

Brownsville Independent School District
Pace Early College High School
2018-2019 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.

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Comprehensive Needs Assessment

Revised/Approved: June 15, 2018

Demographics

Demographics Summary

Pace Early College High School houses a student population of 2,085 students servicing grades 9th - 12th. The student body is composed of 99.5% 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 98.8% Hispanic, 1.0% White, 1.0% 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 our 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 from college and be 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
- Pace Learning Opportunities Enrollment.
- Enrollment increase
- Cohort Express/ GAP Attendance

DEMOGRAPHIC NEEDS:

- Increase the number of students in clubs, fine arts, and athletics.
- Decrease the number of dropouts below the state average.
- Increase graduation and completion rate.

- 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.
- Provide at-risk tutorials during the school day and after school.
- Provide credit recovery programs during the school day and after school.
- Provide a lead teacher to oversee credit recovery, saturday academies, and after school tutorials.
- Increase number of dual enrollment credit offerings for students to stay at Pace.
- Migrant students will be provided with services to keep students in school and successfully complete requirements.

Student Academic Achievement

Student Academic Achievement Summary

Pace Early College High School met standard in all the indicies of the Texas Education Agency 2017 Accountability Report. The indicies and scores are in Student Achievement with an index score of 78, 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 78% of students scored at a phase-in satisfactory standard while the passing rate for sub populations was 54% for special education, 78% for economically disadvantaged, 55% for English language learners, and 73% for At-Risk. In English Language Arts as a campus group 63% of students scored at a phase-in satisfactory standard while the passing rate for sub populations was 39% for special education, 63% for economically disadvantaged, 29% for English language learners, and 49% for At-Risk. In Mathematics as a campus group 90% of students scored at a phase-in satisfactory standard while the passing rate for sub populations was 64% for special education, 90% for economically disadvantaged, 84% for English language learners, and 84% At-Risk. In Science as a campus group 91% of students scored at a phase-in satisfactory standard while the passing rate for sub populations was 69% for special education, 91% for economically disadvantaged, 80% for English language learners, and 82% for At-Risk. In Social Studies as a campus group 95% of students scored at a phase-in satisfactory standard while the passing rate for sub populations was 77% for special education, 95% for economically disadvantaged, 94% for English language learners, and 92% for At-Risk.

Advise TX College Advising Corps works to increase the number of low-income, first-generation college, and underrepresented high school students who enter and complete a postsecondary education. The program model utilizes near-peer advisers by placing well-trained recent college graduates from four Texas partner institutions of higher education as full-time college advisers in high schools with historically low college-going rates. This program assists with post-secondary student achievement.

Student Academic 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 in ELA/Reading, Pace ECHS ranked in the top quartile in the areas of AP examination participation & student growth. In similar comparison for mathematics Pace ECHS ranked in the top quartile in the areas of 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.
- Provide professional development on effective instruction and core area achievement.
- Provide professional development on EOC targeted instruction.
- Provide core area EOC, AP, PSAT, SAT, ACT, and TSI learning opportunities (PLO's) after school and on Saturdays.
- Provide a lead teacher to oversee credit recovery, Saturday academies, and after school tutorials.
- Provide summer regaining of credit and summer enrichment opportunities.
- Supply students with EOC formatted materials including: workbooks, flip charts, reference charts, diagrams, flash cards, and reference materials.
- Supply students with classroom materials including: paper, composition books, cutting materials, working folders, glue, pencils, pens, markers, highlighters, index cards, rings, colored pencils, etc.
- Provide students with lab materials to be successful and learn process skills on EOC exams.
- Migrant students need to be provided with a lab to use as an available resource both during the day and afterschool.
- PFS students require additional resources and technology to successfully complete the high school curriculum and any and all post-secondary readiness assessments.
- Provide students assistance in a lab with advisors from the "ADVISE TEXAS" program to help prepare for post-secondary education.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Pace student performance in Reading was significantly below all student performance for ELL 34 pts. for ELL and Special Education 24 pts. On the 2017 EOC Test. **Root Cause:** Problem Statement 1: Pace student performance in Reading was significantly below all student performance for ELL 34 pts. for ELL and Special Education 24 pts. On the 2017 EOC Test. Root Cause 1:

School Processes & Programs

School Processes & Programs 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, 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 UTRGV.

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 will 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.

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.

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.

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.

School Processes & Programs Strengths

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

- Opportunities for teachers to teach dual enrollment & AP courses.
- PLO's 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.
- Instructional Alignment meetings held throughout the school for all core areas.
- Increase trainings provided outside of the district for EOC.
- Opportunities for teachers to win awards.

