

**Brownsville Independent School District**  
**Pace Early College High School**  
**2017-2018 Campus Improvement Plan**



# Mission Statement

James Pace Early College High School educates students, graduates leaders and empowers the community.

# Vision

James Pace Early College High School will foster a safe, nurturing, intellectually challenging environment that ensures success for all students by developing pride, accountability, character, and excellence in the classroom, in the home, and in the community.

# Value Statement

**Brownsville Independent School District, rich in cultural heritage, will produce well-educated graduates who can pursue higher educational opportunities and who will become responsible citizens in a changing global society by utilizing all resources to provide equitable opportunities for students.**

# Table of Contents

Brownsville Independent School District, rich in cultural heritage, will produce well-educated graduates who can pursue higher educational opportunities and who will become responsible citizens in a changing global society by utilizing all resources to provide equitable opportunities for students. . . . .	2
Comprehensive Needs Assessment . . . . .	5
Needs Assessment Overview . . . . .	5
Demographics . . . . .	7
Student Achievement . . . . .	9
School Culture and Climate . . . . .	11
Staff Quality, Recruitment, and Retention . . . . .	13
Curriculum, Instruction, and Assessment . . . . .	15
Family and Community Involvement . . . . .	17
School Context and Organization . . . . .	19
Technology . . . . .	20
Comprehensive Needs Assessment Data Documentation . . . . .	22
Goals . . . . .	25
Goal 1: BISD Teachers will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens . . . . .	25
Goal 2: The students in the public education system will demonstrate exemplary performance in the TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities. . . . .	30
Goal 3: The students will be encouraged and challenged to meet their full educational potential. . . . .	32
Goal 4: Through enhanced dropout efforts, all students will remain in school until they obtain a high school diploma and/or pursue a post-secondary education. . . . .	35
Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. . . . .	41
Goal 6: Migrant students will be challenged and encouraged to meet state content standards and assessments that are necessary to graduate on time and enroll in post secondary education while receiving additional supplemental support in order to overcome the obstacles encountered due to their migrant lifestyle. . . . .	43
Goal 7: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. . . . .	51
Goal 8: Our vision for technology is to have all district stakeholders involved in the teaching and learning process seamlessly integrate technology to make informed decisions and advance student achievement and technology literacy to encourage and support creative, innovative, lifelong learning. . . . .	54
System Safeguard Strategies . . . . .	57
State Compensatory . . . . .	59
Budget for Pace Early College High School: . . . . .	59

Personnel for Pace Early College High School: .....	61
Title I .....	62
Schoolwide Program Plan .....	62
Ten Schoolwide Components .....	62
Title I Personnel .....	66
Campus Funding Summary .....	67

# Comprehensive Needs Assessment

## Needs Assessment Overview

Pace Early College High School is located in Brownsville, Texas and is one of seven high schools in Brownsville ISD. The campus was constructed in 1975 with 75 additional classrooms added in the ensuing years. The main campus was originally comprised of 45 classrooms, a cafeteria, library, and gymnasium. Building additions include 21 classrooms in the G-Hall, 39 classrooms in A & J Hall, auditorium, 16 classrooms in K Hall, a small practice gym, and a recently built Athletic Building.

The student population at Pace Early College High School is approximately 1785 and serves students in grades 9 through 12. According to the PEIMS Data Review of our campus profile, 98.5% of the student population is Hispanic and 99.3% are identified as Economically Disadvantaged. Many of our students are first generation Mexican immigrants, 8.7% are classified as Limited English Proficient and majorities are English/Spanish bilingual.

The students of Pace Early College High School are recipients of a well-balanced curriculum. Courses are offered in every subject area necessary for college admission, as well as a diverse range of elective and career and technology courses. The instructional programs include academic core subjects at various levels, such as the Gifted and Talented, Pre-Advanced Placement, Advanced Placement, and Dual Enrollment in collaboration with Texas Southmost College. Pace Early College High School also has a College Preparatory Program known as the Science, Technology, Architecture and Medical Professions (STAMP) available for our Cohort 2018 students. The first group of students entering the STAMP Program beginning in the 2014 – 2015 school year consists of approximately one hundred ninth grade students. Students enrolled at Pace prior to the 2014-2015 school year are eligible to continue with the School of Higher Instruction in Education and Law Disciplines (SHIELD) Magnet program. Along with the magnet programs, the school also offers a Foundation graduation plan with for endorsements in Health Science, Architecture and Construction, Business Management and Administration, Finance, Human Services, and Information Technology. Students entering 9<sup>th</sup> grade for the first time in the 2014 -2015 school year will be under the new foundation high school graduation plan with endorsements. Students that entered high school prior to 2014 – 2015 will have the option to continue with the three graduation plans: the Minimum, Recommended, and Distinguished Achievement Graduation Plan. All students are required to meet the passing standard for the five End of Course STAAR or TAKS Assessments as required by the Texas Education Agency.

The current staff at Pace Early College High School is comprised of 145 teachers, 7 campus administrators, 8 counselors, 23 professional support personnel, and 17 educational aides. The ethnicity of the Pace Early College High School staff is 82.4% Hispanic and 17.6 % Caucasian while the teaching staff is also 54.2% male and 45.8% female.

Pace Early College High School's most recent campus initiatives include the following:

1. Introduction of the STAMP College Prep Program beginning 2014-2015 to the present.
2. Designation in 2014 by the Texas Education Agency as an Early College High School.
3. Increased participation in the Texas Success Initiative College Entrance Exam across all grade levels.

4. Accelerated Instruction for all students needing remediation to meet standards on the EOC.
5. Texas Literacy Initiative instructional strategies across all subject areas and disciplines.
6. I3 Instructional Coaching for core area subject teachers.
7. TSI College Entrance Testing Site.
8. 2015- 16 Annual Big Event

Pace Early College High School promotes numerous student clubs and organizations. Students are encouraged to participate in extracurricular activities such as sports, choir, band, NHS, Student Council, Class Clubs, drama, science club, math club, HOSA, Skills USA, BPA, FCCLA, TAFE, Interact, UIL Academics, and other student clubs/ organizations.

School Namesake: James Pace Early College High School

School Colors: Green and White

School Mascot: Viking

School Song: The Victors

School Motto: Pride, Accountability, Character, and Excellence

The Pace Early College High School faculty and staff are committed to the following goals:

- Providing a safe learning environment for all students.
- Ensuring all students met or exceed the requirements for graduation.
- Ensuring special populations of students are identified and serviced.
- Providing quality, engaging instruction for all students.
- Providing course offerings in AP and DE affording student the opportunity to complete 60 credit hours in High School.
- Improving teacher effectiveness across all disciplines.
- Increase use of educational technology as a tool for learning.

# Demographics

## Demographics Summary

Pace Early College High School houses a student population of 2,058 students servicing grades 9th - 12th. The student body is composed of 96.6% economically disadvantaged students, 72.34% at-risk students, and 11.9% English Language Learners while the mobility rate for the most recent school year is 16.1%. The ethnic distribution is 98.5% Hispanic, 1.2% White, 0.1% African American, and 0.1% Asian. The retention rate is as follows: All students 11.7% and At-Risk students 16.2%. The Attendance Rates for the school year were 95.7% for all students and 95.2% for At-Risk students. The dropout rates for the school year were 0.8% for all students and 1.5% for at-risk students. Moreover, the completion rates for the school year were 97.4% for all students and 96.1% for at-risk students. The Graduation Rates for the school year were 88.5% for all students and 86.7% for at risk students.

## Demographics Strengths

Amongst the many strengths in school-wide academic program, we ensure that all students are serviced based upon their area of eligibility (i.e. At-Risk, Economically Disadvantaged, Migrant, Limited English Proficiency, etc.) All programs are geared towards academic success with the goal of graduating students college and career ready. Pace students are also afforded other academic opportunities through the various career pathways which include programs within the School of Technology, Architecture, and Medical Professions. Pace Early College High School has identified the following demographic strengths.

- Attendance Rate increase to 96.3% meeting state standard
- CTE Enrollment in career pathways
- At-Risk Tutorial Enrollment.
- Enrollment increase
- Cohort Express/ GAP Attendance

## DEMOGRAPHIC NEEDS:

- Increase enrollment to 2000+ (1.8, 4.10)
- Increase the number of students in clubs, fine arts, and athletics. (1.8)
- Decrease the number of dropouts below the state average. (4.2, 4.3, 4.6)
- Increase graduation and completion rate. (4.4, 4.1, 4.7)
- Keep at-risk students in school through support services provided by dean of instruction, dropout specialist, communities in schools, probation officer, and at-risk counselor. (4.4, 4.5, 4.6, 4.3, 4.2)
- Provide at-risk tutorials during the school day and after school. (1.3, 4.7)
- Provide credit recovery programs during the school day and after school. (4.5)
- Provide a lead teacher to oversee credit recovery, saturday academies, and after school tutorials. (4.5)

- Increase number of dual enrollment credit offerings for students to stay at Pace. (2.4)
- Migrant students will be provided with services to keep students in school and successfully complete requirements. (7.1,7.3)

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Pace student performance in Reading was significantly below all student performance for ELL 30 pts. for ELL and Special Education 24 pts. On the 2017 EOC Test. **Root Cause:** Reading instructional time provided and the interventions used were not sufficient to close the performance gap.



## Student Achievement

### Student Achievement Summary

Pace Early College High School met standard in all the indicies of the Texas Education Agency 2016 Accountability Report. The indicies and scores are in Student Achievement with an index score of 74, Closing Performance Gaps with an index score of 44, and Post secondary Readiness with an index score of 68. As a campus for all subjects combined 74% of students scored at a phase-in satisfactory standard while the passing rate for sub populations was 49% for special education, 74% for economically disadvantaged, 44% for English language learners, and 69% for At-Risk. In English Language Arts as a campus group 62% of students scored at a phase-in satisfactory standard while the passing rate for sub populations was 30% for special education, 62% for economically disadvantaged, 19% for English language learners, and 45% for At-Risk. In Mathematics as a campus group 87% of students scored at a phase-in satisfactory standard while the passing rate for sub populations was 74% for special education, 87% for economically disadvantaged, 78% for English language learners, and 85% At-Risk. In Science as a campus group 84% of students scored at a phase-in satisfactory standard while the passing rate for sub populations was 65% for special education, 84% for economically disadvantaged, 53% for English language learners, and 76% for At-Risk. In Social Studies as a campus group 92% of students scored at a phase-in satisfactory standard while the passing rate for sub populations was 76% for special education, 92% for economically disadvantaged, 85% for English language learners, and 90% for At-Risk.

### Student Achievement Strengths

The Texas Education Agency Calculates student progress based upon current and prior year performance in the areas of Mathematics and English Language Arts for each student. In the most recent accountability report Pace ECHS showed 56% of all students tested met or exceeded in the areas of Mathematics. Additionally 60% of all English language learners testing in mathematics met or exceeded progress according to the state calculation. Amongst the most notable achievements of James Pace Early College High School is the recognition for receiving seven out of seven distinction designations in the areas of English Language Arts, Mathematics, Science, Social Studies, Top 25% student progress, and Post secondary Readiness. When compared to similar schools across the state Pace ECHS ranked in the top quartile in the areas of AP examination participation & performance and ACT Performance. In similar comparison for mathematics Pace ECHS ranked in the top quartile in the areas of ACT Performance, SAT Performance, AP Exam Participation, and student growth in mathematics.

### STUDENT ACHIEVEMENT NEEDS

Based on the Spring 2017 data, ELLs and SPED Sub-pops under ELA I and ELA II continue to be areas in need of improvement.

