

PSJA Southwest Early College High School



# Southwest Early College High School Campus Improvement Plan 2025-2026

Submitted for Board Approval on Tuesday, September 16, 2025

*Board Approved Date: Monday, September 22, 2025*



RR-SAN JUAN-ALAMO

INDEPENDENT SCHOOL DISTRICT

COLLEGE<sup>3</sup>  
READY.CONNECTED.COMPLETE

## **Mission**

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

## **Vision**

Every P.S.J.A. Southwest student actively participates; collaborates, is interdependent, and supports diversity to encourage the success of their community and society.

# 2025-2026 School Board Members



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**Susana Arredondo**, *Executive Officer for Elementary Schools*

**Yolanda Gomez**, *Executive Officer for Learning Acceleration*

**Alfredo Carrillo**, *Executive Officer for Human Resources*

**Rafael Gonzalez**, *Administrator for Operations*

**Mario Bracamontes**, *Sustainability Administrator*

## ee Members



Silvia Lizcano, Principal

Maria Sandoval, Dean of Instruction

Dr. Claudia Alvarado, ECHS Director

Edna Cruz, Assistant Principal

Isaac Leal, Assistant Principal

Dr. Benito Carriaga, Assistant Principal

Rayda Poe, Head Counselor

Laura Quiroz, Librarian

Ines Quinones, Parent

Jose Luengo, Community Member

Isaac Smith, Business Representative

Andra Rodríguez, ELA Teacher

Cesar Vadillo Rebollo, Math Teacher

Fernando Castillo, Science Teacher

Erik Castillo, Social Studies Teacher

Monica Rodriguez, Foreign Language Teacher

Joseph Bonura, Fine Arts

Juan Leija, Athletics

Kellie Williams, CTE Teacher

Debra Zerda, Special Ed Teacher

# Campus Executive Summary



## PSJA Southwest Early College High School

### Silvia Lizcano, Principal

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

**Demographics Summary:** The current enrollment at PSJA Southwest ECHS as of August 30, 2025, is 1,422 students. The student population consists of 98.0 % Hispanic, 96.9 % Economically Disadvantaged, and 45.5 % Emergent Bilingual. Approximately 11.7 % of our student population receives special education services, while 7% receive accommodation under 504. Our Gifted and Talented population accounts for 6.5% of our student population. The attendance rate for the campus is 91.3 % based on the 2025-2026 TEA School Report Card.

**Comprehensive Needs Assessment Summary:** PSJA Southwest ECHS received an overall grade of B in the A-F TEA Accountability Rating System. In Domain 1 – Student Achievement, our campus received a scaled score of 84: STAAR Performance 74, CCMR 90, and Graduation Rate 98. In Domain II – School Progress, we received a scaled score of 87 (A): Academic Growth 72 and Relative Performance 87. In Domain III – Closing the Gaps, our campus received a scaled score of 92:

- Academic Achievement earned 18 points out of the 24 possible points.
- Graduation Status earned 9 points out of the 12 possible points.
- ELP Status acquired 4 points out of the four possible points.
- School Quality Success (CCMR) earned 10 out of 12 points.

After a thorough data review and comprehensive needs assessment, we have found that English Language Arts is a particular area of concern and English Language Proficiency for our Emergent Bilingual Students. There is also a regression for ALL ELA and Math Academic Achievement students. ALL students and High Focus indicators will require additional support in Algebra I, Biology, ELA I, and ELA II. Continued tracking for US History students is recommended to ensure students' progress and not regress.

**Curriculum, Instruction, and Assessment:** PSJA Southwest Early College High School offers a superb education with a rigorous curriculum and highly qualified teachers and staff. Teachers in all core areas utilized a district-created curriculum tightly aligned to the Texas Essential Knowledge and Skills (TEKS). Common Instructional Framework (CIF) strategies are integrated with lesson planning and instruction to prepare students for college, career, and military readiness. Research-Based Instructional Strategies (RBIS) in Reading Language Arts are also integrated and designed to deepen the collective understanding of effective practices that support student literacy growth and engagement. Also, we have one of the most successful Dual Language and Early College Programs in the region, an excellent selection of AP and Pre-AP courses, and a wide array of Career and Technical Education courses, which lead to endorsements, college certificates, and college associate degrees in various fields. In addition, students at PSJA Southwest ECHS can participate in our very successfully sanctioned Fine Arts and Athletics programs. We provide individualized instruction support to all our students, including our emergent bilingual and special

needs students.

## Resources Reviewed

- PEIMS/Cognos Reports for Student Enrollment and Demographics
- 2024-2025 Campus State Accountability Report
- 2024-2025 Attendance
- 2024-2025 TELPAS Data
- Discipline Referral Data
- PEIMS Demographics
- Parental Involvement Data
- TTESS Teacher Evaluations and Walkthrough Data
- Professional Development Plan
- Teacher Certifications
- Technology Inventories

# Comprehensive Needs Assessment



Focus Area	Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
1	<b>Domain 1: Student Achievement</b>	<ul style="list-style-type: none"> <li>• Graduation Rate Scaled Score of 90</li> <li>• CCMR Scaled Score of 90</li> </ul>	<ul style="list-style-type: none"> <li>• STAAR Performance Scaled Score of 74 is low.</li> <li>• Continued gains are desired in ELA, Science, Math, and Social Studies</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• English I, English II, Biology and Algebra I increase in the approaches, meets, and masters level</li> <li>• CCMR</li> </ul>
1	<b>Domain 2 School Progress “A”: Academic Growth</b>	<ul style="list-style-type: none"> <li>• Academic Growth</li> </ul>	<ul style="list-style-type: none"> <li>• Continued gains are desired for ELA and Math progress</li> <li>• Academic Growth Scaled Score of 72</li> </ul>	<ul style="list-style-type: none"> <li>• Increase progress for ELA and Math by at least 5 – 10%.</li> </ul>
1	<b>Domain 2 School Progress “B”: Relative Performance</b>	<ul style="list-style-type: none"> <li>• Relative Performance Scaled Score of 87</li> </ul>	<ul style="list-style-type: none"> <li>• STAAR Component needs to improve to exceed the value needed for a 90 or higher.</li> </ul>	<ul style="list-style-type: none"> <li>• English I and English II</li> <li>• Algebra I</li> </ul>
2	<b>Domain 3: Closing the Gaps</b>	<ul style="list-style-type: none"> <li>• Progress in Achieving English Language Proficiency (EB/EL Current): Met the long-term target (40%) to 54%.</li> </ul>	<ul style="list-style-type: none"> <li>• All students Group did not meet Target Points. We received 0 points</li> <li>• Regression in Student Achievement (ELA, Math)</li> </ul>	<ul style="list-style-type: none"> <li>• Increase Academic Achievement in ELA and Math for all indicators by 5-10 points.</li> <li>• Increase at least 5 percent in ELPS – TELPAS.</li> </ul>