STAFF QUALITY, RECRUITMENT, RETENTION NEEDS:

- Increase the number of teacher-led professional development. (1.1). Yes! We should empower teacher leaders & the opportunity to observe high performing teachers at Pace & in the valley.
- 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).
- Staff Development out of District and all areas.
- Increase the number of AP courses offered. (6.1) and monitor quality of instruction provided in those courses.
- Offer new opportunities to incorporate technology into the classroom (9.4) and training on how to effectively use tech. (Not just putting the kids on laptops).
- Provide a lead teacher extra duty 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 and under performing.
- 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)
- Higher accountability for non-tested teachers. It's frustrating to hear what the kids say happen in some of their classes that don't have any accountability for outcomes.
- Cultivate a culture of receiving and using feedback from admin/peers to increase effectiveness.
- Provide meaningful training on data-driven instruction.

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.
- Scope and sequence provided by the district curriculum office.
- APEX Program available for student remediation in all core areas, EOC, SAT, ACT, and TSI.
- EOC STAAR practice books available to all EOC teachers for remediation. (Online Programs). On line programs.
- 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.
- Paid curriculum planning time for core area teachers.
- Implement the College and Career Readiness Standards across all grade levels. Yes! Increased rigor and 21st Century skills.
- Provide teachers the opportunity to create assessments that monitor student progress on core area TEKS throughout the school year.
- Provide extra duty PAP for a lead teacher to oversee credit recovery, saturday academies, and after school tutorials.
- Provide teachers the opportunity for curriculum writing throughout the school year.
- Provide accelerated instruction for students during the school day through at-risk tutorial classes.
- Create differentiated curriculum that meets the needs of our diverse learners (specifically, ensuring rigorous, college ready curriculum for our highest performing students.

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.
- 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.
- Use review 360 for all meetings, telephone conversations, and documentation.
- Ensure that important dates and events are all posted on the Pace main web page., team schedules/athletics events
- Thematic Concept.
- Campus room assignments given by grade level for a school within a school concept.

Perceptions

Perceptions 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 and 1 probation officer and 3 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.

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.

Perceptions 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.
- 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 10 hours of online technology courses for all teachers and staff.

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.
- Offer parents a snack and refreshments at parental involvement meetings. Health snack.
- Provide parents with opportunities to volunteer and become involved with school functions.
- Campus will provide counseling services in a timely manner to economically disadvantaged students.
- The campus will have the necessary resources to conduct home visits as needed for absent and failing students.
- 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.
- Pace ECHS will provide community service one day a year to its surrounding community.
- Provide weekly parent socialization events including involvement community fun runs, etc. representing Pace ECHS.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- 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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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 EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Local diagnostic reading assessment data
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Local diagnostic math assessment data
- Local benchmark or common assessments data

- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement 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

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- 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
- T-TESS

Parent/Community Data

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

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

Revised/Approved: June 15, 2018

Goal 1: Pace students 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. (Campus #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 1:

Performance Objective 1:

Pace student performance for all students, all grades, all subjects will exceed 2018 STAAR percent Approaches Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science and social studies by 5 percentage points.







Evaluation Data Source(s) 1: STAAR/EOC performance reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<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.</p> <p>Substitute Teachers will be utilized as needed to maintain the educational flow and to ensure academic success with our students.</p> <p>Population: Title IA, At-Risk, Migrant, LEP, SPED Timeline: Sept 1 - June 30 CNA: p.</p>	2.4	Principal; Dean of Instruction; Teachers	Formative: Completion of instructional materials and curriculum including exams, quizzes, and group activities. Summative: EOC exam results.				
Funding Sources: 199 Local funds - 37900.00							

<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. Population: Title IA, At-Risk, Migrant, LEP, SPED Timeline: Sept 1 - June 30 CNA: Student Achievement</p>	2.5	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 - 0.00, 199 Local funds - 9000.00							
<p>3) Teachers will research and develop assessments by strand that are aligned to state assessments using Tango Trends. Population: Title IA, At-Risk, Migrant, LEP, SPED Timeline: Sept 1 - June 30 CNA: Student Achievement</p>		Dean of Instruction; EOC Teachers	Formative: Progress on Tango check point Data Reports; Summative: Improve district bench mark results.				
<p>4) Core area highly qualified teachers including Teacher IDEA (7) will be utilized to meet the needs of Title 1A students in order to ensure that academic progress is attained and gaps are closed. Population: Title IA, At-Risk, Migrant, LEP, SPED Timeline: Sept 1 - June 6 CNA: Student Achievement</p>	2.6	Principal; Dean of Instruction; Assistant Principal	Formative: Walkthroughs Summative: T-TESS Evaluation.				
<p>5) One 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. Population: Title IA, At-Risk, Migrant, LEP, SPED Timeline: Sept 1 - June 6 CNA: Student Achievement</p>		Dean of Instruction; Librarians	Formative: Walkthroughs Summative: Evaluation.				
<p>6) 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. Population: Title IA, At-Risk, Migrant, LEP, SPED Timeline: May 30 - June 30 CNA: Student Achievement</p>		Dean of Instruction; Summer School Administrator	Formative: Course Credit Completion; Summer Bridge Course Completion; Summative: Attendance Rates in program; Enrollment Count				
Funding Sources: 199 Local funds - 400.00							