- Furnish two updated computer labs for all populations and subpopulations. (7.3, 9.1)
- Provide professional development on effective instruction and core area achievement. (4.4)
- Provide professional development on EOC targeted instruction. (4.4)

- Provide core area EOC, AP, PSAT, SAT, ACT, and TSI tutorials after school and on Saturdays. (1.3, 4.7)
- Provide a lead teacher to oversee credit recovery, saturday academies, and after school tutorials. (4.5)
- Provide summer regaining of credit and summer enrichment opportunities. (1.8)
- Supply students with EOC formatted materials including: workbooks, flip charts, reference charts, diagrams, flash cards, and reference materials. (1.1, 1.2)
- Supply students with classroom materials including: paper, composition books, cutting materials, working folders, glue, pencils, pens, markers, highlighters, index cards, rings, colored pencils, etc. (1.2)
- Provide students with lab materials to be successful and learn process skills on EOC exams. (1.2)
- Migrant students need to be provided with a lab to use as an available resource both during the day and afterschool. (7.2, 7.3, 7.4)
- PFS students require additional resources and technology to successfully complete the high school curriculum and any and all post-secondary readiness assessments. (7.25)

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Pace student performance in Reading was significantly below all student performance for ELL 30 pts. for ELL and Special Education 24 pts. On the 2017 EOC Test. **Root Cause:** Reading instructional time provided and the interventions used were not sufficient to close the performance gap.

## School Culture and Climate

### School Culture and Climate Summary

Pace Early College High School administration and staff takes preventive measures for safety and emergency management purposes. Procedures to promote safety include stationing security personnel at various points of school for monitoring. Personnel at Pace include 5 security guards, 1 police officer, 1 probation officer, and 3 hall monitors. Disciplinary policies are progressive with counseling services offered at various stages of the discipline process.

Discipline data is entered in review 360 where it is subsequently tracked for trends in behaviors. Widespread student participation in activities is promoted through events such as Viking Rush, Meet the Teacher Night, and Fish Camp. Students are actively recruited for programs during the lunch periods and after school.

### School Culture and Climate Strengths

Amongst the many strengths that Pace Early College High School has to offer to the community and the faculty the following have been identified as major strengths.

- Designation as an Early College High School
- incorporating the common instructional framework through the i3 grant
- TLI Specialist Support
- At-Risk Counselor Support for students at risk of dropping out
- Early College High School Counselor for support in Dual Enrollment
- Drop Out Prevention Specialist support to increase the graduation rate and prevent students from dropping out

### SCHOOL CULTURE AND CLIMATE NEEDS:

- Decrease the number of discipline referrals. (2.1)
- Increase the number of teacher sponsored student clubs.
- Provide trainings for students and teachers on bullying. (5.1)
- Increase faculty and staff attendance rate during the school year. (8.7)
- Increase faculty and staff attendance rate at school & district sponsored events. (8.7)
- Provide at least two culture and climate surveys throughout the school year. (8.5, 9.3)
- Provide teacher and student news on the announcements throughout campus.
- Provide trainings for students and teachers on bullying. (5.1)

## **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** Pace student performance in Reading was significantly below all student performance for ELL 30 pts. for ELL and Special Education 24 pts. On the 2017 EOC Test. **Root Cause:** Reading instructional time provided and the interventions used were not sufficient to close the performance gap.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Pace Early College High School employs teachers that are highly qualified to teach in their content areas for all academic areas. New teachers are provided support through a variety of way including, but not limited to Texas Literacy Instructional Coach, Investing in Innovation Instructional Support Coaches, campus Dean of Instruction, assigned mentor teachers, campus administration, and trainings both inside and outside the district. Current initiatives to build capacity include a cohort of teachers receiving support to teach students at a higher level of rigor. Another group of teachers has been provided with scholarship opportunities to attain a masters degree in their content area through the University of Texas at Brownsville.

Professional growth opportunities are offered at the district level during the school day, after school, weekends, and out of district as needed. Topics include At-Risk Instructional strategies, rigor, EOC (STAAR), Literacy, DOK, Bloom's Taxonomy, AP, Dual Enrollment, GT and many others. The expectation at Pace ECHS is that teachers attend professional growth opportunities as needed and determined in collaboration with faculty and administration.

Teachers will be recipients of awards during the annual Pace ECHS Awards Night Ceremony which takes place in the Spring Semester. Students write about who is the most influential person in their lives and the teachers with the most stories received receive an award called the "Apple Award." Teachers feel celebrated which helps with retention and recruitment.

### **Staff Quality, Recruitment, and Retention Strengths**

Identified strengths for staff quality, recruitment, and retention include the following:

- Opportunities for teachers to teach dual enrollment & AP courses.
- Tutorials paid after school through special programs, advanced academics, and special education funds.
- Opportunities to attend professional development in AP, GT, Pre-AP, and DE strategies.
- TLI professional development opportunities available for all teachers.
- i3 Early College Grant professional development available for all teachers.
- Instructional Alignment meetings held throughout the school school for all core areas.
- Trainings provided outside of the district.
- Opportunities for teachers to win awards.

### **STAFF QUALITY, RECRUITMENT, RETENTION NEEDS:**

- Increase the number of teacher-led professional development. (1.1)
- Pay curriculum planning time for core area teachers. (1.1)
- Increase the number of teachers with a master's degree that could offer dual enrollment courses. (3.7)

- Increase the number of AP courses offered. (6.1)
- Offer new opportunities to incorporate technology into the classroom (9.4)
- Provide a lead teacher to oversee credit recovery, saturday academies, and after school tutorials. (4.5)
- Recommend and recruit teachers with a master’s degree and those to service special populations including at-risk, economically disadvantaged, and migrant teachers. (4.1)
- Provide teachers with the opportunity to attend professional development outside of the school and district. (1.5)
- Provide teachers with the opportunity to attend professional development at the Regional Educational Service Centers. (1.5)
- Provide each new teacher with a mentor teacher and instructional coaching.
- Ensure that all teachers are furnished with subject area materials. (2.1)
- Provide opportunities for professional development in servicing low performing sub-populations. (4.4)
- Provide staff to service economically disadvantaged, at-risk, and migrant students. (4.1)

### **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** Pace student performance in Reading was significantly below all student performance for ELL 30 pts. for ELL and Special Education 24 pts. On the 2017 EOC Test. **Root Cause:** Reading instructional time provided and the interventions used were not sufficient to close the performance gap.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

It is the belief that student success begins with good instruction aligned to a guaranteed and viable curriculum. Specifically, Pace Early College has provided a research based instructional strategies for all classroom teachers and continues to implement the common instructional framework along with strategies to improve literacy. Additionally, Pace Early College Faculty will consistently utilize the District Scope and Sequence to plan and deliver aligned instruction and assessment in all subject areas. Throughout the current school year the faculty will continue to receive coaching, training, ongoing professional development, and support in all of the content areas to be empowered to meet the needs of our students. Moreover, Pace Early College will continue to seek out and implement response to intervention strategies, use rigorous assessments as tools for learning, and identify and refine current data systems to better track student progress. Student data as provided through eSchools, Tango Trends, and Eduphoria will continue to inform our instructional practice if we are to realize greater gains in narrowing our current achievement gaps in a culture of high performance.

### **Curriculum, Instruction, and Assessment Strengths**

The following strengths can be noted when assessing curriculum, instruction and assessment practices at Pace Early College High School.

- Followed district benchmark dates.
- Curricular support from curriculum specialists in all core area subjects.
- Instructional support from the Dean of Instruction.
- Texas Literacy Initiative instructional coaching support.
- Investing In Innovation Early College instructional coaching support.
- Scope and sequence provided by the district curriculum office.
- Compass Odyssey available for student remediation in all core areas, EOC, SAT, ACT, and TSI.
- EOC STAAR practice books available to all EOC teachers for remediation.
- Print teacher created materials for continuous use throughout the school year through media services.
- Weekly curricular, instructional, and data meetings scheduled weekly with campus administration and core teachers are held weekly.

### **CURRICULUM, INSTRUCTION, AND ASSESSMENT NEEDS:**

- Synchronize assessments in core area subjects amongst teachers to more effectively track student progress. (1.1)
- Paid curriculum planning time for core area teachers. (1.1)
- Implement the College and Career Readiness Standards across all grade levels. (1.5)
- Provide teachers the opportunity to create assessments that monitor student progress on core area TEKS throughout the school year. (1.1)
- Provide a lead teacher to oversee credit recovery, saturday academies, and after school tutorials. (4.5)
- Provide teachers the opportunity for curriculum writing throughout the school year. (1.1)

- Provide accelerated instruction for students during the school day through at-risk tutorial classes. (4.7)

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** Pace student performance in Reading was significantly below all student performance for ELL 30 pts. for ELL and Special Education 24 pts. On the 2017 EOC Test. **Root Cause:** Reading instructional time provided and the interventions used were not sufficient to close the performance gap.



## **Family and Community Involvement**

### **Family and Community Involvement Summary**

At Pace Early College High School parents take an active role in their children's education. Pace has taken steps to facilitate the communication between parents and teachers with the goal of improving the academic program. Teachers at Pace are encouraged to communicate with parents especially for concerns over the student's academic progress and attendance. All teachers at Pace have been provided with a classroom phone and parent contact log which ensures ongoing communication throughout the school year. Additionally teachers have been provided with website development training which opens the door to digital communications through email and assignments posted on teacher websites.

### **Family and Community Involvement Strengths**

The following strengths can be noted when assessing Family and Community Involvement practices at Pace Early College High School.

- Consistent parent attendance at regular parent meetings.
- Free tax preparation for community and parents.
- Meetings held for sub-populations including migrant and LEP students.
- Home visitors and dropout specialists visit with parents of students exhibiting difficulty staying in school and passing classes.

### **FAMILY AND COMMUNITY INVOLVEMENT NEEDS:**

- Increase the number of parents attending the parental involvement meetings. (8.8)
- Include at-risk team members in parental involvement meetings. (4.3, 4.2, 4.6)
- Offer parents a snack and refreshments at parental involvement meetings. (8.8)
- Provide parents with opportunities to volunteer and become involved with school functions. (8.10)
- Campus will provide counseling services in a timely manner to economically disadvantaged students. (4.3)
- The campus will have the necessary resources to conduct home visits as needed for absent and failing students. (8.6)
- Migrant parents will have meetings to ensure timely services and passing grades. (7.1)
- Migrant dept. will provide school supplies, clothing and hygiene products for migrant students as needed. (7.2)
- Pace ECHS will provide community service one day a year to it's surrounding community.

### **Problem Statements Identifying Family and Community Involvement Needs**

**Problem Statement 1:** Pace student performance in Reading was significantly below all student performance for ELL 30 pts. for ELL and Special Education

24 pts. On the 2017 EOC Test. Reading instructional time provided and the interventions used were not sufficient to close the performance gap. The strategies/interventions utilized include Tutorials, Saturday Academies, Nite-Writes, and smaller numbers in the ELA depart **Root Cause:** Reading instructional time provided and the interventions used were not sufficient to close the performance gap.

## School Context and Organization

### School Context and Organization Summary

Pace has recently undergone a transformation in many ways, one of the most important changes has been the recent designation as an Early College High School. The Early College design is geared towards making at-risk students college ready before they graduate so that they may also earn college credits while in high school. The recently acquired Science, Technology, Architecture, and Medical Professions (STAMP) Program allows students to study in the high demand fields and earn distinctions for program completion upon graduation. Pace Early College administration is comprised of the Principal, one Dean of Instruction, and 5 Assistant Principals with one Assistant Principal per grade level and one for special education.

### School Context and Organization Strengths

The following strengths can be noted when school context and organization at Pace Early College High School:

- Weekly meetings with department & strand teachers.
- One administrator and counselor assigned by grade level.
- Campus room assignments given by grade level for a school within a school concept.
- CTE strands clustered to facilitate career strand planning.
- Early College High School has been designated for freshman students.
- Closed campus for students in 9th & 10th grade.
- Weekly at-risk team meetings to decrease the dropout rate

### SCHOOL CONTEXT AND ORGANIZATION NEEDS:

- Use review 360 for all discipline infractions. (8.7)
- Use review 360 for all meetings, telephone conversations, and documentation. (8.7)
- Ensure that important dates and events are all posted on the Pace main web page. (8.1)

### Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** Pace student performance in Reading was significantly below all student performance for ELL 30 pts. for ELL and Special Education 24 pts. On the 2017 EOC Test. **Root Cause:** Reading instructional time provided and the interventions used were not sufficient to close the performance gap.