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

# Campus Demographics



Sept 9, 2024

Bld	Campus	Grade	All Students	Male	% Male	Female	% Female	Sped	% SPED	LEP	% LEP	M1	% M1	M2	% M2	Migrant	% Migrant	ECD	% ECD	GT	% GT	CTE	% CTE
7	PSJA Southwest ECHS	09	349	180	51.6%	169	48.4%	49	14.0%	171	49.0%	14	4.0%	36	10.3%	12	3.4%	343	98.3%	24	6.9%	313	89.7%
		10	360	166	46.1%	194	53.9%	41	11.4%	167	46.4%	37	10.3%	47	13.1%	7	1.9%	346	96.1%	14	3.9%	352	97.8%
		11	344	174	50.6%	170	49.4%	32	9.3%	147	42.7%	53	15.4%	1	0.3%	8	2.3%	334	97.1%	24	7.0%	336	97.7%
		12	369	177	48.0%	192	52.0%	44	11.9%	162	43.9%	49	13.3%	2	0.5%	5	1.4%	355	96.2%	31	8.4%	366	99.2%
	<b>PSJA Southwest ECHS</b>		<b>1422</b>	<b>697</b>	<b>49.0%</b>	<b>725</b>	<b>51.0%</b>	<b>166</b>	<b>11.7%</b>	<b>647</b>	<b>45.5%</b>	<b>153</b>	<b>10.8%</b>	<b>86</b>	<b>6.0%</b>	<b>32</b>	<b>2.3%</b>	<b>1,378</b>	<b>96.9%</b>	<b>93</b>	<b>6.5%</b>	<b>1,367</b>	<b>96.1%</b>
<b>District</b>			<b>1422</b>	<b>697</b>	<b>49.0%</b>	<b>725</b>	<b>51.0%</b>	<b>166</b>	<b>11.7%</b>	<b>647</b>	<b>45.5%</b>	<b>153</b>	<b>10.8%</b>	<b>86</b>	<b>6.0%</b>	<b>32</b>	<b>2.3%</b>	<b>1,378</b>	<b>96.9%</b>	<b>93</b>	<b>6.5%</b>	<b>1,367</b>	<b>96.1%</b>

	ALL	HISPANIC	ASIAN	BLACK	WHITE	American/Indian Alaskan	AT RISK
Number	1422	1401	7	2	11	0	996
Percent		98%	0.5%	0.1%	0.8%	0.0%	70%

# Achievement Summary



## 2025-2026 Campus Focus



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

Annual Goal 1: In the 2025-2026 school year, 70% of the All-Student group will pass STAAR EOC at the Approaches Level, 51% at the Meets Level and 11% at the Masters Level

Objective 1: All identified student groups will be monitored to ensure that they meet targets at the Approaches, Meets and Masters levels

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Identify student strengths and weaknesses based on prior assessment data during TCLCs and/or department meetings.	Content APs, Dean, CLL, Department Head, Teachers, Co-teachers, Counselors and Content Coordinators	DMAC, TAMS (STAAR EOC/TELPAS), Summit K12 (TELPAS), TSI, Campus Data Reports, Lead4ward, TEKS	08/2025 - 06/2026	Students are intentionally grouped with teachers based on individualized strengths and needs	Instruction is aligned to student needs and strengths.  Progress towards goals is evident in benchmark results, STAAR EOC, and TSI	CBA's, Benchmarks, STAAR EOC, TELPAS, TSI (prior school years and current data)	1

**Action Steps**

Following each CBA or Benchmark, the content admin with the department will analyze campus data and develop action plans that will guide teachers in grouping students based on their strengths and weaknesses

Create schedules based on student needs and make adjustments if necessary

Review students for possible accommodations

Strategic placement of students in before and after school tutoring, academies, enrichment and summer programs by teachers.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Develop student individualized goals and regular progress monitoring (every six-weeks and/or after CBA's and BM's) by teachers through student conferencing based on data.	Content APs, Dean, CLL, Department Head, Teachers, and Co-teachers	Goal Setting Document, DMAC data, TAMS/Cambium data, Lead4ward, IEPs, accommodations when they apply, District Curriculum and Pacing Guide, TEKS TEKS, Components of Industry Certification, student computers, headphone sets, specialized software and equipment, interactive boards, adapters, keyboards, laptops, power strips(classroom) to charge student devices, and lease copier machines (CANON, Copy Graphics) instructional supplies as needed for classroom instruction. Screen Beams Smartpass Delta Math Quizzes AP Textbooks, dictionaries, projector Amplify Numeric Keypads Projector	08/2025 - 06/2026	Student portfolios on file in each <b>teacher's classroom to include the goal setting document and progress monitoring tracking data</b>	Students are able to verbalize their goals and to advocate for accommodation (when they apply).  Progress towards goals is evident in benchmark results, STAAR EOC, and TSI.  Increase performance level of Meets and Masters from EOC.	CBA I BM I & II STAAR EOC Texas Success Initiative	1, 8

<b>Action Steps</b>							
Create goal setting document and requirements for student portfolio - utilize data/instructional binder per teacher							
Intentionally make time for teachers to meet with students on data discussions, goal setting, and progress monitoring							
Teachers will identify students in each phase of accountability following each CBA and Benchmark using DMAC reports to form tutorial groups for Approaches and Meets level on the STAAR/EOC assessment.							
Review student needs and accommodations based on historical data, IEPs, 504/LPAC accommodations when necessary							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Implement high quality, research-based instruction drawn from an effective curriculum to meet the needs of all students, including supplemental instruction (academies/tutoring).	Content APs, Dean, CLL, Department Head, Teachers, Co-teachers, and Content Coordinator	District Curriculum, NEWS ELA, Criterion, McGraw-Hill textbook, novels, and resources, dictionaries, Study Sync, AR, STAR 360, online released-test platforms, Lead4ward, TEKS	08/2025 - 06/2026	Lesson Plans, walkthrough observations, TCLCs and department planning discussions, instructional coaching conversations, aligned instruction, agendas and sign-in-sheets	BM 1 and BM2 scores show increase in student achievement and student performance growth  Increase performance of students at Meets and Masters performance level on EOC	CBA I BM I & II STAAR EOC Texas Success Initiative	2, 9

Action Steps

Ensure a viable, quality curriculum which includes campus teacher input is available and accessible through SharePoint
Make sure teachers have common planning time and that time is set aside for feedback and conversations on walkthrough observations
Allow teachers to share best practices during TCLCs

Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Provide professional development for CIF strategies to increase student engagement and rigor in instruction so that students pass at the Meets and Masters level with a focus on effective classroom talk and questioning techniques.	Dean, CLL, APs, District Coordinators/Personnel, Outside Consultants	CIF Strategies (JFF), DOK, Question Stems with film lamination, Lead4ward, District Curriculum	08/2025 - 06/2026	TCLC Agendas, Sign-Ins, student writing portfolios, data from classroom observations, TCLC discussions and reflections on implementation and transformation piece.	Increased classroom talk and effective questioning in the classrooms  Increase performance of students at Meets and Masters performance level  Increase in TELPAS proficiency level	Formative: CBA 1, BM1, BM2 Summative: EOC, TSI	1, 4, 9

Action Steps

Ensure that intentional planning is occurring to use specific CIF strategies of questioning (including DOK) and classroom talk in the delivery of instruction.
Monitor that the actual instructional delivery includes high level CIF strategies (walkthrough observations and feedback afterwards with teacher)
Have AP and DC teachers from next grade level connect with students on the importance of rigor
Ensure that targeted tutoring includes strategies and content to help students pass at the Meets and Masters grade levels.