<p>7) 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: Student Achievement</p>		<p>Head Counselor; Counselors, Dean of Instruction.</p>	<p>Formative: Students serviced through counselor. Summative: Performance Evaluation</p>				
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 = Accomplished
 = Continue/Modify
 = Considerable
 = Some Progress
 = No Progress
 = Discontinue

Goal 1: Pace students 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. (Campus #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 2: Career and Technical Education student participation will increase by 5 percentage points over 2018 including special population students and CCMR graduates will improve over prior year graduates.

Evaluation Data Source(s) 2: PBMAS reports, CTE enrollment PEIMS reports, CCMR reports

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Draft: Campus counselors and CPO will review transcripts and schedules to ensure all students will be prepared to graduate with appropriate CTE course work/foundation courses and meet CCMR requirements.</p> <p>Population: All students including special population students.</p> <p>Timeline: May 2018-May 2019</p>		<p>Draft: Principal, Assistant Principal, Head Counselor, CPO</p>	<p>Draft: Formative: Student schedules will indicate 95% of students are scheduled in to CTE coursework Summative: CCMR graduation rate improves over previous year.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							


Goal 1: Pace students 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. (Campus #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 3: 80% of migrant students will be on grade level within 2 years and 70% will be at Approaches Grade Level for all STAAR assessments.

Evaluation Data Source(s) 3: PBMAS Report, STAAR/EOC Assessments for Migrant students, Migrant Program participation reports

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) 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. Migrant students come to the Lab as needed - sign in sheets are available. Population: Migrant Students Timeline: August 2017 to June 2018 CNA: p. 22 and 23		Migrant Teacher; Asst Principal	Formative: Sign In Sheets Summative: Course Credit				
	Funding Sources: 212 Title I-C (Migrant) - 14000.00						
2) During the instructional 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		Migrant Teacher; Migrant Clerk; Asst Principal	Formative: Survey Summative: Inventory				
	Funding Sources: 212 Title I-C (Migrant) - 0.00						
3) 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		Migrant Teacher; Asst Principal	Formative: Walk-through, Sign in sheets, Report compliance, Parent meeting sign-ins Summative: Course Completion Transcripts, All required documentation and forms				
	Funding Sources: 212 Title I-C (Migrant) - 67511.00						

<p>4) 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>		Principal; Assistant Principal	Formative: Transcripts, COE Summative: CBE Credit Reports				
Funding Sources: 212 Title I-C (Migrant) - 0.00							
<p>5) 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. Local - Done by District Migrant Office. Regional - Done by REGION ONE - Edinburg. State - Attended on Nov 8-10, 2017 at McAllen, Tx. Population: Migrant Teachers, Campus Clerks Timeline: August 2017 to June 2018 CNA: pg. 22</p>		Migrant Teacher, Assistant Principal	Formative: Professional Leaves Summative: Turn around train				
Funding Sources: 212 Title I-C (Migrant) - 0.00							
							







Goal 1: Pace students 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. (Campus #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 4: Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 5% over 2017-2018 participation.

Evaluation Data Source(s) 4: Regional and state competition participation numbers

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>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:</p>		Asst. Principals, Fine Arts Teachers	<p>Formative: Students Sign-ins and participation logs Summative: Concert</p>				
<p>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:</p>		Asst. Principals, Fine Arts Teachers	<p>Formative: Practice Logs, Lesson Plans, Walk throughs Summative: Performance Results Student/athlete progress in their develop knowledge and sport skills in their SPOA</p>				
Funding Sources: 199 Local funds - 33000.00							
<p>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:</p>		Ass.t Principals, Fine Arts Teachers	<p>Formative: Curriculum Writing Summative: STAAR Results</p>				

<p>4) Dual Enrollment Students will be afforded the opportunity to gain College Dual Enrollment Credit for Fine Arts course, Music Appreciation, 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 2017 - April 2018 CNA:</p>		Asst. Principals, Fine Arts Teachers	<p>Formative: Walk-throughs, Lesson Plans, Progress Grades Summative: AP Credit Logs, DE Credits; Final Grades</p>				
<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:</p>		Asst. Principals, Fine Arts Teachers	<p>Formative: Turn Around Training Summative: CPE Credit Hours Eval.</p>				
<p>6) 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.</p>		Principal Dean of Instruction Assistant Principal Assigned coaches	<p>Formative: Student sign-ins and participation logs. Summative:</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 1: Pace students 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. (Campus #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

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

Evaluation Data Source(s) 5: SAT and AP scores

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
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. Population: All Students Timeline: August 2017 - June 2018 CNA:		Assistant Principal for AP	AP Tutorial Sign-In sheets.				
Funding Sources: 199 G/T Advanced Academics - 5000.00							

