Coaching schedules	*McREL Teacher Evaluation *Proficiency level increase to the *Effective and High Effective	*McREL Mid-term and summative evaluations *SLO obtainment *RRR	*Title I, Part A – a, d, e
Action Steps							
1) Train both instructional coach and selectee on program requirements.							
2) Train all teachers in TCLC on best practices.							
3) Monitor and assess program effectiveness.							
Strategy 5	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Instructional coaching support will be provided for identified teachers, other teachers and teachers needing support	*Dean of Instruction *Instructional coaches *CLL	*Local funds 199 *Title I, II	Sep. 2020 – Aug. 2021	*Sign in sheets *coaching logs *schedules	*McRel teacher evaluation	*CBAs *benchmarks *STAAR *TELPAS	*Title I, Part A – a, e
Action Steps							
1) Plan and implement training for new teachers and other staff needing support.							
2) Monitor and assess program effectiveness.							
3) Make appropriate adjustments to training.							
Strategy 6	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
The campus will provide all new teachers with a teacher mentor	*Principal *Dept. Head *Grade-level Rep *Asst. Principal	*Experience teachers that have been trained as mentors	Sep. 2020 – Aug. 2021	*Mentor Logs	*Increase in teacher satisfaction and morale *Improvement in student performance	*McRel Evaluation *Student Academic Performance *Rigor/ Relevance Rubric	*Title I, Part A – a, e
Action Steps							
1) Assign teacher mentor to new teacher.							
2) Train both mentor and teacher on program requirements.							
3) Monitor and assess program effectiveness.							

Focus Area 4:	Increase Staff Quality, Recruitment and Retention						
Campus Goal 11:	By May 2021, all teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.						
Objective 1:	By May 2021, PSJA Thomas Jefferson T-STEM Early College High School will develop and retain 100% highly effective staff that will engage student with a 95% proficiency.						
Strategy 7	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Collaborative Instructional Review, i.e. Instructional Rounds will be provided and led by campus Instructional Coaches	*Principals *Assistant Principals *Dean of instruction *Campus Instructional Coaches		Sep. 2020 – Aug. 2021	*Sign-In Sheets *Coaching logs *Coaching schedules	*McREL Teacher Evaluation *Proficiency level increase to the *Effective and Highly Effective	*McREL Mid-term and summative evaluations *SLO obtainment *RRR	*Title I, Part A – a, e
Action Steps							
1)Review instructional practices to use with teachers.							
2)Train on instructional practices.							
3) Monitor and assess program effectiveness.							
Strategy 8	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Monthly progress monitoring class visits and instructional rounds will be provided	*Campus Instructional Coaches		Sep. 2020 – Aug. 2021	*Sign-In Sheets *Coaching logs *Coaching schedules	*McREL Teacher Evaluation *Proficiency level increase to the *Effective and Higgy Effective	*McREL Mid-term and summative evaluations *RRR	*Title I, Part A – a, e
Action Steps							
1)Plan and implement instructional rounds for staff.							
2)Monitor and assess program effectiveness.							

Focus Area 4:	Increase Staff Quality, Recruitment and Retention						
Campus Goal 11:	By May 2021, all teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.						
Objective 2:	By May 2021, we will use walk-through data to monitor and support 100% of teacher effectiveness.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus administrators will conduct weekly walk-throughs using Instructional Focus Walk-through form.	*Campus Administrators	*Instructional walk-through focus tool	Sep. 2020 – Aug. 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	*Title I, Part A – a, e, i *Local funds *SCE Funds
Action Steps							
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/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All teachers will be provided with weekly instructional feedback by campus administrators.	*Campus Administrators	*Instructional walk-through focus tool	Sep. 2020 – Aug. 2021	*CLC agendas *Admin/teacher conferences	*Professional growth and high-quality teaching	*Weekly walk-through data	*Title I, Part A – a, e, i *Local funds *SCE Funds
Action Steps							
1) Schedule time to meet with teachers focusing on addressing no more than 2 areas of need.							
2) Provide learning opportunities, i.e.... peer observations to observed effective strategies based on areas of need.							
3) Create a plan of action and monitor/adjust as necessary.							

