

Brownsville Independent School District

Pace Early College High School

2019-2020 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Top 25 Percent: Comparative Academic Growth



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

Comprehensive Needs Assessment	5
Demographics	5
Student Academic Achievement	7
School Processes & Programs	9
Perceptions	13
Priority Problem Statements	15
Comprehensive Needs Assessment Data Documentation	16
Goals	19
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).	19
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)	40
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)	42
Goal 4: Pace 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)	44
Goal 5: Pace will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)	45
Goal 6: Pace 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)	55
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)	60
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)	64
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)	67
State Compensatory	77
Budget for Pace Early College High School:	77
Title I Schoolwide Elements	79
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	79
1.1: Comprehensive Needs Assessment	79
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	79
2.1: Campus Improvement Plan developed with appropriate stakeholders	79

2.2: Regular monitoring and revision	79
2.3: Available to parents and community in an understandable format and language	80
2.4: Opportunities for all children to meet State standards	80
2.5: Increased learning time and well-rounded education	80
2.6: Address needs of all students, particularly at-risk	80
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	80
3.1: Develop and distribute Parent and Family Engagement Policy	80
3.2: Offer flexible number of parent involvement meetings	81
Title I Personnel	82
2019-2020 Campus Site-Based Committee	83
Department Heads	85
District Funding Summary	86

Comprehensive Needs Assessment

Demographics

Demographics Summary

Pace Early College High School houses a student population of 2,071 students servicing grades 9th - 12th. The student body is composed of 92% economically disadvantaged students, 75% at-risk students, and 19% 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 75%. The Attendance Rates for the school year were 93.4% for all 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 2017-2018 school year as reported by TEA was 96.8% for all students, 97% for Economically Disadvantaged, 97.1% for English Learners, and 96.4% for special education students. The four year Graduation Rates for the 2017-2018 school year was 96.7% for all students; 96.8% for Hispanics; 96.7% for Economically Disadvantaged; 95.8% for English Learners, and 84.5% for Special Education.

Demographics Strengths

Amongst the many strengths in our school-wide academic program, we ensure that all students are serviced based on their individual academic and social needs. All programs center around academic success and college readiness with the terminal goal of graduating students to be college, career and/or military ready. To meet the needs of our students, Pace employs interventions, such as prescriptive and hybrid block scheduling, tutorials, and strategic teacher staffing. Pace students are also afforded other academic opportunities through the various career pathways which enable students to earn industry certifications. Moreover, Pace also offers both the School of Technology, Architecture, and Medical Professions (STAMP) and Science, Technology, Engineering, Mathematics (STEM). Pace Early College High School has identified the following demographic strengths.

1. CTE Enrollment in career pathways and number of endorsements and industry certifications earned by CTE students
2. Pace Learning Opportunities Attendance for before and after school tutorial programs
3. Enrollment increase in CTE Programs with opportunities to earn certificates and industry-based certifications
4. Increase in Cohort Express/ GAP Attendance; thus, increasing numbers of students graduating with their cohort
5. Increase in number of ECHS Cohorts and number of students interested in program

D-DEMOGRAPHIC NEEDS:

1. Increase attendance rate to 97%

2. Increase the number of students actively participating in competitive and/or non-competitive extra-curricular activities.
3. Decrease the number of dropouts below the state average.
4. Increase graduation and completion rate for all populations
5. The Dean of Instruction, Dropout Specialist, At-Risk Program Specialist, Communities in Schools, Probation Officer, Attendance Office, Parent Liaisons, and At-Risk Counselor, will continue monitoring and providing support services to at-risk populations.
6. Continue providing at-risk tutorials and credit recovery programs /interventions before, during, and after school with a lead teacher to oversee the programs.
7. Increase number of dual enrollment and advanced placement credit offerings for students to stay at Pace.
8. Increase number of students enrolling in two year and four year colleges and/or universities, military, and/or career readiness pathways.
9. Increase numbers of students passing TSI, SAT, ACT, AP Tests and Dual Enrollment classes to assist students in earning an Associates Degree

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students need academic, social, and emotional support services in order to graduate with their cohort. **Root Cause:** Multidimensional Factors: low educational achievement, low commitment to school, no extracurricular participation, high family mobility, low socioeconomic status, low contact with the school; family disruption, etc.

Student Academic Achievement

Student Academic Achievement Summary

Pace Early College High School met standard in all the indicies of the Texas Education Agency 2019 Accountability Report. The indicies and scores in Student Achievement, 90; School Progress, 92 , Closing Performance Gaps, 83, and Post secondary Readiness/CCMR with a scaled score of 96. Overall, Pace scored 89.3% narrowly missing the rating of "A." As a campus, all subjects combined scored 82% of students, with 81% as approaches GL Standard or Above, 60% Meets, and 22% Masters GL Standard. Passing rate for sub populations was 53% for special education, 82% for economically disadvantaged, 62% for English language learners. Pace ECHS earned the accountability rating of "B" and The Top 25% on Comparative Academic Growth.

In Spring 2019 English Language Arts I, as a campus group 67% of students scored at approaches GL, 51% of students Meets GL and 8% Masters GL. The passing rate for sub populations was 23% for special education, 67% for economically disadvantaged, 27% for English language learners.

In Spring 2019 English Language Arts II, as a campus group 70% of students scored at approaches GL, 53% of students Meets GL and 5% Masters GL. The passing rate for sub populations was 16% for special education, 71% for economically disadvantaged, 34% for English language learners.

In Spring 2019, Algebra I as a campus group 99.31% of students scored at approaches GL, 94% of students Meets GL and 77% Masters GL. The passing rate for sub populations was 92% for special education, 98% for economically disadvantaged, 98% for English language learners.

In Spring 2019, U.S. History as a campus group 91% of students scored at approaches GL, 67% of students Meets GL and 35% Masters GL. The passing rate for sub populations was 62% for special education, 92% for economically disadvantaged, 81% for English language learners.

In Spring 2019, Biology as a campus group 93% of students scored at approaches GL, 67% of students Meets GL and 15% Masters GL. The passing rate for sub populations was 71% for special education, 92% for economically disadvantaged, 77% for English language learners.

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 by helping students to apply for financial aide, scholarishps complete college applications and registration for college entrance exams. 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 different areas for each student. When compared to similar schools across the state Pace ECHS in the most recent accountability report scored in the Top Quartile (Q1) indicator AP Participation in ELA

with 37.6% of students taking an AP exam. In mathematics Pace ECHS scored Top Quartile (Q1) indicator Accelerated Student Growth in Mathematics with 75% and Algebra 1 Performance Masters Grade Level (Q1) with 67% of the students that tested. In the area of science, Pace ECHS scored Top Quartile (Q1) indicator AP examination participation with 21%. In Social Studies, Pace ECHS scored Top Quartile (Q1) indicator AP examination participation with 34.4%. In Comparative Academic Growth (AG) Pace ECHS has a scaled score of 88 and 86 scaled score in Comparative Closing the Gaps (CTG).

STUDENT ACHIEVEMENT NEEDS

Based on the 2019 data, ELLs and SPED Sub-populations under ELA I and ELA II continue to be areas in need of improvement. However, we cannot lose sight of assisting all populations who make Pace their learning place:

1. Provide targeted, data driven tutorials for EOC, AP, PSAT, SAT, ACT, and TSI after school and on Saturdays.
2. Provide the library with funds for updated reading materials, books, technological resources targeting all students, but especially, our ELL and Special Education populations, and funds for makerspace activities.
3. Continue regaining of credit and enrichment opportunities for all student populations throughout the year.
4. Continue providing students access to EOC formatted materials, classroom supplies, and access to instructional technology/software to learn process skills for the EOC exams.
5. PFS students require additional resources and technology to successfully complete the high school curriculum and any and all post-secondary readiness assessments.
6. Continue providing students assistance for post-secondary education through the "ADVISE TEXAS" program and other Guidance and Counseling Activities, such as University Day, Financial Aid Night, and University Signings, etc.
7. Separate writing and reading classes for EOC I and EOC II with two separate teachers in order to give students a stronger language foundation.
8. Continue having PE teachers will implement TEKS with Scope and Sequence for all students, in particular, coordinate activities with the Adapted PE Teachers to address CATCH, IEP's, and ELPS in lesson plans, which will enable students to see learning across the curriculum.
9. Continue having non-tested and non-core teachers implement reading, writing, summarizing, and speaking process skills in classrooms.
10. Pace will continue utilizing -PAPA (Parenting and Paternity Awareness) curriculum-CATCH (Coordinated Approach to Child Health) program, and -SHAC (School Health Advisory Committee) to address areas including Prevention of Dating Violence and sexual abuse of children.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: One-third of English and English II students failed EOC **Root Cause:** Reading instructional time provided and the interventions used were not enough to close the performance gap.

School Processes & Programs

School Processes & Programs Summary

Pace Early College High School administration is comprised of the Principal, one Dean of Instruction, and 5 Assistant Principals, four of which serve one grade level and one Assistant Principal who is dedicated to our IDEA students. Pace Early College High School also 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 ways by the Dean of Instruction, including 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 have been provided with scholarship opportunities to attain a master's 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, data analysis, 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 teacher in their lives and the teachers with the most stories received win the coveted "Apple Award." Teachers feel celebrated, which helps with retention and recruitment. Other awards that are recognized at Pace are "Teacher of the Year."

Pace Early College High School instructors seek to deliver lessons that are highly engaging, high yield educational practices, targeted around the TEKS. Specifically, Pace Early College has provided a research based instructional strategies for all classroom teachers and continues to implementing the common instructional framework along with strategies to improve literacy in all content areas. Additionally, Pace Early College Faculty consistently utilizes the District Scope and Sequence to plan and deliver aligned instruction and assessment in all subject areas. Throughout the current school year, the faculty continues to receive coaching, training, ongoing professional development, and support in all of the content areas and is empowered to meet the needs of our students. Moreover, Pace Early College will continue seeking out and implementing response-to-intervention strategies, using rigorous assessments as tools for learning, identifying and refining current data systems to better track student progress. Student data provided through eSchools and Eduphoria will continue identifying and assessing our strengths and weaknesses in our instructional practices 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. Spring 2019, Pace welcomed the second cohort. A new ECHS Director for the campus was also named. CTE numbers also increased. The recently acquired Science, Technology, Architecture, and Medical Professions (STAMP) Program proved successful with Pace Students and Science, Technology, Engineering, Mathematics (STEM) Programs were also added and will allow students to study in the high demand fields and earn distinctions for program completion upon graduation.

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 includes Edgenuity, APEX, and Cloud Learning.

School Processes & Programs Strengths

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

1. Opportunities for qualified teachers to teach Dual Enrollment & AP courses.
2. Pace Learning Opportunities paid after school through special programs, advanced academics, and special education funds.
3. Opportunities to attend professional development in AP, GT, Honors, AP, EOC, CTE, and DE trainings that are research-based, best practices, pedagogy, and/or content specific.
4. Instructional Alignment meetings held throughout the school year for all core areas and electives by strand and department.
5. Opportunities for teachers to win awards: Teacher of The Year and The Apple Award.
6. Culture of receiving and using feedback from administration/peers to increase effectiveness through instructional rounds, strand meetings, PLC's.

STAFF QUALITY, RECRUITMENT, RETENTION NEEDS:

1. Provide paid curriculum writing opportunities for teachers to horizontally and vertically align curriculum and create integrative lessons with other departments that are TEKS aligned.
2. Recruit and retain the number of teachers with master degrees so that more dual enrollment classes and articulated classes can be offered.
3. Continue providing all teachers and staff members relevant opportunities for staff development/conferences in and out of the district, regional, and state; especially teachers who serve special populations.
4. Increase the number of AP courses offered and monitor quality of instruction provided in those courses.
5. Provide new teachers and underperforming teachers with a mentor teacher and instructional coaching.
6. Equal accountability for non-tested teachers as tested area teachers.
7. Provide quality training on data-driven instruction, instructional technology, writing quality assessments linking to instruction, differentiated instruction for all sub-populations, in addition to, literacy instruction, tiering classes, integrating instructional technology, and using data to drive curriculum, instruction and assessments; advanced functions of data driven/research-based PLC's.

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

1. Data driven analysis from district benchmarks to formulate targeted interventions for students.
2. Curricular support from curriculum specialists in all core area subjects.
3. Instructional support from the Dean of Instruction.

4. Scope and sequence provided by the district curriculum office.
5. Edgenuity Program is available for student remediation in all core areas and can also be used for SAT and TSI tutorials.
6. EOC STAAR practice books available to all EOC teachers for remediation. (Online Programs).
7. Print teacher created materials for continuous use throughout the school year through media services.
8. Curricular, instructional, and data meetings between campus administration and core teachers held weekly.