Goal 2: Pace, in collaboration with Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2)

Performance Objective 1: Campus facilities will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years. (Campus Goal 2)

Evaluation Data Source(s) 1: New Energy Plan adopted by campus, updated Five-year facilities renovation plan

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1)) Pace ECHS will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. Examples of these activities will include: facilities lights/electronic equipment monitoring, use of one area for tutorial/PLOs. All outside lights in working condition around gym and field house area.</p> <p>Population: All department and campus facilities Timeline: December 2017- June 2018</p> <p>SBDM Approved on 2-28-2018</p>		Assistant Principal, maintenance supervisor, and night head custodian	<p>Formative: Draft of Energy Plan</p> <p>Summative: Energy yearly average comparison</p>				
<p>2) 2) Create and implement a systematic approach to the renovation/ upgrade/ improvement of facilities to include prioritizing based on safety and needs of the campus. Work Order System for request.</p> <p>SBDM approved to remove lockers from campus. 6-28-2018</p> <p>Population: All department and campus facilities Timeline: June 2018- June 2022. Need: Board approved goal priority</p>		Assistant Principal, maintenance supervisor, and night head custodian	<p>Formative: Facilities Improvement Plan</p> <p>Summative: EOY Renovation Schedules</p>				



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress









= Discontinue

Goal 3: Pace will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Campus Goal 3) (TEA Ch. 4, Obj. 6)

Performance Objective 1: The campus will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students.

Evaluation Data Source(s) 1: Fiscal reports for campus, internal and external audit reports and FIRST ratings

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) The Campus will support program and campuses in an effective and efficient use of 100% of available budgeted funds based on the needs assessments.</p> <p>Pace HS will order tablets, Ipads, connection cords, desktop computers, and establish more labs. In addition, we will order replacement adaptors and tablet/I-pad covers. More wireless keyboards and remote presentors will also be purchased.</p> <p>Departments will be directly involved in budget moves and changes.</p> <p>SBDM approved on 3-21-18</p> <p>Population: BISD Stakeholders Timeline: September 2018-June 2019. Need: Board approved goal priority</p>		Campus Administration	<p>Funding reports will indicate all funds were expended based on prioritized needs.</p> <p>Formative: monthly expenditure reports</p> <p>Summative: end of year expenditure reports</p>				
<p>Funding Sources: 199 Local funds - 39069.00</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: Pace will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Campus Goal 3) (TEA Ch. 4, Obj. 6)

Performance Objective 2: The campus will create and provide faculty and staff recognition and activities to improve campus morale/climate and support retention of teachers and principals.

Evaluation Data Source(s) 2: Campus needs assessment surveys, campus climate surveys

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Pace ECHS will develop incentives such as longer lunch periods and recognition for high student performance teacher attendance, teacher of the week/year, and sponsorships		Principal, Dean of Instruction, and Assistant Principals.	Formative: Newsletter and Announcement Summative: Mid-Term and EOY Recognition				
SBDM Approved on 2-28-18	Funding Sources: 199 Local funds - 2000.00						
							

Goal 4: All Campus will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Campus Goal 4)

Performance Objective 1: Campus will provide the BISD Public Information Office with features articles, recognition of students, co-/extra-curricular activities, and parent/community events.

Evaluation Data Source(s) 1: Media records with Public Information Office, enrollment data, campus web site

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
Critical Success Factors CSF 1 1) 1) The campus will support program and campuses in an effective and efficient use of 100 % of available budgeted funds based on the needs assessment		Campus Administration and SBDM	Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports Summative: EOY reports				

Goal 5: Campus will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 1: Discipline referrals for removals or placements to the Brownsville Academic Center (BAC) will decrease by 5%.

Evaluation Data Source(s) 1: BAC placement data for 2017-2018 and 2018-2019, PEIMS discipline report data, Review360 report data, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data related to BAC placements

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Instructional Strategies / Character Building Provide classroom instructional strategies to keep students engaged and away from discipline issues. Population: All Students Timeline: August 2017 to June 2018 CNA:		Principal, Assistant Principals, Security Monitor	Formative: Walk-throughs Summative: Reduction in discipline referrals. EOY Reports				
2) 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:		Grade Level Administrator; Administrator for State Compensatory Education	Formative: eSchool PLUS At-Risk Progress Reports, Student Progress Reports, Benchmark Scores Summative: STAAR, Retention Rate, Recidivism Rate, Dropout Rate, Graduation Rate, Completion Rate				
Funding Sources: 162 State Compensatory - 10000.00							







Goal 5: Campus will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 2: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2018-2019 and will not be disproportionate for any population

