

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



## **Mission Statement**

The mission of Lopez High School is to prepare the students to become lifelong learners and to be productive citizens in a democratic society by providing a personalized, diversified quality education through a variety of learning experiences designed to meet today's and tomorrow's challenges, while instilling in them a sense of pride, self-respect, integrity, and appreciation of cultural diversity.

## **Vision**

To provide a stimulating learning environment with a technological orientation across the whole curriculum, which maximizes individual potential and ensures students of all ability levels are well equipped to meet the challenges of education in a new millennia.

## **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
Needs Assessment Overview .....	5
Demographics .....	7
Student Achievement .....	9
School Culture and Climate .....	11
Staff Quality, Recruitment, and Retention .....	12
Curriculum, Instruction, and Assessment .....	13
Family and Community Involvement .....	14
School Context and Organization .....	14
Technology .....	17
Comprehensive Needs Assessment Data Documentation .....	18
Goals .....	21
Goal 1: BISD 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 .....	21
Goal 2: The students in the public education system will demonstrate exemplary performance in the TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities. ....	31
Goal 3: Through enhanced dropout efforts, all students will remain in school until they obtain a high school diploma and/or pursue a post-secondary education. ....	36
Goal 4: The students will be encouraged and challenged to meet their full educational potential. ....	45
Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. ....	49
Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. ....	52
Goal 7: Migrant students will be challenged and encouraged to meet state content standards and assessments that are necessary to graduate on time and enroll in post secondary education while receiving additional supplemental support in order to overcome the obstacles encountered due to their migrant lifestyle. ....	56
Goal 8: Our vision for technology is to have all district stakeholders involved in the teaching and learning process seamlessly integrated technology to make informed decision and advance student achievement and technology literacy to encourage and support creative, innovative, lifelong learning. ....	67
Goal 9: The Board of Trustees, in collaboration with District Staff, 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) DEIC added 12-6-2017 .....	69
Goal 10: The District will ensure effectiveness and efficient use of all available funds to assist in implementing a balanced budget, which includes compensation for teachers. (Board Goal 3) [DEIC added 12-6-2017] .....	70

Goal 11: All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/retention efforts. (Board Goal 4) [DEIC added 12-6-2017]	72
System Safeguard Strategies	73
State Compensatory	76
Budget for Lopez Early College High School :	76
Personnel for Lopez Early College High School :	77
Title I	78
Schoolwide Program Plan	78
Ten Schoolwide Components	78
Title I Personnel	82
2017-18 Site Based Decision Making Team	83
Campus Funding Summary	84

# Comprehensive Needs Assessment

## Needs Assessment Overview

Lopez Early College High School is located in Brownsville, Texas. Lopez High School is one of seven high schools in Brownsville ISD. The campus was constructed in 1993 with 14 classrooms added in the ensuing years. The main campus was originally comprised of 110 classrooms, a cafeteria, library, and gymnasium.

The student population at Lopez Early College High School is approximately 2230 and serves students in grades 9 through 12. According to the PEIMS Data Review of our campus profile, 99% of the student population is Hispanic and 99% are identified as Economically Disadvantaged. Many of our students are first generation Mexican immigrants, 11% are classified as Limited English Proficient and a majority is English/Spanish bilingual. In addition, several of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, the Women, Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance.

The students of Lopez High School are recipients of a well-balanced curriculum. Courses are offered in every subject area necessary for college admission, as well as a diverse range of elective and career and technology courses. The instructional programs include academic core subjects at various levels, such as the Gifted and Talented, Pre-Advanced Placement, Advanced Placement, and Dual Enrollment in collaboration with the University of Texas at Brownsville. *Lopez High School* also has two “school within a school” programs: the Fine Arts, A/V Technology & Communication Magnet and Agriculture, Food & Natural Resources Magnet, respectively. About 26% of our student population is enrolled in these programs. Along with the magnet program, the school also offers a strong foundation for careers in Education and Training, Business Management, Banking & Finance, Law Enforcement, Information Technology, Project Lead the Way in Biomedical Sciences, Health Science, and Cosmetology. Students at our school also have access to three graduation plans: the Minimum, Recommended, and Distinguished Achievement Graduation Plan. All students are required to meet the passing standard of the four assessments which comprise the State of Texas Assessments of Academic Readiness (STAAR).

The current staff at Lopez High School is comprised of 160 teachers, 6 campus administrators, 6 counselors, 25 professional support personnel, 48 non-classroom staff, and 20 educational aides. The ethnicity of the Lopez High School staff is diverse with 81% Hispanic and 19% Caucasian. The teaching staff is also 50% male and 50% female.

Lopez High School’s most recent campus initiatives include the following:

1. Technology-Based Instruction
2. Writing across the Curriculum
3. Reading Fluency
4. ESL / SIOP Strategies
5. Texas Literacy Initiative
6. Scientific Learning

Lopez High School promotes numerous student clubs and organizations. Students are encouraged to participate in extracurricular activities such as athletic programs, fine arts programs, UIL academic programs, and CTE programs.

School Namesake: Tomasa A. Lopez

School Colors: Navy and Gold

School Mascot: Lobo

School Song: We'll Be True to Our Colors

School Motto: Training Minds...Touching Hearts

### **Annual Campus Goals**

The Lopez High School faculty and staff are committed to the following goals:

- Continue its efforts to surpass expectations in student achievement as determined through accountability standards at the campus, district, and state levels by demonstrating the expectations and responding to students when they do not succeed.
- Continue to seek and share learning and then put learned strategies into action.
- Maintain a school environment that emphasizes desirable behaviors that are conducive to learning.
- Engage learners through a student-centered rigorous and relevant curriculum that is developed to prioritize what is learned.
- Continue to seek community and parental involvement in an effort to promote a positive image within the community.
- Increase the percentage of participating students who meet or exceed proficiency on the state English Language Arts assessments in grades 9 through 12. (TLI Grant)
- Increase the use of data and data analysis to inform all decision making in participating districts, campuses, classrooms, and early learning settings. (TLI Grant)
- Increase the implementation of effective literacy instruction through Literacy Lines (TLI Grant)

## Demographics

### Demographics Summary

Lopez Early College High School serves a very diverse student population. Our most recent demographic data based on the 2016-17 Texas Academic Performance Report:

#### Ethnic Distribution:

<b>Ethnic Distribution</b>	<b>Campus Count</b>	<b>Campus Percent</b>	<b>District</b>	<b>State</b>
<b>African American</b>	2	0.1%	0.1%	12.6%
<b>Hispanic</b>	2057	99.6%	98.7%	52.2%
<b>White</b>	6	0.3%	1.0%	28.5%
<b>American Indian</b>	0	0.0%	0.0%	0.4%
<b>Asian</b>	0	0.0%	0.2%	4.0%
<b>Pacific Islander</b>	0	0.0%	0.0%	0.1%
<b>Two or More Races</b>	0	0.0%	0.0%	2.1%

#### Program Information

- Economically Disadvantaged 99.7%
- English Language Learners 13.8%
- Special Education 13.9%
- At-Risk 64.90%
- Gifted & Talented Education 8.8%

Additionally, the retention rate for all students was 14.4% and At-Risk and 20.0% for At-Risk. The attendance rates for the school year were 93.9% for all students and 94% for At-Risk students. The Dropout Rates for the school year were 1.2% for all students and 1.6% for At-Risk students. Moreover, the completion rates for the school year were 93.7% for all students and 92.2% for At-Risk students. The graduation rates for the school year were 86.6% for all students and 93.7% for At-Risk students.

### Demographics Strengths

The following strengths have been noted when assessing Lopez Early College High:

- High School completion rates
- Parents/stakeholder involvement
- Fine Arts Program
- CTE Program
- Enrollment Projections

### **Demographic Needs**

- Keep at-risk students in school through support services provided by Dean of Instruction, Dropout Specialist, and Communities in Schools, Probation Officer, At-risk counselors, Migrant teacher and clerk
- Provide effective programs for at risk students including all subpopulations (7.10;7.11)
- Increase and maintain graduation rates to meet district goals
- High number of ELL and Sp. Ed. Population
- Increase participation in Dual Enrollment HS Program by hiring teachers who are qualified
- Decrease dropout rate

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

**Problem Statement 1:** Close the achievement gap between sub-populations for all content areas. **Root Cause:** Instructional strategies for our ELL and SpEd population(s) need to be monitored and implemented by all teachers.



## Student Achievement

### Student Achievement Summary

The Lopez Early College High School Student Achievement is as follows according to the 2016 - 2017 TAPR report:

Subject	Campus	Hispanic	SpEd	Eco Dis	ELL	AR	Migrant	GT	CT
English I	58%	585	27%	585	36%	51%	41%	95%	56%
English II	62%	62%	27%	625	29%	57%	47%	94%	61%
Algebra I	80%	80%	53%	80%	73%	86%	60%	95%	89%
Biology	91%	91%	66%	91%	77%	89%	71%	100%	91%
US History	93%	93%	66%	93%	81%	95%	91%	100%	95%

### Student Achievement Strengths

Lopez Early College High School has shown improvement over the past three years according to TEA TAPR reports published each year. In addition, Lopez Early College High School earned 6 distinction recognitions for the following areas in the 2016-2017 Accountability Rating Report:

- Academic Achievement in Mathematics
- Academic Achievement in Science
- Academic Achievement in Social Studies
- Top 25 Percent Student Progress
- Top 25 Percent Closing Performance Gaps
- Postsecondary Readiness

Subject	2014 – 2015	2015 – 2016	2016 – 2017	2017 - 2018
Reading	50%	59%	60%	61%
Math	71%	83%	80%	88%
Science	71%	92%	91%	90%
Social Studies	89%	88%	93%	95%

### Student Achievement Needs

- Provide professional development on effective instruction and core area achievement (1.1,1.4,1.14)
- Provide professional development on EOC targeted instruction for all sub-populations (1.1,1.4,1.14)
- Supplemental instructional supplies for teachers and EOC remediation courses before school, after school and Saturday academies (printing supplies, copy paper, workbook, pencils, reading materials, pens, batteries for calculators, highlighters, markers, colored pencils etc.) (1.2)
- Provide transportation for after school and Saturday academy tutorials
- Provide professional development on state / federal accountability, graduation requirements and effective instructional practices to the Dean of Instruction, Testing Coordinator and Program specialist in order to train and retain highly qualified teachers. (1.1, 1.4, 1.14)
- Substitutes needed for teachers to attend professional development and conduct curriculum alignment to address the needs of the students throughout the school year. (1.1)
- Provide professional development in the area of ELL, GT, Advance Placement, CIF, AVID and Literacy in order to provide effective instructional strategies to address the needs of all students. (1.1, 1.4, 1.8, 1.14)
- Hold a Summer Bridge program in order to provide an orientation to incoming 9<sup>th</sup> grade students to assist with the transition from middle school to high school.
- Hold a Cohort Express Summer program in order to increase the campus graduation rate and ensure students remain on target with their academic cohort
- Supplies needed for Migrant students to enable them to have the necessary materials (toner) and resources (API modules, printer, Credit by Exam) to be able to be successful in the classroom and EOC state assessments.
- Supplies needed for bilingual students to assist them in the computer lab and classroom (IPADS) in order for them to be successful in their core academic classes.
- Provide support for cohort graduation and completion through an Advise TX program
- Increase math performance on statewide assessments through afterschool EOC camps, Saturday academies and the use of ALEX as an additional resource for identified SEs (1.2)

## School Culture and Climate

### School Culture and Climate Summary

Lopez 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. Disciplinary policies are progressive with counseling services offered at various stages of the discipline process. Discipline data is entered into review 360 where it is subsequently monitored for trends in behaviors. Participation in student activities is promoted through events such as Open House, Summer Bridge for incoming middle school students and a spring Student Activity Rush event.

### School Culture and Climate Strengths

- Faculty, staff, students and parents feel comfortable and safe coming to campus.
- Parental Involvement program has increased in numbers and has been identified as one of our major strengths.
- Designation as an Early College High School
- TLI Specialist Support
- At-Risk Counselor Support for students at risk of dropping out
- Drop out specialist support to increase the graduation rate and prevent students from dropping out
- STAMP Program
- Embedded advisory program with a campus-wide book study completed in both the fall and spring semester(s).

### School Culture and Climate Needs

- Increase daily attendance
- Increase daily teacher attendance
- Provide all faculty and staff professional development in affective domains
- Provide incentives for students to improve culture and climate
- Increase the number of student sponsored programs
- Provide trainings for students and teacher on bullying and suicide prevention
- Implement an advisory period and student planner to address the needs of the student and prepare them for College, Career and Military Readiness (CCMR)

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

Lopez Early College High School employs teachers that are highly qualified to teach in their content areas for all academic areas. New teachers are provided instructional support through a variety of ways including, but not limited to, Texas Literacy Instructional Coach, campus Dean of Instruction, assigned mentor teachers, department chairs, campus administration, and trainings both within and outside the district. Current initiatives to help build capacity include our campus Teachers Training Teachers (TOTs) initiative. In addition, Lopez teachers receive support to teach students at a higher level through professional growth opportunities, which are offered at the district level during the school day, after school, weekends, and out of district as needed.