Focus Area 4:		Increase Staff Quality, Recruitment and Retention					
Campus Goal 11:		By May 2021, all teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.					
Objective 3:		By May 2021, we will provide professional learning opportunities for 100% of staff based on observed data using Instructional Focus Walk-Through Form.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus administrators will collect and monitor data supporting maximizing of instructional time.	*Campus Administrators	*Dashboard *Instructional walk-through focus tool *McREL observations SLO data *Professional Learning Communities.	"-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021"	*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	*Title I, Part A – a, e, i *Local funds *SCE Funds *State Bilingual funds *Migrant funds
Action Steps							
1) Review walk through data and identify areas of need.							
2) Develop an action plan for the instructional need							
2) Monitor and revise plan accordingly							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus administrators will identify areas of need by teacher	*Campus Administrators	*Dashboard *Instructional walk-through focus tool *McREL observations SLO data *Professional Learning Communities.	"-Aug. 2020 -Oct. 2020 -Nov. 2020 -Jan. 2021 -March 2021 -April 2021 -June 2021"	*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	*Title I, Part A – a, e, i *Local funds *SCE Funds *State Bilingual funds *Migrant funds
Action Steps							
1) 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.							

Focus Area 4:	Increase Staff Quality, Recruitment and Retention						
Campus Goal 12:	By May 2021, we will use evaluation systems to increase 100% of staff quality, recruitment and retention.						
Objective 1:	By May 2021, we will develop the skills in 100% of teacher evaluators needed to complete fair, valid teacher evaluations through calibration and assessment.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide professional development for all teachers based on their professional development goals.	*Central office *Principal *Assistant principals	*Funding, professional development needs data *professional development trainers	Fall and Spring semester	*More alignment of teacher evaluations between evaluators *Teacher evaluation a true reflection of teacher performance	*Improved student performance *higher teacher retention rate	*Progress monitoring *CBA *STAAR *SLO's *McREL	*Title I, Part A – a, d, e
Action Steps							
1) Collect evidence of teacher PD needs.							
2) Review academic reports for district and campus needs							
3) Plan, schedule and hold trainings.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide professional development for administrative evaluators based on professional development goals.	*Principal *Assistant Principals	*Funding, professional development needs data, professional development trainers *calibration trainings opportunities	Quarterly	*More alignment of teacher evaluations between evaluators *Teacher evaluation a true reflection of teacher performance	*Data showing increase alignment between teacher evaluation and student performance	*McREL evaluation data *Student performance data	*Title I, Part A – a, d, e
Action Steps							
1) Go to the quarterly meetings for administrators							
2) Review evaluations and compare to student performance							
3) Calibrate evaluations							

Focus Area 4:	Increase Staff Quality, Recruitment and Retention						
Campus Goal 12:	By May 2021, we will use evaluation systems to increase 100% of staff quality, recruitment and retention.						
Objective 2:	By May 2021, we will support 100% of the professional growth of campus leaders by monitoring, evaluating, and providing feedback.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All campus administrators will use a high-quality evaluation system (McREL) to increase staff quality,	*Principal *Assistant principal	*McRel Evaluation Tool Materials	Sep. 2020 – Aug. 2021	*McREL evaluations *ERO Numbers *Sign-in sheets *Coaching logs and schedules	*Increase student achievement *Higher teacher retention *Higher School report card based on TAPR	*McREL *Evaluations	*Local
Action Steps							
1) Attend professional development for staff							
2) Identify areas of need							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Continue annual McREL calibration certification training	*Central office *Campus Administration	*McRel Evaluation Tool Materials	Sep. 2020 – Aug. 2021	*McREL evaluations *ERO Numbers	*Continue providing annual McREL calibration certification training	*TxCEE	*Local
Action Steps							
1) Attend district calibration training.							
2) Monitor and evaluate program.							
3) Provide support in areas of need.							

