

Brownsville Independent School District
Lopez Early College High School
2018-2019 Campus Improvement Plan



Mission Statement

The mission of Lopez Early College High School is to prepare students for a post-secondary education that includes technological advances that will enhance and promote the value of lifelong learning and create a philosophy of community involvement while instilling in them a sense of pride, self-respect, integrity, and an appreciation of cultural diversity.

Vision

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

Value Statement

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

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Comprehensive Needs Assessment

Needs Assessment Overview

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

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

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

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

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

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

6. Scientific Learning

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

School Namesake: Tomasa A. Lopez

School Colors: Navy and Gold

School Mascot: Lobo

School Song: We'll Be True to Our Colors

School Motto: Training Minds...Touching Hearts

Annual Campus Goals

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

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

Demographics

Demographics Summary

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

Ethnic Distribution:

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

Program Information

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

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

Demographics Strengths

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

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

Demographic Needs

1. Keep at-risk students in school through support services provided by Dean of Instruction, Dropout Specialist, and Communities in Schools, Probation Officer, At-risk counselors, Migrant teacher and clerk
2. Increase and maintain graduation rates to meet district goals
3. Increase participation in Advance Placement Program by providing more professional development opportunities to teachers through APSI summer institutes, AP Summer Conferences and Writing Project Seminars

Problem Statements Identifying Demographics Needs

Problem Statement 1: Participation in Dual and AP courses continues to decline from the 9th grade year. **Root Cause:** Instructional practices are inconsistent among advance coursework and regular coursework

Student Academic Achievement

Student Academic Achievement Summary

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

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

Student Academic Achievement Strengths

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

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

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

Student Achievement Need

1. Increase academic performance on statewide assessments through afterschool EOC camps and Saturday academies
2. Increase literacy and reading performance by implementing a campus wide book study during the scheduled advisory period.
3. Provide professional development on effective instructional strategies across content(s) to increase academic performance (EOC/CCMR) for all subpopulation indicators (ELL, GT, AP, AVID, CIF, TLI, Text Structures)
4. Provide instructional supplies and resources in order to conduct targeted and focused instruction to improve academic performance
5. Provide transportation for after school and Saturday academy tutorials
6. Provide professional development on state / federal accountability, graduation requirements and effective instructional practices to the Dean of Instruction, Testing Coordinator and Program specialist in order to train and retain highly qualified teachers.
7. Provide College and Career Readiness support through the Advise TX program to ensure students meet deadlines on FAFSA, TSI, SAT/ACT, College Entrance requirements.
8. Hold a Summer Bridge program in order to provide an orientation to incoming 9th grade students to assist with the transition from middle school to high school.
9. Hold a Cohort Express Summer program in order to increase the campus graduation rate and ensure students remain on target with their academic cohort

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Performance of Special Education and Bilingual students in all content areas, although increase shown, still continues to be significantly below "all" student performance for 2017 assessments. **Root Cause:** Inconsistent implementation of effective intervention strategies, across content areas, especially in Special Education and Bilingual populations.

School Processes & Programs

School Processes & Programs Summary

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

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

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

School Processes & Programs Strengths

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

- Implementation of PLCs (Administration, SBDM, ECHS Cabinet, Department Chairs and Strand Leaders)
- Strong Counseling program with counselors are assigned by grades levels (9-11), special populations (9-12) and academic tiering (senior level)
- Transitional and ECHS counselor
- Early College High School Designation
- Campus Performance Assessments (CPA) for EOC courses are conducted each 6 week marking period and District checkpoint assessments are

conducted every 3 weeks.

- District benchmarks are conducted twice a year in the Fall and Spring semester.
- Curricular support from curriculum specialists in all core area subjects
- Dean of Instruction facilitates curricular, instruction and data review session meetings with campus administration, department chairs and core area teachers every 3 weeks.
- Implementation of CIF, TLI and SIOP strategies into the curriculum and instruction with continuous professional development opportunities throughout the school year.
- Professional development opportunities are provided throughout the school year for AP, GT, DE, EOC and College Readiness to support "all students" academic success
- Accelerated instruction and focused tutorials are conducted throughout the school year with paid compensation to teachers through state compensatory, federal programs, bilingual, advance academis and special programs department(s) provided funds.

School Processes and Program Needs

1. Effective implementation of RtI process for behavior and academic concerns in the areas of Math and ELAR
2. Create and maintain a budget for curriculum writing projects in order to align campus assessment and instruction with both district and state requirements (CCMR)
3. Implement effective technology-based curriculum through research-based software programs to increase academic performance in Math and ELAR
4. Instructional personnel needed to conduct EOC academies, credit recovery programs and college readiness tutorials to improve EOC and CCMR performance.
5. Increase the numbers of student participating in extra- and co- curricular activities
6. Personnel needed to meet the needs of Title I-A students
7. Increase the number of teachers with a master's degree in order to offer Dual Enrollment classes to service the ECHS cohort.
8. Budget for Advance Placement exams for students who are enrolled in AP and Dual Enrollment courses.
9. Provide time and resources to conduct Data Review Sessions with EOC teachers in order to evaluate and adjust instructional frameworks based on gathered assessment and observational data.

