

Brownsville Independent School District
Veterans Memorial Early College High School
2017-2018 Campus Improvement Plan



Mission Statement

Work collaboratively to prepare students academically, socially and technologically as they become contributing members of our society.

Vision

Veterans Memorial Early College High School is committed to providing Excellence in Education for all students. The school provides programs and learning experiences that promote academic achievement and career programs of study for the personal and social growth of every student. As a richly diverse community of learners that values all its members, Veterans Memorial Early College High School contributes to the local community by linking parents, local agencies and businesses to the school.

Campus Narrative

Veterans Memorial Early College High School is located in Brownsville, Texas. Veterans Memorial Early College High School is one of seven high schools in Brownsville ISD. The campus was constructed in 2010. The 360,000 square-foot school sits on an 80-acre site on Military Highway. The courtyard has a series of pergolas that provide shaded seating areas for students and faculty. Veterans Memorial will be the first BISS high school to have its own football and soccer stadium, a 5,000 seat facility with an all-weather track. It also has 1,000-seat baseball and softball stadiums, as well as practice fields and tennis and basketball courts. All safety standards have been met and all of the building is accessible to students, staff, and visitors with disabilities.

Our school's mission is "work collaboratively to prepare students academically, socially and technologically as they become contributing members of our society". Vertical alignment is pivotal in our school's success. Veterans Memorial has highly-qualified teachers that carry out the instructional program. In an effort to meet the diverse talents of our students, teachers are provided access to high-quality ongoing professional development throughout the school year. Professional development activities are geared to individual teachers' specialties and campus-wide needs.

The student population at Veterans Memorial Early College High School is about 2,000 and serves students in grades 9th through 12th. According to the TAPR Report from TEA for our campus, approximately 96% of the student population is Hispanic and approximately 93 % are identified as Economically Disadvantaged. Many of our students are first generation Mexican immigrants. Approximately 95% of our students are classified as Limited English

Proficient and a majority are 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.

Our school provides effective instruction that will equip students with skills and expertise to be successful in their respective careers whether they enter the workforce or go on to a college or university after earning a high school diploma. Courses are offered in every subject area necessary for college admission, as well as a diverse range of fine arts and career and technology courses. The instructional programs include academic core subjects at various levels of learning, such as Gifted and Talented, Pre-Advanced Placement, Advanced Placement, and Dual Enrollment in collaboration with the Texas Southmost College and Texas State Technical College. 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 five assessments which comprise the State of Texas Assessments of Academic Readiness (STAAR).

Veterans Memorial Early College High School has an active parent center with full-time parent liaisons that coordinate activities. These activities include Parent Orientation Day to inform parents and community members of the daily standard operation procedures to include but not limited to the Student Code of Conduct, Student Parent School Compact, Parental Involvement Policy, Emergency operations procedures and Parent Volunteer Guidelines and Opportunities.

Veterans Memorial Early College High School coordinates and integrates 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, such as after school tutorial programs. Professional Development activities are also paid for from Title I and Local Funds. Title I Funds are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall student experience.

Veterans Memorial Early College High School is a growing, yet very close-knit community. Brownsville and area residents come from all over to attend the school. Businesses support the school by providing merchandise for various incentives and fund raising activities when called upon to do so.

The current staff at Veterans Memorial Early College High School is comprised of 134 teachers, 7 campus administrators, 7 counselors, 2 librarians, 21 professional support personnel and 15 educational aides. The ethnicity of the Veterans Memorial Early College High School staff is diverse with 82% Hispanic, 16% Caucasian, and 2% African American. The teaching staff is also 55% male and 45% female.

Veterans Memorial Early College High School promotes numerous student clubs and organizations. Students are encouraged to participate in as many of the many extracurricular activities offered at our campus: fine arts, athletics, student council, and a host of other clubs and organizations. Additionally, our school promotes student involvement in all district co-curricular activities (including Science Fair, National History Day, and UIL Academics). Many of these activities lead to campus level competitions where the winners of these contests move on to compete at the District, Regional, State, and National levels.

School Namesake: **Veterans Memorial Early College High School**

School Colors: **Red, White and Blue**

School Mascot: **Chargers**

School Song:

Hail to you, Veteran's High, you've become our home...

Veteran's High, hear our song, help us to be strong...

As we see all our dreams, guide us to those dreams...

We shall strive to succeed, with our humble deeds...

You're our home, we're your own, Hail to Vete-ran's High

School Motto: **Home of the Brave!**

Annual Campus Goals

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

- By the end of school year 2017-2018, EOC ELA scores will be above 90%.
- By the end of school year 2017-2018, EOC Math scores will continue to be above 80%
- By the end of school year 2017-2018, EOC Science Test scores will continue to be above 80%
- By the end of school year 2017-2018, EOC Social Studies scores will continue to be above 90%.
- By the end of the school year 2017-2018, all special education test takers will meet ARD expectations in all test subject areas.
- To sustain and increase yearly student attendance to 97%.
- The School will maintain a safe and disciplined environment conducive to student learning.
- The School will increase parental involvement to support an environment conducive to student learning.
- By the end of the school year 2017-2018, all students, teachers, and support staff will have received the necessary budgetary resources to support classroom and support staff instruction.
- Students will be encouraged and challenged to meet their full physical educational potential in order to improve health and quality of well-being
- Increase the graduation rate/decrease dropout rate

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

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Comprehensive Needs Assessment

Needs Assessment Overview

| Area Reviewed | Summary of Strengths | Summary of Needs | Priorities |
|---------------------|---|---------------------------------|---|
| | What were the identified strengths? | What were the identified needs? | What are the priorities for the District, including how federal and state program funds will be used? |
| Demographics | <ul style="list-style-type: none"> • Increase in enrollment • Academics • At Risk Program • Fine Arts Department • Athletics Department • CTE Department • Provide effective programs for At-Risk students • Increase and maintain graduation rates to meet district goals • Provide more credit recovery opportunities to keep students from dropping out • Provide more ongoing training for teachers in all areas of curriculum • Increase participation in Dual Enrollment HS Program by hiring qualified teachers • English I EOC Percentage of Level 2 Satisfactory and Level 3 Advanced for LEP and Special Education Students. (STAAR /EOC) • English II EOC Percentage of | | <ol style="list-style-type: none"> 1. Programs such as A+ will be provided for at risk students to potentially catch up to their cohort after school transportation will be provided. CIP (3.1.1) 2. Counselors, AT Risk Counselor, and the Program Specialist will monitor graduation rates during the school year. CIP (3.1.2,3.1.3) 3. Provide Recovery Credit Opportunities during the school year for our students before and/or after-school to keep them from dropping out after school transportation will be provided. CIP (3.1.1) 4. Offer training for campus personnel including, but not limited to, DISTRICT ALIGNED CURRICULUM, Microsoft, Outlook, and Compass Odyssey. CIP (1.1.12, 1.1.14, 1.1.15, 1.1.16, 1.1.17, 1.2.5, 1.2.6, 1.2.8, 1.2.18, 1.2.19, 1.2.20, 1.2.21, 1.2.24, 1.3.5, 1.3.6, 1.4.3, 1.5.4, 1.5.7, 1.5.8, 1.7.3, 1.7.11) 5. Hire teachers who are eligible to teach UTB Dual Enrollment Courses. CIP |

Level 2 Satisfactory and Level 3 Advanced for LEP and Special Education Students. (STAAR /EOC)

- (1.7.4)
6. Provide Professional development for all teachers in the area of English Language Proficiency Standards (ELPS) for Reading/Writing Instruction and STAAR Reporting Categories. CIP (1.2.18, 1.1.14)
 7. Provide professional development for all teachers who provide instruction to Special Education students on ELAR/SLAR TEKS, ELPS, CCRS, and STAAR Reporting Categories. CIP (1.1.18)
 8. Provide professional development on ELAR/SLAR DISTRICT ALIGNED CURRICULUM and alignment to all state adopted texts. CIP (1.2.5)
 9. Provide data analysis based on ELAR/SLAR student expectation and reporting Categories from the 2015 STAAR Reading/Writing assessments. CIP (1.2.24)
 10. Provide migrant students with school supplies and clothing on an as needed basis to ensure their success CIP (7.1.7)
 11. Food and needs pantry will be set up to provide students identified as homeless with basic clothing, school and hygiene supplies (3.1.17)
 12. PFS/Migrant students will have access to a specialized computer lab in order to offer supplemental academic and/or instruction support at the campus level. This support will increase the migrant students' opportunity and accessibility to obtain a high quality education through the use of computers for credit accrual and acceleration, on-line resources to conduct research, and to

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| <p>Student Achievement</p> | <ul style="list-style-type: none"> • Gap closing between achievement of At-Risk and Non-At-Risk students • Disaggregation of PEIMS Student Data • Analyze Enrollment Report • At Risk programs offered at campus <p>PGP in place at campus</p> <ul style="list-style-type: none"> • Veterans Memorial TAKS/EOC scores were above the district average • Train teachers on the disaggregation of student achievement data using Aware • Identify students who are making progress in local and district benchmarks to show growth from previous testing scores and provide interventions for their success. • Increase 9th grade ELA scores by 10% to surpass the state standard. • Increase EOC scores for all subpopulations -primary and re testers. • Increase EOC scores for ELL and SPED students in all areas • Meet standards for AMOA I, II, and III. | | <p>finish homework and/or project. (7.1.20)</p> <ol style="list-style-type: none"> 1. Teachers will be trained on the use of Aware to disaggregate data to provide effective instruction on an individual basis. CIP (1.1.17, 1.2.5, 1.4.3) 2. Identify students who are making progress in local and district benchmarks to show growth from previous testing scores and provide interventions for their success. Careful consideration of testing participation requirements are carefully reviewed for students. CIP (1.1.11, 1.1.12, 1.2.3, 1.2.17, 1.2.23) 3. Provide tutorials before and/or after school, and on select Saturdays to increase student achievement based on their local and district benchmark scores. Paper, workbooks and general supplies will be provided for this task. Transportation will be provided.CIP (3.1.1) 4. Core Area teachers will meet every during their common planning period to align their curriculum across grade levels. CIP (1.1.2, 1.1.3) 5. Summer programs will be implemented to ensure students have a foundation before transitioning from middle school to high school.(Summer Bridge, Algebra camp) CIP (3.1.19) 6. Provide Recovery Credit Opportunities during the summer for our students to keep them from dropping out. CIP (3.1.20) 7. Parent Liaisons will be reimbursed for mileage for home visits for attendance, |
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| | | | <p>address verification, parent contact etc.(6.1.10)</p> <p>8. Student will be given multiple opportunities to read for enjoyment (1.2.1)</p> <p>9. The LUCHA program will be set up to help target the needs of our ELL Newcomers. (3.1.10, 3.1.11)</p> <p>10. Student will receive motivation through receiving medals, awards, certificates etc. to honor outstanding achievement in the academic areas. (3.1.21)</p> |
| <p>School Culture and Climate</p> | <ul style="list-style-type: none"> • Teacher ratio to student ratio • Aligned curriculum • Parental support • Facilities are state of the art • Tutorials and after school programs offered • Conduct surveys from parents, teachers and students for campus improvement. • Increase the opportunities offered for credit recovery programs. • College Going Culture • Conduct surveys from parents, teachers and students for campus improvement. • Increase our Parental Involvement throughout the year. | | <ol style="list-style-type: none"> 1. Credit recovery programs such as A+ will be implemented in STAR classes and after school. CIP (3.1.1, 3.1.4) 2. After school Tutorials will be specific. For instance, core teachers will teach for homework help, End of Course and/or TAKS/EOC. CIP (3.1.1) 3. Surveys need to be conducted at beginning of school year to focus on each campus improvement need based on parents, students, and teacher’s needs CIP (6.1.8) 4. Parental involvement will increase by 15% to include them in holiday events, parental monthly meetings, athletic events, fine arts events. CIP (6.1.1, 6.1.4, 6.1.5, 6.1.6) |

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| Staff Quality/ Professional Development | <ul style="list-style-type: none"> • Teacher Highly Qualified • Professional Development • Low teacher-student ratios • Course completions • Eduphoria Aware and TANGO allows teachers to create / maintain • Data for students PDAS - evaluation provide feedback • Many opportunities for Professional Development in core content area such as Pre-AP, GT hours, and AP on-going. <ul style="list-style-type: none"> ◦ Increase the opportunities of Professional Development in core content areas such as SIOP , Vested, Sheltered Instruction, ELL Strategies. ◦ Recruit highly qualified teachers by offering stipends. ◦ Recruit teachers highly qualified to teacher AP, Pre-AP, GT, and Dual Enrollment courses. | | <ol style="list-style-type: none"> 1. Teachers will be given the opportunity to attend Pre-AP, GT, AP and SIOP opportunities throughout the year for teacher growth. CIP (1.1.12, 1.2.5, 1.3.5,1.1.14, 1.2.8) 2. Increase the number of teachers who are highly qualified at the time of hire by offering stipends for composite certification and selected trainings. CIP (1.7.4) 3. New teachers will be assigned a teacher mentor upon their first year or hire for teacher success in the classroom. (1.1.4) 4. Core Area teachers will attend various district and Region One training to assist them in best practices to ensure success with all students. CIP (1.1.19, 1.2.6) 5. All teachers will have the opportunities to receive professional development from outside district sources and consultant to help them become or continue to be an more effective teacher. (1.1.20) 6. Supplies will be purchased to facilitate teacher staff development and professional development opportunities on campus (1.1.4) |
| Curriculum, Instruction, Assessment | <ul style="list-style-type: none"> • DISTRICT ALIGNED CURRICULUM driven • Vertical Alignment • Collaborating among administrators and teachers • Knowledge of STAAR ELA (H.S.) • Knowledgeable Department/Strand Leaders | <ul style="list-style-type: none"> • Increase ELA scores by 10% to surpass the state scores. • Meet with teachers to create local benchmarks • Knowledge of STAAR Reading and Writing (H.S.) • Knowledge of Depth of Knowledge (H.S.) • Knowledge of DISTRICT | <ol style="list-style-type: none"> 1. Increase ongoing Professional Development for the core areas. We will have at least one day every six weeks to plan out the following scope and sequence as a department to have an aligned curriculum across grade levels. CIP (1.1.2, 1.1.3) 2. Meet with teachers to create local benchmarks for all student populations |

- Knowledge of Reading/Expository 9-12
- Knowledge of Writing Conventions 9-12
- Implementation of ELAR/SLAR TEKS 9-12
- Implementation of ELPS 9-12
- Availability of various AP courses- high student participation on AP tests

ALIGNED
CURRICULUM/Textbook
Alignment (H.S.)

- Knowledge of CCRS 9-12
- Knowledge of Reading Literacy/Poetry 9-12
- Knowledge of Writing Literacy and Expository Texts 9-12
- Implementation of CCRS 9-12
- Increase all EOC Scores for ELL and SPED population
- Increase student performance on AP Tests

- to include, special education and bilingual to target students strengths and weaknesses. CIP (1.1.1, 1.1.2)
3. Provide Professional development for all teachers in the area of English Language Proficiency Standards (ELPS) for Reading/Writing Instruction and STAAR Reporting Categories. CIP (1.2.18, 1.2.22)
 4. Provide professional development for all teachers who provide instruction to Special Education students on ELAR/SLAR TEKS, ELPS, CCRS, and STAAR Reporting Categories. CIP (1.2.18, 1.2.22)
 5. Provide professional development on ELA/SLA DISTRICT ALIGNED CURRICULUM and alignment to all state adopted texts. CIP (1.2.5)
 6. Provide data analysis based on ELAR/SLAR student expectation and reporting Categories from the 2015 STAAR Reading/Writing assessments. CIP (1.2.5)
 7. Provide intensive intervention through research based instructional practices provided by the TLI Teacher Specialist and professional development training sessions. Targeted instruction will be data driven and targeted for students who are failing to meet passing standards or who are struggling in their classes. CIP (1.2.5, 1.2.17, 1.2.19, 1.2.20)
 8. The ESL/ELA, Science, Math, and Social Studies departments require supplies throughout the school year. This need is present because teachers must ensure that they have the

necessary materials to provide classroom instruction and comply with BISD and state curriculum standards. Supplies needed include paper, pencils, pens, printing materials, ink cartridges, markers, highlighters, index cards, paper clips, colored pencils, etc. CIP (1.1.5, 1.1.6)

9. The Core area department representatives along with teacher support staff will attend the Texas Assessment Conference and other conference such as CAST, technology conference, TCEA to gain better insight and understanding of the STAAR/EOC (1.2.6)
10. The Core Area Department Representations will attend the Region One Technology Conference or TCEA (Texas Computer Education Association) to gain better insight on how to effectively implement technology in the instructional classroom to make gains in student achievement. (1.2.6, 1.1.19)
11. Teachers will prepare students for AP exams by attending professional developments, such as APSI, and by implementing the use of technology, such as Shmoop. (1.6.1)

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| Family and Community Involvement | <ul style="list-style-type: none"> • Parental Meetings • Parent Feedback <ul style="list-style-type: none"> ◦ Parental Center needs to be developed and involved on an ongoing basis. ◦ Increase participation in parent meetings for all subpopulations | | <ol style="list-style-type: none"> 1. Increase parental involvement in the decision making process of the campus. CIP (6.1.7) 2. Increase the number of participation in campus and migrant parent meetings. Increase parent contact and high interest topics. CIP (6.1.6, 7.1.14) 3. Parent Liaison and Migrant Clerk will order supplies (snacks) throughout the school year to ensure that they have the necessary equipment to have successful parent meetings. (6.1.8, 7.1.14) |
| School Context and Organization | <ul style="list-style-type: none"> • Monthly meetings • Assistance in teacher monitoring • Equal disbursement of duty responsibilities • Each class has one grade level counselor | <ul style="list-style-type: none"> • Utilize community agencies to assist student At-Risk of dropping out | <ol style="list-style-type: none"> 1. Campus needs to have more networks with outside agencies to help our At Risk students with a community support to empower them to stay in school by fostering a one-to-one relationship with students, providing a safe place to learn at the school, connecting student with needed medical/health services, and helping student with career planning . CIP (3.1.8) |
| Technology | <ul style="list-style-type: none"> • Upgraded network infrastructure • Use of Aware by Administrators and Teachers to view student results on formal assessments • TST • Use of ESchools program among administration and parents to view student progress • More wireless access points • Additional resources are needed for technology integration including: Elmo's, | | <ol style="list-style-type: none"> 1. Campus needs improvement in its cable network, wireless infrastructure, and instructional workstations as we move closer to a 1:1 solution for students. CIP (8.1.10) 2. Only 40% of our campus teachers have ELMO's, projectors, CPS, smart boards to increase the use of technology in the classroom. CIP (1.1.5, 1.4.3) 3. Campus needs accessibility to instructional technology devices in order to improve student achievement: Desktops, Laptops, Printers, IPADs, sound system, document cameras, projectors, smartboards, scanners and |

Projectors, Smartboards

- Campus need accessibility to instructional technology devices in order to improve student achievement:
Desktops, Laptops, Printers, IPADs
- Increased accessibility to computers for all students
- New Software needed.

portable screens. CIP (1.1.5, 3.1.9).

4. Computers will provide accessibility to instructional programs that would increase student interaction and engagement in the learning process. The level of technology integration into classroom instruction by teachers and students will be increased. On-line resources and materials such as Study Island, Compass Odyssey, Think through Math and Living with Science, Shmoop will be used to improve student performance. (1.1.13, 3.1.6, 8.1.7)
5. New software that is in line with current TEKS will be purchased. (8.1.7)
6. Professional Development will be offered by the TST for students and teachers to ensure proper integration of technology in the classroom. Teachers will be encouraged to seek professional development outside of contract hours offered by the Technology Dept, attend the Region One Technology Conference and TCEA Texas Computer Education Association.) (1.2.6, 1.1.19)
7. Teachers will integrate the use of computers and will require a technology project from the students on a 6 weeks basis. (8.1.7)

Demographics

Demographics Summary

Veterans Memorial Early College High School views demographics data on a daily basis. The student population served at Veteran Memorial Early College High School is approximately 1900 students and serves students in the ninth through twelfth grade. According to the PEIMS Data Review of our campus profile, the student population includes: 96.8% Hispanic, 2.1% White, .3% African American, .8% Asian, 6.8% English Language Learners (ELL), 92.1% Economically Disadvantaged, 34.4% At-Risk, 1.31% Migrant, 21.4% Gifted and Talented, and 7.7% Special Education. Enrollment numbers for veterans Memorial Early College High School has remained steady. A total of 709 students are identified as at-risk with the highest number of at-risk students being Hispanic and Economically Disadvantaged. Additionally, the retention rate is as follows: All students-5%, At-risk students-95%. The attendance rates for 2015-2016 school is 96.06 % for all students and 94.52% for At-risk students. The Drop out rates for the 2014-2015 school year is 1% for all students and 1 % for At-risk students. The Graduation rates for the 2014-2105 school year is 95.92% for all student and 93.78% for At-Risk students. Of the many focuses of data, we daily monitor our attendance and At-Risk student population. Once attendance is taken on a daily basis, we view our average daily attendance to see if we have met our attendance goals. Once we identify that we have not met our attendance goals, we make sure to call the parents of students who are absent and work to make sure absences are excused. If students are consistently absent, we make sure to conference with parents or send the Parent liaison for a home visit. When students are identified as At-Risk, administrators, counselors, Drop out Prevention Specialist and teachers begin consistent progress monitoring to make sure students are academically successful. State Compensatory funds are allocated to provide additional before or after-school tutorials as well as Saturday Academies. Procedures for overseeing demographic concerns include verifying daily attendance, verifying tutorial attendance (before-school, after-school, and Saturday tutorials), allotting time for teacher and parent conferences, and purchasing additional resources.

Demographics Strengths

- Increase in enrollment
- Academics
- At Risk Program
- Fine Arts Department
- Athletics Department
- CTE Department

Demographic Needs

- Provide effective programs for At-Risk stude
- Maintain graduation rates to meet district goals
- Provide more credit recovery opportunities to keep students from dropping out
- Provide more ongoing training for teachers in all areas of curriculum
- Increase participation in Dual Enrollment HS Program by hiring qualified teachers

- English I EOC Percentage of Level 2 Satisfactory and Level 3 Advanced for LEP and Special Education Students. (STAAR /EOC)
- English II EOC Percentage of Level 2 Satisfactory and Level 3 Advanced for LEP and Special Education Students. (STAAR /EOC)
- Address the needs of all student populations with a focus on the academic success of IDEA, CTE, ESL, and Migrant.

Student Achievement

Student Achievement Summary

Critical to the academic success of Veterans Memorial Early College High School is the disaggregation of students' assessment data. Data is disaggregated consistently to identify the areas needing improvement such as meeting states students' expectation and TEKS mastery. Data disaggregation is done on a three week basis through the analysis of progress monitoring, student grades, percentages of students on a RTI plan, local and district benchmarks. Administrators and teachers look at students' scores and break down the test objectives by class period. Once weaknesses are identified, teachers plan instruction accordingly to strengths and weaknesses of each class period and by student. The data is also disaggregated within subpopulations: IDEA, CTE, ESL, Migrant, ethnicity, Economically Disadvantaged, and At-Risk. End-Of-Course All Students Summary: English 1: 71%; English 2: 72%; Algebra 1: 82%; Biology: 92%; United States History: 97%. The trends identified when student performance scores were compared over a period of 3 years demonstrate that the students are steadily making gains in achievement. Our greatest area of need is in both English 1 and English 2. Performance variation between all groups:

English Language Arts 1: At-Risk 53%, Economically Disadvantage 68%, Hispanic 70%, White 100%, Female 78%, Male 65%, Gifted and Talented 99%, LEP 24%, Migrant 44%, Special Education 35%.