Goal Area 1: Student Achievement: Math							
Annual Goal 2: In the 2025-2026 school year, the All-student group will increase their scores to meet the state average performance in Approaches 96%, Meets 64%, and Masters 41%							
Objective 1: All identified student groups will be monitored to ensure that they meet targets at the Approaches, Meets and Masters levels							
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Identify student strengths and weaknesses based on prior assessment data during TCLCs and/or department meetings.	Content APs, Dean, CLL, Department Head, Teachers, Co-teachers, Counselors and Content Coordinators	DMAC, TAMS (STAAR EOC/TELPAS), Summit K12 (TELPAS), TSI, Campus Data Reports, Lead4ward, TEKS	08/2025 - 06/2026	Students are intentionally grouped with teachers based on individualized strengths and needs	Instruction is aligned to student needs and strengths.  Progress towards goals is evident in benchmark results, STAAR EOC, and TSI	CBA, Benchmarks, STAAR EOC, TELPAS, TSI (prior school years and current data)	1
<b>Action Steps</b>							
Following each CBA or Benchmark, the content admin with the department will analyze campus data and develop action plans that will guide teachers in grouping students based on their strengths and weaknesses							
Create schedules based on student needs and make adjustments if necessary							
Review students for possible accommodations							
Strategic placement of students in before and after school tutoring, academies, enrichment and summer programs by teachers.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Develop student individualized goals and regular progress monitoring (every six-weeks and/or after CBAs and BMs) by teachers through student conferencing based on data.	Content APs, Dean, CLL, Department Head, Teachers, and Co-teachers	Goal Setting Document, DMAC data, TAMS/Cambium data, Lead4ward, IEPs, accommodations when they apply, District Curriculum and Pacing Guide, TEKS	08/2025 - 06/2026	Student portfolios on file in each teacher's classroom to include the goal setting document and progress monitoring tracking data	Students are able to verbalize their goals and to advocate for accommodation (when they apply).  Progress towards goals is evident in benchmark results, STAAR EOC, and TSI.  Increase performance of students at Meets and Masters performance level on EOC	CBA I BM I & II STAAR EOC Texas Success Initiative	1, 2, 8, 9
<b>Action Steps</b>							
Create goal setting document and requirements for student portfolio - utilize data/instructional binder per teacher							
Intentionally make time for teachers to meet with students on data discussions, goal setting, and progress monitoring							
Teachers will identify students in each phase of accountability following each CBA and Benchmark using DMAC reports to form tutorial groups for Approaches and Meets level on the STAAR/EOC assessment.							
Review student needs and accommodations based on historical data, IEPs, 504/LPAC accommodations when necessary							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Implement high quality, research-based instruction drawn from an effective curriculum to meet the needs of all students, including supplemental instruction (academies/tutoring).	Content APs, Dean, CLL, Department Head, Teachers, Co-teachers, and Content Coordinator	District Curriculum, NEWS ELA, Criterion, McGraw-Hill textbook, novels, and resources, dictionaries, Study Sync, AR, STAR 360, online released-test platforms, Lead4ward, TEKS	08/2025 - 06/2026	Lesson Plans, walkthrough observations, TCLCs and department planning discussions, instructional coaching conversations, aligned instruction, agendas and sign-in-sheets	BM 1 and BM2 scores show increase in student achievement and student performance growth  Increase performance of students at Meets and Masters performance level on EOC	CBA I BM I & II STAAR EOC Texas Success Initiative	1, 2, 4, 8

Action Steps

Ensure a viable, quality curriculum which includes campus teacher input is available and accessible through SharePoint

Make sure teachers have common planning time and that time is set aside for feedback and conversations on walkthrough observations

Allow teachers to share best practices during TCLCs

Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Provide professional development for CIF strategies to increase student engagement and rigor in instruction so that students pass at the Meets and Masters level with a focus on effective classroom talk and questioning techniques.	Dean, CLL, APs, District Coordinators/Personnel, Outside Consultants	CIF Strategies (JFF), DOK, Question Stems with film lamination, Lead4ward, District Curriculum	08/2025 - 06/2026	TCLC Agendas, Sign-Ins, student writing portfolios, data from classroom observations, TCLC discussions and reflections on implementation and transformation piece.	Increased classroom talk and effective questioning in the classrooms  Increase performance of students at Meets and Masters performance level  Increase in TELPAS proficiency level	Formative: CBA 1, BM1, BM2 Summative: EOC, TSI	4, 8, 9

Action Steps

Ensure that intentional planning is occurring to use specific CIF strategies of questioning (including DOK) and classroom talk in the delivery of instruction.

Monitor that the actual instructional delivery includes high level CIF strategies (walkthrough observations and feedback afterwards with teacher)

Have AP and DC teachers from next grade level connect with students on the importance of rigor

Ensure that targeted tutoring includes strategies and content to help students pass at the Meets and Masters grade levels.

Goal Area 1: Student Achievement: Biology							
Annual Goal 3: In the 2025-2026 school year, the All-student groups will increase their scores to meet the state average performance in Approaches 93%, Meets 63% and Masters 24%.							
Objective 1: All identified student groups will be monitored to ensure that they meet targets at the Approaches, Meets and Masters levels							
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Identify student strengths and weaknesses based on prior assessment data during TCLCs and/or department meetings.	Content APs, Dean, CLL, Department Head, Teachers, Co-teachers, Counselors and Content Coordinators	DMAC, TAMS (STAAR EOC/TELPAS), Summit K12 (TELPAS), TSI, Campus Data Reports, Lead4ward, TEKS	08/2025 - 06/2026	Students are intentionally grouped with teachers based on individualized strengths and needs	Instruction is aligned to student needs and strengths.  Progress towards goals is evident in benchmark results, STAAR EOC, and TSI	CBA's, Benchmarks, STAAR EOC, TELPAS, TSI (prior school years and current data)	1
Action Steps							
Following each CBA or Benchmark, the content admin with the department will analyze campus data and develop action plans that will guide teachers in grouping students based on their strengths and weaknesses							
Create schedules based on student needs and make adjustments if necessary							
Review students for possible accommodations							
Strategic placement of students in before and after school tutoring, academies, enrichment and summer programs by teachers.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
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Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component