Perceptions

Perceptions Summary

Lopez Early College High School administration and staff takes preventive measures for safety and emergency management purposes. Procedures to promote safety include stationing security personnel at various points of school for monitoring. Disciplinary policies are progressive with counseling services offered at various stages of the discipline process. Discipline data is entered into review 360 where it is subsequently monitored for trends in behaviors. Participation in student activities is promoted through events such as Open House, Summer Bridge for incoming middle school students and a spring Student Activity Rush event.

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

Perceptions Strengths

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

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

Perception Needs

1. Implement an advisory period, student planner and a campus wide book study to address the academic needs of the student and prepare them for College, Career and Military Readiness (CCMR)
2. Increase daily attendance
3. Increase daily teacher attendance
4. Provide all faculty and staff professional development in affective domains
5. Provide incentives for students to improve culture and climate
6. Increase the number of student sponsored programs

7. Increase parental involvement through planned presentations and trainings for parents to assist their student with academic growth and development in the home.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

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

Student Data: Student Groups

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

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
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: September 10, 2018

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. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 1: Student performance for all students, all grades, all subjects will exceed 2018 STAAR percent Approaches Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science and social studies by 5 percentage points.





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

Summative Evaluation 1:

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

<p align="center">Comprehensive Support Strategy PBMAS</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>1) Provide teachers with instructional resources and computer assisted instruction that reinforces implementation of BISD and campus instructional programs and initiatives including (but not limited to) professional development based on identified needs:</p> <p>Scientific Learning ALEX</p> <p>Populations: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students, All teachers</p> <p>Timeline: July 2018 - June 2019</p> <p>SA4, SP3, SP8</p>	2.4	Curriculum Specialists Principal Dean of Instruction Assistant Principals Department Chairs	Curriculum Frameworks Instructional Feedback Form District developed assessments Campus developed assessments Evidence of TLI sustained initiatives				
Funding Sources: 211 Title I-A - 115438.00							
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>2) Analyze campus/district/state assessment data to determine specific instructional intervention needs that will drive planning for campus professional development, instructional framework alignment, curriculum writing projects, core area planning sessions and data review sessions.</p> <p>Populations: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students, All teachers</p> <p>Timeline: July 2018 - June 2019</p> <p>SP9</p>	2.5, 2.6	Curriculum Specialists Dean of Instruction Assistant Principals Department Chairs	Campus Performance Assessments District Benchmarks Revised instructional frameworks 90 day instructional plans				
Funding Sources: 211 Title I-A - 15000.00							

<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>3) Intervention (RtI) 3 Tier Model in order to support student academic growth and success. All interventions should be scientifically researched based. Documentation of interventions and progress monitoring. Use data to identify areas of need. Monitor progress of struggling students. Adjust instruction/interventions. Review student outcome data to evaluate instruction (REVIEW 360)</p> <p>Tier I a minimum of 90 minutes devoted to ELA instruction Tier II 30 minutes per day in small group in addition to the core instruction. Tier III 30 minutes per day in individual or small group instruction in addition to the core instruction.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students</p> <p>Timeline: August 2018 - June 2019 (daily)</p>	2.6	Classroom Teachers Special Education Teachers Dyslexia Teachers Bilingual Education Teachers Dean of Instruction	<p>The campus will show a 3% point increase in the number of students meeting Level II Satisfactory Standard (now Approaches Grade Level) in the area(s) of English I and English II.</p> <p>Formative: campus performance assessments, MOY/EOY assessments</p> <p>Summative: Semester averages, Final averages, STAAR (EOC) scores / TELPAS scores</p>				
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>4) To increase academic focus for students participating in extra-curricular and co-curricular activities through structured tutorial sessions based on collected campus/district/state assessment data throughout the school year in order to increase academic excellence on state assessment(s), increase graduation rates while committing to practicing sport/program skills each day.</p> <p>Population: All students in extra- and co- curricular programs</p> <p>Timeline: August 2018 - June 2019</p>	2.4	Program sponsors Athletic coaches Classroom Teachers Dean of Instruction	<p>The campus will show a 3% point increase in the number of students meeting Level II Satisfactory Standard (now Approaches Grade Level) in the area(s) of English I and English II.</p> <p>Formative: campus performance assessments, MOY/EOY assessments</p> <p>Summative: Semester averages, Final averages, STAAR (EOC) scores / TELPAS scores</p>				