# Technology

## Technology Summary

Instructional technology at Pace Early College is a tool used as part of the learning environment for the administration, teachers, and students as we work together to promote student achievement infused with 21st century technology skills. Amongst the tools provided to teachers and students are teacher computers, laptops on wheels for classroom use, ipads on wheels for classroom use, student computer labs, mobi school pads, and cps clickers. Software offered include compass odyssey.

## Technology Strengths

The following strengths have been noted when assessing instructional technology use at Pace Early College:

- eSchools: Parents, teachers, administrators.
- Digital Walkthroughs via eduphoria.
- Projectors in all classrooms.
- Mobi pads available for more than half campus teachers.
- 10 computers on wheels available.
- Digital work order system for technology and custodial needs.
- iPad minis, two classroom sets.
- Updated website with current news and information.

## **TECHNOLOGY NEEDS:**

- Xerox machines need to be networked. (9.3, 9.5)
- Supplies needed include: cables, cable ends, tools. (9.3, 9.5)
- Computer labs need to be updated due to non-supported operating systems (XP) in 80% of campus labs. (9.1)
- Furnish two new computer labs to replace non-supported labs. (9.1)
- Provide toners and printer maintenance kits to keep current printers working. (9.4,4.18)
- Utilize technology to enhance instruction through tablets and voice amplifiers and in trainings. (9.2, 4.19)
- Increase utilization of instructional remediation programs through computers. (9.3)
- Printer maintenance kits to keep printers running. (9.4)
- Technology Specialist to ensure all technology (labs and equipment) is fully functional and maintained. (1.2)

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Pace student performance in Reading was significantly below all student performance for ELL 30 pts. for ELL and Special Education 24 pts. On the 2017 EOC Test. **Root Cause:** Reading instructional time provided and the interventions used were not sufficient to close the performance gap.

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data

- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

### **Employee Data**

- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data



# Goals

**Goal 1: BISD Teachers will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens**







**Performance Objective 1:** Increase percentage of students meeting satisfactory passing standards in all EOC subject areas from 74% to 90% and meeting or exceeding progress from 56% to 65%. Also, including the Post-Secondary Readiness Assessments to include a higher participation rate.

**Evaluation Data Source(s) 1:** Results from Texas Education Agency 2017 Index 1 through 4 calculation report for all core area EOC subjects.

**Summative Evaluation 1:** Exceeded Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6 CSF 7</p> <p>1) Core area teachers will have opportunities to produce classroom instructional materials through curriculum writing for all Title IA students based on student performance on exams. Population: Title IA, At-Risk, Migrant, LEP, SPED Timeline: Sept 1 - June 30 CNA: p. 17</p>		Principal; Dean of Instruction;	Formative: Completion of instructional materials and curriculum including exams, quizzes, and group activities. Summative: EOC exam results.				
Funding Sources: 211 Title I-A - 11000.00							

<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>2) Tutorials will be provided to economically disadvantaged students needing remediation and accelerated instruction in the core content areas as well as for Post-Secondary readiness Standards. Tutorials will be offered as the following: Nite Write, After School, Saturday Academies, and Morning Express Tutorials. A lead teacher will be provided to oversee all of the programs and a technology specialist to ensure technology is functioning appropriately during all programs. Population: Title IA, At-Risk, Migrant, LEP, SPED Timeline: Sept 1 - June 30 CNA: p. 11</p>	1, 3, 5, 9	Dean of Instruction; Principal, Lead Teacher	Formative: Walkthroughs, lesson plans, attendance rates, class grades, Summative: EOC scores, Core Area Passing Rates and Post-Secondary Assessment Scores.				
Funding Sources: 211 Title I-A - 35510.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>3) Teachers will research and develop assessments by strand that are aligned to state assessments using STAAR test maker and Tango Trends. Population: Title IA, At-Risk, Migrant, LEP, SPED Timeline: Sept 1 - June 30 CNA: p. 17</p>	8	Dean of Instruction; EOC Teachers	Formative: Tango Data Reports; STAAR Tests Created. Summative: Campus Assessment Scores.				
Funding Sources: No Funds Required - 0.00							
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>4) Provide training for core teachers and support staff in the areas of technology, state assessments, accountability, and EOC. Instructional practices including knowledge, rigor, alignment, academic vocabulary, and scaffolding. Population: Title IA, At-Risk, Migrant, LEP, SPED Timeline: Sept 1 - June 30 CNA: p. 17</p>	1, 3, 4, 8	Principal; Dean of Instruction; Technology Specialist	Formative: Professional Development evaluation from ERO. Summative: Lesson Plan Implementation				
Funding Sources: 211 Title I-A - 59500.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>5) Core area highly qualified teachers (7) will be utilized to meet the needs of Title IA students in order to ensure that academic progress in attained and gaps are closed. Population: Title IA, At-Risk, Migrant, LEP, SPED Timeline: Sept 1 - June 6 CNA: p. 15</p>	1, 3, 10	Principal; Dean of Instruction; Assistant Principal	Formative: Walkthroughs Summative: PDAS Evaluation.				
Funding Sources: 211 Title I-A - 441641.00							

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>6) Two Library aides will work with library instructional materials to make them available to students, faculty and staff as well as promote literacy and safety through the use of an ID machine which will be utilized for purposes that include checking out books, calculators, computer usage, transportation, and for identification for testing.</p> <p>Population: Title IA, At-Risk, Migrant, LEP, SPED Timeline: Sept 1 - June 6 CNA: p. 15</p>	1, 10	Dean of Instruction; Librarians	Formative: Walkthroughs Summative: Evaluation.				
<p>Funding Sources: 211 Title I-A - 55820.00</p>							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>7) A summer bridge for incoming freshman and cohort express for at-risk/ title IA students will be offered in the summer time to ensure students stay in school and graduate on time.</p> <p>Population: Title IA, At-Risk, Migrant, LEP, SPED Timeline: May 30 - June 30 CNA: p.13</p>	1, 2, 3, 6, 7, 10	Dean of Instruction; Summer School Administrator	Formative: Course Credit Completion; Summer Bridge Course Completion; Summative: Attendance Rates in program; Enrollment Count.				
<p>Funding Sources: 211 Title I-A - 13425.00</p>							
<p align="center"><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 4 CSF 6</p> <p>8) A clerical assistant will work with the guidance and counseling department to ensure that students are serviced through the guidance and counseling department.</p> <p>Population: Title IA, At-Risk, Migrant, LEP, SPED Timeline: Sept 1 - June 6 CNA: p. 15</p>	1, 10	Head Counselor; Counselors, Dean of Instruction.	Formative: Students serviced through counselor. Summative: Performance Evaluation				
<p>Funding Sources: 211 Title I-A - 21586.00</p>							
<p align="center">  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							

**Goal 1:** BISD Teachers will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens

**Performance Objective 2:** Students at Pace Early College High School will choose a day to give back to their community by sponsoring a day of community service entitled "The Big Event." Teachers, administrators, and students alike will take part in this endeavor.

**Evaluation Data Source(s) 2:** Principal, Dean, Administrators, and Teachers.

**Summative Evaluation 2:** Exceeded Performance Objective

**Goal 1:** BISD Teachers will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens

**Performance Objective 3:** Teachers will receive professional development on and off campus and work together to build a cohesive campus climate through team-building exercises in order to improve their teaching ability thus producing well-rounded graduates who are college ready. This 2017-18 school year we will incorporate the team-building concept at our local bowling alley. The staff will participate in games and team-building exercises to bring unity and cohesiveness to each department.

**Evaluation Data Source(s) 3:** Evaluations post staff development, walk-throughs, evaluations conducted by administrators.

**Summative Evaluation 3:**







**Goal 1:** BISD Teachers will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens

**Performance Objective 4:** SAT and AP passing rates will increase by 5% for the 2017 - 2018 school year.

**Evaluation Data Source(s) 4:** SAT and AP scores.

**Summative Evaluation 4:** Exceeded Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June

<p>1) Teachers in the AP and upper core areas will implement AP Tutorials to provide intense instructional support for students taking AP and SAT exams.</p> <p>Population: All Students</p> <p>Timeline: August 2017 - June 2018</p> <p>CNA: p. 11</p>	<p>Assistant Principal; Department Heads;</p>	<p>AP Tutorial Sign-In sheets.</p>				
<p>2) AP Tutorials will be provided to students outside of the regular school day to focus on necessary objectives for the AP subject exams.</p> <p>Population: All Students</p> <p>Timeline: August 2017 - June 2018</p> <p>CNA: p. 11</p>	<p>Assistant Principal; Department Heads</p>	<p>AP score roster 2017-2018</p>				
<p>  = Accomplished          = Continue/Modify          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>						

**Goal 2: The students in the public education system will demonstrate exemplary performance in the TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.**

**Performance Objective 1:** The students in the public education system will be provided with educational opportunities that address safety, health, nutrition, substance abuse, and violence prevention.

**Evaluation Data Source(s) 1:** Pace ECHS will improve in the overall wellness of the students, staff as well as the community members by promoting healthy lifestyles and awareness.

**Summative Evaluation 1:** Exceeded Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Instructional Materials Students will utilize the instructional resources necessary to effectively cover the TEKS objectives in all fine arts areas. Students will have sufficient access to supplies, materials, and resources in fine arts courses. Population: All Students Timeline: August 2017 - April 2018 CNA: PG 11		Asst. Principals, Fine Arts Teachers	Formative: Students Sign-ins and participation logs  Summative: Concert				
	Funding Sources: No Funds Required - 0.00						
2) Practice Students will practice, prepare, perform, and compete at district, regional, and state competitions to improve student and group performance. Population: All Students Timeline: August 2017 - April 2018 CNA: PG 11		Asst. Principals, Fine Arts Teachers	Formative: Practice Logs, Lesson Plans, Walk throughs  Summative: Performance Results				
	Funding Sources: No Funds Required - 0.00						
3) Curriculum Alignment All fine arts classes will incorporate and align skills and content from Math, English, and Science in order to improve student performance on state tests. Population: All Students Timeline: August 2017 - April 2018 CNA: PG 11		Ass.t Principals, Fine Arts Teachers	Formative: Curriculum Writing  Summative: STAAR Results				
	Funding Sources: No Funds Required - 0.00						

<p>4) Dual Enrollment Students will be afforded the opportunity to gain College Dual Enrollment Credit for Fine Arts course, Piano, as an additional program course. Students will also be given the opportunity to receive college credit through AP Fine Arts courses which will include Music Theory, Music Appreciation, And Studio Art. Population: All Students Timeline: August 201 - April 2018 CNA: PG 11</p>	Asst. Principals, Fine Arts Teachers	Formative: Walk-throughs, Lesson Plans, Progress Grades				
	Funding Sources: No Funds Required - 0.00					
<p>5) Professional Development Campus faculty will have access to professional development opportunities for the purposes of meeting or exceed BISD Fine Arts student performance standards. Population: All Students Timeline: August 2017 - April 2018 CNA: PG 11</p>	Asst. Principals, Fine Arts Teachers	Formative: Turn Around Training				
	Funding Sources: No Funds Required - 0.00					

### Goal 3: The students will be encouraged and challenged to meet their full educational potential.

**Performance Objective 1:** Increase the percentage of students applying to Early College or College After High School to 100% by having students take the TSI, Apply for Financial Aid, and Apply for 2 or 4 year Colleges and Universities.







**Evaluation Data Source(s) 1:** Percentage of students having taken the TSI Assessment, given Financial Aid, and accepted into a College or University.