Evaluation Data Source(s) 2: ISS/OSS reports for campus disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, Review360 or eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) In School Suspension ISS will be restructured to meet the needs of students and bring in implementation of compass odyssey and other district approved educational programs. Access to computers. - Teachers will communicate with students.</p> <p>Population: All Students</p> <p>Timeline: August 2017 to June 2018</p>		Principal, Assistant Principals	<p>Formative: Walk-throughs</p> <p>Summative: ISS Attendance Rates</p>				
<p>2) Review 360 Software will be utilized to create databases and reports of student discipline and school safety procedures. Teachers should be able to see detailed information of student incidents when using Review 360.</p> <p>Population: All Students</p> <p>Timeline: August 2017 to June 2018</p>		Principal, Assistant Principals, Security Monitor, BISD Campus Police.	<p>Formative: Review 360 Reports</p> <p>Summative: Reduction in discipline referrals. EOY Reports</p>				

<p>3) Provide students with character education using Rachel's Challenge Teacher kits in order to help prevent bullying.</p> <p>Population: All students Timeline: November 2017-June 2018</p> <p>CNA: pg. 11</p>		<p>Principal Dean of Instruction Counselors</p>	<p>Decrease in bullying reports compared to prior year</p> <p>Formative: Counselors reports Review 360 Report</p> <p>Summative: Comparison on beginning and ending of year bullying reports</p>				
<p>Funding Sources: 211 Title I-A - 3500.00</p>							
<p>4) Campus Officers and Counselors, and community/non-profit organizations, will address current safety-related trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Gang Awareness, Bullying/harassment, Dating Violence, Unwanted physical/verbal aggression, Sexual Harassment, I Guardian Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Teen Community Emergency Response Team (CERT), Truancy, Emergency Operations Plan (EOP)-Safety Procedures</p> <p>Include an incentive for teachers and students to wear particular shirts to emphasize awareness of issues. Population: All Students and parents/guardians Timeline: August 2017 to June</p>		<p>Administration and Campus Police and Security and Counselors</p>	<p>Decrease in bullying reports compared to prior year</p> <p>Formative: Counselors reports Review 360 Report</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 5: Campus will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 3: Refine and implement all safety plans across the campus to ensure students are safe in the event of a crisis.

Evaluation Data Source(s) 3: Updated safety plan checklist, published district safety plans, Unsafe Schools PEIMS report.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) 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. Installation of metal detector at main entrance Population: All Students Timeline: August 2017 to June 2018 CNA: p. 21		Principal, Assistant Principals, Security Monitor, BISD campus police	Formative: Increased coordination between security, BISD Campus Police and administration Summative: Reduction in vandalism Student/Staff Safety Peace of mind Better Wi Fi availability				

Goal 6: Pace along with 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. (TEA Ch. 4, Obj. 1)

Performance Objective 1: There will be a 10% increase of parents involved in campus/district parental involvement activities from 2017-2018 to 2018-2019.







Evaluation Data Source(s) 1: Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors 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.</p> <p>Provide a calendar of workshops and seminars to all teachers - separate from the newsletter.</p> <p>Population: All Students Timeline: August 2017 to June 2018 CNA: Perceptual</p>	3.1, 3.2	Dean of Instruction; Principal; Program Specialist; Parental Liaison, clubs, dyslexia, IDEA	Parental feedback regarding knowledge and skills acquired				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Disseminate School-Parent-Student Compacts indicating each group's responsibilities to ensure student achievement.</p> <p>Population: All Students Timeline: August 2017 to June 2018 CNA: Perceptual</p>		Principal; Assistant Principal; Parent Liaisons, Teachers, Counselors	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				

<p>Critical Success Factors 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: Perceptual</p>	3.1	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>Critical Success Factors 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>	3.1	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>Critical Success Factors 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: Perceptual</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>Critical Success Factors 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. Introduce Parent Liaisons to teacher. Meet/Greet - so the teachers feel comfortable with the Parent Liaison. Population: All Students Timeline: August 2017 to June 2018 CNA: Demographics</p>	3.2	Principal; Assistant Principal; Parent Liaisons, Teachers, Probation Officer.	Formative: Survey Results; Job Description Summative: Parent Survey Results; Parent Liaison Evaluation; Title I-A Parental Involvement Compliance Checklist; STAAR Results				
Funding Sources: 199 Local funds - 1800.00							

<p>Critical Success Factors 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	Instruction; Formative: Sign In Sheets Summative: Session Evaluation; Title I-A Parental Involvement Compliance Checklist; STAAR Results; Attendance Rate; Discipline Referrals				
<p>Critical Success Factors 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, Texas Workforce. Population: All Students Timeline: August 2017 to June 2018 CNA:</p>	3.2	Principal; Assistant Principal; Parent Liaisons, Teachers	Formative: Parent Survey Results Summative: Parent Liaison Eval; Session Evaluation; Title I-A Parental Involvement Compliance Checklist; STAAR Results; Attendance Rate; Discipline Referrals				
<p>Critical Success Factors 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, Teachers	Formative: Flyer; Sign In; Agenda Summative: Minutes; Title I-A Parental Involvement Compliance Checklist; STAAR Results; Attendance Rate; Discipline Referrals				