CURRICULUM, INSTRUCTION, AND ASSESSMENT NEEDS:

1. Synchronize curriculum, instruction, and assessments in core area subjects amongst teachers to more effectively track student progress.
2. Provide paid curriculum writing opportunities for teachers to horizontally and vertically align curriculum and create integrative lessons with other departments that are TEKS aligned, write tests, etc.
3. Consistently implement the College and Career Readiness Standards across all grade levels.
4. Ensure that all teachers are furnished with subject area materials, including access to technology, such as clickers or other educational software.
5. Create differentiated curriculum that meets the needs of our diverse learners (specifically, ensuring rigorous, college ready curriculum for our highest performing students.
6. Provide quality training on data-driven instruction, instructional technology, writing quality assessments linking to instruction, differentiated instruction for all sub-populations, in addition to, literacy instruction, tiering classes, integrating instructional technology, and using data to drive curriculum, instruction and assessments.
7. Provide access to professional development opportunities for Turn Around Trainings, make/take sessions, and other professional development deemed necessary to meet the needs of all students and/or specific populations.
8. Update and maintain technology for remediation, tutorials, instruction, testing, labs, digital books for both teacher and student use.
9. Continue supplying teachers toners, printers, desktops, and any instructional materials that can be used for classroom use.
10. Create more infrastructure to support the campus and classrooms for built in mini-labs for teacher and student use.
11. Equip all classrooms, including the gym, with right sized screens and projectors for small and large audience capacities for mass groups of students/presentations.

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

1. Weekly meetings with department & strand teachers that discusses data, synchronizes lessons and assessments
2. One administrator and counselor assigned by grade level and one administrator handling only the special education department
3. CTE strands clustered to facilitate career strand planning.
4. Early College High School designated for at-risk freshman students, with one administrator as a ECHS Director and one ECHS designated counselor assigned to students
5. Master schedule includes prescriptive interventions for students
6. Weekly at-risk team meetings to decrease the dropout rate and find strategies to keep students on track for graduation
7. Weekly counselor meetings with administration present to discuss scheduling, CCMR Progress, and other related issues
8. Modified block schedule and hybrid schedule to ensure that special population academic and social needs are met
Counselors and CPO review transcripts to ensure that students are in correct class and career pathway placement and are on track to graduate on time

and with CCMR point

10. Meetings with teachers on implementation of IEP's every six weeks- Coordination Day, Communication Day , or meetings with teachers as needed on IDEA concerns

SCHOOL CONTEXT AND ORGANIZATION NEEDS:

1. Ensure that important dates and events , team schedules, athletic events, tutorial schedules are all posted on the Pace main web page, social media page, and other platforms allowable by the district.
2. Professional development on poverty and economic issues surrounding students: homelessness, hunger, dropout prevention strategies, Pregnancy Related Services, provisions of the McKinney Vento Act, etc.
3. Scheduling considerations for SPED teachers to plan with their general education counterpart.
4. For English I and English II, separate reading and writing subjects and hire additional teachers to give teachers one prep.
5. Campus room assignments given by grade level for a school within a school concept.
6. Increase professional development or seminars to parents, teachers, and students on safety and social issues that affect high school students including bullying, suicide awareness, vaping, character development, dating violence, etc.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Professional Development needs to be targeted so that the needs of ELL and SPED are integrated in the training. **Root Cause:** More planning with SPED and general education counterparts needs to occur plus more training on EL strategies needs to be focused in all classes and not just designated classes.

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 4 security guards, 2 police officer and 1 probation officer. Disciplinary policies are progressive with counseling services offered at various stages of the discipline process. Discipline data was entered in review 360 where it was subsequently tracked for trends in behaviors. Widespread student participation in activities is promoted through events such as Meet The Viking, Meet the Teacher Night, Spaghetti Dinner, and other student oriented activities. 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.

1. Designation as an Early College High School
2. Incorporating community serviced days, such as the Big Event.
3. At-Risk Counselor Support for students at risk of dropping out.
4. Early College High School Counselor and Director for support in Dual Enrollment.
5. Drop Out Prevention Specialist support to increase the graduation rate and prevent students from dropping out.
6. Effective interventions for all student populations

SCHOOL CULTURE AND CLIMATE NEEDS:

1. Decrease the number of discipline referrals.
2. Increase the number of teacher sponsored student clubs.
3. Provide trainings for students and teachers on bullying and other social/emotional issues from qualified staff.
4. Increase faculty and staff attendance rate during the school year and district sponsored events.

5. Provide at least two culture and climate surveys throughout the school year.
6. Provide teacher and student news on the announcements, newsletters, social media platforms, and the marquis throughout campus.
7. Increase number of award ceremonies highlighting student achievement for all student populations.
8. Provide more security, lighting, and landscaping; update building/continue with renovation projects
9. Provide more multi-purpose buildings such as the gym and the auditorium that can be used to meet the needs of the community and campus.

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

1. Consistent parent attendance at regular parent meetings.
2. Free tax preparation for community and parents.
3. Meetings held for sub-populations including migrant and LEP students.
4. Home visitors and dropout specialists visit with parents of students exhibiting difficulty staying in school and passing classes.
5. 10 percentage points more of Pace ECHS parents strongly agree they are involved with decision-making at their school compared to high school parents district wide.

FAMILY AND COMMUNITY INVOLVEMENT NEEDS:

1. Increase the number of parents attending the parental involvement meetings by offering meetings at flexible times
2. Have more family oriented activities for parents that are meaningful and will recruit more parents to meetings.
3. Include at-risk team members in parental involvement meetings.
4. Offer parents a variety of healthy snacks and refreshments at parental involvement meetings.
5. Provide parents with opportunities to volunteer and become involved with school functions.
6. Recruit all parents to register for the Home Access Center so they can stay abreast of their child's academic and absentee information
7. Campus will provide counseling services in a timely manner to economically disadvantaged students.
8. The campus will have the necessary resources to conduct home visits as needed for absent and failing students.
9. Migrant parents will have meetings to ensure timely services and passing grades.
10. Migrant dept. will provide school supplies, clothing and hygiene products for migrant students as needed.
11. Pace ECHS will provide community service one day a year to it's surrounding community.
12. Provide Parent Liaison with electronic equipment supplies and consumables for parent activity purposes.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents participation for meetings and gatherings are limited to certain hours. **Root Cause:** Parent work during the day and cannot participate.

Priority Problem Statements

Problem Statement 1: Students need academic, social, and emotional support services in order to graduate with their cohort.

Root Cause 1: Multidimensional Factors: low educational achievement, low commitment to school, no extracurricular participation, high family mobility, low socioeconomic status, low contact with the school; family disruption, etc.

Problem Statement 1 Areas: Demographics

Problem Statement 2: One-third of English and English II students failed EOC

Root Cause 2: Reading instructional time provided and the interventions used were not enough to close the performance gap.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: Professional Development needs to be targeted so that the needs of ELL and SPED are integrated in the training.

Root Cause 3: More planning with SPED and general education counterparts needs to occur plus more training on EL strategies needs to be focused in all classes and not just designated classes.

Problem Statement 3 Areas: District Processes & Programs

Problem Statement 4: Parents participation for meetings and gatherings are limited to certain hours.

Root Cause 4: Parent work during the day and cannot participate.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- 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
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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 and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion 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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement 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
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

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 2019 EOC percent Approaches Grade Level, Meets Grade Level, and EOC Masters Grade Level performance in reading, writing, mathematics, science and social studies by 5 percentage points.

Evaluation Data Source(s) 1: EOC performance reports; benchmark scores, report cards, tutorial logs/lesson plans



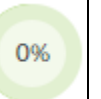
Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Recruit, support, retain teachers and principals 1) Teachers will be provided opportunities to meet during the school day, weekends, or after school to participate in research based professional development, Turn-Around-Trainings, and curriculum writing, or make/take sessions that produce instructional materials based on student performances on formative and summative assessments. Teachers will order resources they created through media center to include booklets, banners, and laminated instructional posters as part of their planned instruction.</p> <p>Population: Title I-A, At-Risk, Migrant, LEP, SPED Timeline: August 2019-June 2020 CNA: SPP- SQ #1, 7; SPP-CIA #,2,5,6,7</p>	2.4	Principal; Dean of Instruction; Teachers	<p>Formative: Completion of instructional materials and curriculum including exams, quizzes, and group activities.</p> <p>Summative: Improve district bench mark results; improve EOC/TSI results; improved teacher walkthroughs/summatives- T-TESS;</p>				
<p>Funding Sources: 199 Local funds - 38861.00, 211 Title I-A - 21231.85, 162 State Compensatory - 46634.00</p>							
<p>TEA Priorities Build a foundation of reading and math 2) Pace Learning Opportunities (PLO's) 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: After School, Saturday Academies, and Morning Express Tutorials. In addition, a lead teacher will be provided to oversee credit recovery, tutorials with Saturday Academies to assure and assist with accountability.</p> <p>Population: Title I-A, At-Risk, Migrant, LEP, SPED Timeline: Sept 1. 2019 - June 30, 2020 CNA: SAA-1; SPP#2</p>	2.5	Dean of Instruction; Principal, Lead Teacher	<p>Formative: Walkthroughs, lesson plans, attendance rates, class grades, Summative: EOC scores, Core Area Passing Rates and Post-Secondary Assessment Scores.</p>				
<p>Funding Sources: 211 Title I-A - 22000.00, 199 Local funds - 0.00, 162 State Compensatory - 37277.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Improve low-performing schools</p> <p>3) Administrators, teachers, and instructional staff will meet throughout the school year by strand and department during conference and/or campus planning to vertically and horizontally align curriculum, instruction, and assessments that reflect the TEKS, district scope and sequence, and data from formative tests and summative tests released EOC /AP/ SAT/ASVAB/TSI exams using Eduphoria and AWARE, which will drive planning for professional development, curriculum writing, conferences and workshops.</p> <p>Population: Title I-A, At-Risk, Migrant, LEP, SPED (All students); CTE, Timeline: August 2019- June 30, 2020 CNA: SSA - 4</p>	2.4	Dean of Instruction; Department Heads AP Coordinator Core Teachers EOC Teachers AP Teachers SAT Teachers ASVAB Teachers TSI Teachers CTE Teachers Fine Arts Teachers Foreign Language Non-Core Teachers	<p>Formative: Progress on Mini-marks and Data Reports; Specific interventions for sub-populations; Classroom walkthroughs, data, campus six weeks assessments, check-point assessments</p> <p>Summative: Improve district bench mark results; improve EOC/TSI results; improved teacher walkthroughs/summatives- T-TESS;</p>				
Funding Sources: 162 State Compensatory - 4403.00							
<p>TEA Priorities Recruit, support, retain teachers and principals</p> <p>4) Certified administrators, teachers, and staff in all areas for all populations will be recruited and utilized to meet the needs of students in order to ensure that academic progress is attained and gaps are closed.</p> <p>Population: Title I-A, At-Risk, Migrant, LEP, SPED Timeline: August 2019 - June 2020 CNA: SPP-SQ - 8</p>	2.6	Principal; Dean of Instruction; Assistant Principal	<p>Formative: Progress on Mini-marks and Data Reports; Specific interventions for sub-populations; Classroom walkthroughs, data, campus six weeks assessments, check-point assessments</p> <p>Summative: Improve district bench mark results; improve EOC/TSI results; improved teacher walkthroughs/summatives- T-TESS;</p>				
Funding Sources: 211 Title I-A - 0.00, 166 State Special Ed. - 0.00							
<p>5) Credit recovery for At-Risk/ Title IA students will be offered all year round and will continue in the summer (Cohort Express) for limited time to give students the opportunity to regain credit and graduate on time.</p> <p>Population: Title I-A, At-Risk, Migrant, LEP, SPED Timeline: September 2019 - August 2020 CNA: Student Achievement (SAA) #6</p>	2.6	Dean of Instruction; Summer School Administrator Drop Out Specialist	<p>Formative: Course Credit Completion; Summer Bridge Course Completion; Summative: Attendance Rates in program; Enrollment Count</p>				
Funding Sources: 199 Local funds - 400.00, 211 Title I-A - 15081.50							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities</p> <p>Connect high school to career and college</p> <p>6) Pace ECHS will ensure that cohort students are college ready, as well as college eligible by introducing them to the AVID Curriculum through summer bridge and the duration of their cohort express classes .</p> <p>Population: Title I-A, At-Risk, Migrant, LEP, SPED</p> <p>Timeline: September 2019 - August 2020</p> <p>CNA: Student Achievement (SAA) #6</p>		<p>ECHS Director</p> <p>ECHS Counselor</p> <p>Dean of Instruction</p>	<p>Formative</p> <p>Successful academic and social-emotional transition for 8th graders to 9th graders.</p> <p>Summative:</p> <p>Students will graduate with High School Diploma and an associate's degree.</p> <p>Course completion rate.</p>				
Funding Sources: 211 Title I-A - 4595.00							
<p>7) Substitute teachers will cover classes so that teachers may be utilized for curriculum writing, coordination day, communication day, tutorials for struggling students, data meetings, professional development opportunities on and off campus, testing, and as needed to maintain the educational flow and to ensure academic success with our students.</p> <p>Population: All students and teachers for students.</p> <p>Timeline: August 2019-June 2020</p> <p>CNA: SA #3</p>	2.4	<p>Administration</p> <p>Dean of Instruction</p>	<p>Formative Results: Campus Benchmark data (Fall and Spring), BISD Instructional Feedback Form data (walkthrough data), Campus Walkthroughs, SOY, BOY and MOY district and state assessments, Benchmark Scores, BOY/MOY/EOY data analysis meetings, Summative Impact: EOC scores, TELPAS and TERRA NOVA The campus will show a 5 point increase in the number of students meeting the 2019 passing standard on the district-developed assessments and the State assessments.</p>				
Funding Sources: 162 State Compensatory - 3300.00							
<p>8) Monitor the implementation of the 3 Tier Response to Intervention Model in reading, math, and behavior classrooms with additional training provided by the district to campus Trainer of Trainers on required documentation and interventions based on identified needs.</p> <p>Population: All students and teachers for these students in core content areas.</p> <p>Timeline: August 2019-June 2020</p> <p>CNA: SAA #2</p>	2.4, 2.6	<p>Administration</p> <p>Dyslexia/504</p> <p>Department Lead</p> <p>Teachers</p> <p>Dean of Instruction</p>	<p>Formative Results:</p> <p>PDS session agendas and evaluations, RtI plan progress monitoring reports, Classroom observation reports</p> <p>Summative Impact:</p> <p>Improved STAAR scores, TTELPAS, Tier 2 and 3 changes to lower tiers</p> <p>+Decrease the number of students identified for Tier 2 and 3 supports from the first semester to the second semester.</p>				