**Summative Evaluation 1:** Exceeded Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 2 CSF 6</p> <p>1) Early College High School Students will take the TSI Pre-Assessment through Geometry, Algebra II, or Environmental Systems Courses. The students that have passed will take the TSI exam. Population: ECHS Students Timeline: August 29 - June 06 CNA: p. 11</p>	2, 5	Early College Director; Early College Counselor	<p>Formative: Percentage of students having the TSI pre-assessment, taken the TSI, and applied to Pace Early College.</p> <p>Summative: Percentage of students applying to the Early College High School.</p>				
				Funding Sources: 199 Local funds - 9000.00			
<p><b>Critical Success Factors</b> CSF 2 CSF 6</p> <p>2) Early College Students who have taken at least the reading portion of the TSI assessment will complete the Texas Common Application through the Advise TX college center. Population: ECHS Students Timeline: August 29 - June 06 CNA: p. 11</p>	2	Early College Director; Early College Counselor	<p>Formative: Number of students who enter the lab to begin the common application.</p> <p>Summative: Percentage of Early College Students who have completed the Texas Common Application for Pace Early College High School admission.</p>				
				Funding Sources: No Funds Required - 0.00			
<p><b>Critical Success Factors</b> CSF 1</p> <p>3) Students in AP courses will be offered tutorial classes to reinforce AP curriculum and prepare students for AP tests. Population: ECHS Students Timeline: August 29 - June 06 CNA: p. 11</p>	1, 3, 5	ECHS Counselor, Asst. Principals	<p>Formative: Attendance sheets</p> <p>Summative: AP Scores</p>				
				Funding Sources: No Funds Required - 0.00			



<p>4) Financial Aid nights will be held to assist students and parents with completing all college required paperwork and applications to increase college attendance. Population: ECHS Students Timeline: August 29 - June 06 CNA: p. 11</p>	6	ECHS Counselor, Asst. Principals	Formative: Sign in Sheets Summative: Counselors Report				
	Funding Sources: No Funds Required - 0.00						
<p>5) Advise TX will work in conjunction with UTB to provide guidance in college applications and research to increase student university applications and attendance. Population: ECHS Students Timeline: August 29 - June 06 CNA: p. 11</p>	6, 7, 10	ECHS Counselor, Asst. Principals, Advise TX Advisor	Formative: Sign in Sheets Summative: Application Logs				
	Funding Sources: No Funds Required - 0.00						
<p>6) BISD college fair will be held annually to expose students to various colleges and universities and inform them of application requirements and degrees offered. Population: ECHS Students Timeline: August 29 - June 06 CNA: p.11</p>	6, 7	ECHS Counselor, Asst. Principals, Advise TX Advisor	Formative: Sign in sheets Summative: Enrollment Lists				
	Funding Sources: No Funds Required - 0.00						
<p>7) Dual Enrollment and AP Courses will be offered to students to gain college hours before graduation. Population: ECHS Students Timeline: August 29 - June 06 CNA: p. 11</p>	5	ECHS Counselor, Asst. Principals	Formative: Master Schedule Summative: Student EOY Grades				
	Funding Sources: No Funds Required - 0.00						
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>8) Students that have behavior intervention unit will have timely access as per the Individualized Education Plans. Behavior intervention teachers and paraprofessionals will have access to timely communication regarding student needs and interventions. Population: ECHS Students Timeline: August 29 - June 06 CNA: p. 11</p>	1, 5	Special Education Assistant Principal; Special Education Department Chairperson	Formative: Students remaining in class for the duration of the period. Summative: decrease in discipline referrals, increased grades and increased test scores.				
	Funding Sources: 166 State Special Ed. - 1134.00						
<p><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>9) Teachers will contact students that are absent during their first period class during homeroom time to ensure the students report to school on a consistent and timely basis. Population: ECHS Students Timeline: August 29 - June 06 CNA: p. 11</p>	2, 6, 9	PEIMS Administrator	Formative: Teacher documentation Summative: Attendance Rates				
	Funding Sources: No Funds Required - 0.00						

<p><b>Critical Success Factors</b> CSF 1 CSF 6 CSF 7</p> <p>10) 10) Students will vote/nominate/write about the teacher who has been the most influential throughout their high school tenure. The Teacher with the most votes/nominations will be the recipient of an award to be presented on Award's Night.</p> <p>Population: Pace ECHS Students, and Teachers</p> <p>Timeline August 29 - June 06</p> <p>CNA: p. 13</p>	1, 3, 5, 10	Dean of Instruction	Formative: Student documentation				
<p>Funding Sources: 211 Title I-A - 300.00</p>							
<p>  = Accomplished          = Continue/Modify          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							

**Goal 3:** The students will be encouraged and challenged to meet their full educational potential.

**Performance Objective 2:** Students will vote/nominate/write about the most influential educator during their high school tenure.

**Evaluation Data Source(s) 2:** Administration will tally the votes for award recipients.

**Summative Evaluation 2:** Exceeded Performance Objective

**Goal 4: Through enhanced dropout efforts, all students will remain in school until they obtain a high school diploma and/or pursue a post-secondary education.**

**Performance Objective 1:** Pace Early College High School will develop prevention and intervention strategies that increase At-Risk achievement on STAAR by 10%, increase the At-Risk attendance rate by 10%, increase the high school completion rate to 95%, and increase the high school graduation rate to 80%.

**Evaluation Data Source(s) 1:** STAAR, At-Risk Student Attendance Rate, Retention Rate, Recidivism Rate, Graduation Rate, and Completion Rate

**Summative Evaluation 1:** Exceeded Performance Objective







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>1) Highly Qualified teachers will be utilized to meet the needs of At-risk students in order to ensure that academic progress is attained and gaps are closed. Two math teachers and one stars teacher. Population: AR, Ti, Mi, LEP Timeline: Aug 22, 2017 - June 6, 2018 (Daily) CNA: p. 15</p>		Principal; Dean of Instruction; Assistant Principal; Administrator for State Compensatory Education	Formative: Walkthroughs, Lesson Plans, Student Progress Reports, Benchmark Scores Summative: STAAR				
Funding Sources: 162 State Compensatory - 185922.00							

<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>2) A Program specialist will help students stay in school and complete in 4 years as well as monitor dropout intervention programs. Population: AR, TI, MI, LEP Timeline: Aug. 2017 - June 6, 2018 (Daily) CNA: p. 15</p>	<p>Principal; Dean of Instruction; Assistant Principal; Administrator for State Compensatory Education</p>	<p>Formative: eSchool PLUS, At-Risk Progress Reports, Student Progress Reports, Benchmark Scores Summative: STAAR, Dropout Rate, Retention Rate, Completion Rate, Graduation Rate</p>				
<p>Funding Sources: 162 State Compensatory - 52356.00</p>						
<p align="center"><b>Critical Success Factors</b> CSF 4 CSF 6</p> <p>3) An At-Risk Counselor will service students who are at risk of dropping out by providing guidance and information about available programs and resources designed to assist them. Population: AR, TI, MI, LEP Timeline: August 1, 2017 - June 18, 2018 (Daily) CNA: p. 11</p>	<p>Dean of Instruction; Administrator for State Compensatory Education</p>	<p>Formative: eSchool PLUS At-Risk Progress Reports, Student Progress Reports, Benchmark Scores Summative: STAAR Dropout Rate, Retention Rate, Completion Rate, Graduation Rate</p>				
<p>Funding Sources: 162 State Compensatory - 76732.00</p>						
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 6 CSF 7</p> <p>4) The Dean of Instruction will ensure that all curriculum is aligned, all teachers received needed trainings, all At-Risk students receive all needed programs and support services, and that all tutorials are aligned to meet the needs of struggling students Population: AR, TI, MI, LEP Timeline: July 2017 - June 2018 CNA: p. 11</p>	<p>Principal; Administrator for State Compensatory Education</p>	<p>Formative: ERO Session Evaluation Report, ERO Session Attendance Report, Lesson Plans, Classroom Observations, Student Progress Reports, Benchmark Scores Summative: STAAR, Dropout Rate, Retention Rate, Dropout Rate</p>				
<p>Funding Sources: 162 State Compensatory - 65127.00</p>						
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>5) Regaining of credit will be offered before and after school through A+, Compass, and API modules to provide students opportunities for accelerated instruction. Population: AR, TI, MI, LEP Timeline: Aug 2017 - June 2018 CNA: p. 11</p>	<p>At-Risk Counselor; Program Specialist; Dean of Instruction; Administrator for State Compensatory Education</p>	<p>Formative: Course Completion Rate, Student Transcripts Summative: Retention Rate, Dropout Rate, Completion Rate, Graduation Rate</p>				
<p>Funding Sources: 162 State Compensatory - 2500.00</p>						

<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>6) A Communities in Schools Site Coordinator will work with AR students by providing guidance and available information about programs and resources including pregnancy related services. Population: AR, TI, MI, LEP Timeline: Aug 22, 2017 - June 6, 2018 (Daily) CNA: p. 19</p>		<p>Campus Administration; Administrator for State Compensatory Education</p>	<p>Formative: eSchool PLUS At-Risk Progress Report, Student Progress Reports, Benchmark Scores Summative: STAAR, Retention Rate, Dropout Rate, Completion Rate, Graduation Rate</p>				
<p>Funding Sources: 162 State Compensatory - 23136.00</p>							
<p align="center"><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>7) Provide accelerated instruction in the core academic areas for at-risk students in order to prevent failing grades and keep them from dropping out of school. In addition, instructional materials for accelerated instruction and interventions will be utilized to ensure that low achieving students pass courses and EOC exams. Population: AR, TI, MI, LEP Timeline: Aug 22, 2017 - June 6, 2018 (2x Week) CNA: p. 11</p>		<p>Dean of Instruction; Administrator for State Compensatory Education</p>	<p>Formative: eSchool PLUS Tutorials Schedule, Tutorial Attendance Report, Tutorial Lesson Plans, Classroom Observations, Student Progree Reports, Benchmark Scores Summative: STAAR, Retention Rate, Dropout Rate, Completion Rate, Graduation Rate</p>				
<p>Funding Sources: 162 State Compensatory - 75530.00</p>							
<p align="center"><b>Critical Success Factors</b> CSF 2 CSF 5</p> <p>8) Campus staff will classify At-Risk student by criteria in order to provide appropriate intervention strategies. Population: AR Timeline: Aug 22, 2017 - June 6, 2018 CNA: p. 9</p>		<p>PEIMS Administrator</p>	<p>Formative: eSchool PLUS Special Programs Report, Student Progress Reports Summative: STAAR, Retention Rates, Dropout Rates, Completion Rates, Graduation Rates</p>				
<p align="center"><b>Critical Success Factors</b> CSF 3</p> <p>9) Transition Meetings will occur for students returning to campus from DAP Placements or PGS services to ensure a smooth transition back to campus. Weekly conferences with these students will be held to ensure that they are being monitored and offered services as needed. Population: AR, TI Timeline: Aug 22, 2017 - June 6, 2018 CNA: p. 11</p>		<p>Program Specialist; At-Risk Counselor</p>	<p>Formative: Student Return Logs; Meeting Logs; DAP Placement Occurrences, Student Progress Reports, eSchool PLUS At-Risk Progress Reports Summative: STAAR, Dropout Rate, Retention Rate, Completion Rate, Graduation Rate</p>				