Implement high quality, research-based instruction drawn from an effective curriculum to meet the needs of all students, including supplemental instruction (academies/tutoring), use of instructional resources and materials (manipulatives etc.,) and implementation of Academic Vocabulary Development through Marzano's 6 Steps for Academic Vocabulary Development and School-Wide Academic Support Lessons.	Content APs, Dean, CLL, Department Head, Teachers, Co-teachers, and Content Coordinator	District Curriculum, Summit K12 NEWS ELA, AR, STAR 360, online released-test platforms, Lead4ward, TEKS, College Board, Edulastic Premium, Lowman Education	08/2025 - 06/2026	Lesson Plans, walkthrough observations, TCLCs and department planning discussions, instructional coaching conversations, aligned instruction, agendas and sign-in-sheets	BM 1 and BM2 scores show increase in student achievement and student performance growth  Increase performance of students at Meets and Masters performance level on EOC	CBA I BM I & II STAAR EOC Texas Success Initiative	2, 8
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**Action Steps**

- Ensure a viable, quality curriculum which includes campus teacher input is available and accessible through SharePoint
- Make sure teachers have common planning time and that time is set aside for feedback and conversations on walkthrough observations
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**Action Steps**

- Ensure that intentional planning is occurring to use specific CIF strategies of questioning (including DOK) and classroom talk in the delivery of instruction.
- Monitor that the actual instructional delivery includes high level CIF strategies (walkthrough observations and feedback afterwards with teacher)
- Have AP and DC teachers from next grade level connect with students on the importance of rigor
- Ensure that targeted tutoring includes strategies and content to help students pass at the Meets and Masters grade levels.

Goal Area 1: Student Achievement: US History							
Annual Goal 5: In the 2025-2026 school year the All-student group will increase their scores to meet the state average performance in Approaches 96 %, Meets 71 % and Masters 35%							
Objective 1: All identified student groups will be monitored to ensure that they meet targets at the Approaches, Meets and Masters levels							
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Identify student strengths and weaknesses based on prior assessment data during TCLCs and/or department meetings.	Content APs, Dean, CLL, Department Head, Teachers, Co-teachers, Counselors and Content Coordinators	DMAC, TAMS (STAAR EOC/TELPAS), Summit K12 (TELPAS), TSI, Campus Data Reports, Lead4ward, TEKS	08/2025 - 06/2026	Students are intentionally grouped with teachers based on individualized strengths and needs	Instruction is aligned to student needs and strengths.  Progress towards goals is evident in benchmark results, STAAR EOC, and TSI	CBAs, Benchmarks, STAAR EOC, TELPAS, TSI (prior school years and current data)	1
<b>Action Steps</b>							
Following each CBA or Benchmark, the content admin with the department will analyze campus data and develop action plans that will guide teachers in grouping students based on their strengths and weaknesses							
Create schedules based on student needs and make adjustments if necessary							
Review students for possible accommodations							
Strategic placement of students in before and after school tutoring, academies, enrichment and summer programs by teachers.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Develop student individualized goals and regular progress monitoring (every six-weeks and/or after CBAs and BMs) by teachers through student conferencing based on data.	Content APs, Dean, CLL, Department Head, Teachers, and Co-teachers	Goal Setting Document, DMAC data, TAMS/Cambium data, Lead4ward, IEPs, accommodations when they apply, District Curriculum and Pacing Guide, TEKS	08/2025 - 06/2026	Student portfolios on file in each teacher's classroom to include the goal setting document and progress monitoring tracking data	Students are able to verbalize their goals and to advocate for accommodation (when they apply).  Progress towards goals is evident in benchmark results, STAAR EOC, and TSI.  Increase performance of students at Meets and Masters performance level on EOC	CBA I BM I & II STAAR EOC Texas Success Initiative	1, 2, 8
<b>Action Steps</b>							
Create goal setting document and requirements for student portfolio - utilize data/instructional binder per teacher							
Intentionally make time for teachers to meet with students on data discussions, goal setting, and progress monitoring							
Teachers will identify students in each phase of accountability following each CBA and Benchmark using DMAC reports to form tutorial groups for Approaches and Meets level on the STAAR/EOC assessment.							
Review student needs and accommodations based on historical data, IEPs, 504/LPAC accommodations when necessary							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Implement high quality, research-based instruction drawn from an effective curriculum to meet the needs of all students, including supplemental instruction (academies/tutoring), use of instructional resources and materials (manipulatives etc.) and implementation of Academic Vocabulary Development through Marzano's 6 Steps for Academic Vocabulary Development and School-	Content APs, Dean, CLL, Department Head, Teachers, Co-teachers, and Content Coordinator	District Curriculum, Summit K12 NEWS ELA, AR, STAR 360, online released-test platforms, Lead4ward, TEKS, classroom guides, supplies, manipulatives, maps, etc.	08/2025 - 06/2026	Lesson Plans, walkthrough observations, TCLCs and department planning discussions, instructional coaching conversations, aligned instruction, agendas and sign-in-sheets	BM 1 and BM2 scores show increase in student achievement and student performance growth  Increase performance of students at Meets and Masters performance level on EOC	CBA I BM I & II STAAR EOC Texas Success Initiative	2, 8

Wide Academic Support Lessons.							
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Action Steps

- Ensure a viable, quality curriculum which includes campus teacher input is available and accessible through SharePoint
- Make sure teachers have common planning time and that time is set aside for feedback and conversations on walkthrough observations
- Allow teachers to share best practices during TCLCs

Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Provide professional development for CIF strategies to increase student engagement and rigor in instruction so that students pass at the Meets and Masters level with a focus on effective classroom talk and questioning techniques.	Dean, CLL, APs, District Coordinators/Personnel, Outside Consultants	CIF Strategies (JFF), DOK, Question Stems with film lamination, Lead4ward, District Curriculum	08/2025 - 06/2026	TCLC Agendas, Sign-Ins, student writing portfolios, data from classroom observations, TCLC discussions and reflections on implementation and transformation piece.	Increased classroom talk and effective questioning in the classrooms  Increase performance of students at Meets and Masters performance level  Increase in TELPAS proficiency level	Formative: CBA 1, BM1, BM2  Summative: EOC, TSI	4, 8, 9

Action Steps

- Ensure that intentional planning is occurring to use specific CIF strategies of questioning (including DOK) and classroom talk in the delivery of instruction.
- Monitor that the actual instructional delivery includes high level CIF strategies (walkthrough observations and feedback afterwards with teacher)
- Have AP and DC teachers from next grade level connect with students on the importance of rigor
- Ensure that targeted tutoring includes strategies and content to help students pass at the Meets and Masters grade levels.

Goal Area 1: Student Achievement

Annual Goal 6: The percent of graduates who are CCMR ready will increase from 93% to 97% for the class of 2026.

Objective 1: The percent of graduates who earn an industry certification will increase 5 – 10% from last year .