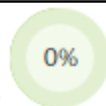
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Build a foundation of reading and math Connect high school to career and college 9) Provide district-wide/campus instructional resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives including (but not limited to) professional development based on identified needs. LUCHA Program STEM/STAMP AVID EdgenuityK-12: Writing Portfolios (including digital portfolios) Balanced Literacy Model Write for Success TLI Cognitive Routines Inclusion (co-teach) ModelDyslexia Lab Texas Gateways Adaptive Curriculum Population: All student groups Timeline: August 2019-June 2020 CNA: SAA: 1-12</p>		Administration Program Specialists Department Heads STAR Teachers Dean of Instruction	Formative Results: Campus Benchmark data (Fall and Spring), BISD Instructional Feedback Form data (walkthrough data), Campus Walkthroughs, SOY, BOY and MOY district and state assessments, Benchmark Scores, BOY/MOY/EOY data analysis meetings, Summative Impact: EOC scores, TELPAS and TERRA NOVA The campus will show a 5 point increase in the number of students meeting the 2019 passing standard on the district-developed assessments and the State assessments.	0%	0%	0%	
Funding Sources: 162 State Compensatory - 27000.00							
<p>TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 10) Increase in staff to reduce critical classes, such as EOC ELA I and II, to meet the needs of at-risk, SPED, and EL populations in an effort to increase student academic achievement. Population: EOC English I and English II students Timeline: August 2019 to June 2020 CNA: SAA-SAN#7</p>	2.4	Administration Dean of Instruction	Formative Results: Campus Benchmark data (Fall and Spring), BISD Instructional Feedback Form data (walkthrough data), Campus Walkthroughs, SOY, BOY and MOY district and state assessments, Benchmark Scores, BOY/MOY/EOY data analysis meetings, Summative Impact: EOC scores, TELPAS and TERRA NOVA The campus will show a 5 point increase in the number of students meeting the 2020 passing standard on the district-developed assessments and the State assessments.				



= Accomplished



= Continue/Modify



= 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: Pace ECHS will implement the early college high school model to maintain designation and improve performance by the ECHS Blueprint.

Evaluation Data Source(s) 2: TSI Reports, Dual Enrollment Credit Reports, AP Scores, ECHS Blueprint , increase in SAT and AP scores; PGP plans

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Connect high school to career and college 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 2019 - June 2020 CNA: SAA#4</p>		Dean of Assistant Assistant Principal for AP	Formative: AP Tutorial Sign-In sheets Summative: AP and SAT scores.				
Funding Sources: 199 G/T Advanced Academics - 5000.00, 211 Title I-A - 39500.00							
<p>TEA Priorities Connect high school to career and college 2) Recruit, support, and retain teachers that are qualified to teach upper level courses. All AP teachers will have their courses approved by the College Board via the College Board audit process. Dual Enrollment teachers will provide opportunities for our high school students to receive college credit. Population: AP/Dual Enrollment Teachers Timeline: August 2019 to June 2020 CNA: SPP #1; SPP-SQ #2</p>		Administration Dean	Formative: Increased numbers of students signing up to take the AP/SAT Exam. Summative: Increased numbers of students testing and earning AP Distinctions or SAT National Merit Qualifiers				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Connect high school to career and college</p> <p>3) Integrate aligned curriculum for Honors/AP courses in the core areas of English, math, social studies, science, and foreign languages to improve students passing rates on AP exams.</p> <p>Population: All high school students taking Honors/AP Courses Timeline: August 2019-June 2020 SPP: SQ#4</p>		Campus Administration Dean of Instruction	<p>Formative: Increased numbers of students signing up to take the AP/SAT Exam.</p> <p>Summative: Increased numbers of students testing and earning AP Distinctions or SAT National Merit Qualifier</p>				
<p>4) All students at Pace ECHS will have personal graduation plans (PGP's) which are developed by and implemented by Counselors, PGP forms will be filed in counselor binders and copies will be placed in student PRC's.</p> <p>Population: 9-12th grade students Timeline: August 2019-June 2020 SPP- SCON-#2</p>		Counselors	<p>Formative: Increase number of student interventions that are individualized to the student and aligned to college and career readiness and occupational objectives.</p> <p>Summative: BISD Guidance and Counseling Program Evaluation Form; Increase of graduation rates</p>				
<p>5) Provide more Tutorials/test preparation opportunities for students taking the PSAT, ACT, SAT, and TSI with the expectation that all Pace students will graduate college ready.</p> <p>Population: 9-12th grade students Timeline: August 2019-June 2020 SAA-SAN#1</p>		Campus Administration Teachers	<p>Formative: Practice tests and strategies for the SAT, ACT, TSI, PSAT Tutorial logs</p> <p>Summative: Increased test scores Increased passing rates Increased numbers of AP Scholars and National Merit Scholars</p>				
<p>6) Increase the number of students enrolled and passing rigorous dual/concurrent enrollment classes from TSC and UT-RGV by providing tutorials, lab support, and online resources.</p> <p>Population: 9-12th grade students Timeline: August 2019-June 2020 SAA-SAN#1</p>		College Readiness Counselor ECHS Director	<p>Formative: Increased number of students enrolled in College/Academy</p> <p>Summative: Increased number of students passing Dual Enrollment Courses and obtaining college credit.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June

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:

Targeted or ESF High Priority

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 2019 to June 2020 CNA: SAA- SAN# -3,5		Migrant Teacher; Asst Principal	Formative: Sign In Sheets Summative: Course Credit				
	Funding Sources: 212 Title I-C (Migrant) - 0.00						
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. All PFS students will receive supplemental support services before other migrant students, will have an opportunity to attend a PFS Learning Academy . 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: All Migrant students Timeline: August 2019 to June 2020 CNA: SAA- SAN# -3,5		Migrant Teacher; Migrant Clerk; Asst Principal At-Risk Counselor	Formative: Survey Summative: On time promotion and on-time graduation rates increased.				
	Funding Sources: 212 Title I-C (Migrant) - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
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 2019 to June 2020 CNA: SAA- SAN# -3,5		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) - 0.00						
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 2019 to June 2020 CNA: SAA- SAN# -3,5; Perceptions- FCIN #10		Principal; Assistant Principal	Formative: Transcripts, COE Summative: CBE Credit Reports				
	Funding Sources: 212 Title I-C (Migrant) - 0.00						
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. Population: Migrant Teachers, Campus Clerks Timeline: August 2019 to June 2020 CNA: SPP - 4		Migrant Teacher, Assistant Principal	Formative: Professional Leaves Summative: Turn around train				
	Funding Sources: 212 Title I-C (Migrant) - 0.00						
6) Migrant 9th graders will have the opportunity to attend a math workshop to learn and reinforce the skills necessary to meet challenge of STAAR EOC. 11th and 12th grade migrant students will attend the Path to Scholarships program in order to increase number of college admissions and scholarships awarded. Population: Migrant Students Timeline: August 2019 to June 2020 CNA: SAA- SAN# -3,5		District Migrant Coordinator HS Principal HS Migrant Teacher Migrant Counselor	Formative: Sign-In Sheets, Permission Slips Summative: Increased on-time graduation Decrease drop-out rate Increase ins scholarships awarded Increase in Algebra I EOC Scores				
	Funding Sources: 212 Title I-C (Migrant) - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>7) Migrant teacher will continue identifying students who are in danger of dropping out and will continue monitoring and communicating with parents, administration and at-risk counselor on student's progress.</p> <p>Population: Migrant Students Timeline: August 2019-June 2020 CNA: SAA- SAN# -3,5</p>		Migrant Teacher Administration Counselor	<p>Formative: Attendance roster into migrant lab; phone logs, 3 week progress reports, and six weeks grades</p> <p>Summative: end of year state assessment scores</p>				
<p>8) The migrant teacher will continue providing supplemental support to the migrant students in order to enhance the advocacy, encouragement, and support to the special needs of the migrant students as delineated by ESSA and will ensure that migrant students receive needed homework assistance and socialize with other migrant students throughout the year.</p> <p>Population: Migrant Students Timeline: August 2019-June 2020 CNA: SAA- SAN# -3,5; Perceptions, FCIN #10</p>		Migrant Teacher Administration Counselor	<p>Formative: Attendance roster into migrant lab; phone logs, 3 week progress reports, and six weeks grades</p> <p>Summative: end of year state assessment scores</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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).



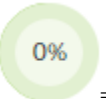

Performance Objective 4: Career and Technical Education student participation will increase by 5 percentage points over 2019-2020 , including special population students and CCMR graduates will improve over prior year graduates.

Evaluation Data Source(s) 4: PBMAS reports, CTE enrollment PEIMS reports, CCMR reports

Summative Evaluation 4:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) 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: August 2019-June 2020 CNA: SPP C&I #3</p>		Principal, Assistant Principal, Head Counselor, CPO	<p>Formative: Student schedules will indicate 95% of students are scheduled in to CTE coursework</p> <p>Summative: CCMR graduation rate improves over previous year.</p>				
<p>Funding Sources: 164 State Career and Technical Education - 0.00</p>							
<p>2) CTE teachers in grades 9-12 will utilize funds for curriculum, curriculum supplements and updated technology that will lead to enhanced student learning.</p> <p>Population: CTE Students Timeline: July 2019-July 2020 CNA: SPP C&I #3</p>		Principal Assistant Principal for CTE Career Placement Officer Teachers	<p>Formative Students will be engaged in learning as evidenced by walkthroughs.</p> <p>Summative Students will learn the latest software applications and technology. Students will apply knowledge and skills to model, create, and engage in competition with other CTE Clubs Regional, Statewide, and Nationally.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) CTE will continue to encourage its students to participate in Career and Technical Student Organizations (CTSO's), the robotic competition, and any other related skill contests, so that leadership, communication and soft skills may be developed. Population: CTE students Timeline: August 2019- July 2020 CNA: -Demographics p. 4		CTE Administration CTE Teachers/Sponsors Career Placement Officers	Formative Results: Documentation for Students competing at the regional, state and national levels. Summative Impact +increased participation and success in CTE-related competitions +Increase accolades for students in respective competitive accolades.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

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: Pace ECHS will utilize the Advise Texas Program and AmeriCorps Members to ensure underrepresented students enter and complete a post-secondary education.