<p align="center">Comprehensive Support Strategy</p> <p align="center">PBMAS</p> <p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 7</p> <p>5) To improve instruction and student achievement in the areas of reading and writing, teachers will receive professional development, instructional strategies and resources to effectively implement BISD ELAR Literacy Action Plan</p> <ul style="list-style-type: none"> *differentiated instruction *student-centered instruction *data analysis *TLI *cognitive routines/strategies *fluency *reading comprehension *RtI *academic vocabulary development <p>Population: All students</p> <p>Timeline: August 2018 - June 2019</p> <p>SA2</p>	<p>2.4, 2.5</p>	<p>Campus Principal Dean of Instruction Assistant Principals</p>	<p>The campus will show a 3% point increase in the number of students meeting Level II Satisfactory Standard (now Approaches Grade Level) in the area(s) of English I and English II.</p> <p>Formative: campus performance assessments, MOY/EOY assessments</p> <p>Summative: Semester averages, Final averages, STAAR (EOC) scores / TELPAS scores</p>				
<p>Funding Sources: 211 Title I-A - 11500.00</p>							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							





Goal 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. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

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

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>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.</p> <p>Population: CTE students</p> <p>Timeline: August 2018 - July 2019</p>	2.5	<p>Career Placement Officer Campus Principal Dean of Instruction CTE HS Teachers CTE Administrative Staff</p>	<p>Students will be engaged in learning by walkthroughs.</p> <p>Students will learn the latest software applications using upgraded technology.</p>				
<p>Critical Success Factors CSF 7</p> <p>2) Professional development opportunities will be available for CTE teachers in order to support ongoing professional growth so that students may learn the latest technology skills and be able to compete in college and the workforce.</p> <p>Population: CTE students, CTE teachers</p> <p>Timeline: August 2018 - July 2019</p>	2.5	<p>Career Placement Officer Campus Principal Dean of Instruction CTE Department Chair CTE Administrative Staff</p>	<p>Teachers will return to their classroom and be able to share the newest technologies with their students.</p> <p>Teachers will be able to train their campus colleagues based on what they learned at their professional development.</p>				

<p>Critical Success Factors CSF 1 CSF 6</p> <p>3) CTE and Ford NGL students will utilize academic planners for college and career readiness through a scheduled advisory period throughout the school day. Academic planners will be used to build soft skills for college and career readiness.</p> <p>Population: CTE students, Ford NGL students</p> <p>Timeline: August 2018 - 2019</p>	<p>2.4, 2.6</p>	<p>Career Placement Officer Campus Principal Dean of Instruction CTE Department Chair CTE Administrative Staff</p>	<p>Teachers will conduct lesson that will build student's soft skills needed for post-secondary and career readiness.</p> <p>Students will gain soft skill knowledge that will prepare them for post-secondary and career readiness.</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 3: Lopez ECHS will implement the early college high school model at all comprehensive and stand-alone high schools to maintain designation and improve performance as measured by the ECHS Blueprint.

Evaluation Data Source(s) 3: TSIs reports, dual enrollment credit reports, AP score reports, ECHS Blueprint

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) Teachers will have an opportunity to meet with a group of students during the week to conduct the following activities and trainings through a scheduled advisory period: college readiness, 7 habits of Highly Effective Teens, campus novel studies, academic planners, Suicide Prevention training, Cyber-Bullying and Social Media safety in order to improve campus culture, climate and student academic success.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students, All teachers</p> <p>Timeline: August 2018 - June 2019</p>	2.5, 2.6	Principal Dean of Instruction Assistant Principals	<p>Formative: academic planners, lesson plans, curriculum framework</p> <p>Summative: Campus Needs Assessment survey results on school climate and culture</p>				

<p align="center">Critical Success Factors CSF 1</p> <p>2) Implement a comprehensive Texas Success Initiative (TSI) remediation plan with the expectation that all BISD students will graduate college ready. Plan includes the implementation of the following:</p> <p>APEX Edgenuity TSI Lab TSI Tutorials</p> <p>Population: ECHS students</p> <p>Timeline: July 2018 - June 2019</p> <p>SP3</p>	2.6	ECHS Director ECHS Counselor AVID Teacher Dean of Instruction	Formative: TSI test taking and passing data by grade level Summative: Increased 5% percentage points of students passing each and all TSI components at each grade level over previous year				
Funding Sources: 211 Title I-A - 36000.00							
<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>3) Implement the school within a school early college high school model at all comprehensive high schools using the TEA ECHS blueprint as the guide and ensuring all blueprint benchmarks are met.</p> <p>AVID curriculum AVID membership AVID Summer Institute</p> <p>Population: ECHS teachers, ECHS students</p> <p>Timeline: July 2018 - June 2019</p> <p>SA3</p>	2.6	ECHS Director ECHS Counselor AVID Teacher ECHS Classroom Teachers Dean of Instruction	Formative: ECHS cohort enrollment and retention reports with student demographics, minutes and reports presented to ECHS cabinet. Summative: Meet or exceed ECHS blueprint in all areas				
Funding Sources: 211 Title I-A - 4000.00							