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative /Summative Evaluation	Title-I School- Wide Component
Curriculum will be aligned to embed the knowledge and skills for students to successfully earn an industry-based certification in their chosen career pathway.	Early College Director Dean of Instruction Teachers Counselors Special Education Teacher CTE Director CTE Coordinators	TEKS, Components of Industry Certification, student computers, headphone sets, specialized software and equipment, interactive boards, adapters, keyboards, laptops, power strips(classroom) to charge student devices, and lease copier machines (CANON, Copy Graphics), instructional supplies as needed for classroom instruction. Screen Beams Smartpass Delta Math Quizzes AP Textbooks, dictionaries, projector	08/2025 - 06/2026	Sign-in sheets, agendas, curriculum developed in SharePoint, SW EC tracking one drive file, student progress monitoring	Certification results	Teacher created Benchmarks Certification Exam	#2a Reform Strategy. Required: Review program documentation to ensure that all instruction programs/instructional strategies are supported by scientifically based research, lease copier machines (CANON, Copy Graphics), headphone sets, Title I Funds, CTE Funds

**Action Steps**

Teachers create curriculum to include activities that simulate requirements to be successful on certification exam

Teachers create an aligned curriculum embedding activities necessary to meet all components of the certification exam

Teachers will embed practice exam questions to scaffold previously taught content material

Parents and students info sessions.

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Ongoing Professional Development will be provided for teachers and administrators to ensure all components of certifications are understood and part of instruction.	Early College Director Dean of Instruction Teachers Counselors Special Education Teacher CTE Director CTE Coordinators	Certifying entity	08/2025 - 06/2026	Sign-in sheets Agendas ERO Certificates	Certifying entity		#4a Professional Development. Required: Select professional development to meet the needs of all principals, teachers, paraprofessionals, parents, and others as appropriate, Title I Funds, Local Funds

**Action Steps**

Schedule professional development training including CCMR TEA updates

Coordinate intentional professional development that embed test like questions and instruction that will support test question format.

Identify teachers who need professional development

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
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Student data for industry certifications will be reviewed every six weeks by teachers and the CCMR committee to ensure student success in the program and provide interventions if needed.	Early College Director Dean of Instruction Teachers Counselors Special Education Teacher CTE Director CTE Coordinators	Student reports by name by certifying entity, lease copier machines (CANON, Copy Graphics), SW Early College Tracking one drive file	08/2025 - 06/2026	Student reports by name by certifying entity, sign-in sheets, agenda	Increased certification awards Teacher submitted reports/SW EC Tracking file match E School submitted reports	Monitor and review District Dashboard	#1a Comprehensive Needs Assessment. Required: Establish a planning team of educators, parents, community members, and business representatives to review campus data and create a vision for
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**Action Steps**

Provide professional development on data entry for industry certificates.

Teachers submit required documentation and follow process/guidelines set by CTE department in coding students in Eschool

Review student data to identify if any students are pending and how teachers can support their students to ensure certification.

CTE Campus Administrator works with PEIMS clerk to enter certifications earned on Eschool

Develop a one drive file with students' target CCMR plan (SW EC tracking file)

Goal Area 1: Student Achievement

Annual Goal 7: The percent of graduates who are CCMR ready will increase from 93% to 97% for the class of 2026.

Objective 1: The percent of graduates who earn 3 hours of dual credit (ELAR/Mathematics) or 9 hours in any subject (including technical) will increase from 5-10% from last year.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative /Summative Evaluation	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.	Early College Director Dean APs ELA and Math Content Coordinators Assigned TSI Teachers CLL	TSI District Curriculum, AP Curriculum, Pre-AP Curriculum, IXL Program, SW EC Tracking OneDrive file	08/2025 - 06/2026	Cohort Tutorials, Cohort Attendance, Curriculum Usage, Student Sign-In documentation	Certification results	An increase in the number of students who pass the TSI assessment	#2a Reform Strategy. Required: Review program documentation to ensure that all instruction programs/instructional strategies are supported by scientifically based research, Title I Funds

Action Steps

TSI Summer Bridge Program will be available for preparation of incoming 9th grade students.

Teacher TSI tutoring/academies schedule

TSI tutorial sessions will be provided at the high schools to prepare students for the TSI test utilizing the TSI Student Success Intervention Plan.

Parents and students TSI info session

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Review of all EOC data to ensure student unsuccessful on TSI are given the opportunity to register in Math 1414 or ENG 1301	Early College Director Dean of Instruction Teachers Counselors Special Education Teacher CLL	DMAC, EOC Data, TEKS	08/2025 - 06/2026	Sign-in sheets ERO Certificates Agendas Lesson Plans	Increased number of students successful completion of Pre-AP course and improved AP/DC enrollment		#4a Professional Development. Required: Select professional development to meet the needs of all principals, teachers, paraprofessionals, parents, and others as appropriate, Title I Funds, Local Funds

Action Steps

Pre-AP teachers will analyze data and create interventions (academies) for students to ensure success in class

Pre-AP teachers will attend the Pre-AP Summer Institute

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
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Ongoing recruitment campaign for CTE college certificate programs/academies.	Early College Director Dean of Instruction Teachers Counselors Campus PR	Sample Degree Plan, PSJA District Dashboard. Career Pathway Videos, Campus Social Media, Fliers	08/2025 - 06/2026	Sign-in sheets Agendas Sign-in to district portal Fliers	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)	#2c Best practice: Identify scientifically based research programs that increase the amount and quality of learning time, CTE Funds
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Action Steps

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

Goal Area 1: Student Achievement

Annual Goal 7: The percent of graduates who are CCMR ready will increase from 93% to 97% for the class of 2026.

Objective 1: The percent of students earning a score of 3 or higher on any subject AP exam will increase 5 – 10% from last year.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative /Summative Evaluation	Title-I School- Wide Component
Professional Development on Pre-AP and AP curriculum.	Early College Director Dean APs CLL Teachers	AP Summer Institute District AP Curriculum AP Classroom – College Board IXL Program	08/2025 - 06/2026	Cohort Tutorials, Cohort Attendance, Curriculum Usage, AP classroom usage, student sign-in documentation	AP Exam score increase	Benchmarks AP Exams	#2a Reform Strategy. Required: Review program documentation to ensure that all instructional programs/instructional strategies are supported by scientifically based research, Title I Funds

Action Steps

Professional Development identified for Pre-AP and AP teachers

AP teachers attend Professional Development sessions

Parents and students AP info session

Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
AP curriculum will be aligned to embed the knowledge and skills for students success.	Early College Director Dean of Instruction Teachers Counselors Special Education Teacher CLL	College Board AP Teacher Summer Institutes Lesson Plans District Curriculum IXL Program	08/2025 - 06/2026	Sign-in sheets ERO Certificates Agendas Lesson Plans	Increased number of students prepared for AP Classes and improved AP Scores	College Board AP Exams AP Benchmarks AP Exam Scores AP Practice Exams	#2a Reform Strategy. Required: Review program documentation to ensure that all instructional programs/instructional strategies are supported by scientifically-based research -Title I Funds

Action Steps

AP teacher will ensure lesson plan reflects the skills necessary to provide students the opportunity to pass AP Exam

AP teacher will ensure all students registered through college board.