Evaluation Data Source(s) 5: FAFSA Applications, College/University Applications/Scholarships/College Entrance Exams (ACT/SAT)

Summative Evaluation 5:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Students will have access to Advise Texas and AmeriCorps College Advising team which work to increase the number of low-income, first generation college, and underrepresented high school students who wish to complete a post secondary education. The program advisors include full time college advisors placed at Pace with historically low college-going rates. Population: AR, T I-A, MIG, LEP Timelines: August 2019-June 2020 CNA: SAA- SAN #6</p>		<p>Dean of Instruction, Principal, Advise Texas Advisor, higher Education Counselor</p>	<p>Formative: College/University Applications, FAFSA Applications, TAFSA Applications</p>				
Funding Sources: 211 Title I-A - 10000.00							
<p>2) Guidance and Counseling will provide a University Day where Pace students will meet representatives from different universities, a "College Parent Night" where students can learn about any topic related to attending college, and a College and Financial Aid Night to provide student on admissions, financial aid, and scholarship information to increase the number of students qualifying for financial aid. Population: AR, T I-A, MIG, LEP Timelines: August 2019-June 2020 CNA: SAA- SAN #6</p>	2.6	<p>Counselors Administration</p>	<p>Formative: Increased number of parents and students who have knowledge of college Summative: Increased applications of students who apply for colleges, scholarships, and financial aid</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June

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 6: 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 2018-2019 participation.

Evaluation Data Source(s) 6: Increase regional, state, national, and international competition participation numbers and placement numbers


Summative Evaluation 6:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Students will practice, prepare, perform, and compete at district, regional, and state competitions to improve student and group performances in UIL, CTE, and co-curricular activities: History and Science Fair. Population: All Students Timeline: August 2019 - June 2020 CNA: Demo - 1; 7		Asst. Principals, Fine Arts Teachers CTE	Formative: Practice Logs, Lesson Plans, Walk throughs Summative: Performance Results: Increase in students advancing in History and Science state competitions and beyond. Increase in UIL Regional and State Berths in UIL Increase in state and national qualifiers in CTE				
Funding Sources: 199 Local funds - 15000.00, 164 State Career and Technical Education - 0.00							
2) All fine arts classes, non-tested, and co/extra curricular 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 2019 - June 2020 SPP: SQ #6		Ass.t Principals, Fine Arts Teachers	Formative: Curriculum Writing Summative: STAAR Results				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) 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 2019- August 2020 CNA: Demo. #7; SPP- SQ #3;</p>		Asst. Principals, Fine Arts Teachers	<p>Formative: Walk-throughs, Lesson Plans, Progress Grades</p> <p>Summative: AP Credit Logs, DE Credits; Final Grades</p>				
Funding Sources: 211 Title I-A - 0.00							
<p>4) Fine Arts faculty will have access to professional development and funding needed to provide supplies, technology for large classrooms, and materials to ensure successful implementation of TEKS. Population: All Students Timeline: August 2019--August 2020 SPP-3; SPP-SQ#3</p>		Asst. Principals, Fine Arts Teachers	<p>Formative: Turn Around Training; Walkthroughs;</p> <p>Summative: CPE Credit Hours Evaluations; More students involved and successful in Fine Arts</p>				
<p>5) 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. Population: All students Timeline: September -December 2019 CNA: PERC, Comm. #2</p>		Principal Dean of Instruction Assistant Principal Assigned coaches	<p>Formative: Student sign-ins and participation logs.</p> <p>Summative: Community Awareness</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>6) Science Fair Sponsors and Coordinators will be provided with training and materials to promote participation at the campus, district, regional, state, and international level by increasing student awareness of Science Technology, Engineering and Mathematics concepts building a pathway for STEM and college/career readiness.</p> <p>Population: All Students Timeline: August 2019-June 2020 CNA: Demographic Needs #2, SPP- SQ #3</p>	2.4	Administration Science Club Sponsors Science Teachers STEM Teachers	<p>Formative Results: Training agendas and flyers, PDS attendance and evaluation reports</p> <p>Summative Impact: Increase number of campus entries, district entries, Regional and State Entries.</p> <p>Increase number of students in STEM classes</p>				
Funding Sources: 199 Local funds - 20000.00							
<p>TEA Priorities Build a foundation of reading and math</p> <p>7) Math Teachers will be provided with training and materials to promote participation in American Mathematics Competition (AMC) and Math Counts at the campus, district, and regional level.</p> <p>Population: Grades 9-12 Math Teachers and students Timeline: August 2019-June 2020 CNA: Demographic Needs, p. 2; SPP: SQ #3</p>	2.4	Administration Math Department Head Math Department Teachers	<p>Formative Results: Training agendas and flyers, PDS attendance and evaluation reports</p> <p>Summative Impacts: AMC (6th to 12th) 10% increase in student participation at the district level.</p> <p>At least 4 middle school campuses will participate in Mathcounts competition in 2019-2020</p>				
<p>8) Pace fine arts students will develop critical thinking and multi-tasking skills and creativity, teamwork, and character by participating in UIL Contests, Skills USA, TMEA contests/non UIL Contests, exhibitions, district/community events, and public performances.</p> <p>Population: All Students Timeline: August 2019-June 2020 CNA: Demographic Needs #2</p>	2.4	Administration Fine Arts Department Head Fine Arts Teachers	<p>Formative: Performance ratings, attendance, audience/student reaction</p> <p>Summative: EOY performance recognition Student program enrollment increases</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>9) Increase enrollment in fine arts programs by conducting recruitment concerts and visits.</p> <p>Population: all students and teachers</p> <p>Timeline: July 2019 to July 2020</p> <p>CNA: Demographic Needs #2; 8</p>		<p>Administration Fine Arts Department Head Fine Arts Teachers</p>	<p>Formative Results: PEIMS enrollment numbers, class rosters</p> <p>Summative Impact: improved enrollments from prior year Funding</p>				
<p>10) Pace ECHS teachers and sponsors will be provided with professional development, training, and materials to promote the participation in Brownsville Kids Voting activities. music, drama, History Fair, Skills USA, Robotics, UIL, Science Fair, and Mock Trial in order to increase participation in competition at the district, regional, state, national, and international levels.</p> <p>Population: all students and teachers</p> <p>Timeline: July 2019 to July 2020</p> <p>CNA: Demographic Needs #2, 8</p>		<p>Administrators Social Studies Chair Social Studies Teachers</p>	<p>Formative Results: Training agendas and flyers PDS attendance and evaluation reports</p> <p>Summative Impact: 10% increase in campus entries for History Day at the district, regional, and state level. 10% increase in campus entries for Mock Trial at the regional level. Maintain campus participation in Brownsville Kids Voting.</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 7: Special Education Students will show growth by 5 % points over the 2018-2019 EOC Test scores in all areas.

Evaluation Data Source(s) 7: EOC Test Scores, Benchmarks

Summative Evaluation 7:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Review implementation of Special Education services as written in the student's IEP to ensure they match the student's educational abilities.</p> <p>Population: Secondary Teachers Administration SPED students Timeline: Every six weeks ; August 2019- June 2020 Perceptions #6; SPP-SCO #9</p>	2.4	Administration Special Education Teachers Special Education Aides	<p>Formative: Increase success of the student in the classroom, increase grades on the report cards.</p> <p>Summative: Increase the numbers of students passing the EOC.</p> <p>Increase the numbers of students graduating with CCMR from SPED</p>				
<p>2) General Teachers and SPED Folder teachers will co-plan and co-teach and disaggregate EOC benchmarks and tests in order to ensure that SPED students are being serviced to the specificity of the IEP.</p> <p>Population: Secondary Teachers Administration SPED students Timeline: Every six weeks ; August 2019- June 2020 Perceptions #6; SPP-SCO #9</p>	2.4	Administration Special Education Teachers General Education Teachers	<p>Formative: Increase success of the student in the classroom, increase grades on the report cards; more cohesion between SPED and General Education teachers.</p> <p>Summative: Increase the numbers of students passing the EOC.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) Coordination days every three weeks for all teachers who service SPED students during conference or campus planning. Substitutes will be provided as needed for SPED Department Heads to supervise Coordination Days.</p> <p>Population: Secondary Teachers Administration SPED students Timeline: Every six weeks ; August 2019- June 2020 Perceptions #6; SPP-SCO #9</p>	2.4	Special Education Administrator SPED Department Head	<p>Formative: Increase success of the student in the classroom, increase grades on the report cards; more cohesion between SPED and General Education teacher; increased communication between all teachers.</p> <p>Summative: Increase the numbers of students passing the EOC. Increase the numbers of students graduating</p>				
<p>4) Professional development will be provided to all teachers and aides concerning SPED updates, CPI Training, EOC Accommodations and Testing procedures, and other subject related/curriculum and pedagogy that will serve to improve the instruction of all SPED students.</p> <p>Population: Secondary Teachers Administration Timeline: Every six weeks ; August 2019- June 2020 SPP: CIA #6,7; SQ #3</p>	2.4	Dean of Instruction Administration Department Heads	<p>Formative: Increase success of the student in the classroom, increase grades on the report cards; more cohesion between SPED and General Education teachers.</p> <p>Summative: Increase the numbers of students passing the EOC.</p>				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue


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.

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. Population: All department and campus facilities Timeline: December 2018- June 2019 SBDM Approved on 2-28-2018 Perceptions- SCCN #8</p>		Assistant Principal, maintenance supervisor, and night head custodian	<p>Formative: Draft of Energy Plan Summative: Energy yearly average comparison</p>				
<p>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. SBDM approved to remove lockers from campus. 6-28-2018 Population: All department and campus facilities Timeline: June 2018- June 2022. Need: Board approved goal priority Perceptions- SCCN #8</p>		Assistant Principal, maintenance supervisor, and night head custodian	<p>Formative: Facilities Improvement Plan Summative: EOY Renovation Schedules</p>				





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Campus and program staff will develop green areas/ landscaped areas to help beautify facilities with the support of community, parents and students. Perceptions- SCCN #8		Administration Program Staff	Formative results: beautification/garden event showcases and perception campuses and office areas are clean and green Summative impact: +improved campus survey data about facilities more parental involvement opportunities				
4) 4. The campus will continue using gyms and the auditorium for multi-purposes in order to meet the needs of the campus and community. Perceptions- SCCN #9		Administration Coaches Fine Arts	Formative: Showcases the campus Perception of the services offered at Pace Summative: More opportunities for the community at large to use the facilities at Pace.				
Funding Sources: 199 Local funds - 9000.00							
							

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
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. Departments will be directly involved in budget moves and changes. SBDM approved on 3-21-18 Population: Pace Stakeholders Timeline: September 2019-June 2020. Need: Board approved goal priority		Campus Administration	Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports Summative: end of year expenditure reports				
Funding Sources: 199 Local funds - 0.00							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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
<p>TEA Priorities Recruit, support, retain teachers and principals 1) Pace ECHS will maintain staff morale and teacher retention rates through: Back To School Breakfast, Thanksgiving Luncheon, December Tamalada, Teacher Appreciation Week, Teacher of the Year Award, Apple Award, teacher attendance, teacher of the week/year, and sponsorships Population: Pace faculty and staff Timeline is Fall and Spring semesters CNA: SPP - 5,6 SBDM Approved on 2-28-18 Population: all teachers and staff Timeline: August 2019-June 2020</p>		Principal, Dean of Instruction, and Assistant Principals.	Formative: Newsletter and Announcement Summative: Mid-Term and EOY Recognition				
<p>Funding Sources: 199 Local funds - 0.00</p>							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 4: Pace 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: Pace 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
1) Pace will continue updating its websites and social media to promote Pace and showcase campus/program activities and successes and supply the Public Information Office with news of campus accomplishments. Population: All students Timeline: June 2019-August 2020 Perceptions- SCC#6		Campus Administration	Formative: Positive perception of Pace ECHS Summative: Increased involvement of Pace students and parents; Increased enrollment				
2) Pace administration will provide feature articles, current and prior students, parents, staff recognition, co/extra-curricular activities, and parent/community events to BISD Public Information Office or K-BISD. Population: all students and staff Timeline: June 2019 to August 2020 Perceptions- SCC #6		Administration	Regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events. Formative: Submissions of information for articles and showcases. Summative: annual compilation of articles and presentation/ showcases				
							