<p>4) Increase vertically aligned course offerings in grades 9-12 to include instructional materials and resources needed to ensure equitable access for all students to include fine arts, advance placement and dual enrollment to ensure college readiness</p> <p>Population: ECHS teachers, ECHS students</p> <p>Timeline: August 2018 - June 2019</p>		<p>ECHS Director ECHS Counselor Fine Arts Administrator Dean of Instruction</p>	<p>Formative: performance ratings, evaluations</p> <p>Summative: improved assessment scores</p>				
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Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 4: 80% of Lopez ECHS migrant students will be on grade level within 2 years and 70% will be at Approaches Grade Level for all STAAR assessments.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) All migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus extending them the same opportunity for meeting the academic challenges of all students. All PFS migrant students will receive supplemental supports services before other migrant students. Will have an opportunity to attend a PFS Learning Academy. All migrant students will receive a summer reading pack so that they may continue sharpening their reading skill during the summer months.</p> <p>Population: All migrant students</p> <p>Timeline: August 2018 - June 2019 CNA: Demo #1</p>		<p>Migrant Funded Teacher Migrant Counselor Recruiters</p>	<p>Formative: Distribution forms, PFS Learning Academy Reports, Composite of Services Reports</p> <p>Summative: Fewer PFS students are identified due to increased performance, On-time promotion and on-time graduation rates increased</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - 1841.00</p>							

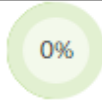
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Migrant 9th graders will have the opportunity to attend a math workshop to learn and reinforce the skills necessary to successfully meet the challenges of the district's rigorous math classes and STAAR exams.</p> <p>Population: 9th grade migrant students</p> <p>Timeline: January 2019</p>		<p>HS Migrant Teacher HS Campus Clerk</p>	<p>Formative: six week grades and PFS monitoring tool</p> <p>Summative: increased Algebra I and EOC passing rates</p>				
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Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

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

Evaluation Data Source(s) 5: Regional and state competition participation numbers

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Teachers will be provided with training and materials to promote participation in Robotics, Science Fair, Kids Voting and History Fair at the campus, district, regional, state and national level(s)</p> <p>Population: 9-12 grade students and teachers</p> <p>Timeline: July 2018 - June 2019</p>		<p>Program Sponsors Department Teachers Dean of Instruction</p>	<p>Formative: training agendas, flyers, student sign-in sheets and evaluation reports</p> <p>Summative: increase number of campus/district/regional/state entries, increase number of students in STEM classes, maintain campus participation in Brownsville Kids Voting at the district level.</p>				
<p>2) Student's problem solving skills, originality and creativity will be encouraged through their participation in district programs. Teachers, sponsors and coaches will be provided with professional development and materials to promote participation in Brainsville Inventions, Chess, Destination Imagination, Poet's Convention, Stock Market Games, UIL Academics, Night of DI and a Commercial for DI.</p> <p>Population: 9-12 grade students and teachers (GT identified students)</p> <p>Timeline: August 2018 - May 2019</p>		<p>Advance Academic Lead Teacher Advance Academic Classroom Teachers Dean of Instruction</p>	<p>Formative: training agendas, flyers, PDS attendance and evaluation reports</p> <p>Summative: 10% increase in student participation at the campus/district/regional/state/national level(s)</p>				

<p>3) CTE will continue to encourage its students to participate in Career and Technical Student Organization (CTOs) so that leadership, communication and soft skills may be developed.</p> <p>Population: CTE students</p> <p>Timeline: August 2018 - July 2019</p>		<p>CTE Teachers Career Placement Officer CTE Administrator</p>	<p>Formative: documentation for students competing at the regional, state and national levels</p> <p>Summative: increased participation and success in CTE-related competitions, increase accolades for students in respective competitive areas</p>				
<p>4) Math teachers will be provided with training and materials to promote participation in American Mathematics Competition (AMC) at the campus, district and regional level</p> <p>Population: 9-12 grade students and teachers</p> <p>Timeline: July 2018 - June 2019</p>		<p>Math Department Chair Math Department Administrator Dean of Instruction</p>	<p>Formative: training agendas and flyers, PDS attendance and evaluation reports</p> <p>Summative: 10% increase of student participation in AMC at the district level</p>				
<p>5) Fine Arts students will develop critical thinking and multi-tasking skills, creativity, teamwork and character by participating in UIL contests, TMEA contests, non-UIL contests, exhibitions, district/community events and public performances.</p> <p>Population: All Fine Arts Students</p> <p>Timeline: August 2018 - June 2019</p>		<p>Fine Arts Administrator Campus Principal Campus Directors Fine Arts Teachers</p>	<p>Formative: Performance ratings, attendance, audience / student reaction</p> <p>Summative: EOY performance recognition, student program enrollment increases</p>				
<p>6) Increase enrollment in Fine Arts programs by conducting recruitment concerts and visits</p> <p>Population: All Fine Arts Students</p> <p>Timeline: August 2018 - June 2019</p>		<p>Fine Arts Administrator Campus Principal Campus Directors Fine Arts Teachers</p>	<p>Formative: PEIMS enrollment numbers, class rosters</p> <p>Summative: improved enrollment form prior year</p>				