Teachers at Lopez Early College High School are expected to attend professional growth opportunities as needed and determined in collaboration with faculty and administration. Topics include At-Risk Instructional strategies, rigor, EOC, Literacy, DOKs, CIF strategies, Bloom's Taxonomy, AP, Dual Enrollment and GT.

### Staff Quality, Recruitment, and Retention Strengths

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

- Opportunities for teachers to teach dual enrollment & AP courses
- Tutorials paid after school through special programs, advanced academics, and special education funds
- Opportunities to attend professional development in AP, GT, Pre-AP, and DE strategies
- TLI professional development opportunities available for all teachers
- Common Planning meetings held throughout the school for all core areas
- Opportunities to attend state conference.
- Trainings provided outside the district.

### Staff Quality, Recruitment and Retention Needs

- Increase the number of teacher-led professional development
- Increase the number of teachers with a master's degree that could offer dual enrollment courses
- Provide high quality professional development in all core areas in order to improve teacher quality and student academic achievement
- Provide Curriculum Writing projects aligned to district curriculum by incorporating best practices and technology (1.3).
- Include teachers in the decisions regarding the use of academic assessments in order to improve overall student academic achievement

## Curriculum, Instruction, and Assessment

### Curriculum, Instruction, and Assessment Summary

Lopez Early College High School has implemented research based instructional strategies in all curriculum areas; continuous review and monitoring of instruction focus documents, are conducted throughout each six week period based on campus assessment data. Checkpoint assessments are conducted during each six week period, based on curriculum frameworks, and data review sessions are conducted immediately upon the receipt of data reports. A campus data wall is used to monitor and track student progress throughout the year; targeted tutorial reports are created based on Quintile reports and Tier reports. Lopez Early College High School will continue to actively monitor curriculum and instruction to ensure alignment through assessment data in order to provide teachers with the necessary professional development and research based strategies needed to improve academic performance.

### Curriculum, Instruction, and Assessment Strengths

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

- Conduct Campus Performance Assessments (CPA) for each 6 week marking period
- Administer district benchmarks according to the district timeline
- Curricular support from curriculum specialists in all core area subjects
- Instruction support from the Dean of Instruction
- Curricular, instruction and data review session meetings with campus administration, department chairs and core area teachers are held weekly.
- Implementation of CIF, TLI and SIOP strategies into the curriculum and instruction.

### Curriculum, Instruction, and Assessment Strengths

- Budget for curriculum writing projects in order to align district/campus instruction and assessment
- Implement College and Career Readiness Standards across all grade levels
- Print teacher created materials for continuous use throughout the school year
- Personnel needed to teach STARS to assist students falling behind their cohort in order to increase the graduation rate and decrease the retention rate
- Personnel needed to meet the needs of Title I-A students in order for them to be successful
- Provide a lead teacher to oversee credit recovery, Saturday academies and after school tutorials.
- Provide an advisory period for all students to implement a campus-wide literacy initiative
- Purchase academic advisory planners to prepare students for College, Career and Military Readiness through soft skill presentations and time management strategies for success (1.13)
- Increase math performance on statewide assessment through afterschool ECO camps, Saturday academies and the use of ALEX as an additional resource for identified SEs (1.2)
- Budget for Advance Placement exams for students who are enrolled AP courses (1.2)



## **Family and Community Involvement**

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

Lopez Early College High School maintains a family-friendly school environment. We strive to provide a responsive climate for parents and widely communicate ways for parents to partner with us in educating their children. Our practices recognize a variety of parenting traditions and practices within the school community. We provide translations of printed materials in English and Spanish. We provide an array of workshops for parents through our parental involvement center.

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

The following strengths have been identified at Lopez Early College High School:

- A parent liaison that coordinates the volunteer program, maintains the family center, makes home visits, etc.
- An orientation program to prepare volunteers
- Weekly parent meetings
- Family center
- Training for parents

### **Family and Community Involvement Needs**

- Alternate time for parent meetings
- Increase involvement of parents in decision making
- Increase the number of parent volunteers for all sub-populations, including the migrant department (6.3, 6.5, 7.19)
- Home visitors will conduct home visits to communicate with parents about their child's education and attendance.
- Provide snacks, supplies and refreshments to maintain the parent center.
- Provide snacks and refreshments for migrant parent meetings.

## School Context and Organization

### School Context and Organization Summary

Lopez Early College High School administration is comprised of the Campus Principal, Dean of Instruction and 5 Assistant Principals; each Assistant Principal is assigned to an individual grade level and department, with one assigned to special education. Distributive leadership is a key component of our administrative team with department chairs assigned per content area and lead teachers assigned per strand. Our campus has an active SBDM committee comprised on content area teachers, parents, staff, community members and (1) student representative. We have an active Student Ambassador program on our campus; continuous training in school leadership and community leadership is provided on a regular basis in order to build student capacity. School information is distributed through a monthly calendar to all personnel via e-mail. Campus personnel, parents and students are informed of monthly meetings, presentations, activities, trainings and events throughout the school year.

### School Context and Organization Strengths

The following Strengths have been identified for Lopez Early College High School:

- Site-Based Decision Making Committee
- Monthly SBDM Meetings
- Department Leaders
- Strand Leaders
- Counselors are assigned grade levels
- Strong Counseling Program
- Transitional Counselor
- Early College High School Designation
- Department chair meetings held every Tuesday and Thursday
- Administrative meetings held every Wednesday

### School Context and Organization Needs

- Increase the number of students involved in extra-curricular activities.
- Use Review 360 for all discipline infractions
- Maintain contact logs for attendance, grades and student behavior



# Technology

## Technology Summary

Instructional technology at Lopez Early High School is a tool used as part of the learning environment for the administration, teachers, and students as we collaborate to promote student achievement infused with 21st century technology skills (1.1,1.3,3.13,1.5,8.2).

## Technology Strengths

The following strengths have been noted when assessing instructional technology use at Lopez Early College High School:

- Connectivity all classrooms are networked
- Projectors and SMART Boards are available in every classroom
- Up-to-date software for credit recovery classes
- COWs and IPOWs available for check-out to all teachers
- TST available for any technology need

## Technology Needs

- Website design to communicate with students, teachers, parents and community members
- IPADS and Laptops to support PEG Writing and ALEKS
- Software programs A+ for STARS Recovery Program, Living with Science, Edgenuity and Scientific Learning
- Desktop computers and printers to support the STARS Academic and / or instructional program during school, after school and Saturday Tutorials
- Technology specialist to ensure all technology (labs and equipment) is fully functional and maintained.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

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

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

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

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

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

### **Employee Data**

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

### **Parent/Community Data**

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

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

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

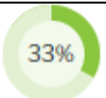
# Goals



**Goal 1: BISD 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**


**Performance Objective 1:** Performance for all students, all grades, all subjects will exceed 2017 STAAR / EOC percent Level II Satisfactory (now Approaches Grade Level) and STAAR / EOC Advanced Level (now Masters Grade Level) performance by 5 percentage points.



**Evaluation Data Source(s) 1:** Results from the Texas Education Agency 2018 TAPR report

**Summative Evaluation 1:**



Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>System Safeguard Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6 CSF 7</p> <p>1) Provide teachers with instructional support (district and campus/classroom based professional development and planning) that reinforces implementation of BISD and campus instructional programs: Response to Intervention (RTI), sheltered instruction (SIOP), differentiated instruction, common instruction frameworks (CIF), reading comprehension cognitive strategy routines (Texas Literacy Initiative protocols).</p> <p>Populations: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students, All teachers</p> <p>Timeline: July 2017 - June 2018</p> <p>CNA Pg. 9, 10, 11</p>	1, 2, 4	Curriculum Specialists Principal Dean of Instruction Assistant Principals Department Chairs	<p>Curriculum Frameworks Instructional Feedback Form District developed assessments Campus developed assessments Evidence of TLI sustained initiatives</p> <p>The campus will show a 5% point increase in the number of students who reach Level II Satisfactory Standard (now Approaches Grade Level) and Advanced Standard (now Masters Grade Level).</p> <p>Formative: training evaluations and walk-throughs with constructive feedback, lesson plans</p> <p>Summative: District, Campus and State assessment instruments</p>				
Funding Sources: 211 Title I-A - \$13,000.00							



<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7</p> <p>2) Provide teachers with research-based instructional resources for content areas (ELA, Science, Math, Social Studies) in order to effectively deliver instructional programs through the use of district approved computer software programs and supplemental instructional supplies and materials.</p> <p>Scientific Learning Edgenuity ALEKS De Alba Advance Placement Program</p> <p>Populations: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students</p> <p>Timeline: July 2017 - June 2018</p> <p>CNA Pg. 9, 12, 15</p>	1, 2, 3	Curriculum Specialists Dean of Instruction Department Chairs	<p>The campus will show a 5% increase in the number of students meeting the 2018 passing standards on the district and campus developed assessments and the STAAR / EOC assessments.</p> <p>Formative: campus performance assessment data, district benchmark data (Fall and Spring), walk-through data with feedback, SOY, BOY, MOY district, campus and state data reports</p> <p>Summative: STAAR (EOC) scores / TELPAS scores</p>				
<p>Funding Sources: 211 Title I-A - \$129,956.00</p>							
<p align="center"><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>3) Core area teachers will monitor, adjust and refine the campus instructional frameworks (aligned with district frameworks) based on data analysis gathered from both formative and summative assessments through curriculum writing projects and core area planning sessions.</p> <p>Populations: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students, All teachers</p> <p>Timeline: July 2017 - June 2018</p> <p>CNA Pg. 9, 11, 12</p>	1, 2, 8, 10	Curriculum Specialists Dean of Instruction Assistant Principals Department Chairs	<p>Campus Performance Assessments District Benchmarks Revised instructional frameworks 90 day instructional plans</p> <p>The campus will show a 5% point increase in the number of students who reach Level II Satisfactory Standard (now Approaches Grade Level) and Advanced Standard (now Masters Grade Level)</p> <p>Formative: campus assessments, district benchmarks, framework evaluations, formative reviews</p> <p>Summative: STAAR (EOC) scores / TELPAS scores</p>				


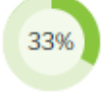
<p align="center"><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>4) Support all students by providing teacher professional development opportunities to enhance implementation of strategies including: RtI, sheltered instruction, differentiated instruction, reading comprehension, CIF, AVID and cognitive strategy routines (TLI) in all content areas (oral language skills that increase listening/speaking and reading/writing proficiency) based on student performance data to close the achievement gap and demonstrate progress.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students</p> <p>Timeline: July 2017 - June 2018</p> <p>CNA Pg. 9, 12, 15</p>	<p>1, 2, 3, 4, 9</p>	<p>Curriculum Specialists Principal Dean of Instruction Assistant Principals Department Chairs</p>	<p>The campus will show a 5% point increase in the number of students meeting the passing standard.</p> <p>Formative: classroom observations, walk-throughs with constructive feedback, professional development reports, benchmark scores, BOY/MOY/EOY data analysis</p> <p>Summative: STAAR (EOC) scores / TELPAS scores</p>				
<p>Funding Sources: 211 Title I-A - \$41,000.00</p>							







<p style="text-align: center;"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>5) Intervention (RtI) 3 Tier Model in order to support student academic growth and success. All interventions should be scientifically researched based. Documentation of interventions and progress monitoring. Use data to identify areas of need. Monitor progress of struggling students. Adjust instruction/interventions. Review student outcome data to evaluate instruction (REVIEW 360)</p> <p>Tier I a minimum of 90 minutes devoted to ELA instruction Tier II 30 minutes per day in small group in addition to the core instruction. Tier III 30 minutes per day in individual or small group instruction in addition to the core instruction.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students</p> <p>Timeline: August 2017 - June 2018 (daily)</p>	<p>2, 9</p>	<p>Classroom Teachers Special Education Teachers Dyslexia Teachers Bilingual Education Teachers Dean of Instruction</p>	<p>The campus will show a 3% point increase in the number of students meeting Level II Satisfactory Standard (now Approaches Grade Level) in the area(s) of English I and English II.</p> <p>Formative: campus performance assessments, MOY/EOY assessments</p> <p>Summative: Semester averages, Final averages, STAAR (EOC) scores / TELPAS scores</p>				
<p style="text-align: center;"><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>6) Students identified through assessment data analysis and progress reports, will receive research-based targeted interventions and tutorials as well as accelerated instruction in order to increase state assessment performance and course completion percentage.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students</p> <p>Timeline: September 2017- June 2018</p> <p>CNA Pg. 9, 10, 12</p>	<p>1, 9</p>	<p>Classroom Teachers Dean of Instruction Department Chairs</p>	<p>The campus will show a 5% point increase in the number of students meeting passing standards and a 3% point decrease in the number of students being retained or loss of credit.</p> <p>Formative: campus performance assessments, progress reports, report cards, attendance reports, tutorial rosters</p> <p>Summative: Semester averages, Final averages, STAAR (EOC) scores / TELPAS scores, Graduation rate, Completion rate, TAPR Summary Reports</p>				