Focus Area 4:	Increase Staff Quality, Recruitment and Retention						
Campus Goal 12:	By May 2021, we will use evaluation systems to increase 100% of staff quality, recruitment and retention.						
Objective 3:	By May 2021, we will complete Spirit of PSJA Evaluations twice a year for all staff not evaluated by a McREL evaluation tool.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide training for staff on the Spirit of PSJA Evaluation Tool.	*Central office *Principal *Assistant Principals *CLL	*Spirit of PSJA training materials	Sep. 2020 – Aug. 2021	*Use of the Evaluation tool *two evaluations entered per staff member	*Improved customer service *Increased efficiency and happier employees	*Spirit of PSJA Evaluation tool	*Title I, Part A – a, d, e, i *Local
Action Steps							
1) Attend fall training provided by the district							
2) Monitor and review professional development goals to create training based on needs and goals							
3) Schedule Spirit of PSJA Categories and behaviors trainings							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Staff will create clear professional development goals and expectations.	*Campus administration *Teachers	*Spirit of PSJA Evaluation	Sep. 2020 – Aug. 2021	*Evaluations entered into the system	*Improved customer service *Increased efficiency and happier employees	*Goals entered into evaluation system	*Title I, Part A – a, d, e, i *Local
1) Train staff on evaluation tool							
2) Give staff timeline to complete the self evaluation and goal setting							
3) Offer growth opportunities to staff							

Focus Area 4:	Increase Staff Quality, Recruitment and Retention						
Campus Goal 12:	By May 2021, we will use evaluation systems to increase 100% of staff quality, recruitment and retention.						
Objective 4:	By May 2021, we will use data collected in the evaluation system to offer professional growth opportunities for 100# of staff for means of recruitment and retention.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Use data to identify campus wide areas of Needs and create professional development opportunities for staff.	*Principal *Assistant Principals *CLL	*PD funds	Quarterly	*Professional development offered	*Improved staff moral and customer service	*PD surveys	*Title I, Part A – a, d, e
Action Steps							
1) Conduct PD goals survey							
2) Work with staff to create trainings							
3) Schedule and hold training							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Offer career pathway professional leadership growth opportunities	*Principal *Assistant Principals *CLL *CTE coordinator	*Funds *time to develop trainings	Quarterly	*Career pathways PD trainings	*Improved staff moral and customer service *Increase retention rate	*PD feedback survey	*Title I, Part A – a, d, e
Action Steps							
1) Conduct survey to identify areas of interest							
2) Create trainings based on data collected							
3) Conduct trainings and evaluate results							

Focus Area 4:	Increase Staff Quality, Recruitment and Retention						
Campus Goal 13:	By May 2021, all teachers will be certified for teaching assignment.						
Objective 1:	By May 2021, 100% of Secondary ESL ELA teachers will be certified.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Identify areas of need and provide support to complete certification	*Principal *Assistant Principals *CLL *Dual Language Department	*Staffing Reports *Certification records *SBEC *Funding	Sep. 2020 – Aug. 2021	*All teachers certified	*Content Certified teacher in every classroom	*Certification Exam	*Title I, Part A – a, e
Action Steps							
1) Meet with staff pending certification to find our need							
2) Provide training to prepare for testing							
3) Have staff test.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Schedule professional development opportunities in areas of need to improve quality of teaching	*Principal *Assistant Principals *CLL	*TEA test preparation materials	Sep. 2020 – Aug. 2021	*100% ESL or bilingual teachers complete certification	*Teachers have knowledge to support the bilingual students and student's achievement increases	*Certification Exam	*Title I, Part A – a, d, e
Action Steps							
1) Search for Professional development that is available							
2) Send teacher to professional development sessions							

Focus Area 4:	Increase Staff Quality, Recruitment and Retention						
Campus Goal 13:	By May 2021, all teachers will be certified for teaching assignment.						
Objective 2:	By May 2021, we will recruit certified teachers for 100% of hard to staff, dual credit teaching assignments.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Recruit and retain staff in hard to staff dual credit teaching assignments	*HR *Principal *Assistant Principals	*Funding *Job Fairs *Recruitment efforts	Sep. 2020 – Aug. 2021	*Hard to staff DC classes taught by certified district teacher	*District certified DC teacher	*Increase in students' certifications and college hours earned	*Title I, Part A – a, e
Action Steps							
1) Meet with appropriate staff to identify needs							
2) Target recruit based on needs							
3) Acquire incentives for staff from HR.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide professional opportunities for hard to staff and dual credit teachers.	*Principal *Assistant Principals *CLL	*Funding *Job Fairs *Recruitment efforts	Sep. 2020 – Aug. 2021	*Retention of high DC need teachers	*District certified DC teacher	*Increase in students' certifications and college hours earned	*Title I, Part A – a, d, e
Action Steps							
1) Survey to identify needs for growth trainings							
2) Plan and Develop training for staff							
3) Train staff							