Goal 5: Pace 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, eSchool 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 character education and/or instructional strategies to keep students engaged and away from discipline issues. 2) Increase the number of student clubs and organizations 3) Keep at-risk students in school through programs and support services provided by campus Population: All Students Timeline: August 2019 to June 2020 CNA: PERC Climate #1		Principal, Assistant Principals, Security, Lead teacher Counselors Nurses	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, T I-A, MIG, LEP Timeline: August 2019 - June 2020 CNA: PERC - CC -1		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 - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) Pace will continue implementing RTI behavior interventions upon transitioning to their home campus and Counselor (Academic and At-Risk) will monitor behavior and grades every progress period. Pace will continue using the district database software programs to document and monitor RTI plans.</p> <p>Population: All Students Timeline: August 2019-June 2020 CNA: Perc #6;</p>		RTI Administration Teachers Counselors	<p>Formative Results: RTI documentation from teachers and other stakeholders, Counselor meeting logs,</p> <p>Summative Impact: -eSchool discipline report data</p> <p>-Decrease the number of repeated referrals to BAC by implementing RTI behavior interventions for students transitioning to their home campus from BAC.</p>				
<p>4) In order to prevent discipline incidents and/or referrals to BAC all students and parents will have access to a copy of the Student Code of Conduct to communicate the district's discipline policy and behavior consequences.</p> <p>Population: All Students/parents; campus personnel Timeline: August 2019- June 2020 PERC--SCCN #1</p>		Administration	<p>Formative Results: Campus SCOC Receipt form, Signed SCOC acknowledgement Forms, posting of SCOC on District and campus websites. Signed Student Code of Conduct Orientation for all Parents during the current instructional school year</p> <p>Summative Impact: end of year eSchool and PEIMS Discipline data indicate reduced BAC enrollments by district and campus.</p>				
<p>5) Reduce placement assignments to a DAEP setting by providing early behavior intervention strategies and deescalation techniques through the implementation of Guidance and Counseling program as per Texas Comprehensive Development Guidance and Counseling Model at each campus.</p> <p>Population: All Students Timeline: August 2019 to June 2020 CNA: Perceptions-SCCN #3</p>		Administration Guidance and Counseling Campus Behavior	<p>Formative Results: Student sign-in sheets, Counselor's logs, Audits, Evaluation sheets, Training sign-in sheets</p> <p>Summative Impact: +Discipline PEIMS Report Data reflecting a reduction to DAEP.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June

Goal 5: Pace 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, 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
1) In School Suspension ISS will be restructured to meet the needs of students and bring in implementation of Computer based instructions, and other district approved educational programs. Access to computers. - Teachers will communicate with students. Population: All Students Timeline: August 2019 to June 2020		Principal, Assistant Principals	Formative: Walk-throughs Summative: ISS Attendance Rates				
2) DemoeSchools 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 eSchools. Population: All Students Timeline: August 2019 to June 2020 Demo. Needs #4; ; SCON #1		Principal, Assistant Principals, Security Monitor, BISD Campus Police.	Formative: eSchool Reports Summative: Reduction in discipline referrals. EOY Reports				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Provide students with character education using outside resources and character education teacher kits in order to help prevent bullying. Population: All students Timeline: August 2019-June 2020 CNA: PERC-CC 3		Principal Dean of Instruction Counselors	Decrease in bullying reports compared to prior year Formative: Counselors reports eSchool Report Summative: Comparison on beginning and ending of year bullying reports				
Funding Sources: 211 Title I-A - 0.00							
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 Include an incentive for teachers and students to wear particular shirts to emphasize awareness of issues. Population: All Students and parents/guardians Timeline: August 2019 to June 2020 PERC. SCC #1 SCON #6		Administration and Campus Police and Security and Counselors	Decrease in bullying reports compared to prior year Formative: Counselors reports eSchool discipline Reports				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>5) Campuses will provide all new teachers training and refreshers for all faculty on the use of district software at the beginning of the school year to document discipline and how to prepare and monitor behavior Rtl plans.</p> <p>Population: All teachers Timeline: August 2019 to December 2019 CNA: Demo Needs #3 PERC. SCC #1</p>		RTI Administrator	<p>Formative Results: eSchool discipline reports and RTI plans</p> <p>Summative Impact: Reduced number/ percentage of population of students referrals to ISS and/or OSS compared to previous school year.</p>				
<p>6) Reduce placement assignments to a DAEP setting by providing early behavior intervention strategies and de-escalation techniques through the implementation of Guidance and Counseling program as per Texas Comprehensive Development Guidance and Counseling Model at each campus.</p> <p>Population: All Students Timeline: August 2019 to June 2020 CNA: Demo#3 PERC. SCC #1</p>		Guidance & Counseling Administrator, Campus Behavior Coordinator and designee	<p>Formative Results: Student sign-in sheets, Counselor's logs, Audits, Evaluation sheets, Training sign-in sheets</p> <p>Summative Impact: Discipline PEIMS Report Data reflecting a reduction in placements to DAEP per campus.</p>				
<p>7) Positive behavior interventions and supports (PBIS) and the behavioral Rtl tiering will be implemented with greater fidelity to improve the behavior of students with close monitoring of the ISS/OSS placements for special populations.</p> <p>Population: all students Timeline: August 2018 to June 2019 PERC. SCC #1</p>		RTI Administrator Counselors Police and Security	<p>Formative Results: ISS/OSS placements of special education and other targeted student groups will decrease by 5% at the district level</p> <p>Summative Impact: PBMAS (now on DVM Discipline indicators for 2017) discipline indicator performance levels and staging will decrease</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
8) Provide training and support to classroom teachers and campus administration in discipline management and safe environments. Population: All Students Timeline: August 2019 to June 2020 PERC. SCC #1		Administration	Formative Results: Training Sign In Sheets and Six weeks discipline reports Summative Impact: +Review360 and discipline report data reflecting decrease in the number of discipline incidents compared to previous school year.				
9) Counselors will continue the Lunch Outreach Program that serves as an emotional bridge between the school and the student and allows students the opportunity to connect with the counselor. Population: all students Timeline: August 2018 to June 2019 PERC. SCC #1							



100% = Accomplished
 → = Continue/Modify
 0% = No Progress
 ✗ = Discontinue

Goal 5: Pace 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) 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 2019 to June 2020 CNA: PERC Climate #1		Principal, Assistant Principals, Security Monitor, BISD campus police	Formative: Increased coordination between security, BISD Campus Police and administration Summative: Reduction in vandalism				
2) 2) Place and assign security officers throughout the year in strategic locations around the high school and perimeter. Population: All Students Timeline: August 2019 to June 2020		Administration Special Services	Formative Results: Security Officers and Police Officers work schedule assignments Summative Impact: +end of year assignments indicating all campuses have officer and or security officer in place				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) Campus Administration, Security Staff, 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, Senate Bill 30- Community Safety Act, Unwanted physical/verbal aggression, Sexual Harassment, Suicide Awareness, David's Law, I-Guardian, Guardian Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Teen Community Emergency Response Team (CERT), Truancy, Emergency Operations Plan (EOP)-Safety Procedures Population: All Students and parents/guardians</p> <p>Population: All Students Timeline: August 2019 to June 2020</p>		Parent and Family Engagement Coordinator and Staff Counselors	Formative results: Completed Parental Involvement Policies, Campuses S-PS Compacts Campus Visitation Reports, Campus Websites, Fliers, Meeting Agendas Summative Impact: 100% Completed Title I-A Parental Involvement Compliance Checklist 100% Signed S-P-S Compact Training Session Evaluations				
<p>4) Pace or other approved BISD professionals, will conduct Active Shooter or other hazardous lock down drills at least twice per semester. Population: all students Timeline: August 2019 to June 2020 CNA: Board identified priority</p>		Security Services Administration, Guidance and Counseling Administration, and Campus Administration	Formative Results: copies of Presentations, Sign-In sheets and Agendas Summative Impact: +Decrease in the number of students discipline incidents compared to prior school year				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
5) Pace will continue promoting Red Ribbon Educational Activities, Anti-Bullying, and character education events in order to raise awareness and behavioral changes. Population: All students Timeline: August 2019-June 2020		Administration Teachers	Formative results: Educate students and bring awareness Summative: Decrease the number of students drug related discipline incidents compared to prior school year.				
							

Goal 6: Pace 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 2018-2019.to 2019-2020.

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>1) Pace will provide workshops and seminars to parents/guardians at flexible meeting times, in both English and Spanish, to improve healthy parent/guardian-student relationships and improve school-parent/guardian relationships. Provide a calendar of workshops and seminars to all parents - separate from the school and/or teacher newsletter. Population: parents/guardians Timeline: August 2019 to June 2020 CNA: Program Requirement PERC- FCIN #1-12</p>	3.2	Dean of Instruction; Principal; Program Specialist; Parental Liaison, clubs, dyslexia, IDEA	<p>Formative: Parent Trainer Documentation including campus visitation reports, weekly reports, contact logs, monthly calendar, peer review audits; Parental feedback</p> <p>Summative: Training session evaluation scores; Increase in Parent Participation Rates for meetings; Increase in Graduation Rates;</p>				
Funding Sources: 211 Title I-A - 3849.37							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Conduct the following annual Title I-A required activities: Disseminate the Parent and Family Engagement Policy and the S-P-S Compact to parents of participating Title I-A students and post on campus website in both English and Spanish. Timeline: August 2019-November 2019; CCNA: Program Requirement PERC- FCIN #1-12 ESSA Element/Priority</p> <p>*As a Title I-A campus, Pace will provide a School-Parent-Student Compact that outlines how the parents, the entire school staff, students, and the parents share the responsibility for improved student achievement and by what means the school and parents will build and develop partnership to help children achieve the State's highest standards. Timeline: August 2019-November 2019; CCNA: Demo#3, Perc #3; &5; Parental #-1-3; ESSA</p>	3.1	Principal; Assistant Principal; Parent Liaisons, Teachers, Counselors	Formative: School-Parent-Student Compacts and Policy distribution documentation Summative: Composite of End of Year Survey; Website; Title I-A Parental; Involvement Compliance Checklist; STAAR Results; Attendance Rate; Discipline Referrals; 100% SPS Compact Training Sessions Evaluations				
<p>3) SBDM and parent participants will review and revise the Parent Compact and Parent Engagement Policy in English and Spanish for the years 2020-2021. Population: Parents/guardians Timeline: February 2020- May 2020; CCNA Program Requirement PERC- FCIN #1-12</p>	3.1	Assistant Principal; Parent Liaisons	Formative: District and Campus Policy and Compact meeting documentation Summative: Parent Survey; Title I-A Parental Involvement Compliance; Checklist; STAAR Results; Attendance Rate; Discipline Referrals;				
<p>4) Convene an annual Title I-A Meeting to notify parents in English and Spanish of their school's participation in the Title I-A program; to explain the program requirements; and to inform parents of their right to be involved. Timeline: August 2019-November 2019: DNCA Demo #3; Perc. #3 &5; SPP-Parental #1-3; ESSA Element/Priority</p>	3.2	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				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
5) Conduct Parent Consultation/survey in English and Spanish to evaluate the effectiveness of the campus Parent and Family Engagement program. Population: Parents/guardians Timeline: February 2020- April 2020 CNA: Program Requirement PERC- FCIN # 1-12		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				
6) Parent Liaison will visit homes of parents in working to form a strong Parental Involvement center. Parent Liaison will communicate, in English and Spanish, 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 Timeline: August 2019 to June 2020 CNA: PERC - FAM - 6	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 - 1500.00, 211 Title I-A - 0.00							
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 Staff Timeline: August - December, 2019 CNA: Program Requirement PERC- FCIN #1-9		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				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
8) Provide ample Parent Education opportunities through parent conferences and parent training sessions, in English and Spanish, at campus Parent Center to disseminate information, services and/or referrals to community and/or social agencies that address the needs in the following areas: Effective teaching strategies, Health Education, Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education), Building Capacity, College Readiness, Drop-out and Violence Prevention, Community agencies, organizations, RtI Process, and Texas Workforce. Population: All Parents Timeline: August 2019 to June 2020 CNA: Program Requirement PERC- FCIN #1-12	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				
	Funding Sources: 211 Title I-A - 1800.00						
9) Parents will be involved in the shared decision making through SBDM and will serve as Campus Parent Representatives. Population: All Parents Timeline: Once every month Timeline: August 2019 to June 2020 CNA: Program Requirement PERC- FCIN #5		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				
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. Population: All Students Timeline: August 2019 to June 2020 PERC- FCIN #4		Parent Liaison	Formative: Flyer; Sign In; Agenda Summative: Minutes; Title I-A Parental Involvement Compliance Checklist; STAAR Results; Attendance Rate; Discipline Referrals				
	Funding Sources: 211 Title I-A - 2400.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
11) Migrant teacher will plan and organize two parent meetings with presenters to inform and educate parents on specific topics consistent with Migrant post-transition needs in order to improve student/parent participation and success. Light refreshments will be provided to enhance parent participation. Population: Migrant Families Timeline: August 2019 to June 2020 CNA: Program Requirement PERC- FCIN #1-10		Assistant Principal and Migrant Lab Teacher	Formative: Flyer; Sign In; Agenda Summative: Minutes, Title I-A, Parental Involvement				
	Funding Sources: 212 Title I-C (Migrant) - 0.00						
TEA Priorities Connect high school to career and college 12) Educate parents of seniors on graduation requirements for high school, senior clearance requirements; senior events, college transition topics, CCMR, FAFSA night, high school standings/credit checks/ meningitis shots, college application night through spaghetti night, open house, and parental meetings throughout the year. Population: All Students Timeline: August 2019 to June 2020 PERC- FCIN #2		Campus Administration Parent Liaisons	Formative: Flyer; Sign In; Agenda Summative: Minutes; Increase in senior Attendance Rate; decrease in Discipline Referrals; increase in graduation rates				
	Funding Sources: 199 Local funds - 1000.00						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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 in and/or out of district training for teachers and support staff in the areas of technology, state assessments, accountability, literacy, RTI, SIOP, EOC, and content instructional practices including knowledge, rigor, alignment, academic vocabulary, and scaffolding. Provide professional development on effective instruction and core area achievement. Population: Title I-A, At-Risk, Migrant, LEP, SPED Timeline: August 2019 - June 2020 CNA: SPP - SQ 1-7		Principal; Dean of Instruction; Technology Specialist	Formative: Professional Development evaluation from PDS. Summative: Lesson Plan Implementation				
Funding Sources: 199 Local funds - 0.00, 211 Title I-A - 15588.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Develop traditional and online Professional Learning Communities that are based on both content and pedagogy. This formal collaboration among colleagues will serve to build instructional capacity starting at the individual capacity level.</p> <p>Populations: All teachers Timeline: August 2019-June 2020 CNA: SPP - 6; SPP-SQ#-7 SPP- CIA #6-7</p>		Administration Dean Department Heads	<p>Formative Results: PLC meeting agendas, Sign-in sheets, PDS session rosters and evaluations, BISD Instructional Feedback reports, PDS Session Evaluations, BOY/MOY/EOY data analysis reports</p> <p>Summative Impact: Improved Summary observation reports, STAAR scores, TPRI/TJL/CPALS scores, TELPAS, TERRANOVA</p>				
<p>3) Increase the rigor of the comprehensive Pre-Advanced Placement and /Advanced Placement program of instruction at the ninth grade based on a progression of aligned courses through annual training.</p> <p>Populations: All subpopulation students and teachers for these students in core content areas,</p> <p>Population: All GT/Pre-AP teachers Timeline: June 2019 to August 2020 CNA: SPP- CIA #6</p>		Administration	<p>Formative Results: District monitoring instrument, Class rosters, Lead teacher classroom observations, Pre-AP/AP Student Applications, Pre-AP/AP Commitment/Contract Training agendas and evaluations</p> <p>Summative Impact: Improve STAAR and EOC student scores, AP tests and other college readiness assessment results by 5 percentage points.</p>				
Funding Sources: 211 Title I-A - 7375.46							
<p>4) Migrant Education program instructional staff will be provided professional development to improve migrant students' reading and math skills and specific supports for secondary migrant students and OSY.</p> <p>Population: Migrant support staff Timeline: June 2019 to August 2020 CNA: SPP- SQ #3</p>		District Migrant Coordinator Administration	<p>Formative Results: Sign in sheets, PDS evaluations, student performance ratings</p> <p>Summative Results: Increased EOY performance on state and local assessments.</p>				