<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>7) Professional development opportunities and technology resources will be provided to support teachers to effectively implement a technology enhanced curriculum in order to promote student engagement through differentiated instruction by integrating various uses of technology and hands-on activities in their classroom instruction every six-week grading period.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students</p> <p>Timeline: August 2017 - June 2018</p> <p>CNA Pg. 15</p>	1, 4, 9	Dean of Instruction Department Chairs Classroom Teachers Campus TST	<p>The campus will show a 5% point increase in the number of students meeting the passing standard.</p> <p>Formative: classroom observations, walk-throughs with constructive feedback, lesson plan, professional development transcripts</p> <p>Summative: STAAR (EOC) scores / TELPAS scores, TAPR Summary Reports</p>				
<p>Funding Sources: 211 Title I-A - \$892,360.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>8) Provide Professional Development through turn-around trainings by selected teachers and administrators who attended various workshops throughout the school year to include: TCTELA, CAST, Learning Forward, Ford NGL, AVID, Writing and Reading Workshops, Assessment Conference, AP / PAP Summer Institutes</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students, All teachers</p> <p>Timeline: August 2017 - June 2018</p> <p>CNA Pg. 9, 12, 15</p>	4	Principal Dean of Instruction Curriculum Specialist Department Chairs Classroom Teachers	<p>The campus will show a 5% point increase in the number of students meeting the passing standard.</p> <p>Formative: classroom observations, TOT agenda and sign-in sheets, Professional Development evaluations</p> <p>Summative: curriculum (lesson plans, framework, scope and sequence) benchmarks</p>				

<p align="center"><b>System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 2 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>9) Core area teachers will have the opportunity to plan lessons, share materials, contact parents, prepare tutorial lists, conduct data review sessions and plan aligned assessments so that they can provide focused instruction and improve student performance on all state assessments.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students, All teachers</p> <p>Timeline: August 2017-June 2018</p> <p>CNA Pg. 9, 11, 12</p>	8	Principal Dean of Instruction CTC Primary Appraisers Department Chairs Core area teachers Inclusion teachers TST	The campus will show a 5% point increase in the number of students meeting the passing standard.  Formative: sign-in sheets, agendas, Professional Development evaluations  Summative: Six Weeks Grading Period, Semester Averages, Final Averages, STAAR (EOC) / TELPAS Results				
<p align="center"><b>System Safeguard Strategy</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 7</p> <p>10) Campus will provide supplemental support through additional personnel to meet the needs of Title I-A students in order to ensure that academic progress is attained and academic gaps are closed: 4 Math, 2 Library Aides, 2 Nurses, 1 teacher aide and 1 clerical assistant</p> <p>Population: Teachers</p> <p>Timeline: August 2017 - June 2018</p>	3	Principal Dean of Instruction Assistant principals	The campus will show a 5% point increase in the number of students meeting the passing standard.  Formative: e-school Plus At Risk Progress Reports, Benchmark Scores, Lesson Plans, Walk-throughs, Attendance Reports  Summative: STAAR (EOC) / TELPAS Results, Attendance, Rate, Retention Rate, Graduation Rate, Completion Rate, Dropout Rate				Funding Sources: 211 Title I-A - \$244,686.00

<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 7</p> <p>11) Strategies to attract high-quality, certified teachers to our school include: paid stipend based on their area of certification (Math, Science, ESL, Social Studies and Special Education) free professional development and free health insurance.</p> <p>Population: Teachers</p> <p>Timeline: August 2017 - June 2018</p>	5	Principal Dean of Instruction Assistant Principals	Formative: One-AP, advertising  Summative: Six Weeks Grading Period, Semester Averages, Final Averages, STAAR (EOC) / TELPAS Results				
<p>Funding Sources: 211 Title I-A - \$104,133.00</p>							
<p><b>Critical Success Factors</b> CSF 6</p> <p>12) Teachers will have an opportunity to meet with a group of students during the week to conduct the following activities and trainings through a scheduled advisory period: college readiness, 7 habits of Highly Effective Teens, campus novel studies, academic planners, Suicide Prevention training, Cyber-Bullying and Social Media safety in order to improve campus culture, climate and student academic success.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students, All teachers</p> <p>Timeline: August 2017 - June 2018</p> <p>CNA Pg. 10, 12</p>	2	Principal Dean of Instruction Assistant Principals	Formative: academic planners, lesson plans, curriculum framework  Summative: Campus Needs Assessment survey results on school climate and culture				



<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>13) Academic planners will be utilized by all students to improve organizational and time management skills in order to improve academic performance through intensive and strategic teacher support through the scheduled advisory period.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students</p> <p>Timeline: August 2017 - June 2018</p> <p>CNA Pg. 10, 12</p>	2	Principal Dean of Instruction Assistant Principals	Formative: academic planners, lesson plans, curriculum framework  Summative: Six Weeks Averages, Semester Averages, Final Averages, STAAR (EOC) / TELPAS Progress Reports				
Funding Sources: 211 Title I-A - \$3,891.00							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>14) Teachers will be provided with professional development opportunities in the area(s): Advance Placement (AP) and Gifted and Talented (GT) both Core and On-going requirements in order to increase rigor, provide differentiated instruction so as to address the Career, College and Military Readiness component.</p> <p>Population: TI, MI, ELL, AR, GT, CTE, ECHS students</p> <p>Timeline: July 2017 - June 2018</p> <p>CNA Pg. 9, 12, 15</p>	2, 4	Principal Dean of Instruction	The campus will show a 5% point increase in the number of students meeting the Masters standard for EOC assessments and a 1% point increase on Advance Placement exams.  Formative: sign-in sheets, professional development evaluations, certifications  Summative: EOC Reports, AP Reports				
Funding Sources: 211 Title I-A - \$41,000.00							
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**Goal 1:** BISD 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

**Performance Objective 2:** A minimum of 90% of our Career and Technical Education students will meet academic performance standards

**Evaluation Data Source(s) 2:** Final Semester Grades

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>1) CTE teachers in grades 9-12 will utilize CTE funds for curriculum supplements and updated technology that will lead to enhanced student learning.</p> <p>Population: CTE students</p> <p>Timeline: August 2017 - July 2018</p>	3	<p>Career Placement Officer Campus Principal Dean of Instruction CTE HS Teachers CTE Administrative Staff</p>	<p>Students will be engaged in learning by walkthroughs.</p> <p>Students will learn the latest software applications using upgraded technology.</p>				
<p>2) Professional development opportunities will be available for CTE teachers in order to support ongoing professional growth so that students may learn the latest technology skills and be able to compete in college and the workforce.</p> <p>Population: CTE students, CTE teachers</p> <p>Timeline: August 2017 - July 2018</p>	4	<p>Career Placement Officer Campus Principal Dean of Instruction CTE Department Chair CTE Administrative Staff</p>	<p>Teachers will return to their classroom and be able to share the newest technologies with their students.</p> <p>Teachers will be able to train their campus colleagues based on what they learned at their professional development.</p>				

<p><b>Critical Success Factors</b> CSF 6</p> <p>3) CTE and Ford NGL students will utilize academic planners for college and career readiness through a scheduled advisory period throughout the school day. Academic planners will be used to build soft skills for college and career readiness.</p> <p>Population: CTE students, Ford NGL students</p> <p>Timeline: August 2017 - 2018</p> <p>CNA Pg. 10, 12</p>	2	<p>Career Placement Officer Campus Principal Dean of Instruction CTE Department Chair CTE Administrative Staff</p>	<p>Teachers will conduct lesson that will build student's soft skills needed for post-secondary and career readiness.</p> <p>Students will gain soft skill knowledge that will prepare them for post-secondary and career readiness.</p>				
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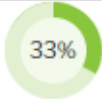


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**Goal 2: The students in the public education system will demonstrate exemplary performance in the TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.**

**Performance Objective 1:** A minimum of 90% of our fine arts students will meet performance standards in all fine arts areas with 92% achieving Advanced Level (now Masters Grade Level).

**Evaluation Data Source(s) 1:** UIL and TMEA contests and performance evaluations

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>1) Fine Arts students will develop critical thinking and multi-tasking skills, creativity, teamwork and character by participating in UIL contests, TMEA contests, non-UIL contests, exhibitions, district/community events and public performances.</p> <p>Population: All Fine Arts Students</p> <p>Timeline: August 2017 - June 2018</p>		<p>Fine Arts Administrator Campus Principal Campus Directors Fine Arts Teachers</p>	<p>Formative: Performance ratings, attendance, audience / student reaction</p> <p>Summative: EOY performance recognition, student program enrollment increases</p>				
<p>2) Fine Arts students and teachers will be provided professional development training annually.</p> <p>Population: All Fine Arts Students</p> <p>Timeline: August 2017 - June 2018</p>		<p>Fine Arts Administrator Campus Principal Campus Directors Fine Arts Teachers</p>	<p>Formative: Sign in sheets, PDS evaluations, student performance ratings</p> <p>Summative: EOY performance recognitions</p>				
<p>3) Increase enrollment in Fine Arts programs by conducting recruitment concerts and visits</p> <p>Population: All Fine Arts Students</p> <p>Timeline: August 2017 - June 2018</p>		<p>Fine Arts Administrator Campus Principal Campus Directors Fine Arts Teachers</p>	<p>Formative: PEIMS enrollment numbers, class rosters</p> <p>Summative: improved enrollment form prior year</p>				

 = Accomplished    = Continue/Modify    = No Progress    = Discontinue



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

**Performance Objective 2:** To increase participation in athletic programs by 5%

**Evaluation Data Source(s) 2:** Rank one student rosters will be evaluated

**Summative Evaluation 2:**


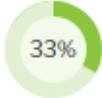
Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>1) Increase student-athletes focus on academic excellence through a campus based tutorial program, while committing to practicing sport skills each day.</p> <p>Population: All Athletic students</p> <p>Timeline: August 2017 - June 2018</p>		<p>District Athletic Administration Campus Principal Dean of Instruction Campus Athletic Coordinator Campus Coaches</p>	<p>Formative: Progress reports, report cards, achievement records</p> <p>Summative: STAAR/EOC results for athletes</p>				
<p>2) Increase the number of athletes to be scheduled in the appropriate athletic period each year, so that leadership skills, sport skills, higher-order thinking skills, strengthening and condition skills, and sportsmanship skills can be mastered by the student in athletics.</p> <p>Population: All Athletic students</p> <p>Timeline: August 2017 - June 2018</p>		<p>District Athletic Administration Campus Principal Dean of Instruction Campus Athletic Coordinator Campus Coaches</p>	<p>Formative: Campus master schedules, PE/Coach class rosters, choice slips</p> <p>Summative: PEIMS enrollment reports, athletic coordinator reports</p>				
<p>  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>							


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

**Performance Objective 3:** Participation in Science and Social Studies co- and extra-curricular activities will increase by 10% for grades 9th - 12th.

**Evaluation Data Source(s) 3:** Sign-In Sheets for Judges, Coordinators, Sponsors, Safety Members, On-line Software, Double Click Democracy Software and Student Entry Forms

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 4 CSF 6</p> <p>1) The campus will promote participation in the campus, district, regional and state Science Fair 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</p> <p>Timeline: September 2017 - June 2018</p> <p>CNA Pg. 7, 9</p>		<p>Curriculum Specialist Science Fair Coordinator Department Chair</p>	<p>Number of campus entries, district entries, Regional and State entries.</p> <p>Number of students in STEM classes.</p>				
<p><b>Critical Success Factors</b> CSF 4 CSF 6</p> <p>2) The campus will promote participation in the campus, district, regional and state History Fair.</p> <p>Population: All Students</p> <p>Timeline: September 2017 - June 2018</p> <p>CNA Pg. 7, 9</p>		<p>Curriculum Specialist History Fair Coordinator Department Chairs</p>	<p>Number of campus entries, district entries, Regional and State entries.</p>				

<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>3) Teachers will be provided professional development opportunities to prepare students for campus, district, regional and state competitions in the areas of Science and Social Studies.</p> <p>Population: 9-12 Teachers</p> <p>Timeline: September 2017 - June 2018</p> <p>CNA Pg. 7, 9</p>	<p>Curriculum Specialist Dean of Instruction Science Fair Coordinator History Fair Coordinator</p>	<p>Formative: PDS Evaluations Report, PDS Attendance Report</p> <p>Summative: 10% increase in student participation</p>				
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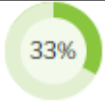
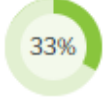
**Goal 3: Through enhanced dropout efforts, all students will remain in school until they obtain a high school diploma and/or pursue a post-secondary education.**





**Performance Objective 1:** Lopez Early College High School will develop prevention and intervention strategies that increase at-risk student achievement on STAAR by 10% increase the At-Risk Student Attendance Rate by 10%, increase High School Completion Rate to 95%, and increase the High School Graduation Rate to 91.3%.