<p>Critical Success Factors CSF 5 CSF 6</p> <p>10) Parents will learn how to create healthy meals & practical items for the home. Stimulating creativity and perseverance. Modeling these types of skills to help students imitate or to be included in the activity. Omit from CIP.</p> <p>Population: All Students Timeline: August 2017 to June 2018 CNA:</p>		Parent Liaison	<p>Formative: Flyer; Sign In; Agenda Summative: Minutes; Title I-A Parental Involvement Compliance Checklist; STAAR Results; Attendance Rate; Discipline Referrals</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 7: Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)

Performance Objective 1: Academic related professional development will improve teacher effectiveness in providing student centered instruction to meet the needs of all students, including those receiving special education, dyslexia, second language and At-Risk supports to improve academic performance and engagement as evidenced by classroom observations

Evaluation Data Source(s) 1: Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS evaluations

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) 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:		Principal; Dean of Instruction; Technology Specialist	Formative: Professional Development evaluation from PDS. Summative: Lesson Plan Implementation				
	Funding Sources: 199 Local funds - 7500.00						

Goal 7: Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)

Performance Objective 2: The CTE Department will provide on-going professional development for CTE teachers, so that extended learning opportunities, with the use of research-based programs and activities, are provided to students to ensure more opportunities to be college and career ready.

Evaluation Data Source(s) 2: Professional development records for CTE, numbers of students in under-served pathways, survey data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Draft: Provide training for CTE 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:		Principal; Dean of Instruction; Technology Specialist	Formative: Professional Development evaluation from PDS. Summative: Lesson Plan Implementation				
							

Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)







Performance Objective 1: Campus will show a 5% increase in all four key areas of the Star Chart: 1. Teaching and Learning 2. Educator Preparation and Development 3. Leadership, Administration and Instructional Support 4. Infrastructure for Technology

Evaluation Data Source(s) 1: EOY Student grades, electronic portfolios, StarChart Survey Results, T-TESS, Professional Development System Summary Reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
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, APEX. Population: All Students Timeline: August 2017 to June 2018 CNA: pg. 23		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: 211 Title I-A - 32000.00							
2) Establish two English Language arts computer labs for EOC testing with desktop computers and tablets. Population: All Students Timeline: August 2017 to June 2018 CNA:		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 TANGO				

<p>3) 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 to June 2018</p>		Dean of Instruction	Mobi checkouts, clicker checkouts, Compass Odyssey, A+, usage reports.				
<p>4) Provide on-going instruction & Professional Development through TST and other resources for technology to improve teacher use of media and computer programs /software and projectors to ensure improved teacher effectiveness and improve student performance.</p> <p>Population: All Students</p> <p>Timeline: August 2017 to June 2018</p> <p>CNA: pg</p>		Dean of Instruction, TST	Better instruction in the classrooms and improved scores in all areas: STAAR Chart				
<p>5) 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 to June 2018</p> <p>CNA: pg. 23</p>		Dean of Instruction, TST	Digital Textbooks and Instructional Materials being printed.				
<p>6) Campus Staff will have access to and utilize campus work order system for maintenance and technology requests. Update library laptops and remove outdated items.</p> <p>Population: All Students</p> <p>Timeline: August 2017 to June 2018</p> <p>CNA: pg.</p>		Dean of Instruction, TST, Assistant Principal.	Dean of Instruction, TST, Assistant Principal.				

<p>7) Teachers will have access to tablets/desk tops and electronic equipment to provide remediation to students on an individualized basis. The tablets/desktops will also serve to facilitate the use of Tango software in the classroom/computer labs throughout the school year. Population: AR, TI, MI, LEP, APEX. 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: 199 Local funds - 2867.00</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 1: Increase the overall campus attendance rate to 96.8% and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

Evaluation Data Source(s) 1: campus attendance rates, At-Risk Student Attendance

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) 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. Inform teachers who have homeless students.</p> <p>Population: AR, TI, MI, LEP Timeline: Fall 2018 CNA:</p>		PEIMS Administrator	Formative: ERO Session Evaluation Reports, ERO Session Attendance Report, Student Progress Report Summative: STAAR, Retention Rate, Attendance Rate, Completion Rate, Graduation Rate				
<p>2) 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.</p> <p>Population: AR, TI Timeline: Aug 20, 2018 - May 30, 2019 CNA:</p>		Program Specialist; At-Risk Counselor	Formative: eSchool Reports through Homeless Youth Project, AR Student Enrollment, Student Progress Reports Summative: STAAR, Retention Rate, Attendance Rate, Completion Rate, Graduation Rate				
<p>3) 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.</p> <p>Population: AR, TI, MI, LEP Timeline: Aug 20, 2018 - May 30, 2019 CNA:</p>		CIS Case-worker Campus Administration	Formative: eSchool Reports through Homeless Youth Project, AR Student Enrollment, Student Progress Reports Summative: STAAR, Retention Rate, Dropout Rate, Graduation Rate, Completion Rate				