English Language Arts 2: At-Risk 51%, Economically Disadvantage 81%, Hispanic 81%, White 92%, Female 84%, Male 78%, Gifted and Talented 98%, LEP 29%, Migrant 19%, Special Education 45%.

Algebra 1: At-Risk 75%, Economically Disadvantage 81%, Hispanic 82%, Female 82%, Male 81%, Gifted and Talented 89%, LEP 68%, Migrant 18%, Special Education 50% .

Biology: At-Risk 89%, Economically Disadvantage 94%, Hispanic 94%, White 94%, Female 95%, Male 94%, Gifted and Talented 100%, LEP 70%, Migrant 80%, Special Education 72%.

United States History: At-Risk 91%, Economically Disadvantage 97%, Hispanic 97%, White 100%, Female 97%, Male 98%, Gifted and Talented 100%, LEP 72%, Migrant 90%, Special Education 84%.

The trends when all students performance was compared with all student groups indicate that students in most areas are making gains and the gap of achievement is closing for the At-Risk population. It also show that our areas of need are the LEP and SPED populations. Although the SPED populations have made gains in several areas.

Student Achievement Strengths

- Gap closing between achievement of At-Risk and Non-At-Risk students

- Disaggregation of PEIMS Student Data
- Analyze Enrollment Report
- At Risk programs offered at campus
- PGP in place at campus
- Veterans Memorial EOC/STAAR scores were above the district average

Student Achievement Needs

- Train teachers on the disaggregation of student achievement data using Aware and/or TANGO
- Identify students who are making progress in local and district benchmarks to show growth from previous testing scores and provide interventions for their success.
- Increase 9th grade ELA scores by 10% to surpass the state standard.
- Increase EOC scores for all subpopulations -primary and re testers.
- Increase EOC scores for ELL and SPED students in all areas
- Meet standards for AMOA I, II, and III.
- Migrant students will be provided with school supplies and personal items to ensure their academic success.
- All students will be given opportunity to read for enjoyment

School Culture and Climate

School Culture and Climate Summary

The campus analyzes the school culture and climate to ensure that students are being provided with a safe and disciplined environment conducive to student learning. Administrators and teachers meet once on a six weeks basis to discuss matters related to providing a positive school culture and climate. The SBDM representatives bring issues and concerns to the monthly meetings. Campus long range plans, policies and procedures, and safety issues are communicated to both parents and community members to assist the campus in providing a positive culture and climate. Parents are strongly encouraged to get involved in volunteering opportunities that will assist their child's education. Issues are reviewed and discussed through consistent dialogue and both administrators and teachers created a plan to improve issues that affect School Culture and Climate.

School Culture and Climate Strengths

- Teacher ratio to student ratio
- Aligned curriculum
- Parental support
- Facilities are state of the art
- Tutorials and after school programs offered
- District Supper programs are available for students needing remediation afterschool and during Saturday academies
- Conduct surveys from parents, teachers and students for campus improvement.

School Culture and Climate Needs

- Increase the opportunities offered for credit recovery programs.
- College Going Culture
- Conduct surveys from parents, teachers and students for campus improvement.
- Increase our Parental Involvement throughout the year.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The campus uses a hiring committee composed of administrators and teachers to make hiring determinations. A record of how applicants interviewed and an evaluation instrument is used to document applicant responses and administrators' and teachers' feedback on the applicants. Teacher performance records are kept by the school principal. Novice teachers are provided a grade-level mentor and an administrative mentor so that they have success in their profession.

Staff Quality, Recruitment, and Retention Strengths

- Teacher Highly Qualified
- Professional Development
- Low teacher-student ratios
- Course completions
- Eduphoria Aware and TANGO allows teachers to create / maintain assessments
- Data for students- evaluation provide feedback
- Many opportunities for Professional Development in core content area such as Pre-AP, GT hours, and AP on-going.

Saff Quality, Recruitment, and Retention Needs

- Increase the opportunities of Professional Development in core content areas such as SIOP , Vested, Sheltered Instruction, ELL Strategies.
- Recruit highly qualified teachers by offering stipends.
- Recruit teachers highly qualified to teach AP, Pre-AP, GT, and Dual Enrollment courses.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Curriculum, Instruction, and Assessment are one of the most important aspects of the campus. Everyday decisions are made regarding Curriculum, Instruction, and Assessment. Veterans Memorial implements district decisions curriculum (DISTRICT ALIGNED CURRICULUM) and assessments as required by the state of Texas. Veterans Memorial bases all of its instructions from the Texas Essential Knowledge and Skill (TEKS) and prepares students for state assessments. In doing this process, Veterans Memorial teachers plan lessons consistently. Administrators provide teachers with instructional resource and professional development opportunities. Veterans Memorial administrators and grade-level lead teachers guide and mentor new teachers. Planning for instruction and intervention is done as a whole through vertical and horizontal alignment. Collaboration is encouraged so that teachers learn from one another

Curriculum, Instruction, and Assessment Strengths

- DISTRICT ALIGNED CURRICULUM driven
- Vertical Alignment
- Collaborating among administrators and teachers
- Knowledge of STAAR ELA (H.S.)
- Knowledgeable Department/Strand Leaders
- Knowledge of Reading/Expository 9-12
- Knowledge of Writing Conventions 9-12
- Implementation of ELAR/SLAR TEKS 9-12
- Implementation of ELPS 9-12

Curriculum, Instruction, and Assessment Needs

- Increase ELA scores by 10% to surpass the state scores.
- Meet with teachers to create local benchmarks
- Knowledge of STAAR Reading and Writing (H.S.)
- Knowledge of Depth of Knowledge (H.S.)
- Knowledge of DISTRICT ALIGNED CURRICULUM/Textbook Alignment (H.S.)
- Knowledge of CCRS 9-12
- Knowledge of Reading Literacy/Poetry 9-12
- Knowledge of Writing Literacy and Expository Texts 9-12
- Implementation of CCRS 9-12
- Increase all EOC Scores for ELL and SPED population

- Full implementation of TLI strategies in the classroom.

Family and Community Involvement

Family and Community Involvement Summary

Veterans Memorial is committed to involving parents and community members to be involved in students' education. The parent liaison compiles data on parental participation attendance and meeting agendas for the SBDM committee. With that information, SBDM determines campus needs. In order to increase parental involvement attendance rates, parent and community member volunteer opportunities are available throughout the school year.

Family and Community Involvement Strengths

- Parental Meetings
- Parent Feedback

Family and Community Involvement Needs

- Parental Center needs to be developed and involved on an ongoing basis.
- Increase participation in parent meetings for all subpopulations

School Context and Organization

School Context and Organization Summary

The School Context and Organization Committee reviewed the decision making processes, the supervision structures, the schedules for all programs along with the forms of communication, both formal and informal that is in place at our campus.

School Context and Organization Strengths

- Monthly meetings
- Assistance in teacher monitoring
- Equal disbursement of duty responsibilities
- Each class has one grade level counselor
- Each class has one grade level administrator

School Context and Organization Needs

- Utilize community agencies to assist student At-Risk of dropping out

Technology

Technology Summary

The Technology committee met several times and looked at the STAR Chart, Fixed Assets Report along with the current hardware and software being utilized across grade level at the campus. The technology teacher was able to input as to the level of implementation and acquisition of the Technology TEKS as observed per grade level.

Technology Strengths

- Upgraded network infrastructure
- Use of Aware and TANGO by Administrators and Teachers to view student results on formal assessments
- TST
- Use of ESchools program among administration and parents to view student progress

Technology Needs

- More wireless access points
- Additional resources are needed for technology integration including: Elmo's, Projectors, Smartboards
- Campus need accessibility to instructional technology devices in order to improve student achievement: Desktops, Laptops, Printers, IPADs
- Increased accessibility to computers for all students
- New Software needed.
- Computer Labs needed.

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
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas 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
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

- Student failure and/or retention rates
- 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.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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


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: Campus Objective: 90% of our Veterans Memorial students tested will demonstrate "Approaches" Grade Level on the EOC English Language Arts, Algebra I, Biology, and US History tests. 45% of our Veterans Memorial students will demonstrate a Master Grade Level on STAAR/EOC, English Language Arts, Algebra I, Biology, and US History tests.

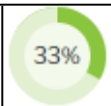
Evaluation Data Source(s) 1: STAAR/EOC



Summative Evaluation 1:


| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|------------|--|---|---|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Apr | June |
| <p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1</p> <p>1) Implement a coordinated systematic assessment plan (including the use of campus benchmarks, midmark checkopints, EOC results) at the district, campus, and classroom level to optimize instructional time in order to facilitate data for planning and curriculum purposes.</p> <p>Population 9th-12th Students: Bilingual, ESL, Migrant, Sp Ed., GT, Dyslexia, Pre-AP, AP, AR</p> <p>Timeline: As Strands weekly, As Departments monthly, October 2017, January 2018, February 2018, June 2018</p> <p>CNA-PAGE 12,13</p> | 1, 2, 4, 8 | Classroom Teacher Sp Ed Teachers Dyslexia Teacher Technology Principals Dean of Instruction | <p>Formative: Class Observations Midmark Checkpoints Benchmarks</p> <p>Summative: Final Exams End-of-Course Exams</p> |  | | | |


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| <p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>2) Teachers will meet throughout the school year to align the curriculum, scope and sequence and make decisions in regards to appropriate assessments and improvement of instruction.</p> <p>Population Teachers 9th-12th grade</p> <p>Timeline: August 2017-May 2018</p> <p>CNA-PAGE 10,12,13</p> | 2 | Principal Dean Core Area Department Assistant Principal | Formative: *Lesson plans *Framework *Scope and sequence *Sign-in Logs *Walk-through observations Summative: *Final Exams |  | | | |
| Funding Sources: No Funds Required - \$0.00 | | | | | | | |
| <p align="center">Critical Success Factors CSF 1</p> <p>3) Curriculum specialists and other consultants, in collaboration with campus Dean of Instruction will provide curriculum support to teachers. The Dean will also develop a teacher mentor system for new teachers to be successful in the classroom.</p> <p>Supplies will be purchased to facilitate staff development such as paper, printing supplies, file folders, markers.</p> <p>POPULATION 9th -12th Grade Teachers, AR, TI, LEP, MI</p> <p>TIMELINE October 2017 November 2017 January 2018 March 2018 April 2018 May 2018</p> <p>CNA-PAGE 10,12</p> | 4, 10 | Principal Administrator for State Compensatory Education Dean of Instruction | Formative: *PDS Session Attendance Report *Lesson Plans *Classroom Observations *Benchmark scores *Student Progress Reports Summative: *STAAR/EOC |  | | | |
| Funding Sources: 162 State Compensatory - \$69,483.00 | | | | | | | |



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| <p align="center">Critical Success Factors CSF 1</p> <p>4) Implement the use of technology into classroom instruction through the use of computers, smart boards, projectors, iPads, chrome books, sound system, cameras, camcorders, microphones, desktop/laptop computers and portable screens to reinforce critical thinking skills.</p> <p>Software: United Streaming, Scholastic</p> <p>POPULATION 9th - 12th grade students: LEP, ESL, Migrant, Special Ed., GT, Dyslexia Students, At Risk, Pre-AP</p> <p>TIMELINE October 2017 November 2017 January 2018 March 2018 April 2018</p> <p>CNA- PAGE 15</p> | 1, 2 | Classroom Teacher Sp Ed Teachers Dyslexia Teacher Technology Dean of Instruction | Formative: *Progress Monitoring *Walk-through Observations *Lesson Plans Summative: *Final Exams *End-of-course Exams |  | | | |
| Funding Sources: 211 Title I-A - \$78,039.00, 162 State Compensatory - \$17,000.00 | | | | | | | |
| <p align="center">Critical Success Factors CSF 1</p> <p>5) Core Area departments will order supplies and printing services throughout the school year to ensure that they have the necessary tools to complete their curriculum. Items include workbooks,copy paper, pencils, pens, printing supplies, etc.</p> <p>POPULATION 12th grade Students; Bilingual, ESL, Migrant, Sp. Ed. GT, Dyslexia, Pre-AP, AP, At-Risk</p> <p>TIMELINE October 2017-November 2017-January 2018-March 2018- April 2018</p> <p>CNA- PAGE 14</p> | 1, 2, 4, 5, 10 | -Core Teacher -Dean of Instruction | Formative: Invoice Forms Purchase Order Documentation Inventory Logs Summative: Lesson Plans |  | | | |
| Funding Sources: 211 Title I-A - \$72,500.00, 163 State Bilingual - \$3,600.00 | | | | | | | |

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|---|-------------|---|---|---|---|---|--|
| <p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>6) The Core Departments will hold cluster vertical and horizontal alignment meetings to share teaching practices and strategies in order to facilitate students' transition from Middle to High School.</p> <p>POPULATION 9th grade teachers, 8th grade teachers from cluster middle Schools</p> <p>TIMELINE September 2017-February 2018-March 2018-April 2018-May 2018</p> | 2 | Dean of Instruction Dept Heads 8th grade teachers from cluster Middle Schools 9th grade teachers Core Curriculum Specialists | Formative: Student work samples Evaluation Sheets Assessment data Summative: Plan of Action | ✗ | ✗ | ✗ | |
| Funding Sources: No Funds Required - \$0.00 | | | | | | | |
| <p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>7) Support research-based response to intervention (RTI) strategies, including tutorials and remediation for students diagnosed as performing below campus established proficiency levels so that struggling students gain a year or more in progress.</p> <p>POPULATION 9th-12th grade students: ESL, Migrant, Sped. Educ., GT, Dyslexia, Pre-AP, AP, At-Risk</p> <p>TIMELINE October 2017-November 2017-January 2018-March 2018-April 2018</p> | 1, 2, 8, 10 | Core Math Teachers Special Education Dean of Instruction | Formative: Tutorial rosters Diagnostic test results from previous years Failure lists Classroom Assessments Benchmarks Summative: Final Exams End-of-Course Exams |  | | | |
| Funding Sources: No Funds Required - \$0.00 | | | | | | | |

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| <p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>8) The Core Departments will meet every six weeks to continue improving specifications, format, item analysis and objectives of EOC so that they can provide focused instruction to improve student performance on EOC and disaggregate data on EOC Profile monitoring instrument.</p> <p>POPULATION Core Teachers, Special Education, Bilingual/ESL/Pre-AP/AP/GT Core teachers</p> <p>TIMELINE October 2017-November 2017-January 2018-March 2018-April 2018</p> | 1, 2, 8 | Core Dept Chair Dean of Instruction | <p>Formative: Meeting Minutes</p> <p>Summative: Lesson Plans Framework Scope and Sequence Benchmarks Student Assessments End-of-Course Exams Final Exams</p> |  | | | |
| <p>Funding Sources: No Funds Required - \$0.00</p> | | | | | | | |
| <p align="center">Critical Success Factors CSF 1</p> <p>9) Teachers will implement online resources/materials such as Odyssey and Living with Science, to improve student performance in the classroom and on state assessments. Purchase ongoing site license for Compass Learning software to address students' weaknesses in Core Areas.</p> <p>POPULATION Core Area Students: ESL, Migrant, Sp. Ed., GT, Dyslexia, Pre-AP, AP, At-Risk</p> <p>TIMELINE August 2017-May 2018</p> <p>CNA PAGE 15</p> | 2 | Administration Core Area Depts. | <p>Formative: Student participation Class Observations Lesson Plans</p> <p>Summative: Student Assessments Final Exams End-of-Course Exams</p> |  | | | |
| <p>Funding Sources: 162 State Compensatory - \$3,000.00</p> | | | | | | | |

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| <p>System Safeguard Strategy Critical Success Factors CSF 1</p> <p>10) Professional development opportunities will be offered for Core teachers for growth in the areas of: Pre AP, GT, AP, SIOP ESL/LEP Implementation of academic supports in classroom instruction (word walls, academic vocabulary, anchor charts, visuals, etc.) Note: Teachers will also receive stipends for certain selected training.</p> <p>POPULATION Core Teachers: Bilingual, ESL, Migrant, Sp. Ed., GT, Dyslexia, Pre-AP, AP, At-Risk</p> <p>TIMELINE August 2017 May 2018</p> <p>CNA- PAGE 12</p> | 1, 2, 3, 4 | Core Area Depts. Principals, Dean of Instruction | <p>Formative: Teacher Evaluations Session Certificate of Completion</p> <p>Summative: Lesson Plans Student Assessments Final Exams End-of-Course Exams</p> |  | | | |
| <p>Funding Sources: 166 State Special Ed. - \$1,500.00</p> | | | | | | | |

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| <p align="center">Critical Success Factors CSF 1</p> <p>11) Provide professional development that supports District Aligned Curriculum so that teachers will have all updates of the DISTRICT ALIGNED CURRICULUM as requested (IP 2.5) AYP</p> <p>Core teachers and administration will participate in on-going education by participating in Content Specific Conferences (CAMT, NCUST, CAST, RGVSA) Texas Assessment Conference, APSI Summer Institute, Region One Technology Conference, Legal Issues Conferences, Texas Computer Education Association, district and Region I in-services to improve curriculum awareness 9th-12th Grade Teachers</p> <p>TI MI LEP SE AR GT DYS CTE</p> <p>TIMELINE Sept 2017 Oct 2017 Nov 2017 Dec 2017 Feb 2018 Apr 2018 May 2018</p> <p>CNA- PAGE 8, PAGE 9, PAGE 10, PAGE 14,</p> | <p>1, 4</p> | <p>9th - 12th Grade Teachers Math Specialist Dean of Instruction (DISTRICT ALIGNED CURRICULUM Leadership Team) Principal Bilingual /ESL Administrator</p> | <p>Formative: Session Evaluations Class Observations Walkthroughs Vertical and Horizontal Alignment Meetings Meeting Minutes Benchmarks Teacher Evaluations</p> <p>Summative: Lesson Plans Student Assessments Final Exams</p> |  | | | |
| <p>Funding Sources: 211 Title I-A - \$15,500.00</p> | | | | | | | |

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| <p>Critical Success Factors CSF 1</p> <p>12) Provide professional development that increases the content and pedagogical level of teachers in order to support the DISTRICT ALIGNED CURRICULUM (IP 2.6) PBMAS</p> <p>POPULATION 9th-12th grade teachers: TI, MI, LEP, SE, AR, GT, DYS, CTE</p> <p>TIMELINE 1st through 5th Six Weeks 2017-2018</p> | 4 | Principal Assistant Principals Dean of Instruction Counselors Math teachers Math Specialists Special Ed. Teachers CTE Teachers | Formative: Session Evaluations Class Observations Walkthroughs Summative: Lesson Plans Student Assessments Final Exams |  | | | |
| <p>13) CTE, Special Education and Bilingual/ESL Department support staff will provide in classroom support and monitor implementation of appropriate instructional strategies for these populations which ultimately results in interdisciplinary/multi-disciplinary projects integrating all appropriate content areas. (IP 2.17, 3.22)PBMAS</p> <p>POPULATION Secondary students: LEP, ESL , MI, SE, GT, DYS, AR, CTE</p> <p>TIMELINE August 2017 to May 2018</p> | 2 | Principals Dean of Instruction Bilingual Staff ESL Staff Special Ed. Admin. Special Ed. Teachers CTE Teachers CTE Staff | Formative: CTE Evaluations CTE Teacher plans Summative: District Benchmarks TAKs and/or EOC scores in reading/ELA, Math, and Science for CTE, Special Education, and ELL students. Increased numbers of Distinguished Achievement Plan graduates for CTE |  | | | |
| Funding Sources: No Funds Required - \$0.00 | | | | | | | |

 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue


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 Veterans Memorial students tested will demonstrate "Approaches" Grade Level STAAR Standards on the EOC English Language Arts tests. A minimum of 45% of our Veterans Memorial students will demonstrate a "Masters" Grade Level on STAAR/EOC, English Language Arts tests.


Evaluation Data Source(s) 2: STAAR/EOC


Summative Evaluation 2:



| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|----------------------|---------|---------|-----------------------------------|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Apr | June |
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| <p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Provide students opportunities to read for enjoyment in order to gain an appreciation for literature through the use of the following; *Sustained Silent Reading *Open-Ended comprehension question for reading of choice * Incentives *Reader's Theater *Read A Thon *Book Talk *Reader s Cafe *Read Across America *National Book Week *National Library Week *Library aides will support the English Language teachers with the scheduling of classes, etc.</p> <p>POPULATION Bil, GT, Pre-AP, AP, Special Education, Migrant, At Risk, CTE students</p> <p>TIMELINE October 2017-November 2017-January 2018-March 2018-April 2018</p> <p>CNA page 12</p> | 2 | <p>Regular Classroom Teacher Sp. Ed. Teachers Dyslexia Teachers Content Area Teachers Dean of Instruction Principals Librarians</p> | <p>Formative: Six weeks grades Lesson Plans Teacher Observations</p> <p>Summative: Increased attendance Decreased referrals Six Weeks Exams Final Exams End-of-Course Exams</p> |  | | | |
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| <p style="text-align: center;">Critical Success Factors CSF 1</p> <p>2) Students will participate in curricular courses as well as extracurricular activities in order to develop language usage and improve proficiency. Suggested: * Debate/Mock Trial * Journalism * Advanced Placement * Distinguished Achievement Plan * Upper Level English Courses * Dual Enrollment/Concurrent Enrollment * Reading Smart Program for our ELS population.</p> <p>POPULATION All at risk students</p> <p>TIMELINE October 2017-November 2017-January 2018-March 2018-April 2018</p> | 2 | <ul style="list-style-type: none"> -Regular Classroom Teacher -Sp. Ed. Teachers -Dyslexia Teachers -Content Area Teachers -Principals -Language Arts Specialist -Dean of Instruction -Dual Enrollment Teachers | <p>Formative:</p> <ul style="list-style-type: none"> * Number of Students with Recommended and Distinguished Graduation Plans * Number of students taking AP/SAT/ACT exams * Number of students taking Language Arts AP tests for credit * Benchmark testing schedule & results <p>Summative:</p> <ul style="list-style-type: none"> * End-of-Course Exams * Increased attendance * Decreased referrals * Final Exams |  | | | |
|---|---|--|---|--|--|--|--|





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| <p style="text-align: center;">Critical Success Factors CSF 1 CSF 7</p> <p>3) Implement intervention through the Response to Intervention (RtI) 3 Tier Model in order to support student academic growth and success.</p> <ul style="list-style-type: none"> * Universal Screening * All interventions should be scientifically based on research. * Documentation of interventions and progress monitoring * Use data to identify areas of need * Monitor progress of struggling student * Adjust instruction/interventions * Review student outcome data to evaluate instruction * REVIEW360 <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 (IP 1.11)AYP</p> <p>POPULATION</p> <p>9th - 12th grade Teachers: SE, DYS, GT, LEP, MI, Recent Immigrants, AR</p> <p>TIMELINE</p> <ul style="list-style-type: none"> -August 2017-September 2017-October 2017-November 2017-December 2017-January 2018-February 2018-March 2018-April 2018 <p>CNA- PAGE 11</p> | <p>1, 2, 3, 4</p> | <ul style="list-style-type: none"> -Classroom Teachers -Special Education Teachers -Dyslexia Teachers -Bilingual Education Department -Special Education Department -Dean of Instruction - Curriculum Specialists | <p>Formative:</p> <ul style="list-style-type: none"> - Progress Monitoring - Pre/Post Tests - Benchmark Results <p>Summative:</p> <ul style="list-style-type: none"> - Final exams -End-of-course Exams |  | | | |
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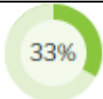