Teachers implement AP Curriculum

Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
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Review student data through AP classroom, regularly progress monitor and provide tutorials based on students' needs.	Early College Director Dean of Instruction Teachers Counselors Campus PR	Sample Degree Plan, PSJA District Dashboard. Career Pathway Videos, Campus Social Media, Fliers	08/2025 - 06/2026	Sign-in sheets Agendas Sign-in to district portal Fliers	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)	#2c Best practice: Identify scientifically based research programs that increase the amount and quality of learning time, CTE Funds
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**Action Steps**

AP Lead/ Content Coordinator planning of lessons through AP Classroom.

Schedule regular check ins with students to discuss progress in AP classroom and plan interventions as needed

Plan for AP Academies for students

Goal Area 2:		Closing the Gaps: ELA					
Annual Goal 1:		In the 2025-2026 school year, All student groups will meet federal targets (interim or long term) for passing the ELA STAAR Exams at the Meets Grade Level standard (SPED and ALL students)					
Objective 1:		In the 2025-2026 school year, All student groups will meet federal targets for passing STAAR Exams at the Meets Grade Level standard.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ensure the English/Math teacher adhering to IEPs of each individual student in preparation for EOCs	Dean, Teacher of Record, Content AP, Diagnostician and Case Workers, SPED Co teachers and Counselors	District Curriculum Success Maker STAAR Release Assessments (BM I & II) Study Sync NewsELA MyOn IEPs, plans and Accommodations, EL monitoring (LPAC)	08/2025 - 06/2026	Each teacher is aware of their sub-pops and IEPs/Accommodations (documented via signature of receipt) District Review Sessions (DRS) DMAC data reports Campus Performance Reviews (CPR) Progress Monitoring Reports Walk-through feedback LPAC notes Lesson Plans Language Acquisition Monitoring Application Student IEPs	Instruction is aligned to student needs and strengths, increased student engagement, attendance, grades. Closing the achievement gap among Special Education students and the all-student group	Weekly Assessments CBA I BM I & II STAAR/EOC TELPAS	1, 8, 9
<b>Action Steps</b>							
Ensure that intentional planning is occurring to use specific CIF strategies of questioning (including DOK) and classroom talk in the delivery of instruction.							
Monitor that the actual instructional delivery includes high level CIF strategies (walkthrough observations and feedback afterwards with teacher)							
ARDs are completed in timely manner							
Teachers are provided IEPs on a timely manner							
Ensure teachers are utilizing online tools during class instruction in preparation for EOC assessments.							
Ensure that targeted tutoring includes strategies and content to help students pass at the Meets and Masters grade levels.							
Ensure a viable, quality curriculum which includes campus teacher input is available and accessible through SharePoint							
Make sure teachers have common planning time and that time is set aside for feedback and conversations on walkthrough observations							
Allow teachers to share best practices during CLCs							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide professional development for teachers and co-teachers assigned to the areas of reading to deliver instruction at the meets and masters level	Principal Content Admin - AP Dean of Instruction CLL Counselors Campus Leadership Team and Teachers	District Curriculum Success Maker STAAR Release Assessments (BM I & II) Study Sync NewsELA MyOn IEPs, plans and Accommodations, EL monitoring (LPAC)	08/2025 - 06/2026	Teacher survey results, program reports, End of Marking Period Survey Results, collaboration through TCLCs and department planning	Increase academic performance of Special Education on all BM, STAAR/EOC assessments	Weekly Assessments CBA I BM I & II STAAR/EOC TELPAS	1, 2, 4, 8, 9

		CIF Strategies					
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Action Steps

Provide training for teachers on district curriculum, testing strategies for End of Course and online platforms
Teacher will take End of Course assessment and desegregate their own data to further deepen the tested concepts and their understanding for peer coaching opportunities.
Review student needs and accommodations based on historical data, IEPs, 504/LPAC accommodations when necessary
Provide teachers PD survey and specific instructional training for co-teachers to best serve special education students in class through TCLC.
Integrate CIF strategies in lesson planning

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
SpEd: Student-led ARD Meetings; Co-Teachers assigned to students by content and exam; co-teachers planned with content departments; intentional, targeted tutoring; intentional grouping for testing; use instructional technology to support literacy and increase lexile levels; exposed students to post-secondary opportunities and visits to colleges.	Teachers of record, co-teachers, Dean of Instruction, Content APs, district curriculum team, CLL	District Curriculum, NEWS ELA, online released-test platforms, Accelerated Reader (STAR Assessment), MyOn, CIF Strategies	08/2025 - 06/2026	Lesson Plans, walkthrough observations, TCLC planning discussions and transformations, instructional coaching conversations, aligned instruction	Progress towards goals on formative assessments and attainment of goals on summative assessments	Formative: CBA 1, BM1, BM2 Summative: EOC	1, 2, 8, 9
<b>Action Steps</b>							
Identify and review IEPs and accommodations as needed							
Create schedules based on student needs							
Ensure that all teachers receive a copy of IEPs and accommodations							
Assign co-teachers and mentors by content to support sub-pops and intentionally plan with those contents							
Strategy 4	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ensure the English teacher is present at the ARD committee meetings representing the special education student and advocating for their instructional and testing arrangements.	Principal AP in charge Dean of Instruction Counselors Diagnostician Teacher of Record SPED teachers	District Curriculum Study Sinc STAAR Released Assessments (BM I & II) NEWS ELA MyOn	08/2025 - 06/2026	District Review Sessions (DRS) DMAC data reports Campus Performance Reviews (CPR) Progress Monitoring Reports Walk-through feedback LPAC notes Lesson Plans ARD notes	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	1, 2, 9
<b>Action Steps</b>							
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							
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.							
Monitor the implementation and use of supplemental aides as noted on IEP during instructional time.							
Create a student mentor program to provide instructional and social-emotional support							
Provide instruction and interventions that are directly related to students needs as demonstrated by data (e.g. enrichment classes, tutorials, extended learning time, enrichment camps, academies, summer school)							
Engage parents for collaboration and support							