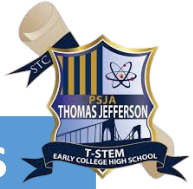


PROFESSIONAL DEVELOPMENT PLAN



Session Title	Description	Time	Day	Presenters
Welcome Back	Superintendent's Welcome! (S)	8:00 – 11:00	Day 1 August 17, 2020	Dr. Jorge Luis Arredondo
Welcome & Introductions Instruction in a New Era	<ul style="list-style-type: none"> Addressing Your Concerns (S) Bitmoji Party Tutorial: Creating Your Virtual Classroom (S) Create Away! (A) Virtual Classroom Tours (S) 	12:30-4:00	Day 1 PM August 17, 2020	Mrs. Virna M. Bazan Mrs. Minette Dueñas
Welcome School Mandates	<ul style="list-style-type: none"> Student & Adult Sexual Harassment (S) SpEd/504/IEPs (S) ECHS Blueprint (S) Collaborate Learning Communities (S) 	8:00 - 12:30	Day 2 August 18, 2020	Mrs. Virna Bazan Dr. Benito T. Carriaga Mrs. Minette Dueñas Mrs. Silvia Lizcano Ms. Yvonne Gomez (Synchronous)
Digital Learning: Managing Teaching & Learning	<ul style="list-style-type: none"> Synchronous & Asynchronous Instruction (S) Shift from Remote Learning to Online Learning Managing Behavior in a Digital Classroom (S) Bullying & Cyberbullying (David's Law) Safe to Speak App 	2:00 – 4:00	Day 2 PM August 18, 2020	Mrs. Minette Dueñas Mrs. Virna Bazan
District Curriculum Rollout	2020-2021 Curriculum (S)	8:00 – 4:00	Day 3 & 4 August 19-20, 2020	Content Coordinators
Teacher Workday	Lesson Preparation Weeks 1-4 (A)	8:00 – 4:00	Day 5 August 21	

KEY: S = Synchronous Instruction A = Asynchronous Instruction



Session Title	Description	Time	Day	Presenters
School Data & Accountability	<ul style="list-style-type: none"> • TELPAS Data & STAAR Updates (S) • Campus Information (S) • Copyrights & Copywrongs • Clubs & Organization Funds • Mentorships • Global Goals 	8:00 – 12:25	Day 1 August 24, 2020	Mrs. Minette Dueñas Mrs. Rosana Gutierrez Mrs. Norma Treviño Mrs. Virna Bazan Mrs. Yvonne Chamblin Ms. Yvonne Gomez
Department Planning	<ul style="list-style-type: none"> • Data & 2020-2021 Goals (S) • Syllabi (A) 	2:00-4:00	Day 1 PM August 24, 2020	Department Chairs
Enhancing Online Learning	<ul style="list-style-type: none"> • Google Classroom (S) • Interactive Tools for Content Engagement (A) 	8:00 – 12:15	Day 2 August 25, 2020	Mr. Victor Salinas Department Reps
Welcomes in a GIF! An Interactive Guide to Establishing Virtual Relationships	<ul style="list-style-type: none"> • Interactive Google Slide (S) • Creating Your GIF (S) • Linking Important Information (S) • Create Away! (A) 	2:00-4:00	Day 2 PM August 25, 2020	Mrs. Minette Dueñas
Welcome McREL Teacher Evaluation Tool	Defining the Standards in a Digital Classroom (S)	8:00 – 12:30	Day 3 August 26, 2020	Mrs. Minette Dueñas
McREL Teacher Evaluation Tool	<ul style="list-style-type: none"> • Self-Assessment (S/A) • McREL PD Goals (S/A) 	2:00 – 4:00	Day 3 PM August 26, 2020	Mrs. Minette Dueñas