<p align="center"><b>Critical Success Factors</b> CSF 3 CSF 6</p> <p>10) Walk for the Future: A team of staff, teachers and administrators will participate in Walk for the Future in order to increase the campus completion rate. Population: AR, TI, MI, LEP Timeline: Sept 2017 CNA: p. 19</p>		<p>Program Specialist; At-Risk Counselor</p>	<p>Formative: Registration of HS dropouts, Student Progress Reports Summative: Dropout Rate, Graduation Rate, Completion Rate</p>				
<p>Funding Sources: No Funds Required - 0.00</p>							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 3</p> <p>11) Unaccompanied Youth: Provide training to campus personnel on the identification of homeless and unaccompanied youth during the enrollment process to ensure that sensitivity techniques are utilized, enrollment procedures do not create barriers, and that students and families are directed to the Homeless Youth Project for further intake. Population: AR, TI, MI, LEP Timeline: Fall 2017 CNA: p. 19</p>		<p>PEIMS Administrator</p>	<p>Formative: ERO Session Evaluation Reports, ERO Session Attendance Report, Student Progress Report Summative: STAAR, Retention Rate, Attendance Rate, Completion Rate, Graduation Rate</p>				
<p align="center"><b>Critical Success Factors</b> CSF 3 CSF 4</p> <p>12) For homeless students, ensure that the campus has a process in place to identify homeless students in order to receive the full protections of the McKinney-Vento Act, including the help they need to enroll, attend, and succeed in school. Population: AR, TI Timeline: Aug 22, 2017 - June 6, 2018 CNA: p. 21</p>		<p>Program Specialist; At-Risk Counselor</p>	<p>Formative: eSchool Reports through Homeless Youth Project, AR Student Enrollment, Student Progress Reports Summative: STAAR, Retention Rate, Attendance Rate, Completion Rate, Graduation Rate</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5</p> <p>13) Homeless related services: Promote awareness throughout the campus regarding the availability of homeless related services within BISD and community agencies to meet the academic, social, emotional, and physical needs of identified homeless and unaccompanied youth. Population: AR, TI Timeline: Aug 22, 2017 - June 6, 2018 CNA: p. 19</p>		<p>Program Specialist; At-Risk Counselor</p>	<p>Formative: eSchool Reports through Homeless Youth Project, AR student Enrollment, Student Progress Reports Summative: STAAR, Retention Rate, Dropout Rate, Graduation Rate, Completion Rate</p>				

<p align="center"><b>Critical Success Factors</b> CSF 4 CSF 6</p> <p>14) Implement a food pantry to provide identified homeless and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to meet their academic, social, emotional, and physical needs. Population: AR, TI, MI, LEP Timeline: Aug 22, 2017 - June 6, 2018 CNA: p. 19</p>		<p>CIS Case-worker Campus Administration</p>	<p>Formative: eSchool Reports through Homeless Youth Project, AR Student Enrollment, Student Progress Reports Summative: STAAR, Retention Rate, Dropout Rate, Graduation Rate, Completion Rate</p>				
<p align="center"><b>Critical Success Factors</b> CSF 4</p> <p>15) At-Risk student enrollment: Ensure that the campus has a process in place to allow students to enroll in school immediately, even if lacking documentation normally required for enrollment; such as previous school records, medical or immunization records, proof of residency, birth certificate, proof of guardianship, or other documents. Population: AR, TI Timeline: Aug 15, 2017 - June 6, 2018 CNA: p. 21</p>		<p>PEIMS Administrator; Dean of Instruction</p>	<p>Formative: Registration of students that do not have all documents in place, AR student enrollment, Student Progress Reports Summative: STAAR, Retention Rate, Dropout Rate, Graduation Rate, Completion Rate</p>				
<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>16) A probation officer will collaborate with administration, faculty, and staff in providing support services to students on probation to improve academic achievement. Population: AR, TI, MI, LEP Timeline: Aug 22, 2017 - June 6, 2018 CNA: p. 15</p>		<p>Grade Level Administrator; Administrator for State Compensatory Education</p>	<p>Formative: eSchool PLUS At-Risk Progress Reports, Student Progress Reports, Benchmark Scores Summative: STAAR, Retention Rate, Recidivism Rate, Dropout Rate, Graduation Rate, Completion Rate</p>				
<p>Funding Sources: 162 State Compensatory - 10000.00</p>							
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>17) Students will have access to core area instructional materials and resources to improve learning and provide accelerated instruction for those in need. Population: AR, TI, MI, LEP. Timelines: August 2017 - June 2018 CNA PG 15</p>		<p>Dean of Instruction, Dept. Heads, Principal</p>	<p>Formative: Classroom averages, retention rates, Classroom Observations, Student Progress Reports, Benchmark Scores Summative: STAAR, Retention Rate, Dropout Rate, Completion Rate, Graduation Rate</p>				
<p>Funding Sources: 162 State Compensatory - 12988.00</p>							

<p>18) Students and core area teachers will have access to printers for the purposes of instructional materials and accelerated instruction. Teachers will have printers available in their classrooms to prepare lessons and assessments.</p> <p>Population: AR, TI, MI, LEP. Timelines: August 2017 - June 2018</p>		<p>Technology Support Teacher, Dean of Instruction</p>	<p>Formative: Classroom averages, retention rates, Classroom Observations, Student Progress Reports, Benchmark Scores Summative: STAAR, Retention Rate, Dropout Rate, Completion Rate, Graduation Rate</p>				
<p>Funding Sources: 162 State Compensatory - 4500.00</p>							
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>19) Teachers will have access to tablets and electronic equipment such as microphones to provide remediation to students on an individualized basis. The tablets will also serve to facilitate the use of Tango software in the classroom throughout the school year.</p> <p>Population: AR, TI, MI, LEP. Timelines: August 2017 - June 2018</p>		<p>Dean of Instruction, Technology Support Teacher.</p>	<p>Formative: Classroom averages, retention rates, Classroom Observations, Student Progress Reports, Benchmark Scores Summative: STAAR, Retention Rate, Dropout Rate, Completion Rate, Graduation Rate</p>				
<p>Funding Sources: 162 State Compensatory - 24830.00</p>							
<p>  = Accomplished          = Continue/Modify          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							









## Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning.

**Performance Objective 1:** The students in the public education system will be provided with educational opportunities that address safety, health, nutrition, substance abuse, and violence prevention.

**Evaluation Data Source(s) 1:** Pace ECHS will improve in the overall wellness of the students, staff as well as the community members by promoting healthy lifestyles, and awareness.

**Summative Evaluation 1:** Exceeded Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Training & Professional Development Teachers will be trained on conflict resolution, discipline management, out-cries, and violence prevention.  Population: All Students  Timeline: August 2017 to June 2018  CNA: p. 21		Counselors, Administration	Formative: Sign in sheets  Summative: Discipline Referral Count				
Funding Sources: No Funds Required - 0.00							
2) In School Suspension ISS will be restructured to meet the needs of students and bring in implementation of compass odyssey.  Population: All Students  Timeline: August 2017 to June 2018  CNA: p. 21		Principal, Assistant Principals	Formative: Walk-throughs  Summative: ISS Attendance Rates				
Funding Sources: No Funds Required - 0.00							
3) Security Cameras Additional security cameras will be installed to ensure the security needs of the campus as well as a monitor to view cameras throughout the day. Population: All Students  Timeline: August 2017 to June 2018 CNA: p. 21		Principal, Assistant Principals, Security Monitor	Formative: Increased coordination between security and administration  Summative: Reduction in vandalism				
Funding Sources: No Funds Required - 0.00							

<p>4) Instructional Strategies Provide classroom instructional strategies to keep students engaged and away from discipline issues. Population: All Students</p> <p>Timeline: August 2017 to June 2018</p> <p>CNA: p. 21</p>	Principal, Assistant Principals, Security Monitor	Formative: Walk-throughs Summative: Reduction in discipline referrals. EOY Reports				
	Funding Sources: No Funds Required - 0.00					
<p>5) Review 360 Software will be utilized to create databases and reports of student discipline and school safety procedures. Population: All Students</p> <p>Timeline: August 2017 to June 2018</p> <p>CNA: p. 21</p>	Principal, Assistant Principals, Security Monitor	Formative: Review 360 Reports Summative: Reduction in discipline referrals. EOY Reports				
	Funding Sources: No Funds Required - 0.00					
<p><b>Critical Success Factors</b> CSF 4</p> <p>6) Students will have access to a nurse during the school day and remain in school more often. CNA: p. 21</p>	7, 8, 10 Assistant Principal Nurse	Formative: nurses logs. Summative: Attendance Rates.				
	Funding Sources: 211 Title I-A - 45101.00					
<p>  = Accomplished          = Continue/Modify          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>						

**Goal 6: Migrant students will be challenged and encouraged to meet state content standards and assessments that are necessary to graduate on time and enroll in post secondary education while receiving additional supplemental support in order to overcome the obstacles encountered due to their migrant lifestyle.**

**Performance Objective 1:** Increase percentage of Migrant students meeting satisfactory passing standards in all EOC subject areas to 90%.

**Evaluation Data Source(s) 1:** Texas Education Agency Accountability Reports.

**Summative Evaluation 1:** Exceeded Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Migrant teacher/Migrant clerk will plan and organize two parent meetings with presenters to inform and educate parents on specific topics consistent with Migrant needs in order to improve student/parent participation and success. Light refreshments will be provided to enhance parent participation. Population: Migrant Students Timeline: August 2017 to June 2018 CNA: p. 22</p>		Migrant Teacher; Migrant Clerk; Asst Principal	Formative: Sign In Sheet Summative: NGS Report				
Funding Sources: 212 Title I-C (Migrant) - 50.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>2) At any time during the day, Migrant students may ask their teacher permission to go to the Migrant Lab to receive school supplies as needed in order to complete the necessary assignments. Supplies will include a large variety of items that might normally be difficult to find or too expensive to purchase themselves. Migrant department will provide school supplies, clothing, and hygiene products for migrant students as needed. Population: Migrant Students Timeline: August 2017 to June 2018 CNA: p. 22</p>		Migrant Teacher; Migrant Clerk; Asst Principal	Formative: Survey Summative: Inventory				
Funding Sources: 212 Title I-C (Migrant) - 2100.00							

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>3) Migrant students will utilize technology to complete homework assignments, complete class projects, attain course credit through modules, develop effective study habits, and receive supplemental supports needed for high school success. Population: Migrant Students Timeline: August 2017 to June 2018 CNA: p. 22 and 23</p>	<p>Migrant Teacher; Asst Principal</p>	<p>Formative: Sign In Sheets Summative: Course Credit</p>					
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>4) The Migrant Lab will remain open after-school for easy access to computer research and for one-to-one tutoring assistance by the Migrant teacher. Students can also work on homework that includes, but is not limited to school projects, missing assignments, etc. Population: Migrant Students Timeline: August 2017 to June 2018 CNA: p. 11</p>		<p>Migrant Teacher; Asst Principal</p>	<p>Formative: Sign In Sheets Summative: Course Credit</p>				
<p align="center"><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>5) Migrant teacher will be available to assist migrant students throughout the day and after school to ensure migrants receive all course work and makeup work to improve academic progress and graduation rate Population: Migrant Students Timeline: August 2017 to June 2018 CNA: p. 22</p>		<p>Migrant Teacher; Asst Principal; Migrant Clerk</p>	<p>Formative: Walk-through, Sign in sheets, Report compliance, Parent meeting sign-ins Summative: Course Completion Transcripts, All required documentation and forms</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>6) A migrant clerk will be utilized to ensure compliance with all federal and district program regulations and coordinate parent meetings. The migrant clerk will assist with the annual residency verification initiative in order to ensure that all migrant students at our campus are picked up in a timely manner. Population: Migrant Students Timeline: August 2017 to June 2018 CNA: p. 22</p>		<p>Migrant Teacher; Asst Principal</p>	<p>Formative: Walk Through, Sign in sheets, Report compliance, Parent meeting sign-ins Summative: Course Completion, Transcripts, All required documentation and forms</p>				