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



**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>System Safeguard Strategy</b>  <b>PBMAS</b>  <b>Critical Success Factors</b>                      CSF 1 CSF 4</p> <p>1) Accelerated instruction in the foundation curriculum will be provided during extended day, week, and/or year. Regular/extended tutorial programs will assist to improve at-risk student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>Population: AR Students</p> <p>Timeline: September 2017 - June 2018</p> <p>CNA Pg. 9</p> <p>CNA: pg. 11</p>	2, 3, 9	Administrator for State Compensatory Education Dean of Instruction	Formative: ESchoolPLUS generated Tutorial Schedule, Attendance Report, Tutorial Lesson Plans, Tutorial Teacher Observation, Benchmark Scores, Student Progress Reports.  Summative: STAAR, Retention Rates, Completion Rates, Graduation Rates.				
Funding Sources: 162 State Compensatory - \$107,414.00							



<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>2) 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 Budge and Program Compliance</p> <p>Population: AR students</p> <p>Timeline: August 2017 - June 2018 (as needed)</p> <p>CNA pg. 9, 11</p>	4	<p>Administrator for State Compensatory and Homeless Youth Campus Principal Dean of Instruction</p>	<p>Formative: PDS session attendance and evaluation reports, verified homeless and/or unaccompanied youth enrollment letter, Eschool Plus Special Programs report, ESchool Plus At-Risk progress report, progress monitoring, assessment scores, student progress reports</p> <p>Summative: increased STAAR/EOC, At-Risk Retention, Graduation and Completion Rates, decreased dropout rate.</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>3) A food pantry and clothes closet will be available to provide identified at-risk, homeless, and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>Population: AR Students</p> <p>Timeline: July 2017 - June 2018 (as needed)</p>	9	<p>Campus Administration Communities in Schools Program Specialist At-Risk Counselor</p>	<p>Formative: Pantry and Clothes Closet Inventory, Pantry and Clothes Closet Distribution Log, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative: increased STAAR/EOC, At-Risk Retention, Graduation, and Completion Rates, decreased dropout rate</p>				





<p>4) Monitor and recover students classified as dropout/no-shows on a systemic cycle through dropout recovery efforts that include: Walk For the Future</p> <p>Population: AR Students</p> <p>Timeline: August 2017 - September 2017</p> <p>CNA Pg. 9</p>	9	<p>Administrator for State Compensatory Education Dropout Program Specialist Dean of Instruction</p>	<p>Formative: PDS Session Attendance and evaluation Reports, ESchool Plus At-Risk Progress Report, ESchool Plus Dropout Monitor Report, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative: increased STAAR/EOC, At-Risk Retention, Graduation, and Completion Rates, decreased dropout rate</p>				
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>5) The At-Risk Counselor will promote, monitor and coordinate intervention programs to improve at-risk student achievement, attendance, graduation rate, dual enrollment success, completion rate and reduce the retention rate and dropout rate.</p> <p>Population: AR Students</p> <p>Timeline: August 2017-June 2018 (daily)</p> <p>CNA Pg. 9, 11</p>	10	<p>Administrator for State Compensatory Education Campus Administration</p>	<p>Formative: ESchool Plus At-Risk Progress Report, ESchool Plus Dropout Monitor Report, ESchool Plus Special Programs Report, Student Logs, Progress Monitoring Assessment Scores including TSI, Student Progress Reports</p> <p>Summative: increased STAAR/EOC, At-Risk Retention, Graduation, and Completion Rates, decreased dropout rates and dual enrollment credits earned</p>				
<p>Funding Sources: 162 State Compensatory - \$66,128.00</p>							



<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 5 CSF 6</p> <p>6) The Program Specialist will monitor and coordinate dropout intervention programs for students in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>Population: AR Students</p> <p>Timeline: August 2017 -May 2018</p> <p>CNA Pg. 9, 11</p>	10	Administrator for State Compensatory Education Campus Administration	<p>Formative: Eschool Plus, At-Risk Reports, Eschool Plus Dropout Monitor Report, ESchool Plus Special Programs Report, Student Logs, Progress Monitoring Assessment Scores Student Progress reports</p> <p>Summative: increased STAAR/EOC, At-Risk Retention, Graduation, and Completion Rates, decreased dropout rate</p>				
<p>Funding Sources: 162 State Compensatory - \$45,273.00</p>							
<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>7) Core Area Teachers will offer supplemental instruction to at-risk students in order to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate.</p> <p>Population: AR Students</p> <p>Timeline: August 2017- June 2018 (Daily)</p> <p>CNA Pg. 9, 11, 13</p>		State Compensatory Education Administration Campus Administration	<p>Formative: Eschool Plus Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative: increased STAAR/EOC, At-Risk Retention, Graduation, and Completion Rates, decreased dropout rate</p>				
<p>Funding Sources: 162 State Compensatory - \$179,562.00</p>							







<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7</p> <p>8) The Dean of Instruction and teachers will attend and conduct regular research-based professional development sessions in order to train and retain highly qualified personnel that will positively impact at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rates and dropout rate.</p> <p>Training will be used to improve student achievement in College Career Military Readiness (CCMR) through AP and Pre-AP.</p> <p>Population: AR Students</p> <p>Timeline: August 2017 - June 2018 (Daily)</p> <p>CNA Pg. 9, 11, 12, 13, 17</p>	4, 10	Curriculum and Instruction Department State Compensatory Education Administration Campus Principal	Formative: PDS Session Evaluation Report, PDS Session Attendance Report, Teacher Lesson plans, Classroom Observations, Benchmark Scores, Student Progress Reports  Summative: increased STAAR/EOC, At-Risk Retention, Graduation, and Completion rates, decreased dropout rates.				
<p>Funding Sources: 162 State Compensatory - \$62,168.00</p>							
<p><b>Critical Success Factors</b> CSF 1</p> <p>9) Supplement the Dyslexia Program to provide language and literacy interventions to improve student achievement, attendance, graduation rate, Completion rate, and reduce the retention rate and dropout rate.</p> <p>Population: Dyslexic Students, AR Students</p> <p>Timeline: August 2017- June 2018 (Daily)</p> <p>CNA Pg. 9</p>	3, 9	Curriculum and Instruction Dyslexia State Compensatory Education Administration Campus Administration	Formative: Eschool Plus Master Schedule, Teacher Lesson plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports  Summative: CIRCLE-PM (EOY), Attendance Rate, Retention Rates				
<p>Funding Sources: 162 State Compensatory - \$25,434.00</p>							



<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>10) A probation officer will work with students who are on probation to improve probated students' achievement, attendance, graduation rate, completion rate, and reduce the retention rate, recidivism rate and dropout rate.</p> <p>Population: AR Students</p> <p>Timeline: August 2017-June 2018 (Daily)</p> <p>CNA Pg. 9, 10</p>	9, 10	State Compensatory Education Administration Campus Administration	<p>Formative: ESchool Plus At Risk Progress Reports, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative: improved STAAR/EOC, Attendance, Recidivism, Retention, Graduation and Completion Rates, decreased dropout rate</p>				
<p>Funding Sources: 162 State Compensatory - \$20,000.00</p>							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>11) In order to create a community of caring adults, Communities in School (CIS) will bring resources and services to students and parents to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rates and dropout rates.</p> <p>Population: AR Students</p> <p>Timeline: August 2017 - June 2018 (Daily)</p> <p>CNA: pg. 9, 10</p>	9, 10	State Compensatory Education Administration Campus Administration	<p>Formative: ESchool Plus At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative: increased STAAR/EOC, At-Risk Retention, Graduation, and Completion Rates, decreased dropout rate</p>				
<p>Funding Sources: 162 State Compensatory - \$23,136.00</p>							

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>12) Unaccompanied Youth: Provide training to campus personnel on the identification of homeless and unaccompanied youth during the enrollment process to ensure that sensitivity techniques are utilized, enrollment procedures do not create barriers, and that students and families are directed to the Homeless Youth Project for further intake.</p> <p>Population: AR Students</p> <p>Timeline: Fall 2017</p> <p>CNA: pg(s). 11, 12</p>	6, 9	PEIMS Administrator	<p>Formative: PDS Session Evaluation Reports, PDS Session Attendance Report, Student Progress Report</p> <p>Summative: increased STAAR/EOC, At-Risk Retention, Graduation, and Completion Rates, decreased dropout rate</p>				
<p align="center"><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>13) Increase coordination between the campus ESL clerk, migrant clerk, special education clerk and home visitors to determine the whereabouts of non-returning students and to ensure appropriate documentation is in place to recover and document non-returning students.</p> <p>Population: AR Students</p> <p>Timeline: August 2017 - October 2018</p> <p>CNA Pg. 11, 12, 15</p>	9	PEIMS Administrator Dean of Instruction Campus Administration	<p>Formative: ESchool Plus generated student roster with ESL, ELL, and Migrant indicators</p> <p>Summative: increased STAAR/EOC, At-Risk Retention, Graduation, and Completion Rates, decreased dropout rate</p>				

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>14) Provide computer-based accelerated instruction (A + Program, LWS, Compass Odyssey) in the foundation curriculum and adaptive-assisted devices during the school day, after school and Saturdays to identified students in order to improve at-risk student achievement, attendance, graduation rate, completion rate and decrease the retention rate and dropout rate.</p> <p>Population: AR Students</p> <p>Timeline: August 2017 - June 2018 (Daily)</p> <p>CNA Pg. 11, 17</p>	9	State Compensatory Education Administration Dean of Instruction	<p>Formative: ESchool Plus Master Schedule, Computer Lab Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative: increased STAAR/EOC, At-Risk Retention, Graduation, and Completion Rates, decreased dropout rate</p>				
<p align="center">Funding Sources: 162 State Compensatory - \$2,500.00, 211 Title I-A - \$10,200.00</p>							
<p align="center"><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>15) An orientation to 8th graders, from feeder schools, will be offered for incoming 9th grade students through a Summer Bridge Program.</p> <p>A Cohort Express Academy will be offered to address the academic needs of at-risk students not meeting graduation as of August 31, 2018</p> <p>Population: AR Students</p> <p>Timeline: Summer 2018</p> <p>CNA Pg. 9</p>	3, 9, 10	State Compensatory Education Administration Dean of Instruction Campus Administration	<p>Formative: ESchool Plus Master Schedule, Credits Accrued and Student Transcripts</p> <p>Summative: increased STAAR/EOC, At-Risk Retention, Graduation, and Completion Rates, decreased dropout rate</p>				


<p><b>System Safeguard Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>16) Campus will provide transportation for low-performing students to attend tutorials and accelerated instruction in (ELA, Math, Science and Social Studies) in order to decrease retention rates and improve student performance.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students, All teachers</p> <p>Timeline: September 2017 - June 2018</p> <p>CNA Pg. 9</p>	1, 2, 9	Dean of Instruction Assistant Principals Department Chairs Tutorial Teachers	<p>Formative: Eschool Plus generated tutorial schedule, attendance report, tutorial lesson plans, tutorial targeted student rosters, tutorial teacher observations, benchmark scores, student progress reports</p> <p>Summative: STAAR (EOC) scores, Semester reports</p>				
<p>17) Campus will provide student assistance for college and career readiness through the Advise TX program in order to increase graduation and completion rates.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students, All teachers</p> <p>Timeline: September 2017 - June 2018</p> <p>CNA Pg. 9</p>	1, 2	Dean of Instruction	<p>Formative: Credits Accrued and Student Transcripts</p> <p>Summative: Increased Graduation rate, completion rates, decreased dropout rates</p>				
<p>Funding Sources: 211 Title I-A - \$10,000.00</p>							
<p>  = Accomplished       = Continue/Modify       = No Progress       = Discontinue </p>							



**Goal 4: The students will be encouraged and challenged to meet their full educational potential.**


**Performance Objective 1:** Increase the overall campus attendance rate to 96%.

**Evaluation Data Source(s) 1:** Attendance Rates through use of District Attending Monitoring form, PEIMS attendance data and Campus Visits by Pupil Services

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) Facilitate parent notification through campus Phone Master to monitor student attendance. Campus personnel (PEIMS) will consistently monitor student information and phone master data for consistency and availability. Home visitors will conduct home visits as necessary.</p> <p>Population: All students</p> <p>Timeline: August 2016-May 2017</p>	2, 6	PEIMS Administrator Computer Services Admissions & Attendance Attendance Clerks Data Entry Clerk	<p>Formative: District campus reports</p> <p>Summative: Yearly attendance reports.</p>				

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>2) Implement campus attendance goals that address procedures, roles, responsibilities and a formal written plan for monitoring and working with campus attendance and ensure daily updates of attendance.</p> <p>Ensure that campus student attendance meets District and State rates so that students meet their full educational potential</p> <p>Population: All students</p> <p>Timeline: August 2017-May 2018</p> <p>CNA Pg. 9, 14</p>	2	<p>Campus Administration PEIMS Administrator Dean of Instruction Attendance Clerks Attendance Liaisons Data Entry Clerk</p>	<p>Formative: Pupil Services District Attendance Monitoring Visits, PEIMS Reports of Attendance Weekly Rates, Parent Truancy Court Notice Letters, and Student Attendance Plans</p> <p>Summative: PEIMS Districts and Campus Attendance Percentage Rate Reports</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>3) To better support student achievement and improve student attendance, campus attendance liaisons will be proactive by monitoring student attendance through daily, weekly, and six weeks attendance reports.</p> <p>Population: All students</p> <p>Timeline: August 2017-May 2018</p> <p>CNA Pg. 9, 14</p>	2, 6	<p>Campus Administration PEIMS Administrator Dean of Instruction Attendance Office Attendance Clerks Parent Liaisons Data Entry Clerk</p>	<p>Formative: Weekly review of campus six weeks attendance rates, attendance mangement plans, phone master daily log, home visitor logs and reports, parent meeting(s) agenda, sign-in sheets</p> <p>Summative: District Attendance Reports</p>				

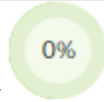
<p><b>Critical Success Factors</b> CSF 6</p> <p>4) Recognize and award incentives to students with perfect attendance every six weeks and at the end of the year.</p> <p>Population: All students</p> <p>Timeline: August 2017-May 2018</p> <p>CNA Pg. 9, 14</p>	1	Principal Dean of Instruction PEIMS Administrator Data Entry Clerk	<p>Formative: Six weeks attendance report</p> <p>Summative: District attendance reports</p>				
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= Continue/Modify



= No Progress






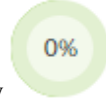

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**Goal 4:** The students will be encouraged and challenged to meet their full educational potential.