<p>7) Increase the number of athletes to be scheduled in the appropriate athletic period each year, so that leadership skills, sport skills, higher-order thinking skills, strengthening and condition skills, and sportsmanship skills can be mastered by the student in athletics.</p> <p>Population: All Athletic students</p> <p>Timeline: August 2018 - June 2019</p>		<p>District Athletic Administration Campus Principal Dean of Instruction Campus Athletic Coordinator Campus Coaches</p>	<p>Formative: Campus master schedules, PE/Coach class rosters, choice slips</p> <p>Summative: PEIMS enrollment reports, athletic coordinator reports</p>				
<p>8) Schedule cluster campus visits with student-athletes and their feeders schools to present athletic programs in order to increase population in athletic programs at all levels</p> <p>Population: All students</p> <p>Timeline: January 2019 - May 2019</p>		<p>District Athletic Administration Campus Principal Dean of Instruction Campus Athletic Coordinator Campus Coaches</p>	<p>Formative: presentation schedules, choice slips for athletic classes</p> <p>Summative: increased team and class rosters on Rank One</p>				
<p>9) Conduct sports camps at each level</p> <p>Population: All students</p> <p>Timeline: May 2019</p>		<p>District Athletic Administration Campus Principal Dean of Instruction Campus Athletic Coordinator Campus Coaches</p>	<p>Formative: Sign-in sheets, try-out reports, choice slips, master schedule</p> <p>Summative: increased enrollment in athletic programs</p>				

<p>10) The campus migrant clerk will provide supplemental support to the PFS and migrant students in order to enhance the advocacy, encouragement, and support for the special needs of the migrant students as delineated by NCLB Act of 2001 (Public Law 107-110) Sect 1301-1309 and will ensure that the migrant students are actively engaged in the Migrant Club, receive needed homework assistance and socialize with other migrant students throughout the current school year.</p> <p>Population: PFS Migrant Students</p> <p>Timeline: August 2018 - June 2019</p>		<p>Campus Principal Migrant Clerk Migrant Teacher DMC MSC</p>	<p>Formative: attendance roster into Migrant lab, Phone logs, 3 week progress reports and Six weeks grades</p> <p>Summative: EOY state assessment scores</p>				
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Goal 2: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2)

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Lopez Early College High School will create and implement a systematic approach to the renovation/upgrade/improvement of facilities to include prioritizing based on safety and needs of the district.</p> <p>Population: All department and campus facilities</p> <p>Timeline: December 2018 - June 2019</p>		Principal Assistant Principals Maintenance Supervisor	<p>Survey results from campuses and departments will indicate prioritization of the renovation plans</p> <p>Formative: campus survey</p> <p>Summative: evaluation/analysis of survey data</p>				
<p>2) Lopez Early College High School will purposely promote energy saving activities on the campus to support implementation of the district's energy savings plan.</p> <p>Population: All departments and campus facilities</p> <p>Timeline: December 2018-June 2019</p>		Principal Assistant Principals Maintenance Supervisor	<p>Complete implementation of the district energy savings plan will result in decreased energy usage compared to prior year</p> <p>Formative: monthly comparison of energy usage</p> <p>Summative: annual comparison of energy usage</p>				

<p>3) Lopez Early College High School will develop and maintain green areas/landscaped areas to help beautify facilities with the support of community, parents and students</p> <p>Population: All students and staff</p> <p>Timeline: August 2018 - June 2019</p>		<p>Principal Assistant Principals Maintenance Supervisor</p>	<p>Formative: beautification/garden event showcases and perception campuses areas are clean and green</p> <p>Summative: improved campus survey data about facilities</p>				
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Goal 3: The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

Performance Objective 1: Lopez 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Campus will provide supplemental support through additional personnel to meet the needs of Title I-A students in order to ensure that academic progress is attained and academic gaps are closed: 4 Math, 2 Library Aides, 2 Nurses, 1 teacher aide and 1 clerical assistant</p> <p>Population: Teachers</p> <p>Timeline: August 2018 - June 2019</p>	2.6	Principal Dean of Instruction Assistant principals	<p>The campus will show a 5% point increase in the number of students meeting the passing standard.</p> <p>Formative: e-school Plus At Risk Progress Reports, Benchmark Scores, Lesson Plans, Walk-throughs, Attendance Reports</p> <p>Summative: STAAR (EOC) / TELPAS Results, Attendance, Rate, Retention Rate, Graduation Rate, Completion Rate, Dropout Rate</p>				