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| <p align="center">System Safeguard Strategy Critical Success Factors CSF 1</p> <p>4) Staff and Personnel will work diligently with our At- Risk population to help improve EOC scores in all the content areas by providing small group instruction and additional support in and out of the classroom.</p> <p>POPULATION 9th -12th grade-AT Risk Students</p> <p>TIMELINE August 2017-May 2018</p> <p>CNA-PAGE 8, PAGE 9, PAGE 15</p> | 1, 2, 8 | Teachers Principal Dean of Instruction Counselor Nurses Instructional Aides | Formative: Lesson Plans Benchmarks Summative: Success on state assessments End-of-Course Exams |  | | | |
| Funding Sources: 211 Title I-A - \$515,524.00 | | | | | | | |



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| <p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>5) Provide Language Arts Professional Development for new and existing secondary reading, English, ESL, Special Educ., and dyslexia teachers in order to implement comprehensive ELAR/SLAR instructional program. **DISTRICT ALIGNED CURRICULUM **Response to Intervention (RTI) **New State Adopted Texts **CCRS (College and Career Readiness Standards) **Curriculum Alignment Document Training **STAAR EOC - English I, II, and III **Aware Disaggregation of data **Pre-AP / GT **Writing Across the Curriculum **Effective research-based teaching practice. Implementation of academic supports in classroom instruction (word walls, academic vocabulary, anchor charts, visuals, etc.) (IP 1.1) AYP PBMAS</p> <p>POPULATION 9th - 12th grade Teachers: LEP-ESL-Migrant-Special Ed.-GT-Dyslexia Students-At Risk-Pre-AP-TI</p> <p>TIMELINE August 2017- July 2018</p> <p>CNA-PAGE 9, PAGE 10, PAGE 11, PAGE 13, PAGE 14</p> | 1, 2, 3, 4 | -9th- 12th grade teachers -Special Ed. Teachers -Dyslexia Teachers -Principals -Dean of Instruction -Lead Teachers/ Department Heads -Language Arts Specialists -Region 1 | Formative: *Classroom observations for implementation *Walkthroughs *Prof. Development Evaluations *Curriculum (lesson plans, framework, scope and sequence) Summative: *Progress reports *Reduction of Dyslexia referrals to Dyslexia and Special Education *Final Exams *End-of-Course Exams *TELPAS |  | | | |
| Funding Sources: 211 Title I-A - \$5,090.00 | | | | | | | |
| <p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>6) Provide Professional Development which utilizes intensive, multisensory, phonetic methods, as well as writing and spelling components, for Dyslexia Teachers in order to implement a complete comprehensive Dyslexia Program. ***All new Dyslexia teachers will complete a two year training in Basic Language Skills Dyslexia</p> | 1, 2, 4 | -Principal -Dean of Instruction -Assistant principal -Dyslexia Teachers -Section 504 Dyslexia Administrator -Dyslexia Lead Teacher | Formative: **Professional Development **Evaluations **Benchmarks Summative: **Teacher Transcripts **Lesson Plans |  | | | |

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| <p>Reading Program</p> <p>***Program training for all Dyslexia teachers of students in grades 6 - 12 in Multisensory Reading and Spelling</p> <p>***Continue training for all Dyslexia teachers in areas that support and expand their current knowledge base in Orton-Gillingham approaches and current trends</p> <p>***Continue to provide professional development for general education campus teachers in areas of Dyslexia characteristics, Dyslexia student identification and implementation of accommodations</p> <p>***Dyslexia teachers will be committed to achieving the level of expertise in completing the Dyslexia Practitioner Preparation Program</p> <p>***Dyslexia teachers will be committed to revising or updating the newly developed District Teacher and Dyslexia Program Operating Guidelines on a yearly basis.</p> <p>***Dyslexia teachers will receive Neuhaus Curriculum training as per district requirement</p> <p>***All dyslexia teachers will provide a dyslexia overview at the beginning of the school year as per district requirement. This will provide early recognition of dyslexia characteristics in order for RTI Implementation to begin in a timeline basis with the additional benefit of earlier assessment and identification of dyslexic students.</p> <p>POPULATION Core Area Teachers 9th-12th</p> <p>TIMELINE August 2017-September 2017-October 2017- November 2017-December 2017</p> <p>CNA-PAGE 9, PAGE 13, PAGE 15, PAGE 17</p> | | | | | | | | | | | |
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| <p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>7) Teams of English teachers will attend ESL Training for Teachers. Sheltered Instruction Observation Protocol will be utilized for ELA teachers working with students who are ELL. (Addresses AYP)</p> <p>POPULATION 9th-12th grade teachers-Bilingual, ESL, Migrant, Sp Ed.</p> <p>TIMELINE October 2017-November 2017-January 2018-March 2018-April 2018</p> <p>CNA-PAGE 9, PAGE 13</p> | 1, 2 | B.I.S.D. ESL Coordinator | <p>Formative: **Classroom Observations **Lesson Plans</p> <p>Summative: **TELPAS **End-of-course Exams **Final Exams</p> |  | | | |
| <p align="center">Critical Success Factors CSF 1</p> <p>8) Veterans Memorial will serve all identified ELL students with Parental Approval through the recommended district ESL program. Home language survey during registration will be used for identification of ELL.</p> <p>POPULATION 9th-12th grade students: Bilingual, ESL, Migrant, Sp Ed., GT, Dyslexia, Pre-AP, AP</p> <p>TIMELINE August 2017-September 2017-October 2017-November 2017-January 2018-March 2018-April 2018</p> | 2, 10 | LPAC committee ESL Teachers | <p>Formative: **Classroom Observation **Walk-Through Observations **Lesson Plans</p> <p>Summative: **TELPAS **End-of-Course Exams **Final Exams **Stanford 10 (SAT 10)</p> |  |  |  | |
| Funding Sources: No Funds Required - \$0.00 | | | | | | | |

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| <p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>9) The LPAC committee will meet on a regular basis to review pertinent information on LEP students.</p> <p>POPULATION Students: Bilingual, ESL, Migrant, Sp Ed., GT, Dyslexia, Pre-AP, AP</p> <p>Teachers: LPAC Committee Members</p> <p>TIMELINE August 2017-September 2017-October 2017- November 2017-January 2018-March 2018-April 2018</p> | 2 | LPAC committee ESL Teachers | <p>Formative: Meeting Minutes Session Evaluations Progress Monitoring</p> <p>Summative: TELPAS Stanford 10 (SAT 10)</p> |  |  |  | |
| <p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>10) Librarian will order supplies throughout the school year to ensure that they have the necessary databases, books, periodicals in order to maintain TEA standards of 12 to 1.</p> <p>POPULATION 9th-12th grade students: Bilingual, ESL, Migrant, Sp. Ed. GT, Dyslexia, Pre-AP, AP, At-Risk</p> <p>TIMELINE October 2017-November 2017-January 2018-March 2018-April 2018</p> | 2 | Librarian Dean of Instruction | <p>Formative: *Inventory Logs *Purchase Order Documentation</p> <p>Summative: *Class Visit Logs *Student Activity Logs *Book processing & circulation data</p> |  | | | |

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| <p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 7</p> <p>11) The English I Reading/Writing Percentage of Level 2 Approaches Grade Level and Level 3 Master Grade Level for ELL and Sp. Ed. Students will increase to meet passing standards on state assessments through monthly meetings and continuous collaboration between the department chairs, administrators, and faculty.</p> <p>POPULATION Students: Bilingual, ESL, Migrant, Sp. Ed. GT, Dyslexia, Pre-AP, AP, At-Risk</p> <p>TIMELINE October 2017-November 2017-January 2018-March 2018-April 2018</p> <p>CNA- PAGE 11</p> | 1, 2, 8 | <ul style="list-style-type: none"> *ESL Teachers *ELA Teachers *Dean of Instruction *Campus Administrators | <p>Formative: *Curriculum (lesson plans, framework, scope & sequence) *Walk through observations *Progress Monitoring *Benchmarks</p> <p>Summative: *Final Exams *End-of-Course Exams</p> |  | | | |
| <p>System Safeguard Strategy Critical Success Factors CSF 1</p> <p>12) Develop oral language skills and increase listening/speaking and reading/writing proficiency through the use of ELPS and ELAR strategies in the classroom in order for students to systematically transition to English literacy.</p> <p>POPULATION 9th - 12th students: LEP, MI, SE, GT, DYS, AR, AP, Pre-AP, TI</p> <p>TIMELINE August 2017- July 2018</p> <p>CNA-PAGE 14</p> | 1, 2 | <ul style="list-style-type: none"> Bilingual/ESL Teachers -9th-12th grade Teachers -Special Education Teachers -Dyslexia Teachers -Principals -Dean of Instruction | <p>Formative: *Benchmark testing *Teacher Observations *Progress Reports</p> <p>Summative: *Final Exams *End-of-Course Exams</p> |  |  |  | |
| <p>Funding Sources: No Funds Required - \$0.00</p> | | | | | | | |

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|---|---------|--|--|---|--|--|--|
| <p align="center">Critical Success Factors CSF 1</p> <p>13) Provide Professional Development for new and existing teachers on designated grade level assessments data analysis in order to monitor/adjust instruction and report student achievement in literacy. *EOC 9th - grades *TELPAS (IP 1.15) AYP</p> <p>POPULATION 9th - 12th grade teachers, Special Ed. Teachers, Dyslexia Teachers Principals, Dean of Instruction, Lead Teachers/ Department Heads, ELA Curriculum Specialists</p> <p>TIMELINE May 7 - August 3, 2017</p> <p>CNA-PAGE 9, PAGE 10</p> | 1, 4, 8 | <p>*9th - 12th grade teachers *Special Ed. Teachers *Dyslexia Teachers *Principals *Dean of Instruction *Lead Teachers/ Department Heads *ELA Curriculum Specialists</p> | <p>Formative: *Benchmark testing *Teacher Observations *Progress Reports *Professional Dev. Evaluations *Curriculum (lesson plans, framework, scope and sequence) *Teacher Transcripts</p> <p>Summative: *TELPAS *End-of-Course Exams *Final Exams</p> |  | | | |
| <p>Funding Sources: No Funds Required - \$0.00</p> | | | | | | | |
| <p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>14) Implement coordination and collaboration meetings once every six weeks between Special Education, Bilingual/ESL teachers and CTE teachers of record to plan instructional strategies and support systems for Bilingual and Special Education students in CTE classroom instruction. (Note: revised from 2011-2013 PBMAS Integrated Plan by the 2013-2014 District Leadership Team also known as the Core Analysis Team and added to DIP as of 11-12-2013 by DEIC approval) (IP 1.33) PBMAS</p> <p>POPULATION Secondary teachers: LEP, ESL, MI, SE, GT, DYS, AR, CTE</p> <p>TIMELINE Every six weeks: August 2017 to May 2018</p> | 2, 10 | <p>Principals Dean of Instruction Bilingual/ ESL and Special Education Departmental and Campus staff</p> | <p>Formative: *Coordination/ collaboration meeting schedules *Sign-in sheets</p> <p>Summative: *Final Exams *End-of-Course Exams *TELPAS</p> |  | | | |
| <p>Funding Sources: No Funds Required - \$0.00</p> | | | | | | | |

 = Accomplished  = Continue/Modify  = No Progress  = Discontinue






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 3: A minimum of 90% of our Veterans Memorial students tested will demonstrate "Approaches" Grade Level STAAR Standards on the STAAR/EOC. A minimum of 40% of Veterans Memorial mathematics students will achieve a "Masters" Grade Level STAAR Standards on the Mathematics STAAR/EOC.

Evaluation Data Source(s) 3: STAAR/EOC

Summative Evaluation 3:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------|--|--|-----------|------|------|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Apr | June |
| <p>Critical Success Factors CSF 1</p> <p>1) Math teachers will use TI-NSPIRE calculators, student presentation link adapters and TI presenters to prepare students for the EOC.</p> <p>POPULATION Math Students: ESL, Migrant Spec. Ed, GT Dyslexia, Pre-AP AP, At-Risk</p> <p>TIMELINE October 2017-November 2017-January 2018-March 2018-April 2018</p> | 1, 2, 8 | Math Teachers Special Education Principals Dean | <p>Formative: *Walkthroughs *Lesson Plans</p> <p>Summative: *End-of-Course Exams</p> | 100% | 100% | 100% | |

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| <p>Critical Success Factors CSF 1</p> <p>2) Implement an integrated, challenging, standards-based, inquiry-centered math curriculum as demonstrated through District Aligned Curriculum so that students will increase their conceptual knowledge at their appropriate grade level. (IP 2.1) AYP</p> <p>POPULATION Math Students; Title I, Migrant, LEP, Sp. Ed, At-Risk, GT, Pre-AP, AP, Dyslexia</p> <p>TIMELINE August 2017-May 2018</p> | 2 | Principal Assistant Principals Dean of Instruction Counselors Math teachers Math Specialists Sp Ed. Teachers | Formative: *Student assessments *Classroom Observations *Walkthroughs *Lesson Plans Summative: *Final Exams *End-of-Course Exams |  |  |  | |
| Funding Sources: No Funds Required - \$0.00 | | | | | | | |
| <p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Provide professional development in questioning strategies to enhance students' reflective reasoning and conceptual understanding. (IP 2.7) PBMAS</p> <p>POPULATION 9th-12th grade teachers: TI, MI, LEP, SE, AR, GT, DYS, CTE</p> <p>TIMELINE 1st through 5th Six Weeks 2017-2018</p> | 4 | Principal Assistant Principals Dean of Instruction Counselors Math teachers Math Specialists Special Ed. teachers CTE Teachers | Formative: *Classroom Observations *Walkthroughs *Session Evaluations Summative: *Lesson Plans *Final Exams *Student assessments *End-of-Course Exams |  | | | |
| Funding Sources: No Funds Required - \$0.00 | | | | | | | |
| <p>Critical Success Factors CSF 1 CSF 7</p> <p>4) Provide training to teachers to build teacher understanding of second language learning acquisition so that students are successful in the mathematics classroom. (IP 2.9) AYP</p> <p>POPULATION 9th-12th grade teachers: TI, MI, LEP, SE, AR, GT, DYS, CTE</p> <p>TIMELINE 1st through 6th Six Weeks 2017 to 2018</p> | 4 | Principal Assistant Principals Dean of Instruction Counselors Math teachers Math Specialists Bilingual Lead Teachers Special Ed. Teachers | Formative: *Student assessments *Classroom Observations *Walkthroughs *Lesson Plans *Professional Development Evaluations Summative: *Final Exams *End-of-Course Exams |  | | | |
| Funding Sources: No Funds Required - \$0.00 | | | | | | | |


 = Accomplished  = Continue/Modify  = No Progress  = Discontinue


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 4: A minimum of 90% of our Veterans Memorial students taking EOC science exam will demonstrate "Approaches" Grade Level Performance STAAR Standards . A minimum of 40% of students taking STAAR/EOC science exams will achieve "Masters" Grade Level performance STAAR Standards.

Evaluation Data Source(s) 4: STAAR/EOC

Summative Evaluation 4:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------|------------------------------------|--|---|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Apr | June |
| <p>Critical Success Factors CSF 1</p> <p>1) Students will conduct field and laboratory investigations the state required 40% of their instructional time to ensure ample opportunity for descriptive, comparative, and experimental investigations outlined in the new TEKS</p> <p>POPULATION 9th - 12th grade students TI, MI, LEP, SE, AR, GT, DYS, CTE</p> <p>TIMELINE August 2017 -June 2018</p> | 2 | Science Teachers, Principals, Dean | <p>Formative: *Class Walkthroughs *Lesson plans *Daily Schedules</p> <p>Summative: *Lab activities *Research projects *Student Assessments</p> |  | | | |
| <p>Funding Sources: 199 Local funds - \$0.00</p> | | | | | | | |

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| <p align="center">Critical Success Factors CSF 1</p> <p>2) Students are encouraged to complete an original research based inquiry project. 10th, 11th, and 12th grade Pre-AP/AP/GT will be highly encouraged to participate in the Science Fair competition. *Note : Project to be completed at home</p> | <p align="center">2</p> | <p>Science Teachers, Principals, Dean</p> | <p>Formative: *Lesson plans *Daily schedule *Rubric & Student Expectations</p> <p>Summative: Lab activities *Research projects *Student Assessments</p> |  | | | |
| <p>POPULATION Science Students: Bilingual, ESL, Migrant, Sp. Ed., GT Pre-AP, AP, At-Risk</p> <p>TIMELINE January 2018</p> | <p>Funding Sources: No Funds Required - \$0.00</p> | | | | | | |


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| <p>Critical Success Factors CSF 1</p> <p>3) Provide professional development for 9th - 12th teachers in:</p> <ul style="list-style-type: none"> - DISTRICT ALIGNED CURRICULUM 9-12 review new units and lessons -In depth study of science TEKS -Kit based instructional materials (Lab-Aids, Flinn, Delta Science Modules, CPO Equipment, etc) -Science Supplemental Adoptions, software, and technology integration (Such as Edusmart, VernieProbes, Lab Quest, calculators and data collection devices) -Online APPS: NearPod, Educreations, Plickers, Class dojo, Quiver, Flipgrid - Response to Intervention -Maintenance Training for classroom teachers - New Teacher In-Service Training to teachers new to the district or new to the grade level / course -Notebooks, Journaling, Word Walls, Vocabulary Development, Graphic Organizers - Assessments including TMSDS and AWARE - Questioning techniques - Exit Level review strategies - STAAR/EOC - Implementing STEM programs to improve the delivery of science instruction and increase student achievement. These trainings will better equip math teachers to address the academic needs of the students. (IP 3.4) <p>PBMAS</p> <p>POPULATION All Students including: TI, MI, LEP, SE, AR, GT, DYS, CTE</p> <p>TIMELINE August 2017 January 2018</p> <p>CNA-PAGE 9, PAGE 11, PAGE 16</p> | 4 | 9th - 12th Teachers Principal Assistant Principals Science Specialists Science Dept. Chair CTE Staff | <p>Formative: *Session evaluations *Specialist feedback</p> <p>Summative: *Lesson Plans *Instructional Activities *Student Assessments *Final Exams *End-of-Course Exams</p> |  | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div> | | | | | | | |


Goal 1: 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 5: A minimum of 90% of our Veterans Memorial students taking EOC US History exam will demonstrate "Approaches" Grade Level Performance STAAR Standards. A minimum of 40% of students taking STAAR/EOC US History exams will achieve Master Grade Level performance STAAR Standards.

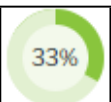
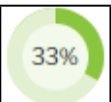
Evaluation Data Source(s) 5: STAAR/EOC







Summative Evaluation 5:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------|-------------------------|--|---|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Apr | June |
| <p>Critical Success Factors CSF 1</p> <p>1) Social Studies students will participate in Constitution Week and Kids Voting to develop appreciation of the origins of our freedoms and responsibilities, as well as learn about the election process at the local, state, and federal levels.</p> <p>POPULATION 9th-12th students: Migrant Bilingual/ESL, Sp. Ed., At-Risk, GT, Pre-AP, AP, Dyslexia</p> <p>TIMELINE November 2017</p> | 2 | SOCIAL STUDIES TEACHERS | <p>Formative: Lesson Plans Framework Scope & Sequence Class Observations</p> <p>Summative: Student Participation</p> |  | | | |
| <p>Funding Sources: No Funds Required - \$0.00</p> | | | | | | | |

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| <p>Critical Success Factors CSF 1</p> <p>2) All students will be required to produce one research project for their designated social studies course that year. The research project may include but not be limited to participation in National History Day, a nation-wide academic competition where students choose historical topics, conduct research, and create projects to present in competition against other students. Students will have the opportunity to advance through several levels of competition- campus to national level. Teachers may employ a grading system as students' progress through the development of their project.</p> <p>POPULATION SS Students</p> <p>TIMELINE 1st - 3rd Six wks Campus Event December 2017 District Event Jan. 2018 Regional Event Feb. 2018 State Event May 2018</p> | 2 | All Social Studies Teachers Dean Principals | Formative: *Project Evaluations *Rubric *Campus History Day Evaluations Summative: *Research projects *Lesson Plans *Daily Schedules *Classroom Activities |  | | | |
| <p>Funding Sources: No Funds Required - \$0.00</p> | | | | | | | |

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| <p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>3) Veterans Day and Memorial Day will be commemorated by honoring veterans who have served and/or died for their country. Social Studies teachers will create student awareness about the contributions and sacrifices of citizens of the United States who have served in the military.</p> <p>POPULATION All teachers: Migrant, Bilingual/ ESL Sp. Ed., At-Risk GT, Pre-AP, AP Dyslexia TIMELINE6 November 2017 May 2018</p> | 3 | All Social Studies Teachers | Formative: *Lesson Plans Summative: *Classroom activities *Staff recognition in auditorium | | | | |
| Funding Sources: No Funds Required - \$0.00 | | | | | | | |
| <p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>4) Teachers will utilize technology to assist, create, and develop an interactive learning atmosphere that increases student participation. Social Studies TEKS and reporting categories will be addressed with technology instruction and activities to ensure student success.</p> <p>POPULATION All Social Studies Teachers</p> <p>TIMELINE August 2017 -April 2018</p> <p>CNA-PAGE 9</p> | 4 | Social Studies Teachers TST Dean of Instruction Principal Campus Administrators | Formative: *Teacher Evaluations *Lesson Plans *Walkthroughs Summative: *State Assessment Tests *End of Semester Exams *Benchmark Tests *Class Assessments *End-of-Course Exams |  |  |  | |
| Funding Sources: No Funds Required - \$0.00 | | | | | | | |

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|--|---------|--|--|---|--|--|--|
| <p align="center">Critical Success Factors CSF 2 CSF 7</p> <p>5) Utilize data from district and campus benchmarks and state assessments (STAAR EOC & TAKS) to: * Target instruction for populations and individuals * Increase student achievement. * Plan future professional development opportunities to improve the delivery of Social Studies instruction * Disaggregate data on EOC and or TAKS/EOC Profile monitoring instrument to plan instruction, design benchmarks, and create student assessments to improve student success on STAAR EOC and TAKS tests.</p> <p>POPULATION -Social Studies Teachers -9th-12th Grade Students:</p> <p>TIMELINE October 2017 January 2018</p> | 2, 4, 8 | Social Studies Teachers Sp. Ed. Department Teachers Dean of Instruction Campus Administrators | <p>Formative: *Portfolios *Lesson Plans *Class Observations *Benchmark Tests *Walkthroughs *Class Assessments *Grades</p> <p>Summative: *End-of-Course Exams</p> |  | | | |
| <p>Funding Sources: No Funds Required - \$0.00</p> | | | | | | | |
| <p align="center">Critical Success Factors CSF 1</p> <p>6) Teachers will utilize Web 2.0, such as Shmoop, to assist, create, and develop an ambience for interactive learning and increased participation which will promote student success in Social Studies classes.</p> <p>POPULATION 9th-12th Students</p> <p>TIMELINE August 2016-May 2017</p> | 2 | Dean All History Teachers | <p>Formative: *Lesson Plans *Walkthroughs *Progress Reports *Six Weeks Grades</p> <p>Assessments: *Student Participation *Class Assessments *Final Exams</p> |  | | | |
| <p>Funding Sources: No Funds Required - \$0.00</p> | | | | | | | |





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| <p>Critical Success Factors CSF 1 CSF 7</p> <p>7) Conduct and support staff development for teachers in aligning curriculum, instruction, and assessments to meet student needs and expectations to ensure that students perform satisfactorily on the state assessments.</p> <p>POPULATION 9th-12th grade students</p> <p>TIMELINE August 2016- May 2017</p> | 4 | <ul style="list-style-type: none"> *Social Studies Curriculum Spec. * Campus Admins. * Deans of Instruction * Social Studies Teachers | <p>Formative: *Session Evaluations *Walkthroughs *Lesson plans</p> <p>Summative: *Benchmarks *Class Observations *Class Assessments *Lesson Plans *End-of-Course Exams *ERO transcripts and session evaluations</p> |  | | | |
| Funding Sources: No Funds Required - \$0.00 | | | | | | | |
| <p>Critical Success Factors CSF 1</p> <p>8) Implement and support reading and writing strategies in Social Studies instruction such as prediction, inference, summarizing, paraphrasing and researching in order to promote mastery of content at higher cognitive levels.</p> <p>POPULATION 9th-12th Grade Students</p> <p>TIMELINE Once every six weeks August 2017 - June 2018</p> | 2 | <ul style="list-style-type: none"> *Social Studies Curriculum & Instruction Specialists * Campus Administrators * Dean of Instruction * Social Studies Teachers | <p>Formative: *Class Assessments *Benchmarks *Student Writing Portfolios *Class Observations *Lesson Plans</p> <p>Summative: *Final Exams *End-of-Course Exams</p> |  | | | |
| Funding Sources: No Funds Required - \$0.00 | | | | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div> | | | | | | | |








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Performance Objective 6: Veterans MHS students will take the SAT/ACT will increase by 10% and the percent of students at or above the criterion will increase by 10%. VMECHS students will increase TSI Participation by 30%.