<p>4) 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 20, 2018 - May 30, 2019 CNA</p>		PEIMS Administrator; Dean of Instruction	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>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 2: Reduce the Dropout Rate to less than 1%, increase the Completion Rate to 95% and increase Graduation Rate to 100%.
increase the High School Completion Rate to 95% and increase the High School Graduation Rate to 91.3%.

Evaluation Data Source(s) 2: (s) : Drop-out and Graduation rate reports.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) 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		Principal; Dean of Instruction; Assistant Principal; Administrator for State Compensatory Education	Principal; Dean of Instruction; Assistant Principal; Administrator for State Compensatory Education				
	Funding Sources: 162 State Compensatory - 50000.00						
2) 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:		Dean of Instruction; Administrator for State Compensatory Education	Formative: eSchool PLUS At-Risk Progress Reports, Student Progress Reports, Benchmark Scores Summative: STAAR Dropout Rate, Retention Rate, Completion Rate, Graduation Rate				
	Funding Sources: 162 State Compensatory - 0.00, 199 Local funds - 1000.00						
3) Regaining of credit will be offered before and after school through A+, Compass, and API modules to provide students opportunities for accelerated instruction at designated computer labs, (Saturdays). Population: AR, TI, MI, LEP Timeline: Aug 2017 - June 2018 CNA:	2.6	At-Risk Counselor; Program Specialist; Dean of Instruction; Administrator for State Compensatory Education	Formative: Course Completion Rate, Student Transcripts Summative: Retention Rate, Dropout Rate, Completion Rate, Graduation Rate				
	Funding Sources: 211 Title I-A - 0.00						
4) 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 20, 2018 - My 30, 2019 (Daily)		Campus Administration; Administrator for State Compensatory Education	Formative: eSchool PLUS At-Risk Progress Report, Student Progress Reports, Benchmark Scores Summative: STAAR, Retention Rate, Dropout Rate, Completion Rate, Graduation Rate				
	Funding Sources: 162 State Compensatory - 0.00						

<p>5) 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 and recover drop outs. Population: AR, TI, MI, LEP Timeline: Sept 2018 CNA:</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: 211 Title I-A - 0.00, 199 Local funds - 7000.00</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 3: Campus will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%.

Evaluation Data Source(s) 3: STAAR/EOC reports disaggregated for At-Risk students.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
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. One Math teacher and Three STARS teacher, and one IDEA Teacher. Population: AR, Ti, Mi, LEP Timeline: Aug 20, 2018 - May 30, 2019 (Daily) CNA:	2.6	Principal; Dean of Instruction; Assistant Principal; Administrator for State Compensatory Education	Formative: Walkthroughs, Lesson Plans, Student Progressing Reports, Benchmark Scores Summative: STAAR				
	Funding Sources: 162 State Compensatory - 185000.00						
2) 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:		Principal; Administrator for State Compensatory Education	Formative: PDS Session Evaluation Report, PDS Session Attendance Report, Lesson Plans, Classroom Observations, Student Progress Reports, Benchmark Scores Summative: STAAR, Dropout Rate, Retention Rate, Dropout Rate				
	Funding Sources: 162 State Compensatory - 57000.00						
3) 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 20, 2018 - May 30, 2019 CNA:	2.5	Dean of Instruction; Administrator for State Compensatory Education	Formative: eSchool PLUS Tutorials Schedule, Tutorial Attendance Report, Tutorial Lesson Plans, Classroom Observations, Student Progress Reports, Benchmark Scores Summative: STAAR, Retention Rate, Dropout Rate, Completion Rate, Graduation Rate				
	Funding Sources: 162 State Compensatory - 28000.00, 199 Local funds - 4500.00						

<p>4) 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.</p> <p>Population: AR, TI Timeline: Aug 20, 2018 - May 30, 2019 CNA:</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>5) Students will have access to core area instructional materials and resources to improve learning and provide accelerated instruction for those in need.</p> <p>Population: AR, TI, MI, LEP. Timelines: Aug 20, 2018 - May 30, 2019 CNA</p>	<p>2.6</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>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 4: Implement a sustainable coordinated school health system that provides wellness tools and resources which promote the long-term development through student attendance and success of the whole student

Evaluation Data Source(s) 4: Nurse time and effort reports show students immediate health concerns are addressed along with improved report card grades and increased student attendance rates. PAPA, CATCH, and SHAC meetings and reports

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Campus nurses will attend a summer two day professional development day in Edinburg, TX to further enhance their nursing skills needed to assist all high school students.	2.6	Assistant Principal	Health Screenings Formative: Daily Screening reports Summative: Year comparison on results.				
	Funding Sources: 199 Local funds - 1950.00						

State Compensatory

Personnel for Pace Early College High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Pace	Dean of Instruction	Campus	1
Pace	At Risk Counselor	Campus	2
Pace	Teachers	Content Area	4

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

SBDM and campus leadership created and reviewed campus CNA surveys for available data for determining the areas of greatest need.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

SBDM and departments reviewed and revised the campus plan to develop the 2018-2019 CIP.