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
5) Professional development opportunities will be provided to campus personnel to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Professional development opportunities include: -Identification of at-risk students via state and local criteria, -Graduation Rate, Completion Rate, and Graduation Cohorts, -Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and Budget and Program Compliance Population: At-Risk Team Timeline: June 2019-August 2020 Timeline: June 2019 to August 2020 CNA: SPP- SQ #3		Administration Dean	Formative Results: PDS Session attendance and Evaluation Reports, Verified Homeless and/or Unaccompanied Youth Enrollment Letter, eSchoolPLUS Special Programs Report, eSchoolPLUS At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: increased STAAR/EOC and At-risk Retention				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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
<p>TEA Priorities Connect high school to career and college</p> <p>1) 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 I-A, At-Risk, Migrant, LEP, SPED Timeline: Sept 1 - June 30 CNA: SPP SQ Needs #3</p>		Principal; Dean of Instruction; Technology Specialist	Formative: Professional Development evaluation from PDS. Summative: Lesson Plan Implementation				
Funding Sources: 164 State Career and Technical Education - 0.00							
<p>2) Project Lead the Way (PLTW) and career cluster alignment trainings will enhance teacher effectiveness in providing project-based learning instruction to meet the needs of all students to improve overall performance and engagement. Population: CTE faculty Timeline: July 2019 to June 2020 Timeline: June 2019 to August 2020 CNA: SPP- SQ Needs #3</p>		CTE Department Administration	Formative Results: lesson plans, walkthroughs and observations including trainings and strategies Summative Impact: increased student engagement on classroom observation documentation and increased student participation in under-served career pathways				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

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
<p>1) Purchase calculators, MOBI's, printers, chrome books, laptops, I-PADS, desktop computers and any relevant software programs needed to build labs, COWS, or mini labs for teachers to use instructionally in their classrooms, and students to use for credit recovery, testing, written and oral language development, instruction, remediation and research/reports..</p> <p>Population: All Students AR, T I-A, MI, LEP, Timeline: August 2019 to June 2020 CNA: SPP - CIA Needs #8-11</p>		<p>Assistant Principals; Dean of Instruction; Campus Technology Support; Computer Lab Teachers.</p>	<p>Student usage reports and grades as provided through the following software: Edgenuity A+ Learning</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: 211 Title I-A - 43437.00, 162 State Compensatory - 16810.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Provide routers, hardware , replacement adapters, speakers, microphones, remote presenters, I-Pad covers, cables, computers, scanners, printers, toners, screens, and materials necessary to build infrastructure in classrooms and other areas of the school for instruction, administration, and staff.</p> <p>Population: All Students Timeline: August 2019 to June 2020 CNA: SPP - CIA Needs #8-11</p>		Assistant Principals; Dean of Instruction; Campus Technology Support; Computer Lab Teachers.	<p>Formative: Student usage reports and grades as provided through the following software: Edgenuity, AWARE, , EL software;</p> <p>Increased efficiency in providing services to all stakeholders</p> <p>Summative: Classroom averages, retention rates, Classroom Observations, Student Progress Reports, Benchmark Scores Summative: STAAR, Retention Rate, Dropout Rate, Completion Rate, Graduation Rate</p> <p>Increased efficiency in providing services to all stakeholders</p>				
Funding Sources: 162 State Compensatory - 2000.00, 211 Title I-A - 14500.00							
<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 Timeline: August 2019 to June 2020 CNA: SPP - CIA Needs #8-11</p>		Dean of Instruction	<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>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>Provide technology training on the use of: Google Docs and Google Drive.</p> <p>Population: All Students Timeline: August 2019 to June 2020 CNA: SPP Staff Quality #7; SPP CIA, #6</p>		Dean of Instruction, TST	More technological 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, and Core Area instructional materials.</p> <p>Population: All Students Timeline August 2019 to June 2020 CNA: SPP - CIA Needs #8-11</p>		Dean of Instruction, TST	<p>Formative: Classroom averages, retention rates, Classroom Observations, Student Progress Reports, Benchmark Scores Summative: STAAR, Retention Rate, Dropout Rate, Completion Rate, Graduation Rate</p>				
Funding Sources: 162 State Compensatory - 2000.00, 211 Title I-A - 14500.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
6) Teachers will have access to tablets/desk tops and electronic equipment to provide remediation to students on an individualized basis in classrooms or in fully equipped computer labs. . Population: AR, T I-A, MI, LEP, Timelines: August 2019 - June 2020 CNA: SPP - CIA Needs #8-11		Dean of Instruction, Technology Support Teacher	Formative: Classroom averages, retention rates, Classroom Observations, Student Progress Reports, Benchmark Scores Summative: STAAR, Retention Rate, Dropout Rate, Completion Rate, Graduation Rate				
Funding Sources: 199 Local funds - 6110.00							
							

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:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) 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. Population: AR, T I-A, MI, LEP Timeline: Fall 2019 Demographic #5, 6; SAA- SAN #3; SPP #7; SPP-SCON-#2 Perceptions 3,5,6, ; Perception Strengths- FCIN #4		PEIMS Administrator	Formative: ERO Session Evaluation Reports, ERO Session Attendance Report, Student Progress Report Summative: STAAR, Retention Rate, Attendance Rate, Completion Rate, Graduation Rate				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<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, 2019 - August 2020 CNA: Demographic #5, 6; SAA: SAN #3; SPP #7; Perceptions 3,5,6, ; Perception Strengths- FCIN #4</p>		Program Specialist; At-Risk Counselor	<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>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, 2019 - May 30, 2020. Demographic #5, 6; SAA: SAN #3; SPP #7; Perceptions 3,5,6, ; Perception Strengths- FCIN #4</p>		CIS Case-worker Campus Administration	<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>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.</p> <p>Population: AR, TI Timeline: Aug 20, 2019 - May 30, 2020. Demographic #5, 6; SAA: SAN #3; SPP #7; Perceptions 3,5,6, ; Perception Strengths- FCIN #4</p>		PEIMS Administrator; Dean of Instruction	<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>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
5) Students will have access to a nurse during the school day to remain in school more often. Nurses and social services will be at school until 1 5:00 pm. Population: all students Timeline: August 2019-June 2020. CNA: Demographic #5, 6; SAA: SAN #3; SPP #7; Perceptions 3,5,6, ; Perception Strengths- FCIN #4		Campus Administration	Formative: Student health service records will indicate usage of services. Summative: Nurse records will indicate provision of services. Decrease absences for students visiting nurses.				
Funding Sources: 211 Title I-A - 0.00, 199 Local funds - 1950.00							
							

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 High School Completion Rate to 95% and increase the High School Graduation Rate to 91.3%.

Evaluation Data Source(s) 2: 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, T I-A, MI, LEP Timeline: Aug. 2019 - June 6, 2020(Daily) CNA: Demographic #5, 6; SAA: SAN #3; SPP #7; Perceptions 3,5,6, ; Perception Strengths- FCIN #4		Principal; Dean of Instruction; Assistant Principal; Administrator for State Compensatory Education	Formative: Log of student support meetings Summative: decreased dropout rate and increased 4-year graduation rate.				
	Funding Sources: 162 State Compensatory - 0.00						
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, 2019 - June 18, 2020 (Daily) CNA: Demographic #5, 6; SAA: SAN #3; SPP #7; Perceptions 3,5,6, ; Perception Strengths- FCIN #4		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 - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Regaining of credit will be offered before and after school through Edgenuity modules to provide students opportunities for accelerated instruction at designated computer labs, (Extended Day & Saturdays). Population: AR, T-I-A, MI, LEP Timeline: Aug 2019 - June 2020 CNA: Demographic #5, 6; SAA: SAN #3; SPP #7; Perceptions 3,5,6, ; Perception Strengths- FCIN #4	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, 162 State Compensatory - 0.00			
4) A Communities in Schools Site Coordinator will work with At-Risk students by providing guidance and available information about programs and resources including pregnancy related services. Population: AR, T I-A, MI, LEP Timeline: Aug 2019 - June 2020 (Daily) CNA: Demographic #5, 6; SAA: SAN #3; SPP #7; Perceptions 3,5,6, ; Perception Strengths- FCIN #4		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						
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 in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention and drop-out rate. Population: AR, TI, MI, LEP Timeline: Sept 2019 CNA: Demographic #5, 6; SAA: SAN #3; SPP #7; Perceptions 3,5,6, ; Perception Strengths- FCIN #4		SCE Administration SCE Faculty and Staff Campus Administration	Formative: Registration of HS dropouts, Student Progress Reports Summative: Dropout Rate, Graduation Rate, Completion Rate				
	Funding Sources: 211 Title I-A - 0.00, 199 Local funds - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>6) To better support student achievement and improve student attendance, campus Parent liaisons and attendance clerks will be proactive by monitoring student attendance through daily, weekly and six weeks attendance reports. Parents of students with excessive absences as per district policy will be issued warning notices, no credit letters, and/or court notifications as needed.</p> <p>Population: AR, T I-A, MI, LEP Timeline: Aug 2019 - June 2020 (Daily) Demographic #5, 6; SAA: SAN #3; SPP #7; Perceptions 3,5,6, ; Perception Strengths- FCIN #4</p>		Administrators Parent Liaisons Attendance Clerks	<p>Formative Results: School Messenger Notification System Reports, e School Attendance Reports, District Attendance Monitoring forms, Truancy Court Sworn Affidavits filed, No Credit Letter</p> <p>Summative: Improved attendance percentage rates</p>				
Funding Sources: 211 Title I-A - 17000.00							
<p>7) To reduce student absenteeism, campus staff will be proactive by monitoring students attendance and after the 3rd student absence, begin Truancy Preventative Measures (TPM), which includes issuing a "Student Attendance Plan" to the parent and student during parent conferences held at school to prevent further student absences.</p> <p>Teachers will also call parents at the beginning of second period and digital calls will be made by the middle of first period and for every class period.</p> <p>Population: AR, T I-A, MI, LEP Timeline: Aug 2019 - June 2020 (Daily) Demographic #5, 6; SAA: SAN #3; SPP #7; Perceptions 3,5,6, ; Perception Strengths- FCIN #4</p>		Administration Parent Liaisons Attendance Clerks	<p>Formative Results: Better teacher-student-parent relations; School Messenger Notification System Reports, e School Attendance Reports, District Attendance Monitoring forms, Truancy Court Sworn Affidavits filed, No Credit Letter</p> <p>Summative: Improved attendance percentage rates</p>				
= Accomplished = Continue/Modify = No Progress = Discontinue							