**Performance Objective 2:** 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) 2:** Nurse time and effort reports show students immediate health concerns are addressed along with improved report card grades and increased student attendance rates.

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 3 CSF 6</p> <p>1) In an effort to promote physically and emotionally healthy students the campus will utilize the -CATCH (Coordinated Approach to Child Health) program -SHAC (School Health Advisory Program) to address the area(s) of Dating Violence Prevention, Child Abuse and Suicide Prevention</p> <p>Population: All Students</p> <p>Timeline: July 2017 - 2018</p>		District Specialist Campus Administration Dean of Instruction	<p>Formative: Classroom observations, Professional development evaluations, Sign-in sheets, Workshop agenda</p> <p>Summative: Fitness Gram results increase, CATCH Binder end of year evaluation</p>				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							







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


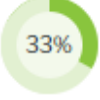


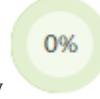

**Performance Objective 1:** The students in the public education system will be provided with educational opportunities that address safety, health, nutrition, substance abuse, and violence prevention.

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

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 7</p> <p>1) Professional development and training will be provided to address current 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, Guardian Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Truancy, Emergency Operations Plan (EOP) - Safety Procedures.</p> <p>Population: All students, All campus personnel</p> <p>Timeline: August 2017 to May 2018</p>	4, 10	Counselors Dean of Instruction Assistant Principals	<p>Decrease in the number of student discipline incidents compared to prior school year.</p> <p>Formative: presentations, sign-in sheets</p> <p>Summative: Discipline referral report</p>				

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>2) In School Suspension</p> <p>ISS will be restructured to meet the needs of students with the implementation of compass odyssey in order to ensure continued academic learning and support.</p> <p>Population: All Students</p> <p>Timeline: August 2017 to May 2018</p>	9	Principal Assistant Principals	<p>Decrease in the number of student discipline incidents compared to prior school year</p> <p>Formative: walk-throughs with constructive feedback, ISS teacher and student log</p> <p>Summative: ISS Attendance Rates</p>				
<p align="center"><b>Critical Success Factors</b> CSF 7</p> <p>3) Instructional Strategies</p> <p>Provide classroom instructional strategies through professional development and campus training to keep students engaged in order to reduce discipline issues in the classroom and increase academic performance.</p> <p>Population: All Students</p> <p>Timeline: August 2017 to May 2018</p>	2, 4, 9	Principal Dean of Instruction Assistant Principals	<p>Decrease in the number of student discipline incidents compared to prior school year.</p> <p>Formative: walk-throughs with constructive feedback, session evaluations, six week(s) academic and discipline reports</p> <p>Summative: EOY discipline referral reports, EOY academic progress reports</p>				
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>4) Review 360 Software will be utilized to create databases and reports of student discipline and school safety procedures.</p> <p>Population: All students</p> <p>Timeline: August 2017 to May 2018</p>	10	Principal Assistant Principals RTI Administrator Classroom Teachers	<p>Decrease in the number of student discipline incidents compared to prior school year.</p> <p>Formative: Review 360 Reports</p> <p>Summative: EOY discipline referral reports</p>				


<p>5) Ensure the implementation and annual review of a comprehensive district and campus Emergency Operations plan</p> <p>Population: All students</p> <p>Timeline: August 2017 - June 2018</p>	10	Principal Assistant Principals	<p>100% completed campus Emergency Operations Plan.</p> <p>Formative: safety meeting sign-in sheets</p> <p>Summative: campus EOY plan and EOY safety reports</p>				
<p><b>PBMAS</b></p> <p>6) Positive behavior interventions and supports and the behavioral RTI 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</p> <p>Timeline: August 2017 - 2018</p>	2	Principal Assistant Principals RtI Administrator SpED Administrator PEIMS Administrator	<p>ISS/OSS placements of special education and other targeted student groups will decrease by 3% points compared to prior school year.</p> <p>Summative: PBMAS, EOY discipline referral reports</p>				
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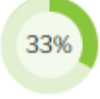
**Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children.**



**Performance Objective 1:** Lopez Early College High School will have a 10% increase of parents involved in campus/district parental involvement activities from 2016-2017 to 2017-2018.






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

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Conduct the following annual Title I-A required activities:</p> <p>Complete and disseminate a Parental Involvement Policy that delineates how parents will be actively involved at the district/campus level</p> <p>Complete and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas.</p> <p>Title I-A Meeting to inform parents of the services provided through Title I funds</p> <p>Title I-A Parent Survey to evaluate the effectiveness of the District Parental Involvement Program.</p> <p>Population: All Parents</p> <p>Timeline: August 2017 - June 2018</p>	6	Principal Dean of Instruction Parent Liaison	<p>Completed Parental Involvement Policies</p> <p>Campus S-P-S Compacts</p> <p>Campus Visitation Reports</p> <p>Campus Websites</p> <p>Campus / District Fliers</p> <p>Meeting Agendas</p> <p>Completed Title I-A Parental Involvement Compliance Checklist</p> <p>Signed Campus S-P-S Compacts</p> <p>Training Session Evaluations</p>				

<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>2) Ensure representation of community parental involvement in the decision making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met:</p> <p>Parental Involvement Policy School-Parent-Student Compact Campus Improvement Plan</p> <p>Population: Parents</p> <p>Timeline: August 2017-June 2018</p>	6	Principal Dean of Instruction Assistant Principals SBDM Committee LPAC Committee Parent Liaison	<p>Formative: Parent Rep. Sign-in Sheets, Completed parental involvement policies, Campus S-P-S Compacts, CIP, Calendars, Meeting Agendas</p> <p>Summative: Training Session Evaluations, LPAC, SBDM Meeting minutes</p>				
<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>3) Invite community agencies/organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships. -District-wide parent conferences, cluster meetings, fairs and seminars.</p> <p>Recognize community partners and parent volunteers for their efforts in supporting district/campus goals to increase student success.</p> <p>Population: Parents and Community</p> <p>Timeline: August 2017- June 2018</p>	6	Principal Assistant Principal Parent Liason	<p>Formative: Authority to Volunteer Clearance Forms, Volunteer Sign-In Sheets</p> <p>Summative: Increased partnerships and parent volunteers by 5%</p>				
<p>Funding Sources: 211 Title I-A - \$3,500.00</p>							

<p>4) Campus parental/community liaison will continue to provide ample Parent Education opportunities through parent conferences, parent training sessions and home visits to disseminate information, services and/or referrals to agencies that address the needs and concerns in the following areas:</p> <ul style="list-style-type: none"> <li>-College Readiness</li> <li>-Effective teaching strategies</li> <li>-Health and Wellness Education</li> <li>-Special populations (Bilingual, Dyslexia, GT, Migrant, Special Education)</li> <li>-Drop-out and Violence Prevention</li> <li>-Community agencies and organizations</li> </ul> <p>Building Capacity:</p> <ul style="list-style-type: none"> <li>-Technology</li> <li>-Special Education processes, procedures as well as services, procedural safeguards and transition to post-secondary life</li> </ul> <p>Population: Parents</p> <p>Timeline: August 2017 - June 2018</p>	6, 10	Principal Dean of Instruction Assistant Principal Parent Liaison	<p>Formative: Parent Trainer Monthly Calendar, Special Services Monthly Calendar, Public Service Providers Lists, Fliers, Agendas, Sign-In Sheets, Meeting Minutes</p> <p>Summative: Training Session Evaluations, Increased Parent Attendance, Special Services Department Analysis of Parent Concerns, The Family Center Screening Tool</p>				
Funding Sources: 211 Title I-A - \$24,526.00							
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>5) Host a Student Orientation for Parents and Students</p> <p>Schedules District / Campus Rules Home Access Center (HAC)</p> <p>Population: Parents</p> <p>Timeline: Fall 2017 Spring 2018</p>	6	Principal Dean of Instruction Assistant Principal Parent Liaison	<p>Formative: Agendas, Sign-in Sheets, Session Evaluations, Home Access Center Report</p> <p>Summative: Composite of Survey Results, EOC Scores, Attendance Rates, Discipline Reports</p>				



<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>6) Parent Liaison and staff will attend meetings, workshops and conduct home visits in district / out of district to receive training on how to better assist parents of struggling students and monitor attendance. Liaisons will conduct trainings and conduct parent meetings.</p> <p>Population: Parents</p> <p>Timeline: August 2017- June 2018</p> <p>CNA Pg. 13, 14</p>	6	Campus Administration Attendance Liaisons	Formative: Registration / Agenda, job description, meeting minutes  Summative: Evaluations, parental involvement will increase 10% EOC Results Attendance Rate Discipline Rate				
Funding Sources: 211 Title I-A - \$24,526.00							
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**Goal 7: Migrant students will be challenged and encouraged to meet state content standards and assessments that are necessary to graduate on time and enroll in post secondary education while receiving additional supplemental support in order to overcome the obstacles encountered due to their migrant lifestyle.**



**Performance Objective 1:** 90% of Lopez Early College High School Migrant students will participate in the supplemental instructional activities and support services as required by the Title I, Part C Migrant Education Program (MEP).




**Evaluation Data Source(s) 1:** NGS Reports, Campus Reports, PBMAS Reports

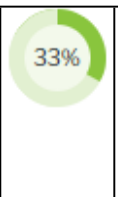
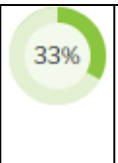
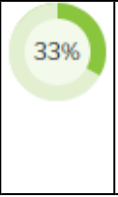
**Summative Evaluation 1:**

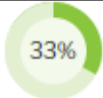


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>1) Priority for Services (PFS) migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Secion 1304(d) are addressed. All PFS migrant students will have an opportunity to attend a PFS Learning Academy in November.</p> <p>Population: PFS Migrant Students</p> <p>Timeline: August 2017-June 2018</p>	1	Campus Principal Migrant Teacher Migrant Clerk	<p>Formative: Monthly Composite of Services Report</p> <p>Summative: Fewer PFS students are identified due to increased performance</p>				
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Migrant Clerk will distribute migrant information and currently enrolled listing to all teachers and administrators in order to facilitate pertinent information in a timely manner throughout the year.</p> <p>Population: MI Students</p> <p>Timeline: August 2017-June 2018</p>	1, 2, 9, 10	Migrant teacher Migrant clerk	<p>Formative: Migrant Reports</p> <p>Summative: Teacher Portfolios</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - \$0.00</p>							

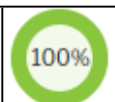
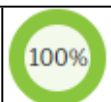
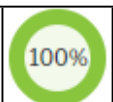







<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>3) All migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus extending them the same opportunity for meeting the academic challenges of all students. All migrant students will receive a summer reading pack so that they may continue sharpening their reading skills during the summer months.</p> <p>Population: PFS Migrant Students</p> <p>Timeline: August 2017-June 2018</p>	1	Migrant Teacher Migrant Clerk	Formative: Distribution Forms  Summative: TAPR Report				
Funding Sources: 212 Title I-C (Migrant) - \$2,294.00							
<p align="center"><b>PBMAS</b> <b>Critical Success Factors</b> CSF 1</p> <p>4) Migrant students (9th -12th) will credit accrual opportunities through state approved online courses and/or Credit-by-exams to ensure on time graduation.</p> <p>Maintain desktop and laptop computers and printers for students to use at school and at home to complete work.</p> <p>Population: PFS Migrant</p> <p>Timeline: August 2017 -June 2018</p>	1	Dean of Instruction Migrant Teacher	Formative: Attendance Sheets/Logs Documentation of student progress Credits earned by students  Summative: TAPR report, Graduation rate				
Funding Sources: 212 Title I-C (Migrant) - \$4,750.00							