<p>Comprehensive Support Strategy Critical Success Factors CSF 7</p> <p>2) Strategies to attract high-quality, certified teachers to our school include: paid stipend based on their area of certification (Math, Science, ESL, Social Studies and Special Education) free professional development and free health insurance.</p> <p>Population: Teachers</p> <p>Timeline: August 2018 - June 2019</p>	2.6	Principal Dean of Instruction Assistant Principals	Formative: One-AP, advertising Summative: Six Weeks Grading Period, Semester Averages, Final Averages, STAAR (EOC) / TELPAS Results				
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  = Continue/Modify
  = No Progress
  = Discontinue

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

Performance Objective 2: Lopez ECHS will commit to a balanced budget which includes accurate and timely submission of reimbursements, extra duty and stipend compensation for 100% of teachers.

Evaluation Data Source(s) 2: Extra duty pay and stipend reports

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Campus book keeper will conduct an annual training for all coaches and program sponsors to review district policies and procedures for student activities funds and fundraising activities.</p> <p>Population: All coaches and program sponsors</p> <p>Timeline: September 2018</p>		<p>Campus Principal Dean of Instruction Campus Book Keeper</p>	<p>Formative: sign-in sheets, agenda, certification(s) and student activities constitutions</p> <p>Summative: EOY student activities final report submission</p>				
<p>2) Campus administration will conduct annual training for all programs on the required documentation for program expenditures for transportation, professional extra duty pay, and purchase orders for resources and programs as per district policies and guidelines.</p> <p>Population: All program teachers and coaches</p> <p>Timeline: September 2018</p>		<p>Campus Principal Dean of Instruction</p>	<p>Formative: sign-in sheets, agenda, certification(s), extra duty timesheets</p> <p>Summative: EOY student activities final report submission and bi-tech reports</p>				
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Goal 3: The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

Performance Objective 3: Lopez ECHS will create and provide faculty and staff recognition and activities to improve campus morale/climate and support retention of teachers and principals.

Evaluation Data Source(s) 3: Campus needs assessment surveys, district/campus climate surveys

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Campus administration along with the SBDM committee will create and participate in employee incentives and recognition to improve employee and district and campus morale and climate Population: Campus faculty and staff Timeline: July 2018 - June 2019		Campus Principal Dean of Instruction Assistant Principals	Formative: CNA survey and campus climate survey data related to support and retention Summative: PEIMS and TAPR report showing increased years of experience and decreased turn over rates				

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

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Lopez Early College High School will designate a PIO contact to provide features articles, current and prior students/parents/staff recognitions, co-/extra-curricular activities, and parent/community events.</p> <p>Population: BISD Stakeholders</p> <p>Timeline: August 2018 - June 2019</p>		Principal Dean of Instruction	<p>Regular features in media showcasing current accomplishments of faculty, staff, students, alumni and major events.</p> <p>Formative: submissions of information for articles and showcases</p> <p>Summative: annual compilation of articles and presentations/showcases</p>				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Campus will maintain an updated website (monthly) by showcasing students and community activities.</p> <p>Population: BISD Stakeholders</p> <p>Timeline: July 2018 - June 2019</p> <p>Need: Decreasing enrollment / Board approved goal priority</p>		Principal Dean of Instruction Campus TST	<p>Formative: published list of campuses receiving awards, awarding of donated funds and prizes</p> <p>Summative: increased PEIMS district and attendance percentage rates.</p>				

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

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>PBMAS Critical Success Factors CSF 2</p> <p>1) In order to prevent discipline incidents and/or referrals to BAC all students and parents will have access to a copy of the Student Code of Conduct to communicate the district's discipline policy and behavior consequences.</p> <p>Population: All students and parents; campus personnel</p> <p>Timeline: August 2018 - June 2019</p>		Campus Behavior Coordinators	<p>Formative: campus SCOC receipt form, signed SCOC acknowledgement forms, posting of SCOC on district and campus websites, orientation for all parents during current instructional school year.</p> <p>Summative: EOY eSchool report and PEIMS discipline data indicate reduced BAC enrollments campus and district-wide</p>				