Evaluation Data Source(s) 6: Participation rates

Summative Evaluation 6:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------|--|--|---|---|---|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Apr | June |
| <p>1) Integrate aligned curriculum for Pre-AP/AP courses in the core areas of English, math, science, social studies, and Spanish Language and Literature to improve students passing rates on AP exams.</p> <p>POPULATION All high school students</p> <p>TIMELINE Aug. 2017 - July 2018</p> | 2 | Teachers, Principal, Dean, Testing Coordinator | Formative: Curriculum documents Summative: Student Scores |  |  |  | |
| Funding Sources: 211 Title I-A - \$29,651.00 | | | | | | | |
| <p>2) All Pre-AP/AP secondary teachers will receive Pre-AP/AP Institute training and will maintain on-going training in GT, Pre-AP, AP to enhance teaching skills and better prepare students to pass AP exams.</p> <p>POPULATION Secondary GT/Pre-AP/AP teachers</p> <p>TIMELINE July 2017-June 2018</p> | 2, 4 | Teachers teacher Pre-AP classes | Formative: Sign In sheets Summative: Certificate of completion AP test results |  | | | |

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| <p>3) Hire teachers that are qualified to teach upper level courses. All AP teachers will have their courses approved by the College Board via the College Board Audit process. Dual enrollment teachers will provide opportunities for our high school students to receive college credit.</p> <p>AP contract for students enrolled in a Pre-AP/AP course must be in place for students to remain in the course, so teachers can teach the aligned curriculum and student passing rates will increase on AP exams.</p> <p>POPULATION: Students enrolled in AP/Dual Enrollment courses</p> <p>TIMELINE Aug. 2017-March 2018 CNA-PAGE 13</p> | 2, 4, 5 | Administration Dean of Instruction | Formative: Syllabus acceptance letter for the College Board Acceptance letter from college Summative: Student AP scores Student final grade |  | | | |
| Funding Sources: No Funds Required - \$0.00 | | | | | | | |
| <p>4) Guidance and counseling will provide a University Day where BISD students will meet representatives from different universities throughout the state and country to make informative decisions about what college to attend.</p> <p>POPULATION All students</p> <p>TIMELINE September 2017</p> | 2 | Counselors | Formative: Sign In Sheets Summative: BISD Guidance and Counseling Program Evaluation form 100% Apply Texas 100% FAFSA |  |  |  | |
| Funding Sources: No Funds Required - \$0.00 | | | | | | | |
| <p>5) Guidance and counseling will have a "College Parent Night" where students can learn about any topic related to attending college, so students can make informed decisions regarding college attendance.</p> <p>POPULATION All students</p> <p>TIMELINE September 2017</p> | 2 | Counselors | Formative: Sign In Sheets Summative: BISD Guidance and Counseling Program Evaluation form 100% Apply Texas 100% FAFSA |  |  |  | |
| Funding Sources: No Funds Required - \$0.00 | | | | | | | |

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|--|---|------------------------------|---|---|---|---|--|
| <p>6) Guidance and counseling will sponsor a College and Financial Aid Night to provide student information on admissions, financial aid and scholarship information to increase the number of students qualifying for financial aid.</p> <p>POPULATION : All grades</p> <p>TIMELINE January 2018</p> | 2 | Counselors | Formative: Sign In Sheets Summative: BISD Guidance and Counseling Program Evaluation form 100% Apply Texas 100% FAFSA |  |  |  | |
| Funding Sources: No Funds Required - \$0.00 | | | | | | | |
| <p>7) All students at Veterans Memorial Early College High School will have personal graduation plans (PGP's) which are developed by and implemented by Counselors. PGP forms will be filed in counselor binders and copies will be placed in student PRC's.</p> <p>POPULATION 9th - 12th grade students</p> <p>TIMELINE August 2017 - May 2018</p> | 2 | Counselors Administrators | Tutorial Sign-In Sheets Increase of students attending tutorials. Increase of student interventions. Increase of graduation rates |  |  |  | |
| Funding Sources: No Funds Required - \$0.00 | | | | | | | |
|  = Accomplished  = Continue/Modify  = No Progress  = Discontinue | | | | | | | |

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 7: A minimum of 90% of our Career and Technical Education students will meet academic performance standards.

Evaluation Data Source(s) 7: Final Semester grades

Summative Evaluation 7:


| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------|--|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Apr | June |
| <p>Critical Success Factors CSF 1 CSF 7</p> <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. Population: CTE students Timeline: August 2017 - July 2018</p> | 3 | CTE Teachers CTE Administrative Staff Career Placement Officers Campus Assistant Principals | Students will be engaged in learning as evidenced by walkthroughs. Students will learn the latest software applications using upgraded technology. | | | | |
| <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) The Career and Technical Education Department will continue to support ongoing professional development for its teachers so that students may learn the latest technology skills and be able to compete in college and the workforce. Population: CTE students Timeline: August 2017 - July 2018</p> | 4 | Career Placement Officers Administrators CTE Teachers | Teachers will return to their classrooms and be able to share the newest technologies with their students. Teachers will be able to train their campus colleagues based on what they learned at their professional development (i.e., Word, Excel, Photoshop etc.) | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = Continue/Modify </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div> | | | | | | | |




Goal 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 95% meeting commended performance.


Evaluation Data Source(s) 1: PARTICIPATION IN FINE ARTS PROGRAMS; PERFORMANCE RATINGS






Summative Evaluation 1:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------|----------------------------|---|---|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Apr | June |
| <p>Critical Success Factors CSF 6</p> <p>1) VMHS band will perform at all football games to prepare for UIL competitions and promote community awareness and support of the Fine Arts programs.</p> <p>In addition, VMHS band will compete in UIL Region, Area and State Marching Competition and TMEA competitions to access their proficiency and ensure commended performances</p> <p>Band will perform in parades to promote community awareness based on a district rotation cycle.</p> <p>POPULATION Band Students</p> <p>TIMELINE August 2017- Feb. 2018</p> | 2 | High school band directors | <p>Formative: Lesson Plans</p> <p>Summative: Performance Rating at competitions</p> |  | | | |

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| <p>Critical Success Factors CSF 1 CSF 6</p> <p>2) VMHS Estudiantina will compete in the Estudiantina Championship/Evaluation to provide Estudiantina students with a reason for academic success and to improve their skills.</p> <p>POPULATION Estudiantina Students</p> <p>TIMELINE December 2017</p> | 2 | Supervisor of Instrumental Music & high school estudiantina instructors | Formative: Lesson Plans Summative: Performance Rating |  | | | |
| <p>Critical Success Factors CSF 5</p> <p>3) Color guard will compete in Color Guard competitions to develop the performance skills of the groups and promote community awareness.</p> <p>POPULATION High school bands</p> <p>TIMELINE February 2018 -May 2018</p> | 2 | High school band directors | Formative: Lesson Plans Summative: Performance Ratings |  | | | |
| <p>Critical Success Factors CSF 1 CSF 6</p> <p>4) VMHS students will perform in various pre/post UIL concert/contest to prepare and improve their performance skills and ensure commended performances.</p> <p>In addition, students compete in UIL Concert and Sight Reading Competition to access and improve their performance skills and ensure commended performances.</p> <p>POPULATION: Band Students</p> <p>TIMELINE: March 2018 - May 2018</p> | 2 | Band Directors | Formative: Lesson Plans Summative: Performance Ratings |  | | | |

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|---|---|----------------------------|---|---|--|--|--|
| <p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>5) Students will participate in the All-City Choir Clinic & Concert in order to experience a level of literature that is specifically composed for large groups to be accompanied by orchestra. Students will attend summer choir camps to build a foundation for the choir program.</p> <p>Students will participate in concerts and evaluations to prepare for UIL concert and sight reading evaluation.</p> <p>Students will attend UIL for academic evaluation feedback and to improve performance skills.</p> <p>POPULATION Choir students</p> <p>TIMELINE April 2018</p> | 2 | Supervisor of Choral Music | Formative: Lesson Plans Summative: Performance Ratings |  | | | |
| <p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>6) Art students will compete in community and/or valley art competitions including BISD district and regional competitions/exhibitions to promote professional growth.</p> <p>Art students who qualified will compete in state VASE competition to promote success in visual arts programs at the state level and ensure commended performances</p> <p>POPULATION Art Students</p> <p>TIMELINE September 2017 - May 2018</p> | 2 | Art Teacher | Formative: Lesson Plans Summative: Performance Ratings |  | | | <p>Funding Sources: 199 Local funds - \$9,906.00</p> |

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|--|---|----------------------|---|--|--|--|--|
| <p align="center">Critical Success Factors CSF 1</p> <p>7) Theater arts students will participate in activities that include:</p> <ul style="list-style-type: none"> * An Evening of Theater * One Act Play (OAP) high school clinics * OAP competitions; zone, district, area, and state *Destination Imagination *Fall show and Spring show <p>to promote the importance of theater arts in the schools and to promote professional growth and ensure commended performances.</p> <ul style="list-style-type: none"> *perform in Santa and Friends for all elementary campuses to promote community awareness and cultural experiences for all BISD students. *perform for the district Employee Awards Banquet in May 2018. <p>POPULATION Theater Arts Students</p> <p>TIMELINE October 2017-May 2018</p> | 2 | Theatre Arts Teacher | Formative: Lesson Plans Summative: Performance Ratings |  | | | |
|--|---|----------------------|---|--|--|--|--|

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|---|---|---|---|--|--|--|--|
| <p>Critical Success Factors CSF 1 CSF 5</p> <p>8) Dance students will perform in Santa and Friends for all elementary campuses to promote community awareness and cultural experiences for all BISD students. Dance students will perform for the district Employee Awards Banquet in May 2018.</p> <p>Dance students will have a dance recital in the Fall and one in the Spring.</p> <p>Dance students will compete in the BISD dance evaluation.</p> <p>Ballroom students will compete in the Ballroom Mini Match and the Red Got Ballroom Competition.</p> <p>POPULATION Fine Arts dance students</p> <p>TIMELINE December 2017 & May 2018</p> | 2 | Dance Teacher Theater Teacher Choir Teacher | Formative: Lesson Plans Summative: Audience Reaction, Student reaction |  | | | |
|  = Accomplished  = Continue/Modify  = No Progress  = Discontinue | | | | | | | |

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.




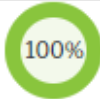
Performance Objective 1: Veterans Memorial Early College High School will increase student achievement on STAAR by 5%, increase the campus completion rate to 95%, increase the Graduation rate to 80%, increase the at-risk attendance rate to 96% and increase at risk student achievement by 5%.

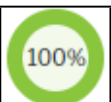
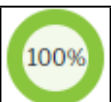
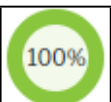
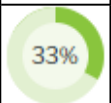
Evaluation Data Source(s) 1: STAAR/EOC, Attendance rate, Completion rate, Drop out rate, Retention rate and PEIMS attendance data

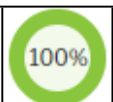
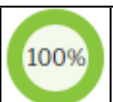
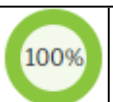



Summative Evaluation 1:


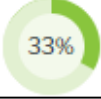
| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------|---|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Apr | June |
| <p>Critical Success Factors CSF 1</p> <p>1) Before and after school tutorials and select Saturday tutorials will be offered to decrease the number of students not meeting TEKS and/or graduation criteria. Courses will be offered by teachers and the use of the A+ software will be available to decrease student dropout rates. Paper, workbooks, and general supplies will be provided for this purpose. Transportation will be provided.</p> <p>POPULATION AR, TI, LEP, MMI</p> <p>TIMELINE October 2017 November 2017 January 2018 March 2018 April 2018</p> <p>CNA-PAGE 9, PAGE 11, PAGE 12,</p> | 2, 3, 9 | At Risk counselor, Program Specialist, PEIMS Supervisor, Dean, Administrator for State Compensatory Education | <p>Formative:</p> <ul style="list-style-type: none"> *ESCHOOLS Plus master schedule *ESCHOOLS Plus tutorial Attendance report *tutorial Lesson Plans *Classroom Observations *Student Progress Reports *Classroom assessments *Pre and post benchmark tests. <p>Summative:</p> <ul style="list-style-type: none"> * STAAR *Retention Rate *Graduation Rate *Completion Rate | | | | |
| Funding Sources: 162 State Compensatory - \$57,958.00, 211 Title I-A - \$10,000.00, 263 Title III-A Bilingual - \$4,032.00 | | | | | | | |






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|--|----|--|--|------|------|------|--|
| <p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>2) The Program Specialist will monitor and coordinate dropout intervention programs that help students stay in school and complete in 4 years</p> <p>POPULATION AR, TI, MI, LEP</p> <p>TIMELINE weekly-August 2017-June 2018</p> <p>CNA-PAGE 9</p> | 10 | Campus Administration Administrator for State Compensatory Education | <p>Formative: *Eschools Plus At-Risk Progress Report *Eschools Plus Dropout Monitor Report *Eschools Plus Cohort Listing Report *Benchmark scores *Student Progress Report</p> <p>Summative: *STAAR *Graduation Rate *Completion Rate *Retention Rate *Attendance Rate *Dropout Rate</p> | 100% | 100% | 100% | |
| Funding Sources: 162 State Compensatory - \$49,912.00 | | | | | | | |
| <p align="center">Critical Success Factors CSF 1</p> <p>3) The At-Risk counselor will service students who are at risk of dropping out by providing guidance and information about available programs and resources designed to assist them.</p> <p>POPULATION AR, TI, MI, LEP</p> <p>TIMELINE weekly-August 2017-June 2018</p> <p>CNA-PAGE 9</p> | 10 | Campus Administration Administrator for State Compensatory Education | <p>Formative: *Eschools Plus At-Risk Progress Report *Eschools Plus Dropout Monitor Report *Student Log *Benchmark scores *Attendance Rate *Dropout Rate</p> <p>Summative: *STAAR *Graduation Rate *Completion Rate *Retention Rate *Attendance Rate *Dropout Rate</p> | 100% | 100% | 100% | |
| Funding Sources: 162 State Compensatory - \$60,000.00 | | | | | | | |

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|--|------|--|--|---|---|---|--|
| <p align="center">Critical Success Factors CSF 1</p> <p>4) STAR lab teachers will assist students to regain credit who are at risk of dropping out through A+ Plus and / or Compass Odyssey programs.</p> <p>POPULATION AR, TI, MI, LEP</p> <p>TIMELINE August 2017-June 2018 (Daily)</p> <p>CNA-PAGE 9, PAGE 12</p> | 2, 9 | Campus Administration Administration for State Compensatory Education. | <p>Formative: *Student Progress Report *Benchmark Scores *Lesson Plans *Classroom Observations</p> <p>Summative: *Graduation Rate *Completion Rate *Retention Rate</p> |  | | | |
| <p align="center">System Safeguard Strategy Critical Success Factors CSF 1</p> <p>5) Implement the LUCHA program with a teacher to target literary development and math success through the use of native language support and sheltered instruction strategies, conduct transcript analysis and implement online modules, and conduct parent/student information sessions on graduation requirements and career pathway options.</p> <p>POPULATION Recent Immigrant and LEP students</p> <p>TIMELINE August 2017 -May 2018</p> <p>CNA page 12</p> | 2, 9 | ESL Teacher, Dean, Counselor | <p>Formative: *Program effectiveness based on assessment results and parent and student surveys *Transcript analysis</p> <p>Summative: *Graduation Rate *Completion Rate</p> |  |  |  | |
| <p>Funding Sources: 263 Title III-A Bilingual - \$49,012.00</p> | | | | | | | |

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|---|----------|-----------------------------------|--|---|--|--|--|
| <p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>6) Parent Liaisons will monitor withdrawal leaver codes to ensure accuracy and will deliberate a focused effort to recover non-returning students.</p> <p>POPULATION AR, TI, MI, LEP</p> <p>TIMELINE August 2017, September 2017, October 2017, November 2017, January 2018, March 2018, April 2018</p> <p>CNA-PAGE 12</p> | 6, 10 | Administration, Parent Liaison | <p>Formative: *ESchoolsPLUS *Home Visit Log *Dropout monitor form</p> <p>Summative: *Graduation Rate *Completion Rate *Dropout Rate</p> |  |  |  | |
| <p align="center">Critical Success Factors CSF 2</p> <p>7) Promote awareness regarding the availability of homeless related support services within BISD, Homeless Department and community agencies to meet the academic, social, emotional, and physical needs of identified homeless and unaccompanied youth. Teachers and parent liaison will coordinate with counselors to help students in need.</p> <p>POPULATION Homeless Students, AR</p> <p>TIMELINE August 2017 - June 2018</p> | 2, 9, 10 | Counselor | <p>Formative</p> <p>*Monthly ESchoolsPLUS *At Risk reports will be generated and Homeless Dept will work with the At-Risk Campus contact to ensure support services provided to students classified as homeless.</p> <p>Summative: *STAAR *Attendance Rate *Retention Rate</p> |  | | | |
| Funding Sources: No Funds Required - \$0.00 | | | | | | | |

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| <p align="center">Critical Success Factors CSF 2</p> <p>8) Campus Personnel will be trained 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. Campus will have a process in place to identify homeless students in order to receive the full protections of the McKinney-Vento Act.</p> <p>POPULATION Homeless Students, AR</p> <p>TIMELINE August 2017 - June 2018</p> | 2, 9, 10 | Campus Principal PEIMS Administrator | Formative: *PDS Evaluation Report *Registration and Identification Procedures *Homeless Youth Rosters Summative: *STAAR * Attendance Rate * Retention Rate |  |  |  | |
| Funding Sources: No Funds Required - \$0.00 | | | | | | | |
| <p align="center">Critical Success Factors CSF 1</p> <p>9) Core Area Teachers will offer instruction to at-risk students in order to improve student achievement and attendance.</p> <p>POPULATION AR, TI, MI, LEP</p> <p>TIMELINE August 2017 -June 2018</p> | 2, 3, 9, 10 | Campus Principal Dean of Instruction Administration Administrator for State Compensatory Education | Formative: *Lesson Plans *Classroom Observation *benchmark scores *student progress reports Summative: *STAAR * Attendance Rate |  |  |  | |
| Funding Sources: 162 State Compensatory - \$102,660.00 | | | | | | | |

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| <p align="center">Critical Success Factors CSF 1</p> <p>10) Implement a food pantry and closet at VMHS to provide identified homeless and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to meet their academic, social, emotional, and physical needs</p> <p>POPULATION Homeless Students, AR</p> <p>TIMELINE August 2017-June 2018 Daily</p> <p>CNA page 10</p> | 2, 9, 10 | <p>*Campus Administration * Administrator for the Homeless Youth Project * Administrator for State Compensatory Education * Administrator for Special Programs</p> | <p>Formative: *Student Progress Reports</p> <p>Summative: *STAAR *Attendance Rate *Retention Rate</p> |  | | | |
| <p align="center">Critical Success Factors CSF 1</p> <p>11) Students who are At-Risk of not graduating with their Cohort will participate in the Cohort Express, a program designed to give these students the opportunity to earn credit through computer aided instruction.</p> <p>POPULATION High School AR students</p> <p>TIMELINE Summer 2017</p> <p>CNA-PAGE 11</p> | 2, 9, 10 | <p>Summer Programs Campus Administrators</p> | <p>Formative: *Student Credit Reports</p> <p>Summative: *STAAR</p> | | | | |
| <p>12) Students will be motivated to increase their grades in the academic areas by receiving awards, medal, certificates to honor their achievements.</p> <p>TIMELINE: April 2017-May 2017</p> <p>CNA PAGE 12</p> | 1 | <p>Campus Principal</p> | <p>Formative: Classroom success</p> <p>Summative: Report cards, transcripts</p> |  | | | <p>Funding Sources: 211 Title I-A - \$2,310.00, 166 State Special Ed. - \$6,000.00</p> |



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| <p>Critical Success Factors CSF 1</p> <p>13) Counselors will order supplies and printing services throughout the school year to ensure that they have the necessary tools to complete their services</p> <p>Timeline: August 2017- June 2018</p> <p>CNA PAGE 9</p> | 1 | Counselors Campus Administration | Formative: Sign In Sheets Summative: BISD Guidance and Counseling Program Evaluation form 100% Apply Texas 100% FAFSA |  | | | |
| | Funding Sources: 199 Local funds - \$800.00 | | | | | | |
|  = Accomplished  = Continue/Modify  = No Progress  = Discontinue | | | | | | | |









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

Performance Objective 1: : Increase our attendance rate to 97%.

Evaluation Data Source(s) 1: YEARLY ATTENDANCE RATE

Summative Evaluation 1:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------|------------------------|-----------------------------------|--|---|---|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Apr | June |
| <p>Critical Success Factors CSF 1</p> <p>1) Student attendance will be monitored on a daily basis by appropriate grade level principal to increase student attendance rates and improve student instructional levels.</p> <p>POPULATION Bil, GT, Pre-AP, AP, Special Education, Migrant, At Risk,</p> <p>TIMELINE August 2017-May 2018</p> | 2 | Grade Level Principals | *Grade level attendance report |  |  |  | |
| Funding Sources: No Funds Required - \$0.00 | | | | | | | |
| <p>Critical Success Factors CSF 1 CSF 6</p> <p>2) Schedule various activities and to reward perfect attendance to promote and motivate student attendance and increase educational potential of students.</p> <p>POPULATION Bil, GT, Pre-AP, AP, Special Education, Migrant, At Risk,</p> <p>TIMELINE August 2017-June 2017</p> | 2 | Assistant Principal, | *Scheduled activities |  | | | |
| Funding Sources: 199 Local funds - \$0.00 | | | | | | | |





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| <p>Critical Success Factors CSF 1 CSF 5</p> <p>3) Initiate a process where counselors work closely with attendance monitor and home visitor to contact parents in order to identify and recover potential dropouts. Refer parents whose children are truant to the truancy court and follow-up each case.</p> <p>POPULATION At Risk</p> <p>TIMELINE August 2017-May 2018</p> | 2, 6 | Attendance clerk, home visitor, counselors | Meeting |  | | | |
| Funding Sources: 199 Local funds - \$800.00 | | | | | | | |
| <p>Critical Success Factors CSF 1 CSF 5</p> <p>4) Facilitate the parent's ability to monitor attendance via HAC availability by consistently checking data and e-mail by campus personnel and ESchools+.</p> <p>POPULATION Bil, GT, Pre-AP, AP, Special Education, Migrant, At Risk,</p> <p>TIMELINE August 2017-May 2018</p> | 2, 6 | Attendance Clerks, PEIMS Supervisor Data Entry Clerk | *Absentee Reports |  |  |  | |
| Funding Sources: No Funds Required - \$0.00 | | | | | | | |
|  = Accomplished  = Continue/Modify  = No Progress  = Discontinue | | | | | | | |






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





Performance Objective 2: Veterans Memorial will improve in the overall wellness of the students, staff as well as community members by promoting healthy lifestyles and awareness.