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>7) PFS Migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed. PFS Students will receive personal hygiene products as part of the priority services given. Population: Migrant Students Timeline: August 2017 to June 2018 CNA: p. 22</p>	<p>Assistant Principal; Dean of Instruction</p>	<p>Formative: NGS Report Summative: PFS Monitoring Tool</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - 50.00</p>						
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>8) The migrant campus clerk will provide supplemental support to the PFS and migrant students in order to enhance the advocacy, encouragement, and support to the special needs of migrant students as delineated by NCLB Act of 2001. Population: Migrant Students Timeline: August 2017 to June 2018 CNA: pg. 22</p>	<p>Assistant Principal; Migrant Teacher; Migrant Clerk</p>	<p>Formative: Transcripts; COE Summative: CBE Credit Reports</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - 0.00</p>						
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>9) In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students. Population: Migrant Students Timeline: August 2017 to June 2018 CNA: p. 22</p>	<p>Assistant Principal; Migrant Teacher</p>	<p>Formative: Transcripts COE Summative: CBE Credit Reports</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - 0.00</p>						
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>10) The high school migrant students will respond to a survey that will be used to evaluate the effectiveness of the High School migrant labs so that pertinent appropriate adjustments can be made to the labs. Population: Migrant Students Timeline: August 2017 to June 2018 CNA: pg. 22</p>	<p>Principal; Assistant Principal</p>	<p>Formative: Transcripts, COE Summative: CBE Credit Reports</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - 0.00</p>						







<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>11) Campus migrant clerks will attend the required annual New Generation Systems (NGS) state training in order to secure the needed skills to accurately and appropriately enter the data for migrant students into the State migrant data base. Population: Migrant Campus Clerk Timeline: August 2017 to June 2018 CNA: p. 22</p>		<p>Migrant Teacher, Assistant Principal</p>	<p>Formative: Training Sign in Sheets Summative: Migrant student rosters</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>12) The migrant funded staff will have the opportunity to attend local, regional, and state migrant conferences in order to expand their knowledge of the Migrant Program; thus providing a more comprehensive supplemental support to migrant students and their families. Population: Migrant Teachers, Campus Clerks Timeline: August 2017 to June 2018 CNA: pg. 22</p>		<p>Migrant Teacher, Assistant Principal</p>	<p>Formative: Professional Leaves Summative: Turn around train</p>				
<p align="center"><b>Critical Success Factors</b> CSF 2</p> <p>13) The New Generation System (NGS) and BISD eSchool Plus entries will be monitored daily to ensure that the ID&amp;R data and information has been appropriately coded in a timely manner. Population: Migrant Teacher / Clerk Timeline: August 2017 to June 2018 CNA: pg. 22</p>		<p>Migrant Teacher, Migrant clerk</p>	<p>Formative: NGS Report, ESchool Data Summative: NGS Report</p>				

<p align="center"><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>14) In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students. Population: Campus Administration, Faculty and Staff Timeline: August 2017 to June 2018 CNA: pg. 22</p>		<p>Migrant Teacher, Assistant Principal</p>	<p>Formative: Training, Sign-In Sheets Summative: Course Completion, Transcripts, All required documentation and forms.</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>15) The District Migrant Counselor (DMC) will provide supplemental support services to migrant students in the following areas: * Graduation plans * Development of Individual Migrant Student Action Plans * Coordination for leadership opportunities * Monitoring of course completion for PFS students * Monitoring of late entry/early withdrawals * Credit accrual opportunities * Provide timely information and assistance to migrant students and parents regarding on-time Graduation and post-secondary education * Conduct district initiatives for migrant students * Coordination Inter-state and intra-state (TMIP) activities * Coordination with UT Austin Migrant Graduation Enhancement Program * Assist with OSY Initiative * Assist with the monitoring of campus migrant staff Population: Migrant Students Migrant Parents Timeline: August 2017 to June 2018 CNA: 22</p>		<p>Counselor, Migrant Teacher</p>	<p>Formative: Development of grad plans, Individual Migrant Student Action Plans, Monitoring of credits, Credit accrual,  Summative: Course Completion, Transcripts, All required documentation and forms</p>				

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>16) Each high school migrant teacher and migrant clerk will create a file for all migrant students scheduled to graduate, in order to track on-time graduation. The individual migrant student folders will be reviewed by the campus team and the district migrant counselor to ensure all graduation requirements are being met in a timely manner with adjustments done if needed. Population: HS Migrant students Timeline: August 2017 to June 2018 CNA: pg. 22</p>		<p>Grade-Level Counselor, Migrant Teacher, Migrant Clerk</p>	<p>Formative: Migrant Student Files  Summative: Course Completion, Transcripts, All required documentation and forms</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>17) High school migrant students will have credit accrual opportunities through state approve distance learning and / or credit by exams to ensure on time graduation. Population: HS Migrant Students Timeline: August 2017 to June 2018 CNA: pg. 22</p>		<p>Migrant Teacher, Migrant Clerk, Grade-Level Counselor</p>	<p>Formative: Monitoring the progress of accumulated credits.  Summative: Course Completion, Transcripts, All required documentation and forms.</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - 0.00</p>							
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>18) Migrant students will have access to Paths to Scholarships Program in order to learn from guidance provided in writing a scholarship essay to meet multiple purposes; scholarships, college applications and the Writing for College Success workshop sponsored by Region I. Population: HS Migrant Students 11/12 Timeline: August 2017 to June 2018 CNA: pg. 22</p>		<p>Migrant Teacher, Migrant Clerk</p>	<p>Formative: Applying for College and Scholarships.  Summative: College Entry / Scholarship (earned)</p>				



<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>19) High School 9th graders and MS 8th graders will have the opportunity to attend a math workshop that will teach them the skills necessary to fully participate in the high school math classes. This workshop will furnish the migrant students with an opportunity to reinforce the skills necessary to successfully meet the challenges of the district's rigorous math classes. Population: 9th Grade PFS &amp;Migrant Students; 8th Grade PFS Timeline: August 2017 to June 2018 CNA: pg. 22</p>		<p>Migrant Teacher, Migrant Clerk</p>	<p>Formative: Attend the Math Workshop.  Summative: Course Completion, Transcripts.</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>20) Graduating juniors and seniors will have the opportunity to attend the BISD Annual Migrant College CAMP Symposium in order to visit with representatives and apply to the Texas Universities that offer the college Assistance Migrant Program (CAMP). 1 Population: HS Migrant Students- 11th &amp; 12th grade  Timeline: August 2017 to June 2018  CNA: pg. 22</p>		<p>Migrant Teacher, Migrant Clerk</p>	<p>Formative: Attend CAMP Symposium  Summative: Apply to the designated Texas Universities.</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - 2100.00</p>							
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>21) High school migrant students will have the opportunity to do on-site visitations to Texas universities with a CAMP program in order to facilitate the application to the universities and the enrollment into their CAMP programs Population: High School Migrant Students Timeline: August 2017 to June 2018  CNA: pg. 22</p>		<p>Migrant Teacher, Migrant Clerk</p>	<p>Formative: Visitations to Texas Universities with a CAMP Program.  Summative: Enrollment into CAMP Programs in the Texas Universities.</p>				

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>22) High school migrant students will have access to the migrant secondary summer program for credit accrual and/or recovery in order to ensure secondary credit for on-time graduation. Population: High School Migrant Students 9th-12th Timeline: August 2017 to June 2018</p> <p>CNA: pg. 22</p>		<p>Migrant Teacher, Grade-Level Counselor</p>	<p>Formative: Attendance to the summer programs for credit accrual.</p> <p>Summative: Students accrue credits through attendance of the Migrant Secondary Summer Program</p>				
<p align="center"><b>Critical Success Factors</b> CSF 2 CSF 6</p> <p>23) Learning Academy targeting the core areas of Reading, Writing, Math, Social Studies and Science will be held for all PFS students in order to sharpen their skills and prepare them academically for the STAARS / EOC assessment.</p> <p>Population: HS PFS Migrant Students</p> <p>Timeline: March 2017</p> <p>CNA: pg. 22</p>		<p>Migrant Teacher, Assistant Principal</p>	<p>Formative: Attendance of the Learning Academy</p> <p>Summative: Scores</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>24) Priority for service students will be provided with additional technological resources (laptops) for the purposes of ensuring that they complete the high school academic programs. Population: PFS Students Timeline: August 2017 - May 2018 CNA. Pg. 22</p>		<p>Migrant Teacher; Assistant Principal</p>	<p>Formative: students have laptops available to them for checkout. Summative:</p>				
<p align="center">  = Accomplished          = Continue/Modify          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							

**Goal 7: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children.**


**Performance Objective 1:** Pace will have a 10% increase of parents involved in campus/district parental involvement activities compared to the prior school year.

**Evaluation Data Source(s) 1:** Parental meeting attendance rate calculation for the 2017 - 2018 school year.

**Summative Evaluation 1:** Exceeded Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Teachers will provide workshops and seminars will be offered to Pace Community parents to improve healthy parent-student relationships and improve school-parent relationships. Population: All Students Timeline: August 2017 to June 2018 CNA: p. 19</p>		Dean of Instruction; Principal; Program Specialist; Parental Liaison;	Parental feedback regarding knowledge and skills acquired.				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>2) Disseminate School-Parent-Student Compacts indicating each group's responsibilities to ensure student achievement. Population: All Students Timeline: August 2017 to June 2018 CNA: p. 19</p>		Principal; Assistant Principal; Parent Liaisons	Formative: School-Parent-Student Compacts Summative: Composite of End of Year Survey; Website; Title I-A Parental; Involvement Compliance Checklist; STAAR Results; Attendance Rate; Discipline Referrals				
Funding Sources: No Funds Required - 0.00							
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>3) A parental Involvement Policy meeting will be held and policies will be completed and disseminated to delineate how parents will be involved at the district/campus level with the intention to increase parent participation. Population: All Students Timeline: August 2017 to June 2018 CNA: p. 19</p>		Assistant Principal; Parent Liaisons	Formative: District and Campus Policy Summative: Parent Survey; Title I-A Parental Involvement Compliance; Checklist; STAAR Results; Attendance Rate; Discipline Referrals;				

<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>4) An annual Title I meeting will be held to inform parents about services offered through Title I Funds. Population: All Students Timeline: August 2017 to June 2018 CNA: p. 19</p>		Principal; Assistant Principal; Parent Liaisons	Formative: Sign Ins; Usage/Attendance of Parental Involvement Summative: Parent Survey; Website; Title I-A Parental Involvement; Compliance Checklist; STAAR Results; Attendance Rate; Discipline Referrals				
<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>5) Conduct an annual Title I Parent Survey to evaluate the effectiveness of District and/or Campus Parental Involvement efforts. Population: All Students Timeline: August 2017 to June 2018 CNA: p. 19</p>		Principal; Assistant Principal; Parent Liaisons	Formative: Parental Meeting Attendance Summative: Parent Survey Results; Title I-A Parental Involvement; Compliance Checklist; STAAR Results; Attendance Rate; Discipline Referrals				
<p align="center"><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>6) Parental Involvement Liaison will visit homes of parents in working to form a strong Parental Involvement center. The Parent Liaison will communicate consistently with parents and ensure that they receive information from the school and students report to class. Population: All Students Timeline: August 2017 to June 2018 CNA: p. 19</p>		Principal; Assistant Principal; Parent Liaisons	Formative: Survey Results; Job Description Summative: Parent Survey Results; Parent Liaison Evaluation; Title I-A Parental Involvement Compliance Checklist; STAAR Results				
Funding Sources: 211 Title I-A - 23749.00							
<p align="center"><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>7) Educate campus administrators and teachers during faculty and grade level meetings as to the academic and non-academic benefits of a strong parent-school partnership. Population: All Students Timeline: August 2017 to June 2018 CNA: p. 19</p>		Principal; Dean of Instruction;	Formative: Sign In Sheets Summative: Session Evaluation; Title I-A Parental Involvement Compliance Checklist; STAAR Results; Attendance Rate; Discipline Referrals				
Funding Sources: No Funds Required - 0.00							

<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>8) Provide ample Parent Education opportunities through parent conferences and parent training sessions at each campus Parent Center to disseminate information, services and/or referrals to agencies that address the needs in the following areas: Effective teaching strategies, Health Education-Families in Training, Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education), Building Capacity, College Readiness - Abriendo Puertas, Drop-out and Violence Prevention; New Horizons, Community agencies, organizations, RtI Process. Population: All Students Timeline: August 2017 to June 2018 CNA: p. 19</p>	Principal; Assistant Principal; Parent Liaisons	Formative: Parent Survey Results Summative: Parent Liaison Eval; Session Evaluation; Title I-A Parental Involvement Compliance Checklist; STAAR Results; Attendance Rate; Discipline Referrals				
Funding Sources: 211 Title I-A - 2000.00						
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 5 CSF 6</p> <p>9) Adhere Title I Parental Involvement Requirements: Share decision making through SBDM and Campus Parent Representatives Population: All Students Timeline: August 2017 to June 2018 CNA: p. 19</p>	Principal; Dean of Instruction; Parent Liaison.	Formative: Flyer; Sign In; Agenda Summative: Minutes; Title I-A Parental Involvement Compliance Checklist; STAAR Results; Attendance Rate; Discipline Referrals				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>10) Parents will learn how to create practical item for the home. Stimulating creativity and perseverance. Modeling these types of skills to help students imitate or to be included in the activity. Population: All Students Timeline: August 2017 to June 2018 CNA: p. 19</p>	Parent Liaison	Formative: Flyer; Sign Ins; Agenda; Parent Activity Summative: Parent Survey Results; Evaluation				
						

**Goal 8: Our vision for technology is to have all district stakeholders involved in the teaching and learning process seamlessly integrate technology to make informed decisions and advance student achievement and technology literacy to encourage and support creative, innovative, lifelong learning.**







**Performance Objective 1:** Pace Early College High School will promote a college going climate through the use of technology in the classroom and throughout the school by purchasing technology such as desktops, and printers during the 2017-2018 school year.