Goal Area 2:		Closing the Gaps					
Annual Goal 2:		In the 2025-2026 school year EBs will increase their composite proficiency rating by at least one level from prior year.					
Objective 1:		By the end of June 2026, Southwest ECHS will have a 5% (59%) increase in English Language Proficiency.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Identification of students taking TELPAS and individual conferencing to discuss previous TELPAS ratings and set goals. Monitor that TELPAS speaking & writing practice is routinely implemented across all contents during instruction.	Dean, Assistant Principals, Teachers, CLL, EL tutors	PEIMS report DMAC Gateway Dual Language Coordinators Summit K12 EB checklist	08/2025 - 06/2026	EL checklists will be in place in all classrooms with review at BOY, MOY and EOY with all stakeholders. Increase Summit K12 usage and progress in each lesson	EL proficiency levels in all domains and linguistic targets as monitored through the EL checklist. Increase in English Language Proficiency Status under Closing the Gaps	TELPAS Benchmark, mini assessments	-Title I and Funds
<b>Action Steps</b>							
Dean of Instruction will provide teachers of updated EL rosters monthly and students' prior year scores.							
Required EL Checklists completed and reviewed with teachers and students at BOY, MOY and EOY.							
Summit K12 intervention is embedded in class schedule							
Common TLC planning time with a focus on CIF strategies and an increased emphasis on classroom talk and questioning							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Specialized personnel will provide coaching to novice teachers and teachers who need support in working with students at the beginning, intermediate and advanced levels of TELPAS on Composite Rating with a specific focus on listening and speaking.	Dean, CLL, Dual Language Department EL Coach	The T-TESS framework, CIF, the ELPS, The sheltered instruction observation protocol checklist	08/2025 - 06/2026	Increased engagement of ELs in listening and speaking activities in all contents. Intentional coaching and support in pre and post conferences through the TTESS framework. Intentional CLC focus on linguistic growth through initiation and collaboration with a strong emphasis placed on transformation.	Increased use of high yield CIF strategies to support linguistic growth. Increased intentional listening and speaking opportunities for all contents.	BOY, MOY, EOY EL check-ins and growth targeted. Informal weekly listening and speaking assessments through SUMMIT K12 and recording platform.	4, 3
<b>Action Steps</b>							
Life Coach and Dean intentionally review campus blueprint and roadmap to ensure that CIF is a focus with strong emphasis placed on classroom talk and questioning.							
Increased collaboration between the dual language department, CLC and dean to develop TELPAS assessments and administer through Summit K12.							
Universal usage of the PLDS and speaking rubric to gauge EL participation and support by proficiency level with a special emphasis on listening and speaking with the use of headsets with microphones and other practice materials							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Provide professional development training on how to strategically analyze data for student progress on composite level of TELPAS.	Dean	DMAC data, TELPAS results, TELPAS test blueprint	08/2025 - 06/2026	Registration Records, Sign-In Sheets, Agendas	An increased awareness of proficiency levels and targets for ELS by all stakeholders.	BOY, MOY, EOY checklists	4
<b>Action Steps</b>							
Review of teacher TELPAS data by EL and proficiency level. PD to review linguistic growth in each domain by teacher.							
Campus TELPAS data review and teacher data review with targeted goals created by campus, grade level, teacher and domain							
Review and coaching of ELs on proficiency levels in all domains by teachers and EL tutors as well as targeted EL parent meetings to review TELPAS data.							

Goal Area 2:		Closing the Gaps: Grad Rate					
Annual Goal 3:		By the end of the 2025-2026 school year, our 4 year federal graduation rate will be at 99% or higher.					
Objective 1:		All identified sub groups will be informed of graduation requirements and will stay on track throughout the year.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Ensure that students who have dropped out or are in danger of dropping out are recruited back into school. Garner parental, staff and community support in dropout recovery efforts.	Principal, Assistant Principals, Counselors, Teachers and Staff	Pupil Accounting Office, PEIMS data	08/2025 - 06/2026	Southwest will meet the graduation rate goal with the majority of students graduating with distinguished or DLACH requirements	An increased awareness of graduation requirements and tracks by students and parents and higher representation of students meeting DLACH requirements	Ongoing credit checks	1, 2, 9
<b>Action Steps</b>							
Counselors will conduct counselor's cafe on the first Tuesday of each month to increase awareness around graduation requirements for parents.							
Increased in class presentations for all students on graduation requirements with a stronger emphasis placed on the benefits of graduating DLACH							
Regular credit checks and reviews of all students with counselors each year.							
All students (focus on ALL, ECD, Hispanic) will be informed of graduation requirements and graduation types with a strong emphasis on students meeting Distinguished and DLACH requirements in the fall and spring.	Principal, Counselors (general and Gear Up), assistant principals, dean, early college director, parent educator, teachers	District designed counselor's cafes, in class presentations, credit checklists	08/2025 - 06/2026	Sign in Sheet Agenda PowerPoint Presentation Attendance Report	An increased awareness of graduation requirements and tracks by students and parents and higher representation of students meeting DLACH requirements  Southwest will meet the graduation rate goal with the majority of students graduating with distinguished or DLACH requirements	Ongoing credit checks, PPT presentations	1, 2, 9
<b>Action Steps</b>							
Counselors will conduct counselor's cafe on the first Tuesday of each month to increase awareness around graduation requirements for parents.							
Increased in class presentations for all students on graduation requirements with a stronger emphasis placed on the benefits of graduating DLACH							
Senior Update Info Session (students and parents) in the fall and spring							
Regular credit checks and reviews of all students with counselors each year.							
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Ensure that students are on track to graduate by providing opportunities for credit recovery, EOC tutorials and academic advisement.	Principal, Counselors, Dean of Instruction, Assistant Principals, Teachers	Edgenuity	08/2025 - 06/2026	Counselor Logs, Credit Recovery Sign-In Sheets, tutorial schedules, Attendance Report	Increased graduation, attendance and passing rates on EOC exams	Credit Recovery tracking, Benchmark Exams, EOC Exams	1, 2, 9
<b>Action Steps</b>							
Counselors will conduct counselor's cafe on the first Tuesday of each month to increase awareness around graduation requirements for parents.							
Increased in class presentations for all students on graduation requirements with a stronger emphasis placed on the benefits of graduating DLACH							
Senior Update Info Session (students and parents) in the fall and spring							
Regular credit checks and reviews of all students with counselors each year.							

Goal Area 3:	Improve Safety, Public Support, Culture and Climate						
Annual Goal 1:	By June 2026, the campus' positive culture and climate will increase 10% based on teachers and staff perception of staff-student relationships.						
Objective 1:	By June 2026, student social and emotional learning knowledge and skills will increase by 10%.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Evaluation	Title-I School- Wide Component
Students will participate in lessons designed to address their social and emotional awareness and development. All students will be monitored with an upgraded digital hall- pass system that will help improve in-class instruction & keep the campus safe.	Campus Principal SEL Dept/LPCs Counselors Administrative Team Campus Police Officers Campus Security Staff District Police Dept. Teachers/Staff CLL Nurses Custodial Staff	SEL Resources Research Best Practices District Counseling and Guidance Curriculum Survey Data Electronic Devices Sustainability - Equipment/Supplies	08/2025 - 06/2026	Walkthroughs Training Certificates Attendance Reports Report Cards Discipline Referrals Student Work	Improved campus morale. Improved attendance by staff and students in school-related activities.	Panorama Surveys Teacher Observations Progress Monitoring RN Referrals/notes Case Management	Title I: #2, #9, #10
<b>Action Steps</b>							
Implementation of a comprehensive counseling and guidance curriculum during advisory period							
Teachers will deliver Social Emotional Learning Student Academies							
Analyze data collected from Panorama SEL skills surveys and needs assessments							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Teachers will integrate the social and emotional competencies in their curriculum and instruction.	Principal SEL Dept/LPCs Counselors Nurses Administrative Team CLL Security Guards Librarian Teachers	District SEL Resources Best Practices District Counseling and Guidance Curriculum Panorama Survey Data Electronic Devices Sustainability - Equipment/Supplies	08/2025 - 06/2026	Walkthroughs Targeted Feedback Student Work Progress Sheets Attendance Reports Report Cards Discipline Referrals Lesson Plans TCLC agenda	Increase academic performance of all students on all BMs, STAAR subjects, TELPAS, and AP assessments. Improved attendance and student participation in classes.	Panorama Survey Teacher Observations Progress Monitoring STAAR Goal Sheets TELPAS Goal Sheets Benchmarks	Title I: #2 #9, #10
<b>Action Steps</b>							
Implement and address the following skills in their lessons such as: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.							
Promote socio emotional awareness in extracurricular activities such as cheerleading, football, UIL academic events, Enrichment Camps, etc.							
Analyze data collected from Panorama SEL skills surveys and needs assessments							
Closely monitor student progress and provide students with appropriate feedback, if needed.							