Evaluation Data Source(s) 2: STAAR/EOC

Summative Evaluation 2:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------|----------------------|--|---|---|---|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Apr | June |
| <p>Critical Success Factors CSF 6 CSF 7</p> <p>1) Attend CPR, First Aid and CPI Training to ensure student safety on campus.</p> <p>POPULATION PE / Health Teachers</p> <p>TIMELINE August 2017- December 2017</p> | 2 | PE / Health Teachers | <p>Formative: *Teacher evaluation</p> <p>Summative: *Certification</p> |  |  |  | |
| <p>Critical Success Factors CSF 1</p> <p>2) Meet once a week to discuss PE/Health issues and address ways to improve the overall learning and behavior issues of our athletic students.</p> <p>POPULATION PE / Health Teachers</p> <p>TIMELINE October 2016 November 2016 January 2017 March 2017 April 2017</p> | 2 | P.E. Teachers | <p>Formative: # of office referrals decrease</p> <p>Summative: Overall # of students in ITS, ISS, per semester</p> |  | | | |
| <p>Funding Sources: No Funds Required - \$0.00</p> | | | | | | | |

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|--|---|---|--|---|--|--|--|
| <p>Critical Success Factors CSF 1 CSF 6</p> <p>3) Teach Character Education in our Health classes to support school wide expected behavior.</p> <p>POPULATION 9th-12th grade students: LEP, At Risk, Econ, Dis, Special Ed., GT, Pre-AP, Regular</p> <p>TIMELINE October 2017-April 2018</p> | 2 | HEALTH TEACHERS | <p>Formative: # of office referrals decrease</p> <p>Summative: Overall # of students in ITS, ISS, per semester</p> |  |  |  | |
| Funding Sources: No Funds Required - \$0.00 | | | | | | | |
| <p>Critical Success Factors CSF 1</p> <p>4) Assess student fitness annually in grades 9-12 to improve the health and well being of all students and be in compliance with the requirements of Senate Bill 530 effective 09/01/2007.</p> <p>POPULATION 9th-12th grade students</p> <p>TIMELINE</p> | 2 | P.E. Teachers | <p>Formative: Classroom Observation</p> <p>Summative: TEA required report for Fitness Assessment Results & Student Follow-up</p> |  | | | |
| Funding Sources: No Funds Required - \$0.00 | | | | | | | |
| <p>Critical Success Factors CSF 1 CSF 4</p> <p>5) Monitor and emphasize the integrated math, reading, and writing academic concepts inherent in the Health and Physical Education curriculum programs in order to enhance students' skills and prepare them for testing.</p> <p>POPULATION Teachers: Bil, GT, Pre-AP, AP, Special Education, Migrant, At Risk</p> <p>TIMELINE August 2017-June 2018</p> | 2 | Physical Ed. Teachers, Health Ed. Teachers, Physical Ed. Teachers, Math, Reading & Writing Department | <p>Formative: Curriculum Frameworks, Staff Development, Lesson Plans</p> <p>Summative: Formal class room observations</p> |  | | | |
| Funding Sources: No Funds Required - \$0.00 | | | | | | | |

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|--|---|---|--|---|---|---|---|
| <p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>6) Provide information on the Wellness/Nutrition Policy & Guidelines to parents, teachers & students through parent meetings, teacher staff development, CATCH Teams, and classroom instruction to ensure compliance with respective policies and guidelines and comply with the Texas Public School Nutrition Policy effective 08/01/2004 and revisions 08/01/2007.</p> <p>POPULATION PE/Health Teachers: Bil, GT, Pre-AP, AP, Special Education, Migrant, At Risk, Administrators, Parents</p> <p>TIMELINE August 2017 thru June 2018</p> | 4 | Food & Nutrition Services Administrator, CATCH Team | Formative: Observations, , Parent Meetings Summative: Follow Policy |  | | | |
| <p align="center">Critical Success Factors CSF 6</p> <p>7) Implement informational sessions to faculty, staff, and parents on specific guidelines on reporting child abuse.</p> <p>POPULATION Teachers, Dean, Counselors, Campus Admin.</p> <p>TIMELINE August 2017 through June 2018</p> | 4 | Counselors | Formative: Presentations Summative: Set procedure for teachers |  |  |  | Funding Sources: No Funds Required - \$0.00 |

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|---|---|--|--|--|--|--|--|
| <p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>8) Promote and ensure physical fitness for all students. Teachers must ensure that physical activity is not used as a form of punishment, and thus be in compliance with Senate Bill 530, effective 09/01/2007</p> <p>POPULATION 9-12 grade Students -Title 1, LEP, Dyslexia, AP, GT, Migrant, Sp. Ed, At-Risk, Pre-AP,</p> <p>TIMELINE August 2017-2018</p> | 2 | <p>Campus Administrators -Dean of Instruction -Physical Ed. Teachers</p> | <p>Formative: Classroom Observations, PE student attendance records, updated BISD policy Summative: School Health Index, Phys. Fitness Assessment</p> |  |  |  | |
| <p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>9) Maintain and improve Coordinated Approach to Child Health (CATCH) Teams that implement the Coordinated School Health Program K-12 by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages and the use of success of any method in order to ensure students are reaching required moderate to vigorous physical activity (MVPA), and any other indicator recommended by School Health Advisory Council (SHAC) in order to comply with Senate Bill 19 and Senate Bill 892 effective 09/01/2009.</p> <p>POPULATION -Health Education Teachers -PE Teachers -School Nurse -Counselor -Food Service Manager -Parent Liaison -Wellness Coordinator -CATCH Champions</p> <p>TIMELINE August 2017-June 2018</p> | 2 | <p>-Health Education Teachers - PE Teachers -School Nurse - Counselor -Food Service Manager -Parent Liaison -Wellness Coordinator -CATCH Champions</p> | <p>Formative: Implementation Documentation, Lesson Plans, Fitness Assessment Observation, Student Grades, Attendance Rates</p> <p>Summative: SHAC Recommendations, CATCH Activities, CATCH Visitation Reports, School Health Index Improvement Plan, Standardized Test Results</p> | | | | <p>Funding Sources: No Funds Required - \$0.00</p> |
| <p align="center">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p> | | | | | | | |


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

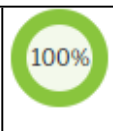
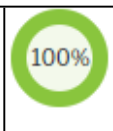

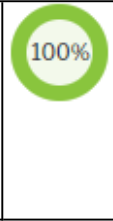
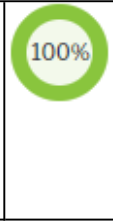
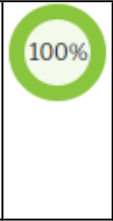
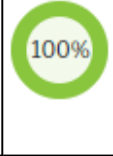
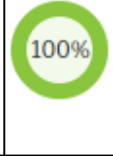
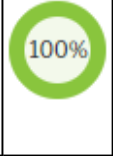
Performance Objective 1: : Our campus will maintain a safe and disciplined environment conducive to student learning and decrease student referral to BAC by 3%.





Evaluation Data Source(s) 1: REVIEW 360-YEAR END REPORTS; ESCHOOLS DISCIPLINE REPORTS

Summative Evaluation 1:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------|---|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Apr | June |
| <p>Critical Success Factors CSF 1</p> <p>1) Distribute Student Code of Conduct to students, parents, staff to ensure all students are afforded due process and their rights.</p> <p>POPULATION Bil, GT, Pre-AP, AP, Special Education, Migrant, At Risk, CTE students</p> <p>TIMELINE August 2017</p> | 2 | Administration, Registrar, Clerks, Teachers | Decrease in Discipline Referrals | | | | |
| Funding Sources: No Funds Required - \$0.00 | | | | | | | |
| <p>Critical Success Factors CSF 1 CSF 6</p> <p>2) In-service students on the contents of the student handbook through school-wide teacher presentations and grade level assemblies.</p> <p>POPULATION Bil, GT, Pre-AP, AP, Special Education, Migrant, At Risk, CTE students</p> <p>TIMELINES August 2017</p> | 2 | Principal, Assistant Principals, Teachers | Decrease in Discipline Referrals Written Procedures Presentation | | | | |
| Funding Sources: No Funds Required - \$0.00 | | | | | | | |

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|--|---|-------------------------------|----------------------------------|---|--|--|--|
| <p>Critical Success Factors CSF 1 CSF 6</p> <p>3) Provide teacher training on conflict resolution and violence prevention and classroom management techniques.</p> <p>POPULATION All teachers</p> <p>TIMELINE August 2017</p> | 2 | Counselors Administration | Decrease in Discipline Referrals |  | | | |
| Funding Sources: No Funds Required - \$0.00 | | | | | | | |
| <p>Critical Success Factors CSF 1 CSF 6</p> <p>4) In-service students on bully prevention, violence, conflict resolution, and recent drug use trends, and dating violence to recognize and address the issue, as a preventive measure.</p> <p>POPULATION Bil, GT, Pre-AP, AP, Special Education, Migrant, At Risk, CTE students</p> <p>TIMELINE August 2017 September 2017 October 2017 November 2017 January 2018 February 2018 March 2018 April 2018 May 2018</p> | 2 | Counselors, Administration | Decrease in Discipline Referrals |  | | | |
| Funding Sources: No Funds Required - \$0.00 | | | | | | | |

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|---|---|--|----------------------------------|--|--|--|--|
| <p align="center">Critical Success Factors CSF 6</p> <p>5) Ensure that our Emergency Operations Plan covers lock down drills, shelter in place, reverse evacuation, drop and cover in order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents 3 times a year.</p> <p>POPULATION Administrators, Staff and Faculty, Counselors, All students and parents</p> <p>TIMELINE August 2017-June 2018</p> | 2 | Campus Administration, faculty and staff, counselors, BISD | Decrease in Discipline Referrals |  |  |  | |
| Funding Sources: No Funds Required - \$0.00 | | | | | | | |
| <p align="center">Critical Success Factors CSF 6</p> <p>6) Security Officers are placed and assigned to prevent the number of criminal offenses on school grounds and to prevent victimization of students and staff.</p> <p>POPULATION Administrators, Campus Staff & Faculty, Counselors Students and Parents</p> <p>TIMELINE August 2017-June 2018</p> | 2 | Administrators, Principals, Assistant Principals, Counselors, Parental Involvement, BISD Police and Security Services. | Decrease in Discipline Referrals |  |  |  | |
| Funding Sources: No Funds Required - \$0.00 | | | | | | | |
| <p align="center">Critical Success Factors CSF 6</p> <p>7) Guidance and counseling will participate in Red Ribbon Week activities to promote an awareness of anti alcohol, tobacco, and drug awareness and violence prevention.</p> <p>POPULATION Bil, GT, Pre-AP, AP, Special Education, Migrant, At Risk, CTE students</p> <p>TIMELINE October 2017</p> | 2 | Administrators, Principals, Assistant Principals, Counselors, Teachers | Decrease in Discipline Referrals |  |  |  | |
| Funding Sources: No Funds Required - \$0.00 | | | | | | | |



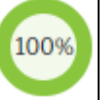
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| <p>Critical Success Factors CSF 6</p> <p>8) The district will provide training for administrators and new teachers: (a) to effectively utilize RtI modules (Review 360) to handle classroom discipline so that out of school suspensions and discretionary removals will decrease.</p> <p>POPULATION teachers and administrators</p> <p>TIMELINE August 2017-June 2018</p> | 2 | Principals, Assistant Principals, Counselors | Decrease in Discipline Referrals | | | | |
| <p>Funding Sources: No Funds Required - \$0.00</p> | | | | | | | |
| <p>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p> | | | | | | | |







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.

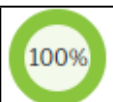
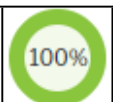
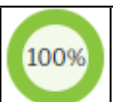

Performance Objective 1: There will be a 5% increase of parents involved in Veterans Memorial HS parental involvement activities during each school year.



Evaluation Data Source(s) 1: NUMBER OF PARENT VOLUNTEERS









Summative Evaluation 1:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------|---|--|---|---|---|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Apr | June |
| <p>Critical Success Factors CSF 5</p> <p>1) Host a "Parent Orientation Day" to inform parents and community members of the daily standard operation procedures: *Student Code of Conduct *Student-Parent-School Compact *Parental Involvement Policy *Emergency Operation Procedures</p> <p>POPULATION Parents And Community</p> <p>TIMELINE August 2017 March 2018</p> | 6 | Administration Principal Parent Liaison | <p>Formative: *Fliers *Agendas *Sign-In Sheets</p> <p>Summative: Evaluations, minutes</p> <p>Parent/ Student/ Community awareness of policy and procedures</p> |  |  |  | |
| <p>Funding Sources: No Funds Required - \$0.00</p> | | | | | | | |

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|---|------|----------------------------------|--|---|---|---|--|
| <p align="center">Critical Success Factors CSF 5</p> <p>2) Complete and disseminate a Parental Involvement Policy to all parents to delineate how parents will actively be involved at the district/campus level and to increase participation. Parental Involvement Policy is on the campus website.</p> <p>POPULATION Parents and Community</p> <p>TIMELINE Sept. 2017-April 2018</p> <p>CNA-PAGE 12</p> | 1, 6 | Principal Parent Liaison | Parent/ Student/ Community awareness of policy and procedure Formative: *Campus Parental Involvement Policy *Flier *website *Agenda *Sign-in Sheets Summative: Composite of End of the Year Survey /evaluations TAKS/EOC results Attendance Rates Discipline referrals Session Evaluations Title 1-A Parental Involvement Compliance Checklist |  |  |  | |
| Funding Sources: No Funds Required - \$0.00 | | | | | | | |
| <p align="center">Critical Success Factors CSF 5</p> <p>3) Complete and disseminate the Code of Conduct Handbook and School-Parent-Student Compact to ensure student achievement.</p> <p>POPULATION Parents, Students</p> <p>TIMELINE Sept. 2017- May 2018</p> | 6 | Principals and Parent Liaison | Parent/ Student/ Community awareness of policy and procedures Formative: * Code of Conduct Handbooks * School-Parent-Student Compact Summative: *Composite of End of the Year Survey *Documentation on file with parent liaison *TAKS/EOC results *Attendance Rates *Discipline referrals *Title 1-A Parental Involvement *Compliance Checklist |  |  |  | |
| Funding Sources: No Funds Required - \$0.00 | | | | | | | |

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| <p align="center">Critical Success Factors CSF 5</p> <p>4) Conduct an annual Title I Meeting to inform parents and community members of its purpose and how funds are distributed.</p> <p>POPULATION Parents,Community</p> <p>TIMELINE Nov. 2017 - Dec. 2017</p> | 6 | Principals Parent Liaison | Parent/ Student/ Community awareness of policy and procedures Formative: *Fliers * Agendas * Sign-In Sheets * Handouts Summative: * Composite of meeting minutes/evaluation *Title 1-A Parental Involvement Compliance Checklist |  |  |  | |
| Funding Sources: No Funds Required - \$0.00 | | | | | | | |
| <p align="center">Critical Success Factors CSF 5</p> <p>5) The Parental Involvement program provides different activities for parents to foster better communication skills and healthy relationships between their children, school and the environment they live in so that in turn it assists students achieve a higher academic success. Types of Parental Involvement are: *Weekly parent meeting and Trainings * Guest Speakers * BISD Events *Health Education through CATCH and FIT * School Programs * BISD resources * Parent surveys * Family Literacy Enrichment Activities NOTE: Fliers, Invitations, Calendar of Activities will be sent</p> <p>POPULATION Parents And Community</p> <p>TIMELINE August 2017-May 2018</p> <p>CNA page 12 & 15</p> | 6 | Principal, Parent Liaison | Parent/ Student/ Community awareness of policy and procedures and initiatives Formative: *Flyers * Calendar of Activities * Agendas * Sign-in sheets * Handouts Summative: *Evaluations *Minutes *TAKS/EOC results *Attendance Rates *Discipline referrals *Title 1-A Parental Involvement *Compliance Checklist * Composite of End of Year Survey/evaluations |  | | | |
| Funding Sources: 211 Title I-A - \$49,156.00, 166 State Special Ed. - \$300.00 | | | | | | | |

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| <p align="center">Critical Success Factors CSF 5</p> <p>6) Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met: *Parental Involvement Policy *School-Parent-Student Compact *SBDM *LPAC *F.I.T./CATCH Program</p> <p>Continually inform parents and community of campus performance, programs and involvement opportunities for both students and parent.</p> <p>POPULATION Parents, Teachers, Students, and Community Members</p> <p>TIMELINE August 2017-May 2018</p> <p>CNA- PAGE 15</p> | 1, 6 | Principal, Parent Liaison SBDM Committee Members, Parents, Community Members | Parent/ Student/ Community awareness of policy and procedures and initiatives Formative: * Fliers * Calendar of Activities * Agendas * Sign-in-Sheets * Handouts Summative: *Composite of meeting minutes, *Title I Guidelines and Compliance Handbook *Evaluations *Title 1-A Parental Involvement Compliance Checklist |  | | | |
| Funding Sources: No Funds Required - \$0.00 | | | | | | | |
| <p align="center">Critical Success Factors CSF 5</p> <p>7) Conduct an annual CNA survey to evaluate the effectiveness of the campus parental involvement efforts.</p> <p>Parental involvement effectiveness survey will be offered to all parents.</p> <p>POPULATION Parents</p> <p>TIMELINE April 2018</p> <p>CNA-PAGE 12</p> | 1, 6 | Principal, Parent Liaison PEIMS Supervisor | Increase in parental involvement Formative:Surveys Summative: Composite of Survey results TAKS/EOC results Attendance Rates Discipline referrals Title 1-A Parental Involvement Compliance Checklist |  | | | |
| Funding Sources: No Funds Required - \$0.00 | | | | | | | |


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| <p>Critical Success Factors CSF 5</p> <p>8) Every year parent liaisons will get reimbursed for mileage while making home visits. Parent Liaison will order supplies (snacks) throughout the school year to ensure that they have the necessary equipment to have successful parental involvement meetings.</p> <p>POPULATION Parent Liaison & parent volunteers</p> <p>TIMELINE August 2017-May 2018</p> <p>CNA-PAGE 11</p> | 1, 6 | Principal Parent Liaison | <p>Increase in parental involvement and increase in home visits</p> <p>Formative: Monthly Mileage Report Handouts, PRs</p> <p>Summative: Evaluation Home Visit requests, Contact Log, Mileage Log</p> |  | | | |
| <p>Funding Sources: 211 Title I-A - \$3,000.00</p> | | | | | | | |
| <p>Critical Success Factors CSF 5</p> <p>9) The 504 teacher will provide yearly Parent Education Awareness training on Dyslexia/504.</p> <p>POPULATION Parents</p> <p>TIMELINE September 2017- January 2018</p> | 6 | 504 Coordinator 504 Teacher Parent Liaison Dyslexia Teacher | <p>Increase in parental involvement</p> <p>Formative: PowerPoint, Fliers, Agenda, Handouts</p> <p>Summative: Sign in sheets / Evaluations</p> |  |  |  | |
| <p>Funding Sources: No Funds Required - \$0.00</p> | | | | | | | |
| <p>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p> | | | | | | | |

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: 100% of our migrant students will participate in the supplemental activities and support.



Evaluation Data Source(s) 1: PARTICIPATION RATES





Summative Evaluation 1:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------|---|---|---|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Apr | June |
| <p>Critical Success Factors CSF 7</p> <p>1) Migrant clerks will attend the annual intensive Identification and Recruitment (ID & R) training in order to secure the most current information needed to appropriately assist with the campus identification and requirement initiative. They will also attend the required New Generation System (NGS) state required training in order to secure the needed skills to accurately and appropriately in put the data for migrant students into the state data base.</p> <p>POPULATION PFS/Migrant Students</p> <p>TIMELINE: September 2017 and November 2017</p> | 10 | Migrant Campus Clerk Migrant Service Coordinator (MSC) | <p>Current information received</p> <p>Formative: ID & R Training NGS Annual Training & NGS Certificates</p> <p>Summative: Texas Education Agency (TEA) ID & R Certificates</p> |  | | | |
| <p>Funding Sources: No Funds Required - \$0.00</p> | | | | | | | |



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|--|----|--|---|--|--|--|--|
| <p>Critical Success Factors CSF 1</p> <p>2) Migrant Campus clerk will assist with the ID & 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 September 1, 2017 through November 1, 2017</p> | 10 | Migrant Campus Clerk Principal MSC | <p>Accurate coding of students</p> <p>Formative: NGS Residency Verification Reports NGS Mass Enrollment Report</p> <p>Summative: Student Names on NGS Currently Enrolled Report</p> | | | | |
| Funding Sources: No Funds Required - \$0.00 | | | | | | | |
| <p>Critical Success Factors CSF 1 CSF 7</p> <p>3) 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.</p> <p>POPULATION: PFS/Migrant Students</p> <p>TIMELINE September 2017 - June 2018</p> | 10 | Teachers, Administrators | <p>Receipt of lists</p> <p>Formative: Last day of each month Summative: Migrant Clerk Evaluation.</p> | | | | |
| Funding Sources: No Funds Required - \$0.00 | | | | | | | |
| <p>Critical Success Factors CSF 1</p> <p>4) 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: Migrant/PFS students</p> <p>TIMELINE August 2017-June 2018</p> | 10 | Campus Migrant Clerk | <p>Time line followed</p> <p>NGS and Student Plus Reports PBMAS ICR Reports</p> | | | | |
| Funding Sources: No Funds Required - \$0.00 | | | | | | | |










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| <p align="center">Critical Success Factors CSF 1</p> <p>5) The migrant campus clerk will provide supplemental support to the PFS and migrant students in order to enhance the advocacy, encouragement, and support to the special needs of migrant students as delineated by NCLB Act of 2001 (Public Law 107-110) Section 1301-1309.</p> <p>POPULATION: PFS and Migrant Students</p> <p>TIMELINE: August 2017-June 2018</p> | 10 | Campus Principal Migrant Campus Clerk-IFTE DMC MSC | Support Services Formative: Job Description Summative: Completed Personnel Assurance Forms Job Evaluation Promotion rates passing rates |  |  |  | |
| Funding Sources: 212 Title I-C (Migrant) - \$19,003.00 | | | | | | | |
| <p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>6) PFS students will be provided with clothing (sweatshirts, jeans, and socks, shoes) as needed in order to assist them with the necessities that will ensure their school attendance.</p> <p>POPULATION: All PFS Migrant Students</p> <p>TIMELINE: September 2017 - February 2018</p> <p>CNA page 10</p> | 10 | Campus Migrant Clerk | Support Services Formative: Migrant Student Needs Survey Results Summative: Documentation Log NGS Number and Signature Student Report Cards Attendance Rates Passing Rates |  | | | |
| Funding Sources: 212 Title I-C (Migrant) - \$150.00 | | | | | | | |






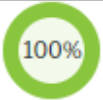

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|--|-----------|--|---|---|--|--|--|
| <p>Critical Success Factors CSF 1</p> <p>7) All Migrant students will receive grade appropriate school supplies. These materials are provided on an as-needed basis to ensure that they have the necessary tools to complete in-class assignments and homework in order to meet the academic challenges of all students. PFS students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed.</p> <p>POPULATION PFS and Migrant Students</p> <p>TIMELINE August 2017 - June 2018</p> <p>CNA Page: 10</p> | <p>10</p> | <p>Special Programs Administrator Campus Administrators Campus Migrant Clerk DMC MSC</p> | <p>Supplies distributed Six weeks avgs Semester avgs Course completion</p> <p>Formative: NGS Campus Reports</p> <p>Summative: Completed Request for Supplemental Support Form w/student's signature</p> |  | | | |
| <p>Funding Sources: 212 Title I-C (Migrant) - \$665.00</p> | | | | | | | |
| <p>Critical Success Factors CSF 1</p> <p>8) Migrant students 9th through 12th grade STAAR and TAKS results will be reviewed to secure accurate placement into the current State Assessment remediation opportunities during regular school year and summer school.</p> <p>POPULATION: Migrant Student/PFS students</p> <p>TIMELINE: June 2017-July 2018</p> | <p>10</p> | <p>Migrant Campus Clerks Principal Teachers</p> | <p>STAAR results</p> <p>Formative: TAKS Remediation Enrollment List, NGS State Assessment Report, Benchmark Results</p> <p>Summative: STAAR Test Results</p> |  | | | |
| <p>Funding Sources: No Funds Required - \$0.00</p> | | | | | | | |