KEY: S = Synchronous Instruction A = Asynchronous Instruction



Session Title	Description	Time	Day	Presenters
Newsela Preparing for the TSI Hoonuit	<ul style="list-style-type: none"> • Features & Creating Text Sets (S) • Enrichment Camps & Examity (S) • Public Health Training (A) 	8:00 – 9:15 9:30 – 11: 00 11:05- 12:25	Day 4 August 27, 2020	Ms. Yvonne Gomez Mrs. Silvia Lizcano Mrs. Minette Dueñas
TSI Course Preparation	Lesson Preparation (A)	2:00 – 4:00	Day 4 PM August 27, 2020	
Teacher Workday	Lesson Preparation Weeks 5-8 (A)	8:00 – 4:00	Day 5 August 28, 2020	
Continuous Professional Development	TCLC and other PD as needed	8:00 – 4: 00	September 2020 – May 2021	

KEY: S = Synchronous Instruction A = Asynchronous Instruction

PHARR-SAN JUAN-ALAMO ISD

CAMPUS IMPROVEMENT PLAN CHECKLIST

Campus: Thomas Jefferson

Date Reviewed: 10/13/2020

Reviewer: Nora Cantu

Principal: Yurina Maldonado
Dr. Bento Carraga

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).

<p>Needs Assessment:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> - 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. 	<p><input checked="" type="checkbox"/> Clearly Evident</p> <p><input type="checkbox"/> Somewhat Evident</p> <p><input type="checkbox"/> Not Evident</p> <p>Comments/Recommendations:</p>
<p>Long Range Goals/Campus Performance Objectives:</p> <ul style="list-style-type: none"> • 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: <ol style="list-style-type: none"> a) student academic growth b) student academic performance data; c) student attendance rates; d) the percentage of students who are educationally disadvantaged; e) continuously enrolled students f) non-continuously enrolled students g) the use and success of any method to ensure that students participate in moderate to vigorous physical activity as required by Section 28.002(l); and h) current and monitored English Learners (monitored students through year 4). 	<p><input checked="" type="checkbox"/> Clearly Evident</p> <p><input type="checkbox"/> Somewhat Evident</p> <p><input type="checkbox"/> Not Evident</p> <p>Comments/Recommendations:</p>

<p>Performance Objectives:</p> <ul style="list-style-type: none"> • 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. 	<p><input checked="" type="checkbox"/> Clearly Evident <input type="checkbox"/> Somewhat Evident <input type="checkbox"/> Not Evident Comments/Recommendations:</p>
<p>Strategies and Action Steps:</p> <ul style="list-style-type: none"> • Each CIP must <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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. 	<p><input checked="" type="checkbox"/> Clearly Evident <input type="checkbox"/> Somewhat Evident <input type="checkbox"/> Not Evident Comments/Recommendations:</p>
<p>Each CIP should include strategies that:</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> 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. 	<p><input checked="" type="checkbox"/> Clearly Evident <input type="checkbox"/> Somewhat Evident <input type="checkbox"/> Not Evident Comments/Recommendations:</p>

<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:

<p>Professional Development:</p> <ul style="list-style-type: none"> Each schoolwide campus must provide high-quality professional development designed by teachers, principals, and other school staff to improve teaching and learning. 	<p><input checked="" type="checkbox"/> Clearly Evident <input type="checkbox"/> Somewhat Evident <input type="checkbox"/> Not Evident</p> <p>Comments/Recommendations:</p>
<p>Resource Allocation:</p> <ul style="list-style-type: none"> 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. <p>Coordination and Integration of Federal, State, and Local Services and Programs:</p> <ul style="list-style-type: none"> Each CIP must identify how programs and services are integrated at the campus. For SCE, add funding amounts and FTEs, where appropriate. 	<p><input checked="" type="checkbox"/> Clearly Evident <input type="checkbox"/> Somewhat Evident <input type="checkbox"/> Not Evident</p> <p>Comments/Recommendations:</p>
<p>Evaluation:</p> <ul style="list-style-type: none"> 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. 	<p><input checked="" type="checkbox"/> Clearly Evident <input type="checkbox"/> Somewhat Evident <input type="checkbox"/> Not Evident</p> <p>Comments/Recommendations:</p>

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.