<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>5) Keep Migrant Tutorial Computer Lab open throughout the day and after school for migrant students to work on assignments, regain credits, complete projects and obtain tutorial assistance for class work. Maintain a set of textbooks for students to check out as needed.</p> <p>Population: MI students</p> <p>Timeline: August 2017 - June 2018</p>	1, 10	Principal Migrant Lab Teacher	Formative: Attendance Sheets/Log  Summative: Documentation of student progress: student credits earned.				
Funding Sources: 212 Title I-C (Migrant) - \$15,280.00							
<p align="center"><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>6) High School Migrant Students (11th-12th) will have the opportunity to do on site visitation to Texas Universities with a CAMP program in order to facilitate the application to and enrollment into the CAMP programs.</p> <p>Population: PFS Migrant Students</p> <p>Timeline: October 2017 -June 2018</p>	1, 2, 9, 10	Principal Migrant Teacher Migrant Campus Clerk	Formative: Attendance Sheets/Log  Summative: CAMP Acceptance Letters				
Funding Sources: 212 Title I-C (Migrant) - \$0.00							
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>7) Migrant Clerk will monitor the progress of PFS and non-PFS migrant students periodically throughout the school year and maintain their student folders with all support documentation so that the folders can be reviewed with students to assure continual progress toward on-time graduation.</p> <p>Population: PFS Migrant Students</p> <p>Timeline: Every 3 weeks</p>	1	Migrant Clerk	Formative: Attendance Sheets/Log  Summative: Documentation of student conferences				
Funding Sources: 212 Title I-C (Migrant) - \$0.00							




<p align="center"><b>PBMAS Critical Success Factors CSF 1</b></p> <p>8) Each high school migrant teacher and migrant clerk will create a file for all migrant students scheduled to graduate, in order to track on-time graduation. The individual migrant student folders will be reviewed by the campus team and the district migrant counselor to ensure all graduation requirements are being met in a timely manner with adjustments done if needed.</p> <p>Population: PFS Migrant Students</p> <p>Timeline: Fall 2017 Spring 2018</p>	1	Migrant Teacher Migrant Campus Clerk	Formative: Transcript, EOC Results, Report Card Diploma  Summative: TAPR				
Funding Sources: No Funds Required - \$0.00							
<p align="center"><b>Critical Success Factors CSF 1 CSF 6</b></p> <p>9) Migrant students will be given the opportunity to participate in a Migrant Club to foster a sense of community and encouragement among them.</p> <p>Population: PFS Migrant Students</p> <p>Timeline: August 2017 -June 2018</p>	1	Migrant Teacher Migrant Campus Clerk	Formative: Sign-in sheets, Student Sign-In lists  Summative: EOY participation report				
Funding Sources: No Funds Required - \$0.00							
<p align="center"><b>Critical Success Factors CSF 1</b></p> <p>10) The migrant teacher will provide supplemental support services to migrant students in the following areas: graduation plans, leadership opportunities, monitoring course completion, and monitoring late entry/early withdrawal students.</p> <p>Population: PFS MI students</p> <p>Timeline: August 2017 - June 2018</p>	1	Federal Programs Administrator Principal Migrant Lab Teacher - 1 FTE	Formative: Student files, Documentation Log for Supplemental Services  Summative: Course completion, Transcripts				
Funding Sources: 212 Title I-C (Migrant) - \$64,285.00							

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>11) The campus migrant clerk will provide supplemental support to the PFS and migrant students in order to enhance the advocacy, encouragement, and support for the special needs of the migrant students as delineated by NCLB Act of 2001 (Public Law 107-110) Sect 1301-1309.</p> <p>Population: PFS Migrant Students</p> <p>Timeline: August 2017 - June 2018</p>	1	Migrant Teacher Migrant Clerk	<p>Formative: Job Description, Position Control Forms</p> <p>Summative: Completed Personnel Assurance</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - \$21,394.00</p>							
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>12) Migrant students 9th -11th STAAR EOC results will be reviewed to secure accurate placement into the current State Assessment remediation opportunities during the regular school year and summer school.</p> <p>Population: Migrant</p> <p>Timeline: August 2017-August 2018</p>	1	Principal Counselors Core Area Teachers	<p>Formative: EOC Remediation, Enrollment Lists NSG TAKS/STAAR EOC report, Benchmark results</p> <p>Summative: Current State Assessment Test results</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>							
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>13) Migrant students (9th-12th) will have credit accrual opportunities through the state supported on-line courses and/or Credit By Exams to ensure on time graduation.</p> <p>Population: Migrant Students</p> <p>Timeline: August 2017- June 2018</p>	1	Principal Counselors DMC Migrant Teacher Migrant Campus Clerk MSC	<p>Formative: Credit Accrual Needs of Migrant students and Student Transcripts</p> <p>Summative: Awarded Credits on Student Transcripts</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - \$3,500.00</p>							



<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>14) Migrant students (11th- 12th) will have access to Path to Scholarships Program. Guidance in writing a scholarship essay will be provided and will be used for a variety of purposes such as scholarships and college applications.</p> <p>Population: PFS Migrant Students</p> <p>Timeline: October 2017</p>	1	Migrant Teacher Migrant Campus Clerk	Formative: Sign-In Sheets, Agendas and One-on One counseling Session  Summative: Scholarship Applications and Award Letters				
Funding Sources: 212 Title I-C (Migrant) - \$0.00							
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>15) Seniors and Graduating Juniors will have the opportunity to attend the BISSD Annual Migrant College CAMP Fair in order to visit with and apply to the Texas Universities that offer the College Assistance Migrant Program (CAMP).</p> <p>Population: PFS Migrant Student</p> <p>Timeline: January 2018</p>	1	Migrant Teacher Migrant Campus Clerk DMC MSC	Formative: Sign-In Sheets, Agenda, Session Evaluation  Summative: CAMP Applications and acceptance letters				
Funding Sources: 212 Title I-C (Migrant) - \$150.00							
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>16) Migrant students (9th - 12th) will have access to the migrant secondary summer program for credit accrual and/or recovery in order to ensure secondary credit for on time graduation.</p> <p>Population: PFS Migrant Students</p> <p>Timeline: June 2018 - July 2018</p>	1	Counselors Migrant Teacher Migrant Campus Clerk	Formative: Enrollment Forms, Attendance Sheets  Summative: Counselor's Recommendation, Awarded Credits on Student Transcripts				
Funding Sources: 212 Title I-C (Migrant) - \$0.00							

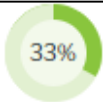





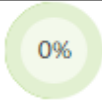

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>17) In order to secure academic information from the NGS data base, migrant students, parents and school districts (nationwide) will have access to an NGS district contact person throughout the summer to ensure accurate enrollment into educational programs.</p> <p>Population: PFS Migrant Students</p> <p>Timeline: June 2018- August 2018</p>	1	Migrant Teacher Migrant Clerk	Formative: Student Information  Summative: Completed NGS Student Transfer Document				
Funding Sources: 212 Title I-C (Migrant) - \$0.00							
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>18) MEP staff, parents and students will have access to Texas Migrant Interstate Program (TMIP) to ensure that interstate coordination is available for migrant students and they migrate throughout the nation.</p> <p>Population: PFS MI Students</p> <p>Timeline: August 2017- June 2018</p>	1, 2	Principal Migrant Teacher Migrant Clerk	Formative: Parental, Student and District requests  Summative: DMC & MSC Documentation				
Funding Sources: 212 Title I-C (Migrant) - \$0.00							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>19) Campus Migrant Clerk/Teacher will conduct a meeting twice per year to foster parental involvement and to provide migrant parents with important information on campus migrant program opportunities, community services and how to better support their children academically. Food and refreshments will be given out to encourage more parents to attend.</p> <p>Population: PFS Migrant Students</p> <p>Timeline: Oct 2017 Feb 2018</p>	1, 2, 3, 7	Migrant Teacher Migrant Clerk	Formative: Sign in sheets, flyers, meeting agendas  Summative: Transcripts, EOC Scores, Graduation Rate, Attendance Rate				
Funding Sources: 212 Title I-C (Migrant) - \$100.00							

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>20) The Migrant Campus Clerk will attend the NEW Generation System (NGS) state required training in order to secure the needed skills to accurately and appropriately input the data for migrant students into the migrant state data base.</p> <p>Population: PFS Migrant Students</p> <p>Timeline: August 2017</p>	1	Campus Migrant Clerk	Formative: NGS Annual Training  Summative: NGS Certificates				
Funding Sources: 212 Title I-C (Migrant) - \$0.00							
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>21) Migrant staff will attend the annual Identification and Recruitment (ID &amp; R) training in order to secure the most current information needed to appropriately assist with the campus identification and recruitment initiative.</p> <p>Population: PFS Migrant Students</p> <p>Timeline: August 2017</p>	1	Campus Migrant Staff	Formative: ID & R Training  Summative: Texas Education Agency (TEA) ID & R Certificates				
Funding Sources: No Funds Required - \$0.00							
<p>22) The Migrant Campus Clerk will assist with the annual ID &amp; R Residency Verification initiative in order to ensure that all migrant students at our campus are picked up in a timely manner.</p> <p>Population: PFS Migrant Students</p> <p>Timeline: August 2017 - November 2017</p>		Migrant Campus Clerk	NGS Residency Verification Reports MGS Mass Enrollment Report Student Plus Report Parent Signature on current COE				
Funding Sources: No Funds Required - \$0.00							

<p>23) The Migrant Campus Clerk will adhere to the NGS timeline to ensure that migrant student data is entered in a timely and accurate manner into the NGS data base.</p> <p>Population: PFS Migrant Students</p> <p>Timeline: August 2017 - June 2018</p>		Migrant Clerk	NGS and Student Plus Reports				
<p>Funding Sources: No Funds Required - \$0.00</p>							
<p><b>Critical Success Factors</b> CSF 1</p> <p>24) 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.</p> <p>Population: PFS Migrant Students Teacher Clerks Computer Operator</p> <p>Timeline: August 1, 2017 - June 30, 2018</p>	1	Migrant Service Coordinator (MSC) Migrant Teacher Migrant Clerk	<p>Formative: NGS Maximum Enrollment Report Promotion Continuity of Services</p> <p>Summative: Promotion Continuity of Services</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - \$0.00</p>							
<p>25) The New Generation System (NGS) and BISD eSchool Plus entries will be monitored daily to ensure that the ID&amp;R data and information has been appropriately coded in a timely manner.</p> <p>Population: Migrant Office Staff</p> <p>Timeline: August 2017-June 2018</p>		Campus Administrators Migrant Teacher Migrant Clerk MSC DMC MSC Recruiter	<p>Formative: Fewer PFS students are identified due to increased performance</p> <p>Summative: Migrant Report</p>				



<p>26) A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students</p> <p>Population: PFS Migrant Students</p> <p>Timeline: April 2018</p>	<p>1</p>	<p>Campus Administration Migrant Teacher Migrant Clerk MEP Secretary DMC MSC</p>	<p>Formative: Survey</p> <p>Summative: TAPR Report</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - \$0.00</p>							
<p>27) Learning Academy targeting the core areas of Reading, Writing, Math, Social Studies and Science will be held for all PFS students in order to sharpen their skills and prepare them academically for the STAARS assessment.</p> <p>Population: HS PFS Migrant Students</p> <p>Timeline: February 2018</p>		<p>MSC Migrant Counselor Migrant Clerk Migrant Teacher</p>	<p>Formative: Increased STAARS Scores for PFS students</p> <p>Summative: TAPR Report</p>				


<p>28) The District Migrant Counselor (DMC) will provide supplemental support services to migrant students in the following areas:</p> <ul style="list-style-type: none"> <li>* Graduation plans</li> <li>* Development of Individual Migrant Student Action Plans</li> <li>* Coordination for leadership opportunities</li> <li>* Monitoring of course completion for PFS students</li> <li>* Monitoring of late entry/early withdrawals</li> <li>* Credit accrual opportunities</li> <li>* Provide timely information and assistance to migrant students and parents regarding on-time Graduation and post-secondary education</li> <li>* Conduct district initiatives for migrant students</li> <li>* Coordination Inter-state and intra-state (TMIP) activities</li> <li>* Coordination with UT Austin Migrant Graduation Enhancement Program</li> <li>* Assist with OSY Initiative</li> <li>* Assist with the monitoring of campus migrant staff</li> </ul> <p>Population: PSF Migrant Students Migrant Parents</p> <p>Timeline: August 26, 2017 - June 19, 2018</p>	<p>Sp. Programs Administrator MSC DMC</p>	<p>Formative: Increase on- time graduation and on-time promotion and decrease dropout rate PBMAS</p> <p>Summative: TAPR Report</p>					
<p>29) High School 9th graders graders will have the opportunity to attend a math workshop that will teach them the skills necessary to fully participate in the high school math classes. This workshop will furnish the migrant students with an opportunity to reinforce the skills necessary to successfully meet the challenges of the district's rigorous math classes.</p> <p>Population: 9th Grade PFS &amp; Migrant Students</p> <p>Timeline: September 27, 2017</p>	<p>Migrant Teacher Migrant Clerk DMC MSC</p>	<p>Increased Algebra and EOC passing rates</p>					
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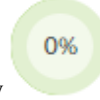

**Goal 8: Our vision for technology is to have all district stakeholders involved in the teaching and learning process seamlessly integrated technology to make informed decision and advance student achievement and technology literacy to encourage and support creative, innovative, lifelong learning.**

**Performance Objective 1:** Lopez Early College High School will show a 5% increase in all four key areas of the Star Chart: 1. Teaching and Learning 2. Educator Preparation 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, Fixed Assets Inventory Expenditure Reports

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Increase the accessibility for all students in technology based instruction across all subject areas by providing new software and hardware for computer assisted instruction in order to foster communication, collaboration, information fluency and digital citizenship in all content areas.  Population: All Students  Timeline: August 2017 - June 2018  CNA pg. 16		CTE Administrator Tech Services Administrator Principal Dean of Instruction Campus TST	Formative: Benchmarks, Classroom Projects and Student Competitions  Summative: EOY Grades, STAAR / EOC Scores, StarChart Surveys				
Funding Sources: 211 Title I-A - \$147,760.00							

<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>2) Provide teachers with a minimum of 12 hours of technology professional development opportunities annually to better prepare and assist with the integration of technology into the subject areas. Training will be provided in the area(s) of:</p> <p>Prevention of Cyber Bullying Integration of Technology</p> <p>Population: All Students</p> <p>Timeline: August 2017 - May 2018</p> <p>CNA: p. 16</p>	4	Principals Dean of Instruction Campus TST	<p>Formative: Professional development system evaluations, administrative walkthroughs / observations and certificates of completion of training</p> <p>Summative: T-TESS evaluations, Application Management Reports, StarChart Surveys</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 9: The Board of Trustees, in collaboration with District Staff, 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) DEIC added 12-6-2017**

**Performance Objective 1:** Lopez Early College High School 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 district, updated Five-year facilities renovation plan.