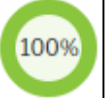
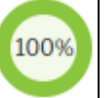




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|--|---|---|---|--|--|--|
| <p align="center">Critical Success Factors CSF 7</p> <p>9) In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students.</p> <p>POPULATION: Campus Administration Faculty and Staffs</p> <p>TIMELINE: September 2017-May 2018</p> | <p>10</p> <p>Migrant Teacher Migrant Campus Clerk DMC MSC Principal Teacher</p> | <p>Formative: TAKS Remediation Enrollment List NGS State Assessment Report Benchmark Results</p> <p>Summative: STAAR Test Results</p> |  |  |  | |
| <p>Funding Sources: No Funds Required - \$0.00</p> | | | | | | |
| <p align="center">Critical Success Factors CSF 1</p> <p>10) Migrant students (9th - 12th) will have credit accrual opportunities through the Migrant Department Correspondence Courses and/or Credit by Exams to ensure on time for graduation. (PBMAS)</p> <p>POPULATION: PFS/Migrant Students (9th- 12th)/PFS</p> <p>TIMELINE: August 2017-July 2018</p> | <p>10</p> <p>HS Principal HS Counselors DMC Migrant Campus Clerk MSC</p> | <p>Cohort information</p> <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) - \$0.00</p> | | | | | | |

| | | | | | | | |
|--|----|---|---|--|--|--|--|
| <p align="center">Critical Success Factors CSF 1</p> <p>11) Migrant students (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 scholarship and college applications</p> <p>POPULATION: HS Migrant Students (9th- 12th)/PFS</p> <p>TIMELINE: September 2017</p> | 10 | Migrant Campus Clerk DMC MSC | Formative: Sign in Sheets Agendas and One to One Counseling Sessions Summative: Scholarship Applications and award Letters | | | | |
| Funding Sources: 212 Title I-C (Migrant) - \$200.00 | | | | | | | |
| <p align="center">Critical Success Factors CSF 1</p> <p>12) Graduating juniors and seniors will have the opportunity to attend the BISD 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/HS Migrant Students (12th)</p> <p>TIMELINE TBA</p> | 10 | Migrant Campus Clerk DMC MSC | University Visits 100% APPLY TX 100% FAFSA Formative: Sign-in Sheets Agenda Session Evaluation Summative: CAMP Applications And Acceptance Letters | | | | |
| Funding Sources: 212 Title I-C (Migrant) - \$0.00 | | | | | | | |
| <p align="center">Critical Success Factors CSF 1</p> <p>13) 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 High School PFS/ Migrant Students (9th-12th)</p> <p>TIMELINE June 2018-July 2018</p> | 10 | HS Counselors Migrant Campus Clerk DMC MSC | Credits earned Formative: Enrollment Forms, Attendance Sheets and Counselor Recommendation Summative: Awarded Credits on Student Transcripts | | | | |
| Funding Sources: No Funds Required - \$0.00 | | | | | | | |

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|---|----|----------------------|--|---|--|--|--|
| <p align="center">Critical Success Factors CSF 1</p> <p>14) Campus Migrant Clerk will hold two parent meeting annually to foster parental involvement and provide Migrant parents with important information on campus migrant program opportunities and how to better support their children academically.</p> <p>POPULATION PFS/Migrant</p> <p>TIMELINE October 2017-March 2018</p> <p>CNA-PAGE 14</p> | 10 | Campus Migrant Clerk | Parental involvement Formative: * Flyers * Parent reminder calls *Distribution log Summative: * Meeting Evaluation * Sign in Form |  | | | |
| Funding Sources: 212 Title I-C (Migrant) - \$50.00 | | | | | | | |
| <p align="center">Critical Success Factors CSF 1</p> <p>15) The high school migrant students will respond to a survey that will be used to evaluate the effectiveness of the HS migrant Labs so that pertinent appropriate adjustments can be made to the labs.</p> <p>POPULATION PFS/Migrant HS students</p> <p>TIMELINE April 2018</p> | 10 | Campus Administrator | Survey Results Formative: HS Student Survey Summative: Implementation of Survey Responses Increased Credit Accural |  | | | |
| Funding Sources: No Funds Required - \$0.00 | | | | | | | |

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|---|----|---|--|--|--|--|---|
| <p>16) The District Migrant Counselor (DMC) will provide supplemental support services to migrant students in the following areas: * Graduation plans * Development of Individual Migrant Student Action Plans * Coordination for leadership opportunities * Monitoring of course completion for PFS students * Monitoring of late entry/early withdrawals * Credit accrual opportunities * Provide timely information and assistance to migrant students and parents regarding on-time Graduation and post-secondary education * Conduct district initiatives for migrant students * Coordination Inter-state and intra-state (TMIP) activities * Coordination with UT Austin Migrant Graduation Enhancement Program * Assist with OSY Initiative * Assist with the monitoring of campus migrant staff Population: PFS/Migrant Students Migrant Parents Timeline: August 2017- June 2018</p> | 10 | Sp. Programs Administrator MSC DMC | Increase on- time graduation and on-time promotion and decrease dropout rate PBMAS |  |  |  | Funding Sources: 212 Title I-C (Migrant) - \$0.00 |
| <p>17) The 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: HS PFS/Migrant students</p> <p>Timeline: August 2017- June 2018</p> | 10 | Campus Migrant Clerk | On-time promotion and on-time graduation and Decreased dropout rates PBMAS |  |  |  | |
| <p>18) 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> | 10 | MSC Migrant Counselor Migrant Clerks Migrant Teachers | Increased STAARS Scores for PFS students |  |  |  | |

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|--|----|--|---|---|---|---|--|
| <p>19) PFS/Migrant students will have access to a specialized computer station in order to offer supplemental academic and/or instruction support at the campus level. This support will increase the migrant students' opportunity and accessibility to obtain a high quality education through the use of computers for credit accrual and acceleration, on-line resources to conduct research, and to finish homework and/or project.</p> <p>Population: HS PFS/Migrants students</p> <p>Timeline: August 2017-June 2018</p> <p>CNA Page 10</p> | 10 | Campus Principal Campus Migrant Clerk | Increased STAAR scores for all migrant students. Increase passing rates and promotion rates for all migrant students. |  |  |  | |
| <p>20) Extended Day tutorial sessions will be available for At-Risk students including migrant students where there is a documented need for supplemental academic support in the core subjects in order to ensure that migrant students have the same opportunity to meet academic challenges as non-migrant students.</p> <p>Population: Migrant and PFS students</p> <p>Timeline: September 2017- May 2018</p> | 10 | Campus Administration Classroom Teacher Migrant Funded: Teacher Tutorial Teacher MSC | Six Weeks grades Assessment scores Increase promotion rates & test performance |  |  |  | |
| <p>21) 9th grade migrant PFS students 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 facilitate the migrant student with an opportunity to reinforce the skills needed to successfully meet the challenges of the district's rigorous math classes.</p> <p>Population: PFS Migrant Students</p> <p>Timeline: January 2018</p> | 10 | Migrant Campus Clerk DMC MSC | Six Weeks Avgs Semester Avgs Course Completion STAAR Results Formative: Sign in sheets Agenda Session Evaluation Summative: Student math grades report cards test scores |  | | | |


| | | | | | | | |
|--|---|---|---|--|--|--|--|
| <p>22) Migrant students in grades 11th and 12th will have the opportunity to participate in a Summer Program (MAARS) and MUSE to receive acceleration instruction.</p> <p>Population: PFS Migrant Students</p> <p>Timeline: June 2018</p> | 3 | <p>Campus Administration Classroom Teacher Migrant Department Migrant Counselor</p> | <p>Semester Avgs Course Completion STAAR Results</p> <p>Formative: Sign in sheets Agenda Session Evaluation</p> <p>Summative: Student grades report cards test scores</p> |  |  |  | |
| | | | | Funding Sources: 212 Title I-C (Migrant) - \$0.00 | | | |
| <p>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p> | | | | | | | |




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




Performance Objective 1: All Veterans Memorial Career and Technical Education (CTE) students will have the opportunity to take courses that will provide a variety of career choices.






Evaluation Data Source(s) 1: Choice slips, student schedules, master schedule, number of CTE course offered, Teacher schedules

Summative Evaluation 1:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------|--|---|---|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Apr | June |
| <p>Critical Success Factors CSF 1</p> <p>1) Funds will be allocated in order to provide materials and equipment for CTE course offerings.</p> <p>POPULATION CTE Students</p> <p>TIMELINE October 2017 November 2017 January 2018 March 2018 April 2018</p> | 2, 10 | CTE Administrator, CTE Lead Teacher | <p>Six Weeks Avgs Semester Avgs Course Completion Consistent Program of Study Formative: *CTE Teacher Input * Teacher Observation * Student Success</p> <p>Summative: * CTE Budget Report * Bi-Tech PRs</p> |  | | | |
| <p>Funding Sources: 164 State Career and Technical Education - \$203,589.00, 244 Perkins Grant (Fed. CTE) - \$2,150.00</p> | | | | | | | |

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|---|-------|---|---|---|---|--|--|
| <p align="center">Critical Success Factors CSF 1</p> <p>2) Add career specific courses to curriculum to meet the demand of student needs and increase the number of students enrolled in CTE courses and CTSO's by 15% each year.</p> <p>POPULATION CTE Students</p> <p>TIMELINE October 2017 November 2017 January 2018 March 2018 April 2018</p> | 2, 10 | CTE Administrator, CTE Lead Teacher CPO, Counselors Dean of Instruction, Principal | Six Weeks Avgs Semester Avgs Course Completion Consistent Program of Study Formative: *Student Tallies *Class Rosters Summative: * Student Schedules * Master Schedule |  | | | |
| Funding Sources: No Funds Required - \$0.00 | | | | | | | |
| <p align="center">Critical Success Factors CSF 1</p> <p>3) Fund the replacement of all computers in the CTE computer labs to increase student participation.</p> <p>POPULATION CTE Students</p> <p>TIMELINE August 2017 September 2017 October 2017 November 2017 January 2018 February 2018 March 2018 April 2018 May 2018</p> | 2, 10 | CTE Administrator, CTE Lead Teacher | Six Weeks Avgs Semester Avgs Course Completion Consistent Program of Study Formative: Three-year Rotation Schedule Summative: CTE Budget Report Bi-Tech PRs |  |  | | |
| Funding Sources: 164 State Career and Technical Education - \$3,330.00 | | | | | | | |

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|---|-------|--|--|--|--|--|--|
| <p>Critical Success Factors CSF 1</p> <p>4) Administer interest inventory survey to CTE students.</p> <p>POPULATION CTE Students</p> <p>TIMELINE September 2017- May 2018</p> | 2, 10 | Career Placement Officer | <p>Student Enrollment</p> <p>Formative: * Kuder Navigator * Completion of Surveys * CTE Teacher Input *Student Input</p> <p>Summative: * Kuder Navigator Report</p> |  | | | |
| Funding Sources: No Funds Required - \$0.00 | | | | | | | |
| <p>Critical Success Factors CSF 1</p> <p>5) Provide all students with age appropriate CTE information and guidance for a better understanding of career choices.</p> <p>POPULATION Bilingual, ESL, Mig, Sp. Ed., GT Dyslexia, Pre AP, AP, At Risk</p> <p>TIMELINE August 2017-May 2018</p> | 2, 10 | CTE Advisory Committees, CTE Teachers, CTE Lead Teacher, CPO, Counselors, CTE Teachers | <p>Six Weeks Avgs Semester Avgs Course Completion Consistent Program of Study</p> <p>Formative: Flyers Brochures Sign-In Sheets</p> <p>Summative: Post Grad career choices</p> |  | | | |
| Funding Sources: 164 State Career and Technical Education - \$388,960.00 | | | | | | | |
| <p>Critical Success Factors CSF 1</p> <p>6) Integration of core subjects (i.e., reading, writing, mathematics, social studies, and science) into CTE courses</p> <p>POPULATION Bilingual, ESL, Mig, Sp. Ed., GT Dyslexia, Pre AP, AP, At Risk</p> <p>TIMELINE August 2017-May 2018</p> | 2, 10 | Principal, Dean , Assistant Principals, CTE Lead Teacher CTE Teachers | <p>Six Weeks Avgs Semester Avgs Course Completion Consistent Program of Study</p> <p>Formative: *walk-Throughs * CTE Lead Teacher Observations * Lesson Plans</p> <p>Summative: * Walk-Through Forms * PDAS * CTE Program Evaluation</p> |  | | | |

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|---|----------|--|---|--|--|--|--|
| <p>Critical Success Factors CSF 1</p> <p>7) Improvement in the cable network, wireless infrastructure and instructional work stations as we move closer to a 1 to 1 solution for our students.</p> <p>POPULATION Bilingual, ESL, Mig, Sp. Ed., GT Dyslexia, Pre AP, AP, At Risk</p> <p>TIMELINE: August 2017-May 2018</p> | 1, 2, 10 | Principal, Dean , Assistant Principals, | <p>Six Weeks Avgs Semester Avgs Course Completion Consistent Program of Study</p> <p>Formative: *Observations</p> <p>Summative: *Cable installation</p> |  | | | |
| <p>Funding Sources: 164 State Career and Technical Education - \$75,000.00</p> | | | | | | | |
| <p>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p> | | | | | | | |

Goal 9: Veterans Memorial ECHS administration, teachers, staff, 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.

Performance Objective 1: Veterans Memorial ECHS 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: Campus will follow District adopted New Energy Plan.

Summative Evaluation 1: No progress made toward meeting Performance Objective






| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------|--|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Apr | June |
| 1) Veterans Memorial ECHS will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. Population: Campus Timeline: December 2017- June 2018 Need: SBDM Approval | | Campus Administration Facilities and maintenance staff | Complete implementation of the district energy savings plan will result in decreased energy usage compared to prior year. Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage | | | | |
| 2) Create and implement a systematic approach to the renovation/ upgrade/ improvement of facilities to include prioritizing based on safety and needs of the district. Population: All campus Timeline: December 2017- June 2018 Need: SBDM Approval | | Campus Administration Facilities and maintenance staff | Survey results from campuses will indicate prioritization of the renovation plans. Formative: Survey Summative: Evaluation/analysis of survey data | | | | |
| | | | | | | | |

Goal 10: Veterans Memorial ECHS will ensure effective and efficient use of all available funds to assist in implementing a balanced budget, which includes improved compensation for teachers.

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

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

Summative Evaluation 1:




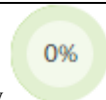

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------|---|--|---|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Apr | June |
| 1) 1) VMECHS will support the departments in the effective and efficient use of 100% of available budgeted funds based on the needs assessments. Population: VMECHS Stakeholders Timeline: December 2017- June 2018 Need: SBDM Approval | 1, 8 | Campus Administration SBDM Committee | Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports compared DIP/CIP Summative: end of year expenditure reports |  | | | |
|  = Accomplished  = Continue/Modify  = No Progress  = Discontinue | | | | | | | |

Goal 10: Veterans Memorial ECHS will ensure effective and efficient use of all available funds to assist in implementing a balanced budget, which includes improved compensation for teachers.

Performance Objective 2: Veterans Memorial ECHS will commit to improving teacher morale and teacher retention.

Evaluation Data Source(s) 2: Teacher Needs Assessment

Summative Evaluation 2:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------|-----------------------|--|---|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Apr | June |
| 1) Veterans Memorial ECHS will improve teacher morale and teacher retention rates through: Back-to-School breakfast, Thanksgiving Luncheon, December Tamalada, Teacher Appreciation Week Activities, teacher praise at faculty meetings, teacher raffles, End of Year Appreciation Activity, and mentoring and support program. | 1 | Campus Administration | Improved teacher morale and teacher retention rates. |  | | | |
|  = Accomplished  = Continue/Modify  = No Progress  = Discontinue | | | | | | | |

Goal 11: Veterans Memorial ECHS will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts.

Performance Objective 1: VMECHS will provide the BISD Public Information Office with features articles, student recognitions, co-/extra-curricular activities, and parent/community events.

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) VMECHS will promote the history and origins along with current accomplishments of each campus weekly through the website and media venues. Population: VMECHS Stakeholders Timeline: December 2017- June 2018 Need: SBDM Approval | 2 | PIO Campus Administration | Weekly news articles will indicate a new campus event each week. | | | | |
| 2) VMECHS 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: VMECHS Stakeholders Timeline: December 2017- June 2018 Need: SBDM approval | 2 | PIO Campus Administration | Regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events. Formative: Submissions of information for articles and showcases Summative: annual compilation of articles and presentation/showcases | | | | |
| 3) VMECHS will update websites at least monthly including showcasing student and community activities. Population: VMECHS Stakeholders Timeline: December 2017- June 2017 Need: SBDM Approval | 2 | PIO Campus Administration TST | VMECHS website will be up-to-date on a monthly basis with all compliance postings and showcasing campus/program activities and successes. Formative: checklist of website indicating are current Summative: report at end of year for monthly checklist results | | | | |
| = Accomplished = Continue/Modify = No Progress = Discontinue | | | | | | | |

Goal 11: Veterans Memorial ECHS will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts.

Performance Objective 2: VMECHS will provide information on the District of Innovation for the purpose of informing all stakeholders about the implementation of the new school calendar.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------|---|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Apr | June |
| 1) VMECHS will provide information through various media on the District of Innovation Plan. Population: VMECHS Stakeholders Timeline: December 2017- June 2018 | 2, 5 | Campus Administration PIO | Media coverage/presentations on District of Innovation that results in fewer concerns expressed at public and district meetings. Formative: list of media distribution of information and questions asked at presentations/public venues Summative: passing of DOI by Board. | ➔ | | | |
| 2) Campus will provide voting ballots for the multiple DOI calendar options provided by the District Calendar Committee. Population: Campus Staff Timeline: January 2018 Need: Calendar Board approval | 2 | DEIC- Calendar Committee Campus Administration | Formative: Voting Ballots Summative: Adopted Calendars | ➔ | | | |
|  | | | | | | | |

System Safeguard Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|--|
| 1 | 1 | 1 | Implement a coordinated systematic assessment plan (including the use of campus benchmarks, midmark checkopints, EOC results) at the district, campus, and classroom level to optimize instructional time in order to facilitate data for planning and curriculum purposes. Population 9th-12th Students: Bilingual, ESL, Migrant, Sp Ed., GT, Dyslexia, Pre-AP, AP, AR Timeline: As Strands weekly, As Departments monthly, October 2017, January 2018, February 2018, June 2018 CNA-PAGE 12,13 |
| 1 | 1 | 10 | Professional development opportunities will be offered for Core teachers for growth in the areas of: Pre AP, GT, AP, SIOP ESL/LEP Implementation of academic supports in classroom instruction (word walls, academic vocabulary, anchor charts, visuals, etc.) Note: Teachers will also receive stipends for certain selected training. POPULATION Core Teachers: Bilingual, ESL, Migrant, Sp. Ed., GT, Dyslexia, Pre-AP, AP, At-Risk TIMELINE August 2017 May 2018 CNA- PAGE 12 |
| 1 | 2 | 4 | Staff and Personnel will work diligently with our At- Risk population to help improve EOC scores in all the content areas by providing small group instruction and additional support in and out of the classroom. POPULATION 9th -12th grade-AT Risk Students TIMELINE August 2017-May 2018 CNA-PAGE 8, PAGE 9, PAGE 15 |
| 1 | 2 | 5 | Provide Language Arts Professional Development for new and existing secondary reading, English, ESL, Special Educ., and dyslexia teachers in order to implement comprehensive ELAR/SLAR instructional program. **DISTRICT ALIGNED CURRICULUM **Response to Intervention (RTI) **New State Adopted Texts **CCRS (College and Career Readiness Standards) **Curriculum Alignment Document Training **STAAR EOC - English I, II, and III **Aware Disaggregation of data **Pre-AP / GT **Writing Across the Curriculum **Effective research-based teaching practice. Implementation of academic supports in classroom instruction (word walls, academic vocabulary, anchor charts, visuals, etc.) (IP 1.1) AYP PBMAS POPULATION 9th - 12th grade Teachers: LEP-ESL-Migrant-Special Ed.-GT-Dyslexia Students-At Risk-Pre-AP-TI TIMELINE August 2017- July 2018 CNA-PAGE 9, PAGE 10, PAGE 11, PAGE 13, PAGE 14 |

| Goal | Objective | Strategy | Description |
|------|-----------|----------|---|
| 1 | 2 | 6 | Provide Professional Development which utilizes intensive, multisensory, phonetic methods, as well as writing and spelling components, for Dyslexia Teachers in order to implement a complete comprehensive Dyslexia Program. ***All new Dyslexia teachers will complete a two year training in Basic Language Skills Dyslexia Reading Program ***Program training for all Dyslexia teachers of students in grades 6 - 12 in Multisensory Reading and Spelling ***Continue training for all Dyslexia teachers in areas that support and expand their current knowledge base in Orton-Gillingham approaches and current trends ***Continue to provide professional development for general education campus teachers in areas of Dyslexia characteristics, Dyslexia student identification and implementation of accommodations ***Dyslexia teachers will be committed to achieving the level of expertise in completing the Dyslexia Practitioner Preparation Program ***Dyslexia teachers will be committed to revising or updating the newly developed District Teacher and Dyslexia Program Operating Guidelines on a yearly basis. ***Dyslexia teachers will receive Neuhaus Curriculum training as per district requirement ***All dyslexia teachers will provide a dyslexia overview at the beginning of the school year as per district requirement. This will provide early recognition of dyslexia characteristics in order for RTI Implementation to begin in a timeline basis with the additional benefit of earlier assessment and identification of dyslexic students. POPULATION Core Area Teachers 9th-12th TIMELINE August 2017-September 2017-October 2017-November 2017-December 2017 CNA-PAGE 9, PAGE 13, PAGE 15, PAGE 17 |
| 1 | 2 | 11 | The English I Reading/Writing Percentage of Level 2 Approaches Grade Level and Level 3 Master Grade Level for ELL and Sp. Ed. Students will increase to meet passing standards on state assessments through monthly meetings and continuous collaboration between the department chairs, administrators, and faculty. POPULATION Students: Bilingual, ESL, Migrant, Sp. Ed. GT, Dyslexia, Pre-AP, AP, At-Risk TIMELINE October 2017-November 2017-January 2018-March 2018-April 2018 CNA- PAGE 11 |
| 1 | 2 | 12 | Develop oral language skills and increase listening/speaking and reading/writing proficiency through the use of ELPS and ELAR strategies in the classroom in order for students to systematically transition to English literacy. POPULATION 9th - 12th students: LEP, MI, SE, GT, DYS, AR, AP, Pre-AP, TI TIMELINE August 2017- July 2018 CNA-PAGE 14 |
| 3 | 1 | 5 | Implement the LUCHA program with a teacher to target literary development and math success through the use of native language support and sheltered instruction strategies, conduct transcript analysis and implement online modules, and conduct parent/student information sessions on graduation requirements and career pathway options. POPULATION Recent Immigrant and LEP students TIMELINE August 2017 -May 2018 CNA page 12 |

State Compensatory

Budget for Veterans Memorial Early College High School :

| <u>Account Code</u> | <u>Account Title</u> | <u>Budget</u> |
|-------------------------------------|--|---------------------|
| 6100 Payroll Costs | | |
| 162-11-6118-00-009-Y-30-000-Y | 6118 Extra Duty Stipend - Locally Defined | \$16,508.00 |
| 162-11-6118-00-009-Y-30-EOC-Y | 6118 Extra Duty Stipend - Locally Defined | \$10,101.00 |
| 162-11-6119-00-009-Y-30-000-Y | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$102,660.00 |
| 162-13-6119-31-009-Y-30-000-Y | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$69,483.00 |
| 162-23-6119-01-009-Y-30-037-Y | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$49,912.00 |
| 162-31-6119-31-009-y-30-000-y | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$60,000.00 |
| 6100 Subtotal: | | \$308,664.00 |
| 6300 Supplies and Services | | |
| 162-11-6395-62-0009-Y30-TEC-Y | 6395 Supplies, DP Operations - Locally Defined | \$1,100.00 |
| 162-11-6395-62-009-Y-30-000-Y | 6395 Supplies, DP Operations - Locally Defined | \$5,500.00 |
| 162-11-6396-00-009-Y-30-000-Y | 6396 Supplies and Materials - Locally Defined | \$7,000.00 |
| 162-11-6399-00-009-Y-30-000-Y | 6399 General Supplies | \$15,346.00 |
| 162-11-6399-16-009-Y-30-000-Y | 6399 General Supplies | \$6,503.00 |
| 6300 Subtotal: | | \$35,449.00 |
| 6600 Capital Outlay Accounts | | |
| 162-11-6649-62-009-Y30-TEC-Y | 6649 Capital Assets - Locally Defined | \$15,900.00 |
| 6600 Subtotal: | | \$15,900.00 |

Personnel for Veterans Memorial Early College High School :

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|----------------------------|---------------------|--------------------|------------|
| Cecilia Hobbs | Counselor-At-Risk | State Compensatory | 1 |
| Gerardo Marmolejo | Teacher | State Compensatory | 1 |
| Hadassah M. Hernandez-Mora | Dean of Instruction | State Compensatory | 1 |
| Maria Rocha | Program Specialist | State Compensatory | 1 |
| Patricia O'Bell | Teacher | State Compensatory | 1 |

Title I

Schoolwide Program Plan

Veterans Memorial Early College High School uses its Title I, State Compensatory and other funds to upgrade the entire instructional program by implementing school-wide programs as authorized under the provisions of Public Law 107-110, Section 1114.