**Evaluation Data Source(s) 1:** The technology will be purchased during the 2017-2018 school year.

**Summative Evaluation 1:** Exceeded Performance Objective

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>1) 1. Update two computer labs for use with remediation and regaining of credit programs in order to service the economically disadvantaged population. Programs to be used in the student labs include Compass Odyssey, A+, and Edmodo.</p> <p>Population: All Students</p> <p>Timeline: August 2017-June 2018</p> <p>CNA: pg. 23</p>	1, 2, 5, 8, 9, 10	Assistant Principals; Dean of Instruction; Campus Technology Support; Computer Lab Teachers.	Student usage reports and grades as provided through the following software: Compass Odyssey A+ Learning				
Funding Sources: 162 State Compensatory - 0.00, 211 Title I-A - 0.00							

<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>2) 2. Integrate textbook technology resources and district scope and sequence lesson and activities into the curriculum to improve student performance.</p> <p>Population: All Students</p> <p>Timeline: August 2017 - June 2018</p> <p>CNA: pg. 23</p>	1, 2	Dean of Instruction	Mobi checkouts, clicker checkouts, Compass Odyssey, A+, usage reports.				
<p>Funding Sources: 211 Title I-A - 0.00</p>							
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>3) 3. Provide on-going instruction &amp; Professional Development through TST and other resources for technology to improve teacher use of media and computer programs /software to ensure improved teacher effectiveness and improve student performance.</p> <p>Population: All Students</p> <p>Timeline: August 2017 - June 2018</p> <p>CNA: pg. 23</p>	4	Dean of Instruction, TST	Better instruction in the classrooms and improved scores in all areas: STAAR Chart.				
<p>Funding Sources: 211 Title I-A - 0.00</p>							

<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>4) 4. Students and teachers will have access to printers with toners to have copies of digital textbook information, remediation booklets from TANGO, Compass Odyssey Lessons, and Core Area instructional materials.</p> <p>Population: All Students</p> <p>Timeline: August 2017 - June 2018</p> <p>CNA: pg. 23</p>	1, 5, 9, 10	Dean of Instruction, TST	Digital Textbooks and Instructional Materials being printed.				
<p align="center"><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 6</p> <p>5) 5. Campus Staff will have access to and utilize campus work order system for maintenance and technology requests.</p> <p>Population: All Students</p> <p>Timeline: August 2017 - June 2018</p> <p>CNA: pg. 23</p>		Dean of Instruction, TST, Assistant Principal.	Work-order tracking; Work-order completion rate; Tracking Reports				
<p align="center">  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							



## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Core area teachers will have opportunities to produce classroom instructional materials through curriculum writing for all Title IA students based on student performance on exams. Population: Title IA, At-Risk, Migrant, LEP, SPED Timeline: Sept 1 - June 30 CNA: p. 17
1	1	2	Tutorials will be provided to economically disadvantaged students needing remediation and accelerated instruction in the core content areas as well as for Post-Secondary readiness Standards. Tutorials will be offered as the following: Nite Write, After School, Saturday Academies, and Morning Express Tutorials. A lead teacher will be provided to oversee all of the programs and a technology specialist to ensure technology is functioning appropriately during all programs. Population: Title IA, At-Risk, Migrant, LEP, SPED Timeline: Sept 1 - June 30 CNA: p. 11
1	1	4	Provide training for core teachers and support staff in the areas of technology, state assessments, accountability, and EOC. Instructional practices including knowledge, rigor, alignment, academic vocabulary, and scaffolding. Population: Title IA, At-Risk, Migrant, LEP, SPED Timeline: Sept 1 - June 30 CNA: p. 17
1	1	8	A clerical assistant will work with the guidance and counseling department to ensure that students are serviced through the guidance and counseling department. Population: Title IA, At-Risk, Migrant, LEP, SPED Timeline: Sept 1 - June 6 CNA: p. 15
4	1	1	Highly Qualified teachers will be utilized to meet the needs of At-risk students in order to ensure that academic progress is attained and gaps are closed. Two math teachers and one stars teacher. Population: AR, Ti, Mi, LEP Timeline: Aug 22, 2017 - June 6, 2018 (Daily) CNA: p. 15
4	1	7	Provide accelerated instruction in the core academic areas for at-risk students in order to prevent failing grades and keep them from dropping out of school. In addition, instructional materials for accelerated instruction and interventions will be utilized to ensure that low achieving students pass courses and EOC exams. Population: AR, TI, MI, LEP Timeline: Aug 22, 2017 - June 6, 2018 (2x Week) CNA: p. 11
4	1	19	Teachers will have access to tablets and electronic equipment such as microphones to provide remediation to students on an individualized basis. The tablets will also serve to facilitate the use of Tango software in the classroom throughout the school year. Population: AR, TI, MI, LEP. Timelines: August 2017 - June 2018
6	1	5	Migrant teacher will be available to assist migrant students throughout the day and after school to ensure migrants receive all course work and makeup work to improve academic progress and graduation rate Population: Migrant Students Timeline: August 2017 to June 2018 CNA: p. 22
7	1	6	Parental Involvement Liaison will visit homes of parents in working to form a strong Parental Involvement center. The Parent Liaison will communicate consistently with parents and ensure that they receive information from the school and students report to class. Population: All Students Timeline: August 2017 to June 2018 CNA: p. 19
7	1	7	Educate campus administrators and teachers during faculty and grade level meetings as to the academic and non-academic benefits of a strong parent-school partnership. Population: All Students Timeline: August 2017 to June 2018 CNA: p. 19

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Description</b>
8	1	2	2. Integrate textbook technology resources and district scope and sequence lesson and activities into the curriculum to improve student performance. Population: All Students Timeline: August 2017 - June 2018 CNA: pg. 23
8	1	3	3. Provide on-going instruction & Professional Development through TST and other resources for technology to improve teacher use of media and computer programs /software to ensure improved teacher effectiveness and improve student performance. Population: All Students Timeline: August 2017 - June 2018 CNA: pg. 23
8	1	4	4. Students and teachers will have access to printers with toners to have copies of digital textbook information, remediation booklets from TANGO, Compass Odyssey Lessons, and Core Area instructional materials. Population: All Students Timeline: August 2017 - June 2018 CNA: pg. 23
8	1	5	5. Campus Staff will have access to and utilize campus work order system for maintenance and technology requests. Population: All Students Timeline: August 2017 - June 2018 CNA: pg. 23

# State Compensatory

## Budget for Pace Early College High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
162-11-6329-00-003-TLX-Y	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$5,000.00
162-11-6118-00-003-Y-24-EOC-Y	6118 Extra Duty Stipend - Locally Defined	\$38,238.00
162-11-6118-00-003-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$8,892.00
162-11-6118-00-003-Y-30-0K2-Y	6118 Extra Duty Stipend - Locally Defined	\$17,091.00
162-11-6119-00-003-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$185,922.00
162-13-6119-31-003-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$65,127.00
162-23-6119-01-003-Y-30-037-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$52,356.00
162-31-6119-31-003-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$76,732.00
<b>6100 Subtotal:</b>		<b>\$449,358.00</b>
<b>6200 Professional and Contracted Services</b>		
162-11-6249-00-003-Y-30-APL-Y	6249 Contracted Maintenance & Repair	\$2,500.00
162-32-6299-00-003-Y-24-CIS-Y	6299 Miscellaneous Contracted Services	\$23,136.00
162-32-6299-00-003-Y-24-JPO-Y	6299 Miscellaneous Contracted Services	\$10,000.00
<b>6200 Subtotal:</b>		<b>\$35,636.00</b>
<b>6300 Supplies and Services</b>		
162-11-6396-62-003-Y-30-0K2-Y	6396 Supplies and Materials - Locally Defined	\$2,203.00
162-11-6398-62-003-Y-30-121-Y	6398 Computer Supplies/Software - Locally Defined	\$24,830.00
162-11-6399-00-003-Y-30-0K2-Y	6399 General Supplies	\$7,000.00
162-11-6399-00-003-Y-30-121-Y	6399 General Supplies	\$12,988.00
162-11-6399-62-003-Y-30-0K2-Y	6399 General Supplies	\$2,106.00

162-11-6399-62-003-Y-30-121-Y	6399 General Supplies	\$4,500.00
<b>6300 Subtotal:</b>		<b>\$53,627.00</b>

**Personnel for Pace Early College High School:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Da Rosa, Elizabeth	Supplemental	State Compensatory	1
Lopez, Efrain	Teacher	State Compensatory	1
Martinez, Edna	English	State Compensatory	1
Martinez, Edna	Teacher	State Compensatory	1
Mascola, Corinne	At-Risk	State Compensatory	1
Pena, Blanca	Program Specialist	State Compensatory	1
Ramirez, Erica	Dean of Instruction	State Compensatory	1
Rangel, Larissa	Science	State Compensatory	1

# Title I

## Schoolwide Program Plan

Federal requirements for campus planning mandate that schools develop a school wide program plan that includes all of the ten required components. The following ten components of a school wide program are embedded within the campus improvement plan and its activities. Pace Early College High School uses its Title I, State Compensatory and other funds to upgrade the entire instructional program by implementing school-wide programs as authorized under the provisions of Public Law 107-110, Section 1114.

## Ten Schoolwide Components

### 1: Comprehensive Needs Assessment

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment (CNA) over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Additionally a computer generated Needs Assessment was also conducted in late May to further gather additional information of campus needs. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. (1.1, 1.2, 1.3, 1.5, 2.1, 4.1, 4.4) The goal is to have 90 percent of all students and all student groups passing all parts of state mandated assessments for the 2014-2015 school year and to increase the commended performance level in all content areas. To accomplish these objectives, the staff will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program; (1.1-1.5) (2) increase the amount and quality of learning time, including the funding of an after-school tutorial/ summer school/ enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year; (1.1, 1.3, 1.8, 4.5, 4.7) (3) include strategies for meeting the educational needs of historically underserved populations; (4) include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or not meeting the State student academic achievement standards; (4.1-4.5) (5) address how the school will determine if such needs have been met; and (6) are consistent with and are designed to implement the State and local improvements plans.(1.6, 1.7, 2.1, 4.1)

### 2: Schoolwide Reform Strategies

The schoolwide reform strategies at Pace center around the raising student achievement on state assessments. Pace ECHS has placed emphasis on the core area subject matter by ensuring that students come to school. In order to increase the amount of quality learning time teachers communicate with parents on a daily basis regarding attendance and grading issues. Additionally parents of students are now contacted to motivate them into bringing students for tutorials and remediation in the core subject areas. (8.7, 3.9) An enriched and accelerated curriculum is provided for students which remediation is necessary. Historically low performing subpopulations have been targeted with specific strategies for improvement. (4.4, 4.7) Special ed students have been provided with specialized assistance for core area subjects both during the day and after school. LEP populations are targeted for instruction by teachers that are well trained and versed in Sheltered Observation Protocols and offered additional opportunities for assistance outside of the school day. At-Risk students

are provided with additional supports through tutorials for at-risk students and remediation during block classes during the school day. (1.1, 4.4, 5.4)

### **3: Instruction by highly qualified professional teachers**

Highly-qualified teachers will carry out the instructional program. Only teachers who are certified and who have met state testing requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations, the school will consider teachers who have alternative certification. In addition to appropriate certification, teachers will be sought who are experienced and have been successful in previous assignments.