Goal Area 3:	Improve Safety, Public Support, Culture and Climate						
Annual Goal 2:	By June 2026, family involvement and their interaction with their child's school will increase from 5% to 50%.						
Objective 1:	By June 2026, 100-200 parents will participate in informational training and sessions.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School-Wide Component
Increase Parental Engagement	Parental Educators	Texas Education Agency Material	08/2025 - 06/2026	Minutes Attendance Reports	Course Statistics using District Dashboard	Parent Surveys	Title I - #2, #4
<b>Action Steps</b>							
1) Implement Family Learning Academies on a weekly basis with increased participation by Southwest parents							
2) Provide one to one campus sessions on multiple topics (Title I, Campus Policy, Home-School Compacts, Campus Plans, Attendance, Assessment, etc.)							
3) Provide information on scheduled literacy and entrepreneurship sessions to support families							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School-Wide Component
Facilitate parental sessions for parents through a collaboration between Public Relations Department, Counseling Department and Family and Community Department	Principals Administrators Parental Educators Campus Counselors Gear Up and Migrant Counselors	District social media Parent Questions on Chat and One on One Meetings Monthly Meetings	08/2025 - 06/2026	Sign-in Sheets Minutes Power-Point Counselor's Café Calendar Video Recordings of Meetings	Parent Surveys Accountability Report One on one Parent/Counselor Conference	State/Local Participation *Campus and District Assessments	*Title I-#2,#4
<b>Action Steps</b>							
1) Conduct weekly meetings with Dean, parent educator and CIT for technology support on ways to engage more parents to information and training sessions							
2) Utilize tools such as school messenger and social media outlets to promote parent participation. Work with parental involvement, Gear Up, business and community partners to provide instructional supplies, school uniforms, etc. as needed.							
3) Analyze data on parent participation and feedback provided by parents through chat notes or verbal feedback at meetings							

Goal Area 4:	Increase Staff Quality, Recruitment and Retention						
Annual Goal 1:	All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.						
Objective 1:	Use walk-through data to monitor and support teacher effectiveness.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus administrators will conduct weekly walk-throughs using Instructional Focus Walk-through form.	Principal, Assistant Principals, Dean and CLL	Instructional walk-through focus tool, TTESS Rubric	08/2025 - 06/2026	campus walk-through schedule, walk-through data weekly reviews, student-centered classroom, bell to bell instruction	Professional growth and high-quality teaching	Weekly walk-through data	Local funds Title I funds SCE Funds State Bilingual funds Migrant funds
1) Create campus walk-through schedule 2) Complete 10 walk-throughs per week. 3) Review walk-through data and address areas of need.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
All teachers will be provided with weekly instructional feedback by campus administrators.	Principal, Assistant Principals, Dean and CLL	Instructional walk-through focus tool, TTESS Rubric	08/2025 - 06/2026	TCLC agendas Admin/teacher conferences	Professional growth and high-quality teaching	Weekly walk-through data	Local funds Title I funds SCE Funds State Bilingual funds Migrant funds
1) Schedule time to meet with teachers focusing on addressing no more than 2 areas of need. 2) Provide learning opportunities, ie... peer observations to observed effective strategies based on areas of need. 3) Monitor and follow up with next steps							

Goal Area 4:	Increase Staff Quality, Recruitment and Retention						
Annual Goal 1:	All teachers will deliver high quality, engaging lessons maximizing at least 95% of the instructional time.						
Objective 2:	Provide professional learning opportunities for staff based on observed data using Instructional Focus Walk-Through Form.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus administrators will collect and monitor data supporting maximizing instructional time. Increase classroom technology resources (headphones, laptops)	Campus Administrators, district leaders, curriculum coordinators, directors	Dashboard, Instructional walk-through focus tool, TTESS observations, SGMs data, and TCLCs.	08/2025 - 06/2026	Walk-Through Data, Walk- Through schedule, TLC agenda and sign in sheets, Admin/teacher conferences	Increased quality instructional time, implementation of best practices	Walk-Through Data Reviews	Local, Title I, SCE, State Bilingual, Migrant funds
Action Steps							
1) Campus leadership will review walk-through data and identify areas of need.							
2) Campus leadership will identify staff instructional needs and develop an action plan							
3) Monitor and revise action plan.							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Campus administrators will identify areas of need by teacher	Campus Administrators, district leaders, curriculum coordinators, directors	Dashboard, Instructional walk-through focus tool, TTESS observations, SGMs data, and TCLCs.	08/2025 - 06/2026	Walk-Through Data, Walk- Through schedule, TLC agenda and sign in sheets, Admin/teacher conferences	Increased quality instructional time, implementation of best practices	Walk-Through Data Reviews	Local, Title I, SCE, State Bilingual, Migrant funds
Action Steps							
1) Campus administrators and teacher will develop and monitor professional development goals to address areas of need.							
2) Provide professional development opportunities for staff							
3) Review and monitor achievement of professional development goals.							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School- Wide Component
Action Steps							

Goal Area 4	Increase Staff Quality, Recruitment and Retention						
Annual Goal 2:	District leaders will use evaluation systems to increase staff quality, recruitment, and retention by June 2026.						
Objective 1:	Use data collected in the evaluation system to offer professional growth opportunities for all staff as means of recruitment and retention.						
Strategy 1	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School-Wide Component
Use data to identify district wide areas of needs and create professional development opportunities for staff.	Talent Development Dept., NTS Dept., EOs, Director	PD funds	Quarterly	Professional development offered, agendas and sign in sheets	Improved staff moral, and customer service	PD surveys	T1, #3, #5
Action Steps							
1) Conduct PD goals survey							
2) Work with staff to create trainings							
3) Schedule and hold training							
Strategy 2	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School-Wide Component
Offer career pathway professional leadership growth opportunities	Talent Development, Professional Development, NTS	Funds, time to develop trainings	Quarterly	Career pathways PD trainings	Improved staff moral, and customer service, increase retention rate	PD feedback survey	T1 #3, #5
Action Steps							
1) Conduct survey to identify areas of interest							
2) Create trainings based on data collected							
3) Conduct trainings and evaluate results							
Strategy 3	Persons Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Evaluation	Title-I School-Wide Component
Action Steps							