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment (CNA pp9-17) 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 2015-2016 and to increase the commended performance level in all content areas. In addition, mathematics is an area of concern for our school. To accomplish these objectives, the staff will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program by offering professional development opportunities in their current content area to include Pre-AP, GT, AP, SIOP, DISTRICT ALIGNED CURRICULUM, and End of Course opportunities (CIP1.1.14, 1.1.15, 1.1.16,1.1.17, 1.2.5,1.2.6,1.2.18,1.2.24); (2) increase the amount and quality of learning time, including the funding of an after-school tutorial/ summer school/ enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year (CIP 3.1.1) ; (3) include strategies for meeting the educational needs of historically underserved population such as SIOP trainings, ESL trainings; (CIP1.1.12, 1.1.14, 1.2.5, 1.2.8, 1.2.19); (4) include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or not meeting the State student academic achievement standards such as peer to peer tutoring, cooperative learning, integrating technology strategies; (CIP1.1.5, 1.1.19, 3.1.9, 3.1.19); (5) address how the school will determine if such needs have been met; (CIP 1.1.2, 1.1.3, 1.1.8, 1.1.11, 3.1.8) and (6) are consistent with and are designed to implement the State and local improvements plans.

Highly-qualified teachers will carry out the instructional program(CIP 1.1.9, 1.1.14, 1.2.3, 1.2.5, 1.2.14, 3.1.1, 3.1.15). Only teachers who are certified and who have met state testing requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations, the school will consider teachers who have alternative certification. In addition to appropriate certification, teachers will be sought who are experienced and have been successful in previous assignments. Strategies to attract high-quality teachers to high needs schools (CIP 1.1.6, 1.7.4) will include selection of teachers from the District's efforts to retain teachers from the district, paying stipends for attainment of a Master's Degree, and paying stipends for math, English as a second language, science, social studies and career and technology certifications. The school will provide access to high-quality ongoing professional development throughout the school year for all staff including teachers, principals, and paraprofessionals. Professional development activities will be geared to individual teachers' specialties, along with any other identified needs as determined through the staff, student and parent needs assessment surveys, administration classroom observations and evaluations, and/or district identified needs. 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 We need to continue professional developments in all core areas to increase student performance (CIP 1.1.4, 1.1.12, 1.1.14, 1.1.15, 1.1.16, 1.1.17, 1.1.20, 1.2.5, 1.2.6, 1.2.18, 1.2.19, 1.2.20, 1.2.21,1.2.24, 1.3.5, 1.4.3, 1.5.5, 1.7.11).

Veterans Memorial Early College High School takes strides 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 (CIP 3.1.11, 4.1.4, 4.1.5, 4.1.6, 6.1.1, 6.1.2, 6.1.3, 6.1.4, 6.1.5, 6.1.6, 6.1.7, 6.1.8, 6.1.9, 6.1.10, 6.1.11, 6.1.12, 6.1.3, 6.1.14, 6.1.15, 6.1.16). 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.

Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the SELP, TELPAS, and benchmark tests, to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments. (CIP 1.1.1, 1.1.2, 1.1.10, 1.1.11, 1.2.4, 1.2.17, 1.2.23, 1.2.24, 1.3.1, 1.3.5)

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 (CIP 1.10, 8.2).

The school will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Special Services and Title I Funds, e.g., after school tutorial programs. Professional Development activities are also paid for from Title I, Parts A and C, and Local Funds (CIP1.1.4, 1.1.6, 1.1.8, 1.1.10, 1.2.11, 1.2.12, 12.26, 1.2.27, 1.6.10, 2.1.26, 3.1.2, 3.1.3, 3.1.7,3.1.8,3.1.11, 3.1.12, 3.1.13,3.1.14, 3.1.15, 3.1.16, 3.1.17, 3.1.18, 3.1.18, 3.1.19, 3.1.20, 7.1, 8.1). Title I Funds along with (TI) 199 (LOC) funds are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program.

In addition to those described above, Migrant Funds are used to identify and recruit children of migratory workers for supplemental services designed in a coordinated, integrated, and efficient way through high-quality and comprehensive programs to reduce the educational disruptions and other problems that result from repeated moves. Our migrant clerk will hold meetings once each semester to foster parental involvement and provide Migrant parents with important information on campus migrant program opportunities and how to better support their children academically. Priority for Service students who are failing or most at risk of failing to meet the State's student academic achievement standards, and whose regular school year education has been interrupted, are provided additional supplementary services. VMHS ensures that migrant students are supplied with supplemental educational supplies as needed above and beyond what is provided to the general student population.

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. (CIP 2.11, 2.12, 2.15, 1.6)

The campus will also continue to provide the state mandated State Compensatory Education Program through campus as well as District funded initiatives. After school tutorials will be offered throughout the spring and fall semesters (CIP 3.1.1). Veterans Memorial follows a 3 tier approach. Our tier 3 approach will have the Assistant Principals meet weekly to discuss discipline consistency and determine proactive changes needed to decrease the number of discipline referrals. Our tier 2 approach will focus on attendance and academics. We will conduct parent conferences for attendance and academics. We will also implement a contract with students who are failing to meet attendance. Our tier 1 approach will use two new additions to BISD: (1) the Teacher Access

Center (TAC), which is an electronic database that our teachers will use to mark student grades and post attendance in class, and (2) School Messenger, which provides notification services for emergency broadcasts, parental outreach, and student attendance communications for prek-12 education. School Messenger is programmed to call the primary phone number of parents for a variety of reasons that impact the safety and academic performance of students and its database is automatically, regularly updated throughout the year. In the future, BISD will be implementing new features using SchoolMessenger which will allow parents to update contact information and to control notification preferences, including SMS text messaging. State Compensatory Education funds are utilized to provide accelerated instruction (tutorials), supplemental instructional resources, and personnel.

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.

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|----------------------|------------------------|----------------|------------|
| ALAN HENDRICK | SCIENCE TEACHER | TITLE 1-A | 1 |
| BELIA DE LA CRUZ | PARENT LIASION | TITLE 1-A | 1 |
| BRIANA ARTEAGA | SUPP. COUNSELOR | TITLE -1 | 1 |
| CARLOS GARCIA | SOCIAL STUDIES TEACHER | TITLE 1-A | 1 |
| DENISE MARIE LEAL | ELA TEACHER | TITLE 1-A | 1 |
| DORA RAMIREZ | DYSLEXIA AIDE | TITLE 1-A | 1 |
| ELSA MONICA DOUGLAS | NURSE | TITLE 1-A | .4 |
| JESSICA ALANIZ | ELA TEACHER | TITLE 1-A | 1 |
| LUZ RESENDEZ | LIBRARY AIDE | TITLE 1-A | 1 |
| MARIA RODRIGUEZ VELA | MATH TEACHER | TITLE 1-A | 1 |
| NOHELIA V IZO | PARENT LIASION | TITLE 1-A | 1 |
| RAQUEL COVARRUBIAS | NURSE | TITLE 1-A | 1 |
| TANYA MICHELLE ORTIZ | LIBRARY AIDE | TITLE 1-A | 1 |

2017-18 Site Based Decision Making Team

| Committee Role | Name | Position |
|-----------------------------|-------------------------|--------------------------------|
| Administrator | Dr. Norma Gallegos | Principal |
| Administrator | Cynthia Garza | Assistant Principal |
| Administrator | Gamaliel Salazar | Assistant Principal |
| Administrator | Hilda Soto | Assistant Principal |
| Administrator | Josie Montes-Perez | Assistant Principal |
| Administrator | Patricia Rodriguez | Assistant Principal |
| Classroom Teacher | Christopher Breeden | Department Chair-CTE |
| Classroom Teacher | Francisco Salazar | Department Chair-Foreign Lang. |
| Classroom Teacher | Jaime Castaneda | Department Chair- P.E./Health |
| Administrator | Hadassah Hernandez-Mora | Dean of Instruction |
| District-level Professional | Margarita Barron | Math Specialist |
| Classroom Teacher | Roberta Alvarez | Department Chair- Science |
| Classroom Teacher | Nubia de la Fuente | Department Chair- IDEA |
| Classroom Teacher | Griselda Moreno-Garcia | Department Chair-Math |
| Classroom Teacher | Ana Solis | Department Chair- ELA |
| Classroom Teacher | George Saenz | CTE Teacher/ EBC Member |
| Classroom Teacher | Matthew John | Social Studies |
| Classroom Teacher | Aide de Anda | Fine Arts |
| Classroom Teacher | Phillip Anderson | CTE |
| Classroom Teacher | Alfonso Gonzalez | Math |
| Classroom Teacher | Patricia Castaneda | Social Studies |
| Classroom Teacher | Patricia O'bell | Science |
| Classroom Teacher | Rosie Loreda | IDEA |
| Classroom Teacher | Elizabeth Picco | Foreign Languages |

Campus Funding Summary

| 199 Local funds | | | | | | |
|------------------------------------|------------------|-----------------|---|-------------------------------|---------------------|--|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount | |
| 1 | 4 | 1 | DISTRICT ALIGNED CURRICULUM Curriculum, Lab-Aids Kits, Consumables, CPO Equipment for IPC and Physics | | \$0.00 | |
| 2 | 1 | 6 | General Supplies | 199-11-6399-50-009-y-11-00-y | \$3,000.00 | |
| 2 | 1 | 6 | textbooks | 199-44-6321-15-009-y-31-000-y | \$4,356.00 | |
| 2 | 1 | 6 | Misc. Contracted Services | 199-11-6299-15-009-y-31-000-y | \$2,550.00 | |
| 3 | 1 | 13 | Guidance and Counseling General supplies | 199-31-6399-00-009-Y-99-000-Y | \$800.00 | |
| 4 | 1 | 2 | Prizes, pizza | | \$0.00 | |
| 4 | 1 | 3 | Budget, allocation for counseling personnel | 199-31-6399-00-009-Y-99-000-Y | \$800.00 | |
| Sub-Total | | | | | \$11,506.00 | |
| Budgeted Fund Source Amount | | | | | \$10.00 | |
| +/- Difference | | | | | \$-11,496.00 | |
| 199 G/T Advanced Academics | | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount | |
| | | | | | \$0.00 | |
| Sub-Total | | | | | \$0.00 | |
| Budgeted Fund Source Amount | | | | | \$10.00 | |
| +/- Difference | | | | | \$10.00 | |
| 162 State Compensatory | | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount | |
| 1 | 1 | 3 | 1 FTE | 162-13-6119-31-009-Y-30-000-Y | \$69,483.00 | |
| 1 | 1 | 4 | Instructional Desktop Computers | 162-11-6649-62-009-Y30-TEC-Y | \$15,900.00 | |
| 1 | 1 | 4 | Software | 162-11-6396-62-009-Y30-TEC-Y | \$1,100.00 | |
| 1 | 1 | 9 | Supplies and Materials-Software | 162-11-6395-62-009-Y-30-000-Y | \$3,000.00 | |
| 3 | 1 | 1 | Extra Duty Pay (EOC)-Tutorials | 162-11-6118-00-009-Y-24-EOC-Y | \$10,101.00 | |

| | | | | | |
|------------------------------------|---|---|----------------------------|-------------------------------|--------------|
| 3 | 1 | 1 | Extra Duty Pay-Tutorials | 162-11-6118-00-009-Y-30-000-Y | \$16,508.00 |
| 3 | 1 | 1 | Copy Paper | 162-11-6396-00-009-Y-30-000-Y | \$7,000.00 |
| 3 | 1 | 1 | Media Services | 162-11-6399-16-009-y-30-000-y | \$6,503.00 |
| 3 | 1 | 1 | general supplies | 162-11-6399-00-009-y-30-000-y | \$15,346.00 |
| 3 | 1 | 1 | A+ Program License Renewal | 162-11-6299-62-009-Y-30-000-Y | \$2,500.00 |
| 3 | 1 | 2 | 1 FTE | 162-23-6119-01-009-Y-30-037-Y | \$49,912.00 |
| 3 | 1 | 3 | 1 FTE | 162-31-6119-31-009-Y-30-000-Y | \$60,000.00 |
| 3 | 1 | 9 | 3 FTEs | 162-11-6119-00-009-Y-30-000-Y | \$102,660.00 |
| Sub-Total | | | | | \$360,013.00 |
| Budgeted Fund Source Amount | | | | | \$360,013.00 |
| +/- Difference | | | | | \$0 |

163 State Bilingual

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------------------------------------|-----------|----------|------------------|-------------------------------|------------|
| 1 | 1 | 5 | SUPPLIES | 163-11-6399-00-009-Y-25-000-Y | \$3,600.00 |
| Sub-Total | | | | | \$3,600.00 |
| Budgeted Fund Source Amount | | | | | \$3,600.00 |
| +/- Difference | | | | | \$0 |

164 State Career and Technical Education

| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
|------|-----------|----------|---------------------------------|-------------------------------|--------------|
| 8 | 1 | 1 | GENERAL SUPPLIES - INSTRUCTION | 164-11-6399-45-009-Y-22-000-Y | \$25,000.00 |
| 8 | 1 | 1 | MISC. CONTRACTED SERVICES | 164-11-6299-62-009-Y-22-000-Y | \$1,165.00 |
| 8 | 1 | 1 | SOFTWARE | 164-11-6395-62-009-Y-22-000-Y | \$1,500.00 |
| 8 | 1 | 1 | MISC. OPERATIONS COSTS AND FEES | 164-11-6497-00-009-Y-22-000-Y | \$15,000.00 |
| 8 | 1 | 1 | TEXTBOOKS | 164-11-6321-00-009-Y-22-000-Y | \$5,500.00 |
| 8 | 1 | 1 | COPY PAPER | 164-11-6396-00-009-Y-22-000-Y | \$5,000.00 |
| 8 | 1 | 1 | SUPPLIES AND MATERIALS | 164-11-6398-00-009-Y-22-000-Y | \$5,000.00 |
| 8 | 1 | 1 | MISC. CONTRACTED SERVICES | 164-11-6299-00-009-Y-22-000-Y | \$106,924.00 |
| 8 | 1 | 1 | OPERATING LEASES | 164-11-6269-00-009-Y-22-000-Y | \$1,000.00 |

| | | | | | |
|------------------------------------|---|---|------------------------------------|--------------------------------|--------------|
| 8 | 1 | 1 | GENERAL SUPPLIES | 164-11-6399-HL-009-Y-22-000-Y | \$14,500.00 |
| 8 | 1 | 1 | GENERAL SUPPLIES | 164-11-6399-1T-009-Y-22-000-Y | \$1,000.00 |
| 8 | 1 | 1 | MISC. CONTRACTED SERVICES | 164-11-6299-LW-009-Y-22-000-Y | \$1,000.00 |
| 8 | 1 | 1 | GENERAL SUPPLIES | 164-11-6399-BA-009-Y-22-000-Y | \$4,000.00 |
| 8 | 1 | 1 | GENERAL SUPPLIES | 164-11-6399-AV-009-Y-22-000-Y | \$2,000.00 |
| 8 | 1 | 1 | GENERAL SUPPLIES | 164-11-6399-AC-009-Y-22-000-Y | \$15,000.00 |
| 8 | 1 | 3 | CONTRACTED MAINTENANCE AND REPAIR | 164-11-6249-62-009-y-22-000-y | \$2,830.00 |
| 8 | 1 | 3 | CONTRACTED MAINTENANCE AND REPAIR | 164-11-6249-00-009-Y-22-000-Y | \$500.00 |
| 8 | 1 | 5 | Travel and Subsistence- Students | 164-36-6412-00-009-Y-22-072-Y | \$198,500.00 |
| 8 | 1 | 5 | RECLASSIFIED TRANSPORTATION EXP/EX | 164-36-6494-00-009-Y-22-000-Y | \$20,000.00 |
| 8 | 1 | 5 | EMPLOYEE TRAVEL | 164-31-6411-00-009-Y-22-000-Y | \$15,000.00 |
| 8 | 1 | 5 | CAPITAL ASSETS | 164-31-6649-2S-009-Y-22-032-Y | \$10,000.00 |
| 8 | 1 | 5 | GENERAL SUPPLIES | 164-31-6399-2S-009-Y-22-032-Y | \$10,000.00 |
| 8 | 1 | 5 | OPERATING COSTS AWARDS | 164-31-6498-00-009-Y-22-032-Y | \$25,000.00 |
| 8 | 1 | 5 | FURNITURE, EQUIPMENT, SOFTWARE | 164-31-6639-00-009-Y-22-032-Y | \$10,000.00 |
| 8 | 1 | 5 | EMPLOYEE TRAVEL | 164-13-6411-23-009-Y-22-000-Y | \$25,000.00 |
| 8 | 1 | 5 | RECLASSIFIED TRANSPORTATION | 164-11-6412-FT-009-Y-22-000-Y | \$15,000.00 |
| 8 | 1 | 5 | TRAVEL AND SUBSISTENCE | 164-11-6412-FT-009-Y-22-000-y | \$25,000.00 |
| 8 | 1 | 5 | EMPLOYEE TRAVEL | 164-11-6411-00-0009-y-22-000-y | \$10,000.00 |
| 8 | 1 | 5 | MISC. OPERATING COSTS | 164-11-6499-53-009-Y-22-000-Y | \$1,500.00 |
| 8 | 1 | 5 | GENERAL SUPPLIES | 164-11-6399-SC-009-Y-22-000-Y | \$3,000.00 |
| 8 | 1 | 5 | GENERAL SUPPLIES | 164-11-6399-LW-009-Y-22-000-Y | \$5,000.00 |
| 8 | 1 | 5 | AWARDS | 164-11-6498-01-009-Y-22-000-Y | \$15,960.00 |
| 8 | 1 | 7 | FURNITURE, EQUIPMENT, SOFTWARE | 164-11-6399-AC-009-Y-22-000-Y | \$25,000.00 |
| 8 | 1 | 7 | CAPITAL ASSETS | 164-11-6649-00-009-Y-22-000-Y | \$50,000.00 |
| Sub-Total | | | | | \$670,879.00 |
| Budgeted Fund Source Amount | | | | | \$670,879.00 |
| +/- Difference | | | | | \$0 |

| 166 State Special Ed. | | | | | |
|------------------------------------|------------------|-----------------|--|-------------------------------|-------------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 10 | EMPLOYEE TRAVEL | 166-13-6411-23-009-Y-23-000-Y | \$1,500.00 |
| 3 | 1 | 12 | OPERATING COSTS-AWARDS | 166-11-6498-00-009-Y-23-0P8-Y | \$6,000.00 |
| 6 | 1 | 5 | COMMUNITY SERVICES | 166-61-6399-00-009-Y-23-0P9-Y | \$300.00 |
| Sub-Total | | | | | \$7,800.00 |
| Budgeted Fund Source Amount | | | | | \$16,860.00 |
| +/- Difference | | | | | \$9,060.00 |
| 211 Title I-A | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 4 | Computer Tech ;Related Tech,Computers (CAPITAL OUTLAY) | 211-11-6649-62-009-Y-30-0F2-Y | \$69,853.00 |
| 1 | 1 | 4 | Supplies and Materials | 211-11-6398-00-009-Y-30-0F2-Y | \$3,446.00 |
| 1 | 1 | 4 | supplies (Technology under 500.00) | 211-11-6398-62-009-Y-30-0F2-Y | \$4,740.00 |
| 1 | 1 | 5 | GENERAL SUPPLIES | 211-11-6399-00-009-Y-30-0F2-Y | \$70,000.00 |
| 1 | 1 | 5 | Duplicating Paper | 211-11-6396-00-009-Y-30-0F2-Y | \$2,500.00 |
| 1 | 1 | 11 | Professional Development | 211-13-6411-23-009-Y-30-AYP-Y | \$12,000.00 |
| 1 | 1 | 11 | Professional Development | 211-23-6411-23-009-Y-30-0F2-Y | \$2,000.00 |
| 1 | 1 | 11 | Supplies | 211-13-6399-00-009-Y-30-AYP-Y | \$1,500.00 |
| 1 | 2 | 4 | Federal funded personnel | 211-11-6119-00-009-Y-30-0F2-Y | \$316,002.00 |
| 1 | 2 | 4 | Federal Funded Personnel | 211-31-6119-31-009-Y-24-CSR-Y | \$65,487.00 |
| 1 | 2 | 4 | Federal Funded Personnel | 211-33-6119-00-009-Y-30-0F2-Y | \$55,357.00 |
| 1 | 2 | 4 | Federal Funded Personnel | 211-12-6129-06-009-Y-30-0F2-Y | \$49,310.00 |
| 1 | 2 | 4 | Federal Funded Personnel | 211-11-6129-06-009-Y-30-054-Y | \$29,368.00 |
| 1 | 2 | 5 | RTI 360, Curriculum & Instruction, Campus Funding Effective Writing, Instruction, TOP Rubric for Writing, DISTRICT ALIGNED CURRICULUM, Prof. Dev. ELA Teachers | 211-11-6399-16-009-Y-30-0F2-Y | \$5,090.00 |
| 1 | 6 | 1 | AP Testing Material | 211-11-6339-00-009-Y-30-0F2-Y | \$29,651.00 |
| 3 | 1 | 1 | tutorial transportation | 211-11-6494-00-009-Y-30-0F2-Y | \$10,000.00 |

| | | | | | |
|------------------------------------|------------------|-----------------|---|-------------------------------|---------------|
| 3 | 1 | 12 | awards, medal, certificates etc (under \$10. 00 per item) | 211-11-6498-00-009-y-30-of2-y | \$2,310.00 |
| 6 | 1 | 5 | Federal Funded Personnel | 211-61-6129-00-009-Y-30-OF2-Y | \$49,156.00 |
| 6 | 1 | 8 | supplies for Parent meetings | 211-61-6399-00-009-y-30-of2-y | \$1,000.00 |
| 6 | 1 | 8 | light snacks for parent meetings | 211-61-6499-53-009-y-30-of2-y | \$500.00 |
| 6 | 1 | 8 | mileage reimbursement for parental liaisons | 211-61-6411-00-009-Y-30-OF2-Y | \$1,500.00 |
| Sub-Total | | | | | \$780,770.00 |
| Budgeted Fund Source Amount | | | | | \$781,228.00 |
| +/- Difference | | | | | \$458.00 |
| 212 Title I-C (Migrant) | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 7 | 1 | 5 | Migrant Clerk FTE- split funded with Stillman M.S. 20% and VMECHS 80% | 212-61-6129-08-009-Y-24-OF2-Y | \$19,003.00 |
| 7 | 1 | 6 | clothing supplies | 212-11-6399-00-009-Y-24-OF2-Y | \$150.00 |
| 7 | 1 | 7 | STUDENT SUPPLIES | 212-11-6649-00-009-y-24-of2-y | \$665.00 |
| 7 | 1 | 10 | TIC-CREDIT BY EXAMS | 212-11-6339-00-009-y-24-of2-6 | \$0.00 |
| 7 | 1 | 11 | Transportation | 212-11-6494-00-009-Y-24-OF2-Y | \$200.00 |
| 7 | 1 | 12 | BISD Transportation, | 212-11-6494-00-009-Y-24-OF2-Y | \$0.00 |
| 7 | 1 | 14 | Light Snack | 212-61-6499-53-009-y-24-of2-y | \$50.00 |
| 7 | 1 | 16 | District Wide Funding- district budget | | \$0.00 |
| 7 | 1 | 22 | Tuition and Transfer payment for MAARS & MUSE | 212-11-6229-00-009-Y-24-OF2-Y | \$0.00 |
| Sub-Total | | | | | \$20,068.00 |
| Budgeted Fund Source Amount | | | | | \$20,068.00 |
| +/- Difference | | | | | \$0 |
| 224 Federal Special Ed. | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| | | | | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$10.00 |

| | | | | | | |
|-------------------------------------|------------------|-----------------|--------------------------|-------------------------------|------------------------------------|-----------------------|
| | | | | | +/- Difference | \$10.00 |
| 244 Perkins Grant (Fed. CTE) | | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | | Amount |
| 8 | 1 | 1 | GENERAL SUPPLIES | 244-11-6399-00-009-Y-22-000-Y | | \$2,150.00 |
| | | | | | Sub-Total | \$2,150.00 |
| | | | | | Budgeted Fund Source Amount | \$2,150.00 |
| | | | | | +/- Difference | \$0 |
| 263 Title III-A Bilingual | | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | | Amount |
| 3 | 1 | 1 | Extra Duty Pay-Tutorials | 263-11-6399-00-009-y-25-000-y | | \$4,032.00 |
| 3 | 1 | 5 | LUCHA TEACHER | 263-11-6119-05-009-Y-25-000-Y | | \$49,012.00 |
| | | | | | Sub-Total | \$53,044.00 |
| | | | | | Budgeted Fund Source Amount | \$53,044.00 |
| | | | | | +/- Difference | \$0 |
| | | | | | Grand Total | \$1,909,830.00 |