Strategies to attract high-quality teachers to high needs schools will include ongoing professional development which allows additional stipends for teachers based on professional development, selection of teachers from the District's and Region I's efforts to recruit teachers from out of valley and state, recruiting teachers from Teach for America Programs, paying stipends for attainment of a Master's Degree, offering dual enrollment courses, opportunities for supplemental duty pay, and allowing core area teachers to get compensated for curriculum writing. (1.6, 1.5, 4.1, 6.2, 7.5)

### **4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**

The school will provide access to high-quality ongoing professional development throughout the school year for all staff including teachers, principals, and paraprofessionals. Professional development activities will be geared to individual teachers' specialties, along with any other identified needs as determined through the staff, student and parent needs assessment surveys, administration classroom observations and evaluations, and/or district identified needs. (5.1, 5.4, 1.5) Professional development will be conducted both at the school and the education service center as well as district conferences and workshops which will be intensive and sustained. (2.5, 5.1) Curriculum meetings will be aligned to teacher PD needs as expressed in surveys and discussions which will include: Rigor, Questioning strategies, 90 minute block planning, Mobi Views, Document Cameras, Eduphoria, ELPs integration, SIOP Strategies, SpEd strategies to meet the needs of all students, RTI, technology, and other trainings as needed.(1.1, 4.4, 8.7)

### **5: Strategies to attract highly qualified teachers**

James Pace Early College High School has highly-qualified teachers that carry out the instructional program. In an effort to meet the diverse talents of our students, teachers are provided access to high-quality ongoing professional development throughout the school year. Professional development activities are geared to individual teachers' specialties and campus-wide needs. Teachers are also given the opportunity for compensation for AP, Special Ed, At-Risk, and Title I tutorials. Additionally, teachers are given opportunities to teach AP and dual enrollment courses. (2.2, 3.1, 3.3, 9.4)

### **6: Strategies to increase parental involvement**

Title I, Part A Funds will be used to partially finance strategies to increase parental involvement at the school including the parent workroom and to purchase special materials used in the parent volunteer program. Parent education will be provided to parents by the campus parent liaison as well as the District's Parental involvement Center. Parent training on how to help their students be successful at home, learning English, computer skills, financial skills, discipline management and parenting skills will be provided to those parents who want to better meet the rigors of parenting. A Parental Involvement course for Pace parents and students to improve healthy parent-student relationships through numerous workshops, tours, and seminars throughout the year will be held twice daily to ensure that all parents are able to attend.(1.8, 3.9, 4.2, 4.3, 4.6, 8.2, 8.7)

## **7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

An orientation for 8<sup>th</sup> grade students and their parents will be held annually in the Spring to assist with the transition into high school. Viking Rush will be held in August to provide information to parents and students as well as recruit students into extra-curricular activities.(8.5, 4.6) A Summer Bridge Program will be offered for incoming freshman in June to become acquainted with the instructional program and expectations held at Pace High School. This will increase the likelihood of student success by students participating early on in the high school academic program. (1.8, 4.3, 4.4, 4.6)

## **8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the SELP, TELPAS, and benchmark tests, to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments.(1.4, 1.5, 4.4) Additionally, teachers in the core areas will have the primary decision making abilities on which instructional materials would best benefit their students through the SBDM. (1.1, 1.2, 4.17, 9.1)

## **9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance. All teachers will closely monitor all students' performance based on daily exercises and periodic tests. Students not mastering the objectives will be provided additional assistance in the after school tutorial programs, pull outs, and/or enrichment courses based on his/her individual needs. (1.3, 4.4, 4.5, 4.7, 7.5)

In addition to those described above, Migrant Funds are used to identify and recruit children of migratory workers for supplemental services designed to reduce the educational disruptions and other problems that result from repeated moves. The issues that migrant students face are lessened through providing necessary school supplies, receiving additional technology support through the migrant lab during the school day and after school. (7.2, 7.5) A Fall and Spring Migrant parent meeting with snacks provided is held to inform parents about graduation information and available services. (7.9) A Migrant Teacher provides after school curricular support and regaining of credit opportunities for students experiencing difficulty with schoolwork to ensure migrant students success. (7.3, 7.5) In addition course credit recovery is available for students that have lost or are lacking necessary credits. This ensures that migrant students will reach challenging academic standards and graduate with a high school diploma. Priority for service students are migrant students designated as those who require and are given urgent support through after school tutoring programs, credit recovery programs, and providing necessary supplies for. (7.2, 7.3, 7.8)

Bilingual Funds are used to provide supplemental services and supplies to help ensure that children who are limited English proficient attain English language proficiency and develop high levels of academic attainment and to provide stipends to allow teachers to LPAC to ensure that all students are receiving the correct courses and interventions.(1.1, 1.3, 3.9)

The State Compensatory Education Program ensures that all students, particularly the low-achievers in high poverty schools, have a fair, equal, and



significant opportunity to obtain a high quality education so that they can acquire the knowledge and skills in the state content standards in order to pass the state student performance standards. The campus will continue to provide the state mandated State Compensatory Education Program through campus as well as District funded initiatives. Pace High School will utilize SCE funds to support science initiative (LJ Create) to be used by At-Risk students to improve their science achievement. Funds are also allocated to obtain modules that allow for students to regain course credit in cases in which they may have fallen behind due to hardships. The SCE program at Pace also provides for a counselor that oversees and monitors a group of At-Risk Students to assure that they remain in cohort for graduation success. The dropout prevention initiative works with students and provides opportunities for maximum academic success for At-Risk Students that are in danger of not graduating. The Communities in Schools Program provides outside resources so that our students who are challenged with various obstacles will also have an opportunity for academic achievement. (7.1-7.14) Students in the CIS program are at-risk students who have been identified for extra social supports. These students are directed to tutorial programs and other academic supports to assist in completing high school. (4.1 - 4.17)

Special education funding provides supplemental services to eligible students as per Individuals with Disabilities Education Act (IDEA) identification requirements. In order to ensure a free and appropriate public education (FAPE) in a least restrictive environment (LRE), children who qualify for special education must receive services in accordance with a properly developed Individualized Education Program (IEP) as per federal and state special education guidelines. In addition, all Admission, Review, and Dismissal (ARD) committees will adhere to the policies and procedures outlined by the Texas Education Agency (TEA) in the ARD Committee Decision-Making Process for the Texas Assessment Program Manual and A Guide to the Admission, Review and Dismissal Process\_(1.1, 1.2)

#### **10: Coordination and integration of federal, state and local services and programs**

The school will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Special Services and Title I Funds, e.g., after school tutorial programs. Professional Development activities are also paid for from Title IA, Bilingual, Special Ed and Local Funds. Title I Funds are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program. (1.2, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.9, 4.11, 4.12, 7.5, 8.3, 8.6, 9.1)

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
De La Garza, Eliu	Nurse	Title IA	0.4
Garcia, Nancy E.	Library Aide	Title IA	1
Garza, Ofelia	Parent Liason	Title IA	1
Gonzalez, Claudia	Biology	Title IA	1
Gonzalez, Javier A.	English Teacher	Title IA	1
Haralson, David	Library Aide	Title IA	1
Jaramillo, Jessica	Counselor's Clerk	Title IA	1
Lopez, Raquel	Nurse	Title IA	0.4
Michi, Jose A.	Math Teacher	Title IA	1
Proa, Jessica	Social Studies Teacher	Title IA	1
Reyes, Antonio	Math Teacher	Title IA	1
Rita Tyler Aguuliar	English	Title IA	1
Torres, Anna M.	Math Teacher	Title IA	1
Torres, Miriam	History	Title IA	1
Trevino, Ana	Parent Liaison	Title IA	1

# Campus Funding Summary

<b>162 State Compensatory</b>			
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	
4	1	1	3 FTEs
4	1	2	1 FTE
4	1	3	1 FTE
4	1	4	1 FTE
4	1	5	A+ Software
4	1	6	Contracted Services
4	1	7	Extra Duty Pay
4	1	7	Extra Duty Pay (EOC)
4	1	7	Extra Duty Pay (Mini-Grant)
4	1	7	General Supplies
4	1	7	Paper
4	1	7	Computer Supplies
4	1	16	Contracted Services
4	1	17	Classroom Instructional Supplies

4	1	18	Toners for Teacher Printers
4	1	19	Tablets classroom EOC Teachers
4	1	19	Instructional Technology
8	1	1	
8	1	4	
8	1	5	

**211 Title I-A**

Goal	Objective	Strategy	
1	1	1	Teacher Curriculum Writers
1	1	2	Tutorial Teachers
1	1	2	Tutorial Bus
1	1	4	Staff Development Travel
1	1	4	Substitute Teachers for Professional Development
1	1	4	Region One Staff Development
1	1	4	Staff Development Supplies
1	1	4	Stipends - Professionals
1	1	4	Projector (Professional Development)

1	1	5	Seven Teacher FTEs
1	1	6	Library Aide FTE (2)
1	1	6	ID Machine
1	1	7	Cohort Express / Summer Bridge Clerk (3)
1	1	7	Teachers for Cohort Express / Summer Bridge (6)
1	1	7	Summer Bridge Stipend
1	1	7	Transportation for Bridge
1	1	8	Clerical Assistant
3	1	10	
5	1	6	Nurse (0.8 FTE)
7	1	6	Mileage for Home Visits
7	1	6	Parent Liaison FTE (1)
7	1	8	Parent Center Supplies
7	1	8	Parent Center Food
8	1	1	
8	1	2	No funds required.
8	1	3	
8	1	4	

8	1	5	

**212 Title I-C (Migrant)**

Goal	Objective	Strategy	
6	1	1	Migrant Parent Meeting Supplies
6	1	2	Migrant Student Passes
6	1	3	16 desktop computers
6	1	4	Tutorial Funding
6	1	5	Migrant Teacher FTE (1), Printer \$1200.00, Tutorial Monies - \$120 x 51, Transportation - 14 opportunities - \$150
6	1	6	Migrant Clerk FTE
6	1	7	hygiene products
6	1	8	NCLB Sec 1301 ÂfÂfÂ,ÂfÂfÂ,Â,ÂfÂfÂfÂ,Â,ÂfÂ,Â,ÂfÂfÂfÂ,ÂfÂfÂ,Â,Â†ÂfÂfÂ,ÂfÂfÂ,Â,ÂfÂfÂfÂ,Â,ÂfÂ,Â,Â†ÂfÂfÂ,ÂfÂj 1309, TIC Guidelines, ID&R Manual, NGS Manual, Campus TIC funds.
6	1	9	MEP Action Plans, MEP Power Points, DVD, Projector, Camera
6	1	10	Computer Labs
6	1	17	TIC - 100 tests @ \$35 to total \$3,500.00
6	1	20	Transportation \$150.00 x 14
6	1	24	35 Laptop Computers

**255 Title II, Part A (TPTR/Class Size)**

Goal	Objective	Strategy	

**263 Title III-A Bilingual**

Goal	Objective	Strategy	