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; increased graduation rates; decreased dropout rates; decreased outcries by 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. Supplemental teachers to work with At-Risk students (see SCE personnel). Population: AR, T I-A, Migrant, LEP Timeline: Aug 14, 2019 - May 30, 2020 (Daily) CNA: Demographic #5, 6; SAA: SAN #3; SPP #7; Perceptions 3,5,6, ; Perception Strengths- FCIN #4	2.6	Principal; Dean of Instruction; Assistant Principal; Administrator for State Compensatory Education	Formative: Walkthroughs, Lesson Plans, Student Progressing Reports, Benchmark Scores Summative: STAAR results				
	Funding Sources: 162 State Compensatory - 0.00						
2) The Dean of Instruction will ensure that all curriculum is aligned, all teachers received needed trainings, all At-Risk students receive needed programs and support services, and that tutorials are aligned to meet the needs of struggling students Population: AR, T I-A, MIG, LEP Timeline: August 2019- June 2020 CNA: SAA: SAN #3; SPP #7; Perceptions 3,5,6, ; Perception Strengths- FCIN #4		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 - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
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 14, 2019 - May 30, 2020 SAA: SAN #3; SPP #7; Perceptions 3,5,6, ; Perception Strengths- FCIN #4	2.5	Dean of Instruction; Administrator for State Compensatory Education	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				
	Funding Sources: 162 State Compensatory - 0.00, 199 Local funds - 0.00						
4) Transition Meetings will occur for students returning to campus from DAEP 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, T I-A Timeline: Aug 20, 2019-Jun 2020 SAA: SAN #3; SPP #7; Perceptions 3,5,6, ; Perception Strengths- FCIN #4		Program Specialist; At-Risk Counselor	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				
5) Students will have access to core area instructional materials and resources to improve learning and provide accelerated instruction for those in need. Population: AR, T I-A, MIG, LEP, SPED, Timelines: Aug 14,, 2019 - May 30, 2020 SAA: SAN #3; 4; SPP #7; Perceptions 3,5,6, ; Perception Strengths- FCIN #4	2.4	Dean of Instruction, Dept. Heads, Principal	Formative: Classroom averages, retention rates, Classroom Observations, Student Progress Reports, Benchmark Scores Summative: STAAR, Retention Rate, Dropout Rate, Completion Rate, Graduation Rate				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							


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. Timeline: August 2019 - June 2020 CNA: SPP-SQ 4		Assistant Principal	Health Screenings Formative: Daily Screening reports Summative: Year comparison on results.				
Funding Sources: 199 Local funds - 0.00							
2) Pace will utilize: -PAPA (Parenting and Paternity Awareness) curriculum -CATCH (Coordinated Approach to Child Health) program, and -SHAC (School Health Advisory Committee) to address areas including Prevention of Dating Violence and sexual abuse of children. Population: All students Timeline: July 2019 to June 2020 SAA- SAN #8,10		Principal and Assistant Principal	Formative: Agendas/sign in sheets Summative: Fitness results will improve and CATCH Binder evaluation score will improve				
3) Pace PE teachers will implement TEKS with Scope and Sequence for all students, in particular, coordinate activities with the Adapted PE Teachers to address CATCH, IEP's, and ELPS in lesson plans. Population: All students Timeline: July 2019 to June 2020 SAA- SAN #8	2.4	Administration Special Education and PE Department Heads and Teachers	Formative: To include more activities for the Adapted PE students, Summative: Fitness Results will improve for all students and CATCH Binder evaluation score will improve.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>4) Pace Health teachers will implement TEKS with Scope and Sequence for all students, in particular, coordinate activities using community resources to demonstrate to students consequences for high-risk behavior. Materials needed would be computer goggles to demonstrate effects of alcohol and drunk driving and crying dolls. Community speakers will also be invited to speak to students along with coordination with the counseling center</p> <p>Population: All students Timeline: July 2019 to June 2020 SAA- SAN #8</p>							
							

State Compensatory

Budget for Pace Early College High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6112-18-003-Y-30-000-Y	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$6,434.00
162-13-6118-00-003-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$3,300.00
6100 Subtotal:		\$9,734.00
6300 Supplies and Services		
162-11-6396-00-003-Y-30-000-Y	6396 Supplies and Materials - Locally Defined	\$300.00
6300 Subtotal:		\$300.00

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

SBDM and campus leadership reviewed the 2018-2019 CNA in May 2019 as the basis to create our 2019-2020 CNA. The 2019-2020 CNA is part of the Campus Improvement Plan (pages 5 to 14). The groups reviewed data from other plans, accountability results and other assessment results, demographics, behavior, employee and parent survey data. In addition to the items checked off in the CNA data documentation, the campus reviewed their SACSCOC parent, student, and teacher survey data. Campus departments reviewed the CNA data and drafts in May 2019 during weekly departmental meetings and August 14, 2018 to provide feedback to the SBDM. The CNA was updated to reflect the current needs in each of the CNA areas especially those related to student academic performance by the SBDM. There will be several meetings throughout the year to continue updating the campus plan and CNA. The last meeting held June 10, 2019 led to the decision to hire two more teachers to assist the ELA I and II Team as scores did not meet the district and campus expectations. A discussion on resources was also part of the agenda as well. Additionally, more training on PLC will be done as we are reconfiguring our teams for next year.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan was refined late May 2019 before we adjourned for the summer. Nominations for SBDM members were held late August and the 2019-2020 final SBDM elections were held Monday, September 16th, 2019. This was delayed a week because of progress reports, new members, and unexpected resignations as the new year began. New members were also elected into our 2019-2020 SBDM. Members of the SBDM, department chairs, and campus faculty and staff reviewed and revised the plan and the final drafts of the 2019-2020 campus plan in order to be ready for the October Board meeting. However, reviewing and revising the committee this process will continue through SBDM subcommittees along with faculty input will continue throughout the year.

The lists of the Pace SBDM and Department Chairs and roles are located at the end of the Campus Improvement Plan. More people will be added throughout the year as needed.

2.2: Regular monitoring and revision

The SBDM and other faculty and staff regularly review the strategies in the 2018-2019 Campus Improvement Plan during SBDM Meetings and Departmental meetings. The campus plan will continue to be monitored through these meetings through out the school year at least quarterly. The reviews are documented in the formative reviews in Plan4Learning. The SBDM met late May and early

June to review and make recommendations for the CIP. There will be monthly meetings to review and revise the 2019-2020 CIP.

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

CIP is made available to the public, parents and TEA through the BISD and Pace ECHS websites as well as hard copies available on campus in English. Through parental involvement meetings, presentations, and open house, parents are provided information regarding the Campus Improvement Plan activities in both English and Spanish. The CIP information is translated to Spanish by campus staff upon request. We are currently looking to see how we can the CIP translated into Spanish, which is the dominant language for the region aside from English.

2.4: Opportunities for all children to meet State standards

Pace ECHS has included strategies in Goal 1 and Goal 9 to provides students, in particular students at-risk and those provided special services, with opportunities to meet state standards through challenging classroom instruction that includes appropriate instructional materials, campus developed and state assessments, and access to core area instructional intervention and accelerated instruction activities.

2.5: Increased learning time and well-rounded education

The campus increases the learning time and accelerated instruction to strengthen the academic programs throughout the year by offering before and after school Pace Learning Opportunities, Saturday academies, and accelerated instruction in all core academic areas for at-risk students. The campus also offers after-school accelerated credit recovery Graduation Assistance Program (GAP) and Students Taught in Alternative Routes to Success (STARS) programs. The campus also developed a modified block schedule for the week to increase the learning time for students. Algebra I and English I are on block schedules all year long. This will allow our at-risk students to concentrate on the EOC and advanced tiering will be done throughout the year based on class and test data.

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

Pace ECHS students are provided opportunities in all core areas for accelerated instruction in academic areas. They are also provided with extended day and week regaining of credit opportunities through computer-based and modular instructional resources. The campus ensures that qualified and highly effective teachers, including Special Education teachers are assigned to teach and support At-Risk and students served through Special Programs (SPED, EL, and Migrant).

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Parents reviewed and revised the School-Parent-Student Compact and Parent and Family Engagement Policy for 2019-2020 on March 5, 2019. After meeting as a parent group, the parents presented the revised Compact and Parent Engagement Policy to the SBDM on May 22, 2019 for final review and revisions. The Parent-Student Compact and the Parent Family Engagement Policy are available on the Pace website for parents to view and download in both English and Spanish. Parents were given copies at the Title I Meeting held Tuesday, September 17, 2019. Copies were also disseminated at the weekly parent meeting in both English and Spanish on Tuesday, September 24, 2019. Pace will also distribute another opportunity in English and Spanish of the Parent-Student Compact and Parent Engagement Policy at Open House on September 30, 2019. The list of individuals with their roles and the policy have been included as an addendum to the CIP.

3.2: Offer flexible number of parent involvement meetings

Pace ECHS offers weekly Parent sessions on Tuesday mornings from 9:30 am to 11:30 am at the campus parent center (C124) that include informational meetings and parent education opportunities provided by the Campus Parental Liaison, Parental Involvement Trainer and guest presenters. There will also be parent meetings the first Monday of every month in the evenings to reiterate the information learned in the morning. Other outreaches to parents include evening sessions such as the FAFSA Spaghetti Night, Dual and AP enrollment and college readiness information, and Career and Technical Education program information. The Parent Liaison and Attendance Liaison will continue conducting Home visits to support student attendance, academic performance, and other program information. Pace ECHS faculty and staff also provide sessions and seminars in English and Spanish to increase parental involvement at all functions. Moreover, at Open House the campus provides child care through the Career and Technical Education Teacher student organization. We want all major stakeholders at Pace to feel included and valued.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alfia Gracia	Teacher	Teacher	1
Ana Trevino	Parental Liaison	Parental Involvement	1
Antonio Reyes	Teacher	Teacher	1
Beatriz Gonzalez	Library Aide	Library Aide	1
Beatriz Gonzalez	Library Aide	Library	1
Cathy Ayala	Teacher	Teacher	1
Claudia Gonzalez	Techer	Teacher	1
Ismael Garcia	Teacher	Teacher	1
Jacqueline Moreno	Nurse	Nurse	1
Jessica Proa	Teacher	Teacher	1
Maria Perez	Counselor Aide	Counselor Aide	1
Nancy Garcia	Teacher	Teacher	1
Ofelia Garza	Parental Involvement	Parental Involvement	1
Raquel Lopez	Nurse	Nurse	Nurse
Raquel Lopez	Nurse	Nurse	1
Samantha Contreras	Teacher	Teacher	1