Addendums



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| <u>Activity Checklist</u> | <u>Notes/Clarifications</u> | <u>Date completed</u> |
|--|--|-----------------------|
| Campus Leadership Team created | List CLT members and positions here: Dr. Linda Gallegos- Principal Mary Ellen Rodriguez-Dean of Instruction Hilda Soto- Math Administrator Adina Garcia- Math Department Co-Chair Gamael Salazar- ELA Administrator Ana M. Solis- ELA Department Co-Chair Cynthia Garza- LPAC Chair Nubia de la Fuente- Special Ed. Dept. Chair Patricia Rodriguez- Special Ed. Administrator | |
| Data Analysis (including assessment, attendance, discipline, and other data) | Briefly describe the data sources used (refer to CSF Data Chart) here: 2015-2016 TAPR, TEA Accountability Distinction Designation form | |
| Needs Assessment: Problem statements selected | Recommendation to limit to 2 or 3 problems to be monitored all year long on a detailed and quarterly basis. | |
| Needs Assessment: Root cause analysis for each problem selected | Follow the Root Cause Analysis protocols provided by TCDSS: "10, 5, 5" then "Circles of Influence" T chart, "5 Whys" and consensus on Root Cause for Problem. | |
| One Annual Goal established for each problem | Make sure each goal is a SMART goal | |
| Overall strategy determined for each problem | Links the Annual goal with the root cause and prioritized problem(s) | |
| Quarter goals established | Make sure each goal is a SMART goal | |
| CSF/ESEA Turnaround selected | Check off for each activity based on Intervention in CIP | |
| Interventions selected | 1 to 4 interventions for each problem for each quarter | |
| Monitoring tools/data sources determined | Need one form of data to use to determine success of each intervention for each quarter | |
| Initial plan uploaded | Deadline of October 16, 2016 | |
| Quarter 1 monitoring (Aug-Oct) | Completed by November 10, 2016 | |
| Quarter 2 Monitoring (Nov-Jan) | Completed by February 10, 2017 | |
| Quarter 3 Monitoring (Feb-Mar) | Completed by April 10, 2017 | |
| Quarter 4 Monitoring (Apr-Jun) | Completed by June 10, 2017 | |
| End-of-year Evaluation | Completed by Principal checkout/clearance deadline | |

NOTE: all interventions should be part of the Campus Improvement Plan, especially if any categorical funds are being used to implement the intervention. Some interventions may be combined into one activity in the



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Campus Improvement Plan but separate in the Targeted Improvement Plan so that parts of the CIP activity can be more closely monitored through-out the year.



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Data Analysis Process and Summary of Findings

| | |
|--|---|
| Briefly describe how your Campus Leadership Team or SBDM Committee conducted your Data Analysis. | The campus leadership team and testing coordinator met with the departments and later with the entire staff during campus staff development in May to review the EOC scores and look at the areas of need and areas of improvement. |
| Which student groups are in the greatest need of improvement (Index 1 and System Safeguards)? | ELL's and Sp.Ed. populations in the area of ELA are the areas with the greatest need. |
| Which student group(s) showed the least growth (Index 2)? | Sp. Ed. population |
| Which student group(s) had the greatest gaps and in which content areas (Index 3 and System Safeguards)? | |
| Did your campus contribute to low performance levels for BIL/ELL for PBMAS? How? | No |
| Did your campus contribute to low performance levels for CTE for PBMAS? How? | No |
| Did your campus contribute to low performance levels for Title I or Migrant for PBMAS? How? | No |
| Did your campus contribute to low performance levels for Special Education for PBMAS? How? | No |



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| Problem Statement #1 | Root cause #1 | Rationale for selected Strategies/ interventions to meet annual goal based on root cause. |
|---|--|--|
| The Special Education population continues to progress at a slower rate than the all student group in all the content areas. | Student literacy (Literacy & Writing) skills were not fully developed because differentiated instruction needs to be more individualized for subpopulations. | Target activities in the Fall and Spring for SE including more in depth data analysis, teacher and administrator training, improved lesson planning for extended and small group learning opportunities, monitor student's PMA data. |
| Annual Goal #1 | CIP Activity numbers: | CSFs/ESEA Turnaround Principles: |
| Increase the percentage points passing for all SE EOC assessments testing for the first time. | CIP activity # 1.1, 1.1.5, 1.2.23 | Make sure your CSF's for each strategy are included in your campus improvement plan. |
| Annual Goal met? / What worked and why? /What did not work and why? Due June 15th | | |
| Do not complete this section until the end of the school year. | | |
| Quarter 1 Goal (August to October) Monitoring updates completed by November 10th | | |
| All the content teachers will implement the targeted interventions for their SE population. | | |
| Q1: Intervention 1 | Monitoring information | Intervention results |
| The teachers & administrators will be provided professional development on how to better assist the SE population and provide specific teaching strategies. | Agendas Sign-In sheets ERO transcript | Teachers/admin. will walk away from the training more knowledgeable on differentiating instruction and better assist the SE population. |
| Q1: Intervention 2 | Monitoring information | Intervention results |
| Administration will conduct classroom observations to check for implementation of instructional strategies. | Lesson plans Teacher observations Department/strand meetings | The expectation will be the follow through on the delivery of specific strategies that will assist students with differentiated instruction. |
| Q1: Intervention 3 | Monitoring information | Intervention results |
| | | |
| Q1: Intervention 4 | Monitoring information | Intervention results |
| | | |
| Quarter 1 Goal met? / Changes for next quarter? | | |
| Progress observed through assessments and district benchmarks. | | |



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| Problem Statement #1 | Root cause #1 | Rationale for selected Strategies/ interventions to meet annual goal based on root cause. | |
|--|--|--|----------------------------------|
| The Special Education population continues to progress at a slower rate than the all student group in all the content areas. | Student literacy (Literacy & Writing) skills were not fully developed because differentiated instruction needs to be more individualized for subpopulations. | Target activities in the Fall and Spring for SE including more in depth data analysis, teacher and administrator training, improved lesson planning for extended and small group learning opportunities, monitor student's PMA data. | |
| Annual Goal #1 | CIP Activity numbers: | CSFs/ESEA Turnaround Principles: | |
| Increase the percentage points passing for all SE EOC assessments testing for the first time. | CIP activity # 1.1, 1.1.5, 1.2.23 | Make sure your CSF's for each strategy are included in your campus improvement plan. | |
| To be completed at end of quarter | | | |
| Quarter 2 Goal (November to January) Monitoring updates completed by February 10th | | | |
| All of our EOC students & Sp.Ed. students will be progress monitored through the district Fall benchmark. | | | |
| Q2: Intervention 1 | Monitoring information | Intervention results | |
| 100% of the EOC students & Special Education students will participate in the District Fall Benchmark. | Eduphoria- AWARE reports | 85% of the Sp. Ed. students participated in the Fall Online district benchmark. | |
| Q2: Intervention 2 | Monitoring information | Intervention results | |
| Monitoring lists will be available to analyze data. | Monitoring groups- Eduphoria | Monitoring lists will help easily identify the struggling students not performing at level II. | |
| Q2: Intervention 3 | Monitoring information | Intervention results | |
| | | | |
| Q2: Intervention 4 | Monitoring information | Intervention results | |
| | | | |
| Quarter 2 Goal met? / Changes for next quarter? | | | |
| To be completed at end of quarter | | | |
| Quarter 3 Goal (February to March) Monitoring updates completed by April 10th | | | |
| All of our ELL students & Sp. Ed. students will be progress monitored through the district Spring benchmark. | | | |
| Q3: Intervention 1 | Monitoring information | Intervention results | Changes for next quarters |



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| Problem Statement #1 | Root cause #1 | Rationale for selected Strategies/ interventions to meet annual goal based on root cause. | |
|---|--|--|---|
| The Special Education population continues to progress at a slower rate than the all student group in all the content areas. | Student literacy (Literacy & Writing) skills were not fully developed because differentiated instruction needs to be more individualized for subpopulations. | Target activities in the Fall and Spring for SE including more in depth data analysis, teacher and administrator training, improved lesson planning for extended and small group learning opportunities, monitor student's PMA data. | |
| Annual Goal #1 | CIP Activity numbers: | CSFs/ESEA Turnaround Principles: | |
| Increase the percentage points passing for all SE EOC assessments testing for the first time. | CIP activity # 1.1, 1.1.5, 1.2.23 | Make sure your CSF's for each strategy are included in your campus improvement plan. | |
| Q3: Intervention 2 | Monitoring information | Intervention results | Changes for next quarters |
| Monitoring lists will be available to analyze data. | Monitoring groups- Eduphoria | Monitoring lists will help easily identify the struggling students not performing at level II. | Meet with IDEA folder teachers, admin team, and core area teachers to target specific skills students are struggling with for EOC preparation. Target specific tutorials/remediation. |
| Q3: Intervention 3 | Monitoring information | Intervention results | Changes for next quarters |
| | | | |
| Q3: Intervention 4 | Monitoring information | Intervention results | Changes for next quarters |
| | | | |
| Quarter 3 Goal met? / Changes for next quarter? | | | |
| Goal met. ARD committee meetings to look at specific students not having mastered EOC and recommend Summer School instruction. | | | |
| The ARD committee meetings took place to look at specific students not having mastered EOC and recommend Summer School instruction and remediation for the 2017-2018 school year. | | | |



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| Problem Statement #1 | | Root cause #1 | Rationale for selected Strategies/ interventions to meet annual goal based on root cause. | |
|---|-------------------------------|--|--|--|
| The Special Education population continues to progress at a slower rate than the all student group in all the content areas. | | Student literacy (Literacy & Writing) skills were not fully developed because differentiated instruction needs to be more individualized for subpopulations. | Target activities in the Fall and Spring for SE including more in depth data analysis, teacher and administrator training, improved lesson planning for extended and small group learning opportunities, monitor student's PMA data. | |
| Annual Goal #1 | | CIP Activity numbers: | | CSFs/ESEA Turnaround Principles: |
| Increase the percentage points passing for all SE EOC assessments testing for the first time. | | CIP activity # 1.1, 1.1.5, 1.2.23 | | Make sure your CSF's for each strategy are included in your campus improvement plan. |
| Quarter 4 Goal (April to June) Monitoring updates completed by June 10th | | | | |
| All of our Sp. Ed. students who fail the first administration EOC will be scheduled to participate in extensive accelerated instruction by Summer 2017. | | | | |
| Q4: Intervention 1 | Monitoring information | Intervention results | | Changes for next quarters |
| EOC scores pending | Summer School | Implementation of individualized instruction and data analysis | | Pending EOC scores to determine changes for next quarter |
| Q4: Intervention 2 | Monitoring information | Intervention results | | Changes for next quarters |
| | | | | |
| Q4: Intervention 3 | Monitoring information | Intervention results | | Changes for next quarters |
| | | | | |
| Q4: Intervention 4 | Monitoring information | Intervention results | | Changes for next quarters |
| | | | | |
| Quarter 4 Goal met? / Changes for next quarter? | | | | |
| | | | | |



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| <i>Problem Statement #2</i> | <i>Root cause #2</i> | <i>Rationale for selected Strategies/ interventions to meet annual goal based on root cause.</i> |
|---|---|---|
| Increase the passing rates of ELA EOC Spring test in the subgroups of ELL and Special Education. | Provide more professional development primarily in SIOp strategies and differentiating the instruction for these two subgroups. | |
| <i>Annual Goal #2</i> | <i>CIP Activity numbers:</i> | <i>CSFs/ESEA Turnaround Principles:</i> |
| Increase the passing rates for the ELL and Special Education subgroups. | 1.2.5, 1.1.6, 1.1.8, 1.17,1.2.23 | Make sure your CSF's for each strategy are included in your campus improvement plan. |
| <i>Annual Goal met? / What worked and why? /What did not work and why? Due June 15th</i> | | |
| <i>Do not complete this section until the end of the school year.</i> | | |
| <i>Quarter 1 Goal (August to October) Monitoring updates completed by November 10th</i> | | |
| | | |
| <i>Q1: Intervention 1</i> | <i>Monitoring information</i> | <i>Intervention results</i> |
| Increase the passing rates for the ELL and Special Education subgroups. | Student PMA results from District Benchmarks- Eduphoria AWARE | See progress made by the ELL population. |
| <i>Q1: Intervention 2</i> | <i>Monitoring information</i> | <i>Intervention results</i> |
| Classroom observations | Eduphoria- Appraise Teacher feedback Student PMA results- Eduphoria AWARE | Evidence as per teacher walkthroughs and observations. |
| <i>Q1: Intervention 3</i> | <i>Monitoring information</i> | <i>Intervention results</i> |
| | | |
| <i>Q1: Intervention 4</i> | <i>Monitoring information</i> | <i>Intervention results</i> |
| | | |
| <i>Quarter 1 Goal met? / Changes for next quarter?</i> | | |
| <i>To be completed at end of quarter</i> | | |
| <i>Quarter 2 Goal (November to January) Monitoring updates completed by February 10th</i> | | |
| Identify the re-testers for ELL and Sp. Ed. Sub-pops and provide appropriate interventions. | | |
| <i>Q2: Intervention 1</i> | <i>Monitoring information</i> | <i>Intervention results</i> |
| Increase the passing rates for the ELL and Special Education subgroups. | Student PMA results from campus & District Online Benchmarks- Eduphoria AWARE & TANGO | |
| <i>Q2: Intervention 2</i> | <i>Monitoring information</i> | <i>Intervention results</i> |



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| Problem Statement #2 | Root cause #2 | Rationale for selected Strategies/ interventions to meet annual goal based on root cause. | |
|---|---|--|--|
| Increase the passing rates of ELA EOC Spring test in the subgroups of ELL and Special Education. | Provide more professional development primarily in SIOP strategies and differentiating the instruction for these two subgroups. | | |
| Annual Goal #2 | CIP Activity numbers: | CSFs/ESEA Turnaround Principles: | |
| Increase the passing rates for the ELL and Special Education subgroups. | 1.2.5, 1.1.6, 1.1.8, 1.17,1.2.23 | Make sure your CSF's for each strategy are included in your campus improvement plan. | |
| Classroom observations | | Evidence as per teacher walkthroughs and observations. | |
| Q2: Intervention 3 | Monitoring information | Intervention results | |
| | | | |
| Q2: Intervention 4 | Monitoring information | Intervention results | |
| | | | |
| Quarter 2 Goal met? / Changes for next quarter? | | | |
| To be completed at end of quarter | | | |
| Quarter 3 Goal (February to March) Monitoring updates completed by April 10th | | | |
| All of our EOC students, ELL & Sp. Ed. students will be progress monitored through the district Spring benchmark. | | | |
| Q3: Intervention 1 | Monitoring information | Intervention results | Changes for next quarters |
| Increase the passing rates for the ELL and Special Education subgroups. | Student PMA results from campus & District Online Benchmarks- Eduphoria AWARE & TANGO | Progress monitored by teachers through benchmark results. Students take their EOC exams. | Refresher in SIOP activities early in the Fall with all teachers. Target the ELL population not being successful in their EOC exams. |
| Q3: Intervention 2 | Monitoring information | Intervention results | Changes for next quarters |
| | | | |
| Q3: Intervention 3 | Monitoring information | Intervention results | Changes for next quarters |
| | | | |



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| | | | | | |
|---|---|---|--|--|--|
| Problem Statement #2 | | Root cause #2 | | Rationale for selected Strategies/ interventions to meet annual goal based on root cause. | |
| Increase the passing rates of ELA EOC Spring test in the subgroups of ELL and Special Education. | | Provide more professional development primarily in SIOP strategies and differentiating the instruction for these two subgroups. | | | |
| Annual Goal #2 | | CIP Activity numbers: | | CSFs/ESEA Turnaround Principles: | |
| Increase the passing rates for the ELL and Special Education subgroups. | | 1.2.5, 1.1.6, 1.1.8, 1.17,1.2.23 | | Make sure your CSF's for each strategy are included in your campus improvement plan. | |
| Q3: Intervention 4 | Monitoring information | Intervention results | Changes for next quarters | | |
| | | | | | |
| Quarter 3 Goal met? / Changes for next quarter? | | | | | |
| To be completed at end of quarter | | | | | |
| Quarter 4 Goal (April to June) Monitoring updates completed by June 10th | | | | | |
| All of our students who fail the first administration EOC will be scheduled to participate in extensive accelerated instruction by Summer 2017. | | | | | |
| Q4: Intervention 1 | Monitoring information | Intervention results | Changes for next quarters | | |
| Students will be in EOC preparation & Summer School. | Identify ELL students who did not meet the EOC passing criteria . | Remediation; small group extended day should help students | Early interventions & PD for teachers to improve the ELL success rate on EOCs. | | |
| Q4: Intervention 2 | Monitoring information | Intervention results | Changes for next quarters | | |
| | | | | | |
| Q4: Intervention 3 | Monitoring information | Intervention results | Changes for next quarters | | |
| | | | | | |
| Q4: Intervention 4 | Monitoring information | Intervention results | Changes for next quarters | | |
| | | | | | |
| Quarter 4 Goal met? / Changes for next quarter? | | | | | |
| To be completed at end of quarter | | | | | |



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| | | | |
|--|-------------------------------|--|----------------------------------|
| Problem Statement #3 | Root cause #3 | Rationale for selected Strategies/ interventions to meet annual goal based on root cause. | |
| | | | |
| Annual Goal #3 | CIP Activity numbers: | CSFs/ESEA Turnaround Principles: | |
| | List CIP activity link here | Make sure your CSF's for each strategy are included in your campus improvement plan. | |
| Annual Goal met? / What worked and why? /What did not work and why? Due June 15th | | | |
| Do not complete this section until the end of the school year. | | | |
| Quarter 1 Goal (August to October) Monitoring updates completed by November 10th | | | |
| | | | |
| Q1: Intervention 1 | Monitoring information | Intervention results | |
| | | | |
| Q1: Intervention 2 | Monitoring information | Intervention results | |
| | | | |
| Q1: Intervention 3 | Monitoring information | Intervention results | |
| | | | |
| Q1: Intervention 4 | Monitoring information | Intervention results | |
| | | | |
| Quarter 1 Goal met? / Changes for next quarter? | | | |
| To be completed at end of quarter | | | |
| Quarter 2 Goal (November to January) Monitoring updates completed by February 10th | | | |
| | | | |
| Q2: Intervention 1 | Monitoring information | Intervention results | |
| | | | |
| Q2: Intervention 2 | Monitoring information | Intervention results | |
| | | | |
| Q2: Intervention 3 | Monitoring information | Intervention results | |
| | | | |
| Q2: Intervention 4 | Monitoring information | Intervention results | |
| | | | |
| Quarter 2 Goal met? / Changes for next quarter? | | | |
| | | | |
| Quarter 3 Goal (February to March) Monitoring updates completed by April 10th | | | |
| | | | |
| Q3: Intervention 1 | Monitoring information | Intervention results | Changes for next quarters |



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| | | | | |
|--|-------------------------------|------------------------------|----------------------------------|--|
| Problem Statement #3 | | Root cause #3 | | Rationale for selected Strategies/ interventions to meet annual goal based on root cause. |
| | | | | |
| Annual Goal #3 | | CIP Activity numbers: | | CSFs/ESEA Turnaround Principles: |
| | | List CIP activity link here | | Make sure your CSF's for each strategy are included in your campus improvement plan. |
| | | | | |
| Q3: Intervention 2 | Monitoring information | Intervention results | Changes for next quarters | |
| | | | | |
| Q3: Intervention 3 | Monitoring information | Intervention results | Changes for next quarters | |
| | | | | |
| Q3: Intervention 4 | Monitoring information | Intervention results | Changes for next quarters | |
| | | | | |
| Quarter 3 Goal met? / Changes for next quarter? | | | | |
| To be completed at end of quarter | | | | |
| Quarter 4 Goal (April to June) Monitoring updates completed by June 10th | | | | |
| | | | | |
| Q4: Intervention 1 | Monitoring information | Intervention results | Changes for next quarters | |
| | | | | |
| Q4: Intervention 2 | Monitoring information | Intervention results | Changes for next quarters | |
| | | | | |
| Q4: Intervention 3 | Monitoring information | Intervention results | Changes for next quarters | |
| | | | | |
| Q4: Intervention 4 | Monitoring information | Intervention results | Changes for next quarters | |
| | | | | |
| Quarter 4 Goal met? / Changes for next quarter? | | | | |
| To be completed at end of quarter | | | | |