2.2: Regular monitoring and revision

Through monthly meetings the CIP 2018-2019 will continue to be monitored through these meetings to include the quarterly formative reviews check points.

2.3: Available to parents and community in an understandable format and language

Through parental involvement monthly meetings and presentations and open house, parents are provided information in English and Spanish.

2.4: Opportunities for all children to meet State standards

Students have opportunities to meet state standards through classroom instruction and extended day opportunities.

2.5: Increased learning time and well-rounded education

Campus provides extended learning time and accelerated instruction throughout the year.

2.6: Address needs of all students, particularly at-risk

Students are provided opportunities in all core areas for academics, regaining of credit, instructional materials and resources to meet the needs of at risk students.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Parents are provided workshops, policy meetings along with information meetings throughout the year.

3.2: Offer flexible number of parent involvement meetings

Campus provides various times for parents before, after, and during school time. Parents attend monthly meetings and interact during open houses.

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alfie Gracia	Teacher	Core Content	1
Ana Trevino	Clerk	Parental Involvement	1
Antonio Reyes	Teacher	Core Content	1
Claudia	Gonzalez-Rivera	Core Teacher	1
Jacqueline Moreno-Jasso	Nurse	Nurse	1
Javier Gonzalez	Teacher	Core Content	1
Jessica Proa	Teacher	Core Content	1
Maria Perez	Clerk	Counseling	1
Miriam V. Torres	Teacher	Core Content	1
Nancy E. Garcia	Aide	Library	1
Pace	Clerks	Library	2
Raquel Lopez	Nurse	Nurse	1
Samantha Contreras	Teacher	Core Content	1

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Textbooks		\$1,000.00
1	1	1	Supplies and materials		\$25,200.00
1	1	1	Substitutes		\$1,700.00
1	1	1	Reading Materials and supplies		\$2,000.00
1	1	1	Professional extra duty		\$8,000.00
1	1	2	Custodial Supplies		\$9,000.00
1	1	6	Custodial Supplemental duty		\$400.00
1	4	2	Co-curricular Travel		\$33,000.00
3	1	1	Leadership supplies and materials		\$11,500.00
3	1	1	Campus Awards		\$15,069.00
3	1	1	Custodial Supplies		\$1,500.00
3	1	1	Office Equipment		\$6,000.00
3	1	1	Student Awards		\$3,000.00
3	1	1	Classroom Equipment		\$2,000.00
3	2	1	Faculty Misc		\$2,000.00
6	1	6	Travel		\$800.00
6	1	6	Parental Refreshments		\$1,000.00
7	1	1	Employee Travel		\$500.00
7	1	1	Employee travel		\$1,500.00
7	1	1	Leadership travel		\$5,500.00
8	1	7	Operating Fee		\$1,872.00
8	1	7	Maintenance		\$495.00
8	1	7	software license		\$500.00
9	2	2	Supplies and Materials		\$1,000.00

9	2	5	Clerical Overtime		\$7,000.00
9	3	3			\$4,500.00
9	4	1	Supplies and Materials		\$1,800.00
9	4	1	Supplies		\$150.00
Sub-Total					\$147,986.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$-147,976.00
199 G/T Advanced Academics					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	Supplemental Duty Pay		\$5,000.00
Sub-Total					\$5,000.00
Budgeted Fund Source Amount					\$5,000.00
+/- Difference					\$0
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	2			\$10,000.00
9	2	1			\$50,000.00
9	2	2			\$0.00
9	2	4			\$0.00
9	3	1			\$185,000.00
9	3	2			\$57,000.00
9	3	3			\$28,000.00
Sub-Total					\$330,000.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$-329,990.00
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Accelerated Instruction		\$0.00

5	2	3	Rachel's Challenge		\$3,500.00
8	1	1	Desktop computers for two labs		\$32,000.00
9	2	3			\$0.00
9	2	5			\$0.00
Sub-Total					\$35,500.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$-35,490.00
212 Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$14,000.00
1	3	2			\$0.00
1	3	3			\$67,511.00
1	3	4			\$0.00
1	3	5			\$0.00
Sub-Total					\$81,511.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$-81,501.00
Grand Total					\$599,997.00