**Summative Evaluation 1:**

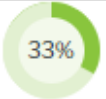
Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>1) Lopez Early College High School will create and implement a systematic approach to the renovation/upgrade/improvement of facilities to include prioritizing based on safety and needs of the district.</p> <p>Population: All department and campus facilities</p> <p>Timeline: December 2017 - June 2018</p>		Principal Dean of Instruction Assistant Principals Maintenance Supervisor	<p>Formative: Survey</p> <p>Summative: Evaluation/analysis of survey data</p>				
<p>2) Lopez Early College High School will purposely promote energy saving activities on the campus to support implementation of the district's energy savings plan.</p> <p>Population: All departments and campus facilities</p> <p>Timeline: December 2017-June 2018</p>		Principal Dean of Instruction Assistant Principals Maintenance Supervisor	<p>Formative: Monthly comparison of energy usage</p> <p>Summative: Annual comparison of energy usage</p>				
<p>  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>							


**Goal 10: The District will ensure effectiveness and efficient use of all available funds to assist in implementing a balanced budget, which includes compensation for teachers. (Board Goal 3) [DEIC added 12-6-2017]**

**Performance Objective 1:** The District will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students (Board Goal 3) [DEIC added 12-6-2017]

**Evaluation Data Source(s) 1:** Fiscal reports for district, internal and external audit reports and FIRST ratings. [DEIC added 12-6-2017]

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>1) Give priority to teachers from high poverty/high minority/low performing campuses to participate in the Master of Education cohorts, establish Master Teacher Leaders, and explore financial incentives.</p> <p>Population: High poverty/high minority/low performing campuses students</p> <p>Timeline: December 2017-June 2018</p>		Principal Dean of Instruction Assistant Principals	<p>Formative: Draft of revised compensation plan</p> <p>Summative: Approached revised compensation plan</p>				
<p>2) Core are high qualified teachers (8), 3 nurses, 2 library aides, 1 dyslexia aide will be utilized to meet the needs of Title I-A student in order to ensure that academic progress in attained and academic gaps are closed.</p> <p>Population: Teachers</p> <p>Timeline: August 2017-June 2018 (daily)</p>		Principal Dean of Instruction Assistant Principals	<p>Formative: E-School Plus At-Risk Progress Reports, Benchmark Scores, Lesson Plans, Walk-Throughs, Attendance Reports</p> <p>Summative: EOC, Attendance, Rate, Retention Rate, Recidivism Rate, Graduation Rate, Completion Rate, Dropout Rate</p>				

<p>3) Teacher appreciation week will be held in May once a week to recognize all Faculty and Staff for their dedication and hard work.</p> <p>Population: Teachers</p> <p>Timeline: May 2018</p>		<p>Principal Dean of Instruction Assistant Principals</p>	<p>Formative: Calendar of Activities for the week</p> <p>Summative: List of teachers attending activities and receiving recognitions.</p>				
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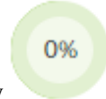

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

**Goal 11: All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/retention efforts. (Board Goal 4) [DEIC added 12-6-2017]**

**Performance Objective 1:** Lopez Early College High School will provide the BISD Public Information Office with features articles, student recognitions, co-/extra-curricular activities, and parent/community events. (Board Goal 4) [DEIC added 12-6-2017]

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

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Lopez Early College High School will designate a PIO contact to provide features articles, current and prior students/parents/staff recognitions, co-/extra-curricular activities, and parent/community events.  Population: BISD Stakeholders  Timeline: December 2017-June 2018		Principal Dean of Instruction Assistant Principals Maintenance Supervisor	Formative: Submissions of information for articles and showcases  Summative: Annual compilation of articles and presentations/showcases	 33%			
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							



## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide teachers with instructional support (district and campus/classroom based professional development and planning) that reinforces implementation of BISD and campus instructional programs: Response to Intervention (RTI), sheltered instruction (SIOP), differentiated instruction, common instruction frameworks (CIF), reading comprehension cognitive strategy routines (Texas Literacy Initiative protocols). Populations: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students, All teachers Timeline: July 2017 - June 2018 CNA Pg. 9, 10, 11
1	1	2	Provide teachers with research-based instructional resources for content areas (ELA, Science, Math, Social Studies) in order to effectively deliver instructional programs through the use of district approved computer software programs and supplemental instructional supplies and materials. Scientific Learning Edgenuity ALEKS De Alba Advance Placement Program Populations: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students Timeline: July 2017 - June 2018 CNA Pg. 9, 12, 15
1	1	3	Core area teachers will monitor, adjust and refine the campus instructional frameworks (aligned with district frameworks) based on data analysis gathered from both formative and summative assessments through curriculum writing projects and core area planning sessions. Populations: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students, All teachers Timeline: July 2017 - June 2018 CNA Pg. 9, 11, 12
1	1	4	Support all students by providing teacher professional development opportunities to enhance implementation of strategies including: RtI, sheltered instruction, differentiated instruction, reading comprehension, CIF, AVID and cognitive strategy routines (TLI) in all content areas (oral language skills that increase listening/speaking and reading/writing proficiency) based on student performance data to close the achievement gap and demonstrate progress. Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students Timeline: July 2017 - June 2018 CNA Pg. 9, 12, 15
1	1	6	Students identified through assessment data analysis and progress reports, will receive research-based targeted interventions and tutorials as well as accelerated instruction in order to increase state assessment performance and course completion percentage. Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students Timeline: September 2017- June 2018 CNA Pg. 9, 10, 12
1	1	7	Professional development opportunities and technology resources will be provided to support teachers to effectively implement a technology enhanced curriculum in order to promote student engagement through differentiated instruction by integrating various uses of technology and hands-on activities in their classroom instruction every six-week grading period. Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students Timeline: August 2017 - June 2018 CNA Pg. 15
1	1	9	Core area teachers will have the opportunity to plan lessons, share materials, contact parents, prepare tutorial lists, conduct data review sessions and plan aligned assessments so that they can provide focused instruction and improve student performance on all state assessments. Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students, All teachers Timeline: August 2017-June 2018 CNA Pg. 9, 11, 12

Goal	Objective	Strategy	Description
1	1	10	Campus will provide supplemental support through additional personnel to meet the needs of Title I-A students in order to ensure that academic progress is attained and academic gaps are closed: 4 Math, 2 Library Aides, 2 Nurses, 1 teacher aide and 1 clerical assistant Population: Teachers Timeline: August 2017 - June 2018
1	1	11	Strategies to attract high-quality, certified teachers to our school include: paid stipend based on their area of certification (Math, Science, ESL, Social Studies and Special Education) free professional development and free health insurance. Population: Teachers Timeline: August 2017 - June 2018
3	1	1	Accelerated instruction in the foundation curriculum will be provided during extended day, week, and/or year. Regular/extended tutorial programs will assist to improve at-risk student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Population: AR Students Timeline: September 2017 - June 2018 CNA Pg. 9 CNA: pg. 11
3	1	2	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 Budge and Program Compliance Population: AR students Timeline: August 2017 - June 2018 (as needed) CNA pg. 9, 11
3	1	5	The At-Risk Counselor will promote, monitor and coordinate intervention programs to improve at-risk student achievement, attendance, graduation rate, dual enrollment success, completion rate and reduce the retention rate and dropout rate. Population: AR Students Timeline: August 2017-June 2018 (daily) CNA Pg. 9, 11
3	1	7	Core Area Teachers will offer supplemental instruction to at-risk students in order to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate. Population: AR Students Timeline: August 2017- June 2018 (Daily) CNA Pg. 9, 11, 13
3	1	8	The Dean of Instruction and teachers will attend and conduct regular research-based professional development sessions in order to train and retain highly qualified personnel that will positively impact at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rates and dropout rate. Training will be used to improve student achievement in College Career Military Readiness (CCMR) through AP and Pre-AP. Population: AR Students Timeline: August 2017 - June 2018 (Daily) CNA Pg. 9, 11, 12, 13, 17
3	1	13	Increase coordination between the campus ESL clerk, migrant clerk, special education clerk and home visitors to determine the whereabouts of non-returning students and to ensure appropriate documentation is in place to recover and document non-returning students. Population: AR Students Timeline: August 2017 - October 2018 CNA Pg. 11, 12, 15
3	1	15	An orientation to 8th graders, from feeder schools, will be offered for incoming 9th grade students through a Summer Bridge Program. A Cohort Express Academy will be offered to address the academic needs of at-risk students not meeting graduation as of August 31, 2018 Population: AR Students Timeline: Summer 2018 CNA Pg. 9

Goal	Objective	Strategy	Description
3	1	16	Campus will provide transportation for low- performing students to attend tutorials and accelerated instruction in (ELA, Math, Science and Social Studies) in order to decrease retention rates and improve student performance. Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students, All teachers Timeline: September 2017 - June 2018 CNA Pg. 9
7	1	6	High School Migrant Students (11th-12th) will have the opportunity to do on site visitation to Texas Universities with a CAMP program in order to facilitate the application to and enrollment into the CAMP programs. Population: PFS Migrant Students Timeline: October 2017 -June 2018

# State Compensatory

## Budget for Lopez Early College High School :

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
162-11-6118-00-007-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$57,931.00
162-11-6118-00-007-Y-30-EOC-Y	6118 Extra Duty Stipend - Locally Defined	\$21,938.00
<b>6100 Subtotal:</b>		<b>\$79,869.00</b>
<b>6200 Professional and Contracted Services</b>		
162-11-6249-00-007-Y-30-000-Y	6249 Contracted Maintenance & Repair	\$6,400.00
<b>6200 Subtotal:</b>		<b>\$6,400.00</b>
<b>6300 Supplies and Services</b>		
162-11-6396-00-007-Y-30-000-Y	6396 Supplies and Materials - Locally Defined	\$2,919.00
162-11-6399-00-007-Y-30-000-Y	6399 General Supplies	\$34,000.00
<b>6300 Subtotal:</b>		<b>\$36,919.00</b>

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

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Esmeralda Almanza	Reading Teacher	State Compensatory	1
George Ferraez	Physics Teacher	State Compensatory	1
Gloria Zapata	Counselor Supplemental	State Compensatory	1
Jose Vazquez	Program Specialist	State Compensatory	1
Lorena Anzaldua	Dyslexia Teacher	State Compensatory	.50
Marielena Tovar	Math Teacher	State Compensatory	1
Michelle Dawn Garcia	Dean Of Instruction	State Compensatory	1
Rosa M Villarreal	At-Risk Counselor	State Compensatory	1

# Title I

## Schoolwide Program Plan

Lopez Early College High School will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Title I funds along with Local, State Bilingual, State Special Education funds and are used to upgrade the entire instructional program by implementing school-wide programs as authorized under the provisions of Public Law 107-110, Section 1114.

## Ten Schoolwide Components

### 1: Comprehensive Needs Assessment

The Site-Based Decision-Making (SBDM) Committee conducted a (I) comprehensive needs assessment (pg.8-18) over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 90 percent of all students and all student groups passing all parts of state mandated assessments for the 2015-2016 school year and to increase the advanced level performance in all tested areas.

### 2: Schoolwide Reform Strategies

The school-wide reform strategies at Lopez Early College High School focus on raising student achievement and meet all graduation requirements. Lopez ECHS has placed emphasis on all core area subjects by ensuring the implementation of a challenging, technological standards-based curriculum (Goal 1, Strategy 1). Teachers participate in focused Curriculum Writing projects and undergo professional development to align daily instruction to all state assessments (Goal 1, strategy 3).