<p>Critical Success Factors CSF 2</p> <p>2) Campus will implement RtI behavior interventions upon transitioning to their home campus and Counselor (Academic and At-Risk) will monitor behavior and grades every progress period. Campus will use the district database software programs to document and monitor RtI plans</p> <p>Population: All students</p> <p>Timeline: August 2018 - June 2019</p>		<p>Campus RtI Administrator Campus Counselor</p>	<p>Formative: RtI documentation, Review 360 reports, Counselor meeting logs</p> <p>Summative: eSchool report data, decrease the number of repeated referrals to BAC by implementing RtI behavior interventions for students transitioning to their home campus from BAC.</p>				
<p>3) Reduce placement assignments to a DAEP setting by providing early behavior intervention strategies and de-escalation techniques through the implementation of Guidance and Counseling program as per Texas Comprehensive Development Guidance and Counseling Model at each campus.</p> <p>Population: All students</p> <p>Timeline: August 2018 - June 2019</p>		<p>Campus Behavior Coordinator Counselor</p>	<p>Formative: student sign-in sheets, counselor's log, audits, evaluation sheets, training sign-in sheets</p> <p>Summative: discipline PEIMS report data reflecting a reduction in placements to a DAEP per campus</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							





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

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

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 6</p> <p>1) Teachers will receive training on the use of district software (Review 360) and discipline management and safe environments at the beginning of the school year to document discipline and how to prepare and monitor behavior RtI plans</p> <p>Population: All teachers</p> <p>Timeline: August 2018 - March 2019</p>		<p>Campus RtI Administrator Campus RtI committee Counselor</p>	<p>Formative: eSchool discipline reports and RtI plans</p> <p>Summative: reduced number/percentage of population of students referrals to ISS and/or OSS compared to previous school year.</p>				
<p>Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>2) Positive behavior interventions and supports (PBIS) and the behavioral RtI tiering will be implemented with greater fidelity to improve the behavior students with close monitoring of the ISS/OSS placements for special populations</p> <p>Population: All students</p> <p>Timeline: August 2018 - June 2019</p>		<p>Special Education Administrator RtI Administrator PEIMS Administrator Campus Behavior Coordinator</p>	<p>Formative: ISS/OSS placements of special education and other targeted groups will decrease by 5% at the district level</p> <p>Summative: PBMAS (now on DVM Discipline indicators for 2017) discipline indicator performance levels and staging will decrease</p>				

<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Professional development and training will be provided to address current trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Gang Awareness, Bullying/Harassment, Dating Violence, Unwanted physical/verbal aggression, Sexual Harassment, Guardian Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Truancy, Emergency Operations Plan (EOP) - Safety Procedures.</p> <p>Population: All students, All campus personnel, All parents</p> <p>Timeline: August 2018 - May 2019</p>		<p>Campus Behavior Coordinator Counselors Dean of Instruction</p>	<p>Decrease in the number of student discipline incidents compared to prior school year.</p> <p>Formative: presentations, sign-in sheets</p> <p>Summative: Discipline referral report</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							





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

Performance Objective 3: Lopez ECHS will implement all safety plans to ensure students are safe in the event of a crisis.

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

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Professional development and training will be provided to address current trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Gang Awareness, Bullying/Harassment, Dating Violence, Unwanted physical/verbal aggression, Sexual Harassment, Guardian Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Truancy, Emergency Operations Plan (EOP) - Safety Procedures.</p> <p>Population: All students, All campus personnel</p> <p>Timeline: August 2018 - May 2019</p>		<p>Campus Behavior Coordinator Counselors Dean of Instruction</p>	<p>Decrease in the number of student discipline incidents compared to prior school year.</p> <p>Formative: presentations, sign-in sheets</p> <p>Summative: Discipline referral report</p>				

<p>Critical Success Factors CSF 6</p> <p>2) Instructional Strategies</p> <p>Provide classroom instructional strategies through professional development and campus training to keep students engaged in order to reduce discipline issues in the classroom and increase academic performance.</p> <p>Population: All Students</p> <p>Timeline: August 2018 - May 2019</p>		<p>Principal Dean of Instruction Assistant Principals</p>	<p>Decrease in the number of student discipline incidents compared to prior school year.</p> <p>Formative: walk-throughs with constructive feedback, session evaluations, six week(s) academic and discipline reports</p> <p>Summative: EOY discipline referral reports, EOY academic progress reports</p>				
<p>3) Ensure the implementation and annual review of a comprehensive district and campus Emergency Operations plan</p> <p>Population: All students</p> <p>Timeline: August 2018 - June 2019</p>		<p>Campus Administration</p>	<p>100% completed campus Emergency Operations Plan.</p> <p>Formative: safety meeting sign-in sheets</p> <p>Summative: campus EOY plan and EOY safety reports</p>				
<p>4) Campus will conduct Active Shooter or other hazardous lock down drills at least twice per semester</p> <p>Population: All students</p> <p>Timeline: August 2018 - May 2019</p>		<p>Campus Administration</p>	<p>Formative: practice drill reports,</p> <p>Summative: EOY drill report with required drills conducted</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 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. (TEA Ch. 4, Obj. 1)