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Classroom Teacher	Anna Gabbert	Classroom Teacher
Classroom Teacher	Dora Lopez	Classroom Teacher
Classroom Teacher	Ismael Garcia	Classroom Teacher
Other	Ana Trevino	Parent Liaison
Administrator	Rose Longoria	Principal
Meeting Facilitator	Lisa Howell	Dean of Instruction
Parent	Marisol Martinez	Parent
Parent	Sandra Gonzalez	Parent
Non-classroom Professional	Brad Binder	Testing Coordinator
Business Representative	Rita Hernandez	Charter School
District-level Professional	Dolores Emerson	District
Classroom Teacher	Juana Garcia	Classroom Teacher
Community Representative	Amador Tapia	Community
Community Representative	Graciela Tapia	Community
Classroom Teacher	Rita Tyler-Aguilar	Classroom Teacher
Classroom Teacher	Larissa Macias	Classroom Teacher
Classroom Teacher	Marlane Rodriguez	Classroom Teacher
Classroom Teacher	Major Luis Gomez	Classroom Teacher
Classroom Teacher	Gavin Rudder	Classroom Teacher
Classroom Teacher	Elizabeth Black	Classroom Teacher
Classroom Teacher	Carlos Garza	Classroom Teacher
Classroom Teacher	Raul Ramirez	Classroom Teacher

Committee Role	Name	Position
Classroom Teacher	Norma Lomeli	Classroom Teacher
Classroom Teacher	Oniel Cuevas	Classroom Teacher
Non-classroom Professional	Sylvia Gonzalez	Librarian
Non-classroom Professional	Jessica Cantu	Counselor
Non-classroom Professional	Adam Shoupe	Technical Support
Counselor	Elva Compean-Ramirez	Counselor
Non-classroom Professional	Blanca Pena	Dropout Specialist
Paraprofessional	Patricia Galvan	Paraprofessional
Paraprofessional	Beatriz Gonzalez	Paraprofessional
Community Representative	Sergeant Ian Logsdon	Community Representative US Army Recruiter
Community Representative	Tito Mata	Community Representative
Business Representative	Sandra Park	Business Representative Jostens
District-level Professional	Marhoun Donna	District Level Professional

Department Heads

Committee Role	Name	Position
Classroom Teacher	Lopez Dora	Science Teacher/DH
Classroom Teacher	Pamela McCumber	English Teacher/DH
Classroom Teacher	Melissa Tullos	Math Teacher/DH
Classroom Teacher	Jose Luis Cavazos	CTE Teacher/DH
Classroom Teacher	Adriana Garza	U.S. History Teacher/DH
Classroom Teacher	Juana Rangel	Spanish Teacher/DH
Classroom Teacher	Delmira Hernandez	P.E Teacher/DH
Classroom Teacher	Perla Guerrero	Special Ed. Teacher/DH
Classroom Teacher	Elizabeth Garza	Special Programs Teacher/DH
Classroom Teacher	Francisco Garza	Fine Arts Teacher/DH

District Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Textbooks	199-11-6321	\$1,000.00
1	1	1	Supplies and materials	199-11-6399/ 199-23	\$19,000.00
1	1	1	Substitutes	199-11-6112	\$6,561.00
1	1	1	Reading Materials and supplies	199-12-6329	\$1,500.00
1	1	1	Professional extra duty/Lead Teacher	199-23-6118-0-003-Y-99-000-Y	\$5,000.00
1	1	1	Media Center	199-11-6399-16-003-Y-11-002-Y	\$4,000.00
1	1	1	Travel to Professional Development	199-13-6411-23-003-Y-99-000-Y	\$400.00
1	1	1	Professional Development Venue	199-13-6269-00-003-Y-99-000-Y	\$1,400.00
1	1	2	Custodial Supplies		\$0.00
1	1	5	Custodial Supplemental duty	199-51	\$400.00
1	6	1	Co-curricular Travel	199-36-6412-00-003-Y-99-020-Y	\$2,500.00
1	6	1	TEACHER STIPENDS	199-36-6117-00-003-Y-99-020-Y	\$12,500.00
1	6	6	Science Fair/History Fair/Competitions General Student Travel	199-36-6412-00-003-Y-99-000-Y	\$10,000.00
1	6	6	Science Fair/History Fair/Competitions General Transportation	199-36-6494-00-003-Y-99-000-Y	\$9,500.00
1	6	6	Science Fair/History Fair/Competitions Fees	199-36-6497-00-003-Y-99-000-Y	\$500.00
2	1	4	General Supplies	199-36-6398-00-003-Y-99-000-Y	\$5,000.00
2	1	4	General Supplies	199-36-6399-00-003-Y-99-000-Y	\$4,000.00
3	1	1	Leadership supplies and materials		\$0.00
3	1	1	Campus Awards		\$0.00
3	1	1	Custodial Supplies		\$0.00
3	1	1	Office Equipment		\$0.00

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Student Awards		\$0.00
3	1	1	Claasroom Equipment		\$0.00
3	2	1	Facultly Misc		\$0.00
6	1	6	Employee Travel	199-61-6411-00-003-Y-99-000-Y	\$1,500.00
6	1	12	Refreshments	199-61-6499-53-003-Y-99-000-Y	\$1,000.00
7	1	1	Employee Travel		\$0.00
7	1	1	Employee travel		\$0.00
7	1	1	Leadership travel		\$0.00
8	1	6	Operating Fee		\$0.00
8	1	6	Maintenance	199-23-6398-65-003-Y-99-000-Y	\$6,000.00
8	1	6	Computers		\$0.00
8	1	6	Computer Software	199-23-6395-65-003-Y-99-000-Y	\$110.00
9	1	5	Supplies and Materials	199-33-6399-00-003-Y-99-000-Y	\$1,950.00
9	2	2	Supplies and Materials		\$0.00
9	2	5	Clerical Overtime		\$0.00
9	3	3			\$0.00
9	4	1	Supplies		\$0.00
Sub-Total					\$93,821.00
Budgeted Fund Source Amount					\$160,469.00
+/- Difference					\$66,648.00
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Substitutes	162-11-6112-18-003-Y-30--000Y	\$6,434.00
1	1	1	SCE-IN-PACE-IT-EQUIPMENT-MISCELLANEOUS CONTRACTED SERVI	162-11-6299-62-003-Y-30-000-Y	\$33,000.00

162 State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	SCE-IN-PACE-TITLE 1 PT A-Sal/Wages For Subst Teachers	162-11-6112-18-003-Y-30-000-Y	\$7,200.00
1	1	2	PLO Tutorials	162-11+	\$37,277.00
1	1	3	SCE-CDS-D-PACE-Professional Extra Duty Pay	162-13-6118-00-003-Y-30-000-Y	\$3,300.00
1	1	3	SCE-CD-PACE-EMPLOYEE BENEFITS	162-13-6149-31-003-Y-30-000-Y	\$1,103.00
1	1	7	Curriculum Writing	162	\$3,300.00
1	1	9	Edgenuity		\$27,000.00
5	1	2	SCE-SOC WO-PACE-JVNL PROBATION-MISCELLANEOUS CONTRACTED SERVI	162-32-6299-00-003-Y-24-JPO-Y	\$0.00
8	1	1	SCE-IN-PACE-IT-EQUIPMENT-SUPPLIES & MATERIALS- LCL DEFI	162-11-6398-62-003-Y-30-000-Y	\$13,400.00
8	1	1	SCE-IN-PACE-IT-EQUIPMENT-SUPPLIES & MATERIALS-SOFTWARE	162-11-6395-62-003-Y-30-000-Y	\$3,410.00
8	1	2	SCE-Pace-IT EQUIPMENT GENERAL SUPPLIES	162-11-6399-62-003-Y-30-000-Y	\$2,000.00
8	1	5	SCE-IN-PACE-IT-EQUIPMENT-GENERAL SUPPLIES	162-11-6399-62-003-Y-30-000-Y	\$2,000.00
9	2	1	Program Specialist	162-23-61XX	\$0.00
9	2	2	At risk counselor		\$0.00
9	2	2	Fringe	162-23-61XX	\$0.00
9	2	2	Transitional counselor	162-31-6119-31-003-Y-30-099-Y	\$0.00
9	2	3	Edgenuity	162-11-6299-62-003-Y-30-0J3-Y	\$0.00
9	2	4	CIS	162-32-6299-00-003-Y-24-CIS-Y	\$0.00
9	3	1	STARS program teachers	162-11-61XX	\$0.00
9	3	1	Supplemental teacher	162-11-61XX	\$0.00
9	3	1	General supplies	162-11-6399	\$0.00
9	3	1	SCE-IN-STARS-PACE-Sal/Wages For Subst Teachers	162-11-6112-86-003-Y-30-000-Y	\$0.00
9	3	1	Fringe Benefits	162-11-61XX	\$0.00
9	3	2	Dean of Instruction plus fringe	162-13-6119-31-003-Y-30-000-Y	\$0.00

162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	3	3	Extra duty pay	162-11-6118	\$0.00
9	3	3	Printing materials	162-11-6396	\$0.00
Sub-Total					\$139,424.00
Budgeted Fund Source Amount					\$141,421.00
+/- Difference					\$1,997.00
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies and Materials		\$0.00
1	1	1	Copy paper	211-11-6396	\$5,441.85
1	1	1	Media Center expenses	211-11-6399.16	\$4,000.00
1	1	1	Substitutes	211-13-6112-00-003-Y-30-AYP-Y	\$9,088.00
1	1	1	Sub Fringe	211-13-6141	\$202.00
1	1	1	Miscellaneous operating costs	211-13-1-6298-00-003-Y-30-OF2-Y	\$2,500.00
1	1	2	Accelerated Instruction	211-11-6118-00-003-Y-30-OF2-Y	\$0.00
1	1	2	PLO Transportation	211-11-6494	\$22,000.00
1	1	4	Teacher Salaries	211-11-6100 Y 24	\$0.00
1	1	4	Teacher salaries	211-1-6100 Y30	\$0.00
1	1	4	Custodial Supplies	211	\$0.00
1	1	5	Teacher Extra Duty	211-11-6188 BDG	\$14,172.50
1	1	5	Fringe Benefits	211-11-614X	\$909.00
1	1	6	AVID Membership	211-11-6495-62-003-Y-30-OF2	\$4,595.00
1	2	1	SAT Testing		\$0.00
1	2	1	AP Testing		\$39,500.00
1	5	1	Advise Texas Advisor and Americorps	211-31-6299-00-003-Y-30-TUK-Y	\$10,000.00
1	6	3	AP Assessments		\$0.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	3	Rachel's Challenge		\$0.00
6	1	1	TITLE I-CS-PACE ALLO-MISCELLANEOUS OPERATING COSTS	211-61-6499-53-003-y-30-0f2-Y	\$1,449.37
6	1	1	Title I CS- PACE CMP ALLO General Supplies	211-61-6399-00-003-Y-30-0F2-Y	\$900.00
6	1	1	Title I CS- PACE CMP SUPPLIES AND MATERIALS LCL DEFI	211-61-6398-65-003-Y-30-0f2-Y	\$1,500.00
6	1	6	Parent Liaison Travel		\$0.00
6	1	8	Salaries with fringe		\$0.00
6	1	8	Parent Meeting Refreshments	211-61-6399-00-003-Y-30-0F2-Y	\$900.00
6	1	8	Supplies and materials	211-61-6399	\$900.00
6	1	10	TITLE I CS-PACE-CMP-ALL-O-GENERAL SUPPLIES	211-61-6399-00-003-Y-30-0F2-Y	\$900.00
6	1	10	TITLE I CS-PACE-CMP-ALL-O-SUPPLIES & MATERIALS -LCL DEFI	211-61-6398-65-003-Y-30-OF2-Y	\$1,500.00
7	1	1	Training Supplies	211-13-6399	\$6,000.00
7	1	1	In-district Travel	211-13-6411-	\$500.00
7	1	1	Out of district travel	211-13-6411-23	\$9,088.00
7	1	3	EMPLOYEE TRAVEL	6411-00+ 6411-23	\$7,375.46
8	1	1	TITL I-IN-PACE-IT-EQUIPMENT-SUPPLIES & MATERIALS-LCL DEFI	211-11-6398-62-003-Y-	\$40,937.00
8	1	1	TTL I--IN-PACE-IT-EQUIPMENT-SUPPLIES & MATERIALS-SOFTWARE	211	\$2,500.00
8	1	2	General Supplies For Computers	211-11-6399-62-003-Y-30-OF2-Y	\$14,500.00
8	1	5	TTLI PACE GENERAL SUPPLIES	211-11-6399-62-	\$14,500.00
9	1	5	Nurse salaries (split funded) with fringe	211-33-6119	\$0.00
9	2	3			\$0.00
9	2	5			\$0.00
9	2	6			\$17,000.00

211 Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$232,858.18
Budgeted Fund Source Amount					\$245,037.00
+/- Difference					\$12,178.82
Grand Total					\$466,103.18