In order to increase the amount of quality learning time, teachers communicate with parents on a daily basis regarding attendance and grading issues (Goal 1, Strategy 8). Focused tutorials and remediation on all core areas is made available afterschool and on Saturdays (Goal 1, strategy; Goal 3, Strategy 1). Special Ed students have been provided with specialized assistance in core subjects both during the day and after school. LEP populations are targeted for instruction by teachers that are well trained and versed in Sheltered Observation Instruction and offered additional opportunities for assistance outside of the school day. At-Risk students are provided with additional supports through tutorials for at-risk students and remediation during block classes during the school day (Goal 3, strategy 1).

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

Highly-qualified teachers will carry out the instructional program at Lopez Early College High School. Only teachers who are certified and who have met state testing requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations, the school will consider teachers who have alternative certification. In addition, to appropriate certification, teachers will be sought who are experienced and have been successful in previous assignments (Goal 1, Strategy 10).

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

The school will provide access to high-quality ongoing professional development (Goal 1, strategy 2) throughout the school year for all staff including teachers, principals, and paraprofessionals. Professional development activities will be geared to individual teachers' specialties, along with any other identified needs as determined through the staff, student and parent needs assessment surveys, administration classroom observations and evaluations, and/or district identified needs. Professional development will be conducted both at the school and the education service center as well as district conferences and workshops which will be intensive and sustained. Professional development opportunities will be sought and implemented to address technology as an instructional and learning tool, the campus initiatives, differentiated instruction, and content knowledge (Goal 8, strategy 2).

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

Strategies to attract high-quality teachers to high needs schools will include our school's participation in the recruitment of teachers, paying their health insurance, and paying stipends for core area teachers (Goal 1, strategy 10).

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

Title I, Part A Funds will be used to partially finance strategies to increase parental involvement at the school including the parent workroom and to purchase special materials used in the parent volunteer program. Parent education will be provided to parents by the campus parent liaison as well as the District's Parental involvement Center. Parent training on how to help their students be successful at home, learning English, discipline management and parenting skills will be provided to those parents who want to better meet the rigors of parenting (Goal 6, strategies 1-9).

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

An orientation for 8th grade students and their parents will be held annually in the Spring Semester to assist with the transition into high school. The Freshmen Summer Bridge Camp will be held in the summer to provide information to parents and students as well as recruit students into extra-curricular activities. In addition, students will have the

opportunity to work and obtain a Health or P.E. Credit and receive TSI instruction (Goal 3, strategy 9).

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

Lopez Early College Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the SELP, TELPAS, Six Weeks Tests and benchmark tests, to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments (Goal 1, Strategy 8).

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

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance. All teachers will closely monitor all students' performance based on daily exercises and periodic tests. Students not mastering the objectives will be provided additional assistance in the after school tutorial program and/or enrichment courses based on his/her individual needs. Tutorial opportunities will increase by providing additional meeting times such as Saturday Academies and pull-out sessions (Goal 1, Strategy 4; Goal 3, Strategy 1).

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

The school will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Special Services and Title I Funds, e.g., after school tutorial programs (Goal 3, strategy 1). Professional Development activities are also paid for from Title I, Parts A and C, and Local Funds (Goal 3, Strategy 11). Title I Funds along with Local and Title III funds are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program (Goal 1, Strategy 1).

In addition to those described above, Migrant Funds are used to identify and recruit children of migratory workers for supplemental services designed to reduce the educational disruptions and other problems that result from repeated moves. School supplies and resources are provided to students while working on coursework in the Migrant Tutorial Computer Lab which includes the use of a printer/scanner (Goal 7, Strategies 1-30).

Bilingual Funds are used to provide supplemental services to help ensure that children who are limited English proficient attain English language proficiency and develop high levels of academic attainment. The LUCHA program is implemented to ensure that students transferring from Mexico can gain credits equivalent to high school. Tutorial sessions are implemented for LEP students Teachers are trained in SIOP and use the strategies learned to provide appropriate instruction for LEP students.



The campus will also continue to provide the state mandated State Compensatory Education Program through campus as well as District funded initiatives. The Three-Tier Approach, known as Response to Intervention or RTI, is implemented to establish and provide the necessary academic and/or behavioral support to students to ensure that grade level expectations are met. The campus is also staffed with personnel to address our at-risk students, including counselors, dropout specialist, etc.

Special education funding provides supplemental services to eligible students as per Individuals with Disabilities Education Act (IDEA) identification requirements. In order to ensure a free and appropriate public education (FAPE) in a least restrictive environment (LRE), children who qualify for special education must receive services in accordance with a properly developed Individualized Education Program (IEP) as per federal and state special education guidelines. In addition, all Admission, Review, and Dismissal (ARD) committees will adhere to the policies and procedures outlined by the Texas Education Agency (TEA) in the ARD Committee Decision-Making Process for the Texas Assessment Program Manual and A Guide to the Admission, Review and Dismissal Process. Resource classes will accommodate students needing direct instructional intervention. The campus will also maintain an inclusion program to provide students with the best learning environment with direct instruction as indicated in IEP. The campus also serves handicapped students through the LifeSkills Unit.

The 21<sup>st</sup> Century Community Learning Centers (CCLC) serves as a supplementary program that can enhance state or local reform efforts to improve student academic achievement and support overall student development. It assists students during outside school hours or when school is not in session. CCLC funds are to be used to provide opportunities for academic assistance, enrichment, college and workforce readiness and family and parental support services. Program objective is to increase and improve students' academic performance, attendance, behavior, promotion rates and graduation rates.

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brenda San Miguel	Math Teacher	FEDERAL PROGRAMS	1
Claudia Esparza	Nurse	FEDERAL PROGRAMS	.40
Deborah Resendez	Clerical Assistant I	FEDERAL PROGRAMS	1
Jazmin Vera	Library Aide	FEDERAL PROGRAMS	1
Jesus Abete	Math Teacher	FEDERAL PROGRAMS	1
Josue Ruiz	Math Teacher	FEDERAL GROGRAMS	1
Manuel Reyna	Math	FEDERAL PROGRAMS	1
Maria Grimaldo	FP Teacher Aide	FEDERAL PROGRAMS	1
Melissa Hernandez	Library Aide	FEDERAL PROGRAMS	1
Richard Samano	Parent Liaison	FEDERAL PROGRAMS	1
Vici McClure	Nurse	FEDERAL PROGRAMS	.40

## 2017-18 Site Based Decision Making Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Dahlia Aguilar	Campus Principal
Administrator	Michelle Garcia	Dean of Instruction
Business Representative	Roberto Garcia	
Classroom Teacher	Carol Du	
Classroom Teacher	Roxanna Cantu	
Classroom Teacher	Graciela Crews	
Classroom Teacher	Azucena Garcia	
Classroom Teacher	Ricardo Leal	
Classroom Teacher	Judith Avalos	
Classroom Teacher	Emily Fierros	
Classroom Teacher	Carlota Fuentes	
Classroom Teacher	Krystal Garcia	
Classroom Teacher	Hector Gomez	
Classroom Teacher	Miguel Hernandez	
Classroom Teacher	Julia Trevino	
Classroom Teacher	Juan Olivarez	
Classroom Teacher	Cesar Pereyra	
Classroom Teacher	Alberto Villarreal	
Classroom Teacher	Jason Whitney	
Counselor	Rosa Villarreal	
District-level Professional	Beth Libby	
Paraprofessional	Anna Calamaco	
Student	Kiara Garcia	
Non-classroom Professional	Socorro Nieto	

# Campus Funding Summary

<b>199 Local funds</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$139,150.00
<b>+/- Difference</b>					<b>\$139,150.00</b>
<b>162 State Compensatory</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Professional Extra Duty Pay	162-11-6118-00-007-Y-30-000-Y	\$50,803.00
3	1	1	Extra Duty Pay	162-11-6118-00-007-Y-24-EOC-Y	\$19,692.00
3	1	1	Copy Paper	162-11-6396-00-007-Y-30-000-Y	\$2,919.00
3	1	1	Instructional Supplies (pencils, pens, folders, composition books etc.)	162-11-6399-00-007-Y-30-000-Y	\$34,000.00
3	1	5	1 FTE	162-31-6119-31-007-Y-30-000-Y	\$66,128.00
3	1	6	1 FTE	162-23-6119-01-007-Y-30-037-Y	\$45,273.00
3	1	7	FTE	162-11-6119-00-007-Y-30-000-Y	\$179,562.00
3	1	8	1 FTE	162-13-6119-31-007-Y-30-000-Y	\$62,168.00
3	1	9	.50 FTE	162-11-6119-00-007-Y-30-054-Y	\$25,434.00
3	1	10	Contracted Services	162-32-6299-00-007-Y-24-JPO-Y	\$20,000.00
3	1	11	Contracted Services	162-32-6299-00-007-Y-24-CIS-Y	\$23,136.00
3	1	14	A + Software	162-11-6249-00-007-Y-30-APL-Y	\$2,500.00
<b>Sub-Total</b>					\$531,615.00
<b>Budgeted Fund Source Amount</b>					\$432,758.00
<b>+/- Difference</b>					<b>-\$98,857.00</b>
<b>163 State Bilingual</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$40,266.00
<b>+/- Difference</b>					\$40,266.00
<b>211 Title I-A</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	In-District Conferences, Professional Development	211-13-6411-00-007-Y-30-AYP-Y	\$8,000.00
1	1	1	Salary/Wages for Substitute Teachers	211-11-6112-00-007-Y-30-0F2-Y	\$5,000.00
1	1	2	Scientific Learning Program	211-11-6249-00-007-Y-30-0F2-Y	\$20,000.00
1	1	2	Copy Paper	211-11-6396-00-007-Y-30-0F2-Y	\$3,000.00
1	1	2	Instructional Supplies (pencils, folders, glue, pens, notebook paper etc.)	211-11-6399-00-007-Y-30-0F2-Y	\$81,456.00
1	1	2	De Alba and ALEK Programs	211-11-6299-62-007-Y-30-0F2-Y	\$8,200.00
1	1	2	Labptop Licenses	211-11-6395-62-007-Y-30-0F2-Y	\$3,300.00
1	1	2	Testing Materials (Advance Placement Exams)	211-11-6339-00-007-Y-30-0F2-Y	\$14,000.00
1	1	4	In-District Conferences, Professional Development	211-13-6411-00-007-Y-30-AYP-Y	\$8,000.00
1	1	4	Out of District Conferences, Professional Development	211-13-641123-007-Y-30-AYP-Y	\$33,000.00
1	1	7	Printers	211-11-6398-62-007-Y-30-0F2-Y	\$66,360.00
1	1	7	Toner	211-11-6399-62-007-Y-30-0F2-Y	\$12,000.00
1	1	7	Laptops, Carts and Projectors	211-11-6649-62-007-Y-30-0F2-Y	\$814,000.00
1	1	10	Professional Salaries/Wages and Benefits	211-11-6119-00-007-Y-30-0F2-Y	\$244,686.00
1	1	11	Certification Teaching Stipends	211-13-6117-00-699-Y-24-0F2-Y	\$104,133.00
1	1	13	Student Academic Planners	211-11-6399-00-007-Y-30-0F2-Y	\$3,891.00
1	1	14	In-District Conferences, Professional Development	211-13-6411-00-007-Y-30-AYP-Y	\$8,000.00
1	1	14	Out of District Conferences, Professional Development	211-13-641123-007-Y-30-AYP-Y	\$33,000.00
3	1	14	Living with Science	162-11-6249-00-007-Y-30-LWS-Y	\$4,800.00
3	1	14		162-11-6249-00-007-Y-30-CMP-Y	\$5,400.00
3	1	17	Advise TX membership payment	211-31-6299-00-007-Y-30-TUK-Y	\$10,000.00

6	1	3	Food and Refreshments	211-61-6499-53-007-Y-30-0F2-Y	\$2,000.00
6	1	3	Supplies and materials for parent meetings and trainings (flyers, agendas, informational handouts)	211-61-6399-00-007-Y-30-0F2-Y	\$1,500.00
6	1	4	Employee In-District Travel (includes mileage for home visits and district business)	211-61-6411-00-007-Y-30-0F2-Y	\$2,000.00
6	1	4	Parent Liaison	211-61-6129-00-007-Y-30-0F2-Y	\$22,526.00
6	1	6	Employee In-District Travel (includes mileage for home visits and district business)	211-61-6411-00-007-Y-30-0F2-Y	\$2,000.00
6	1	6	Parent Liaison	211-61-6129-00-007-Y-30-0F2-Y	\$22,526.00
8	1	1	Printers	211-11-6398-62-007-Y-30-0F2-Y	\$66,360.00
8	1	1	Laptops, Carts and Projectors	211-11-6649-62-007-Y-30-0F2-Y	\$81,400.00
<b>Sub-Total</b>					\$1,690,538.00
<b>Budgeted Fund Source Amount</b>					\$746,901.00
<b>+/- Difference</b>					<b>\$-943,637.00</b>
<b>263 Title III-A Bilingual</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$98,356.00
<b>+/- Difference</b>					<b>\$98,356.00</b>
<b>Grand Total</b>					\$2,222,153.00