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



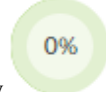

Evaluation Data Source(s) 1: Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 5</p> <p>1) Conduct the following annual Title I-A required activities:</p> <p>Complete and disseminate a Parental Involvement Policy that delineates how parents will be actively involved at the district/campus level</p> <p>Complete and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas.</p> <p>Title I-A Meeting to inform parents of the services provided through Title I funds</p> <p>Title I-A Parent Survey to evaluate the effectiveness of the District Parental Involvement Program.</p> <p>Population: All Parents</p> <p>Timeline: August 2018 - June 2019</p>	3.1	Principal Dean of Instruction Parent Liaison	<p>Completed Parental Involvement Policies</p> <p>Campus S-P-S Compacts</p> <p>Campus Visitation Reports</p> <p>Campus Websites</p> <p>Campus / District Fliers</p> <p>Meeting Agendas</p> <p>Completed Title I-A Parental Involvement Compliance Checklist</p> <p>Signed Campus S-P-S Compacts</p> <p>Training Session Evaluations</p>				

<p align="center">Critical Success Factors CSF 5</p> <p>2) Ensure representation of community parental involvement in the decision making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met:</p> <p>Parental Involvement Policy School-Parent-Student Compact Campus Improvement Plan</p> <p>Population: Parents</p> <p>Timeline: August 2018 - June 2019</p>	<p align="center">3.1</p>	<p>Principal Dean of Instruction Assistant Principals SBDM Committee LPAC Committee Parent Liaison</p>	<p>Formative: Parent Rep. Sign-in Sheets, Completed parental involvement policies, Campus S-P-S Compacts, CIP, Calendars, Meeting Agendas</p> <p>Summative: Training Session Evaluations, LPAC, SBDM Meeting minutes reflecting input from parents and community members</p>				
<p align="center">Critical Success Factors CSF 5</p> <p>3) Invite community agencies/organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships. -District-wide parent conferences, cluster meetings, fairs and seminars.</p> <p>Recognize community partners and parent volunteers for their efforts in supporting district/campus goals to increase student success.</p> <p>Population: Parents and Community</p> <p>Timeline: August 2018 - June 2019</p> <p>PN7</p>		<p>Principal Assistant Principal Parent Liason</p>	<p>Formative: Authority to Volunteer Clearance Forms, Volunteer Sign-In Sheets</p> <p>Summative: Increased partnerships and parent volunteers by 5%</p>				<p>Funding Sources: 211 Title I-A - 3500.00</p>

<p align="center">Critical Success Factors CSF 5</p> <p>4) Campus parental/community liaison will continue to provide ample Parent Education opportunities through parent conferences, parent training sessions and home visits to disseminate information, services and/or referrals to agencies that address the needs and concerns in the following areas:</p> <ul style="list-style-type: none"> -College Readiness -Effective teaching strategies -Health and Wellness Education -Special populations (Bilingual, Dyslexia, GT, Migrant, Special Education) -Drop-out and Violence Prevention -Community agencies and organizations <p>Building Capacity:</p> <ul style="list-style-type: none"> -Technology -Special Education processes, procedures as well as services, procedural safeguards and transition to post-secondary life <p>Population: Parents</p> <p>Timeline: August 2017 - June 2018</p> <p>DN1, PN2</p>	3.2	Principal Dean of Instruction Assistant Principal Parent Liaison	<p>Formative: Parent Trainer Monthly Calendar, Special Services Monthly Calendar, Public Service Providers Lists, Fliers, Agendas, Sign-In Sheets, Meeting Minutes</p> <p>Summative: Training Session Evaluations, Increased Parent Attendance, Special Services Department Analysis of Parent Concerns, The Family Center Screening Tool</p>				
<p>Funding Sources: 211 Title I-A - 2000.00</p>							

<p>Critical Success Factors CSF 5</p> <p>5) Campus Migrant Clerk/Teacher will conduct a meeting twice per year to foster parental involvement and to provide migrant parents with important information on campus migrant program opportunities, community services and how to better support their children academically. Food and refreshments will be given out to encourage more parents to attend.</p> <p>Population: PFS Migrant Students</p> <p>Timeline: Oct 2018 and Feb 2019 CNA: Perc.#7</p>	3.2	Migrant Teacher Migrant Clerk	<p>Formative: sign in sheets, flyers, meeting agendas</p> <p>Summative: PBMAS report, increased participation in PAC mtg, increased student participation in supplemental activities</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - 100.00</p>							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>6) Host a Student Orientation for Parents and Students</p> <p>Schedules District / Campus Rules Home Access Center (HAC)</p> <p>Population: Parents</p> <p>Timeline: Fall 2018 Spring 2019</p>	3.2	Principal Dean of Instruction Assistant Principal Parent Liaison	<p>Formative: Agendas, Sign-in Sheets, Session Evaluations, Home Access Center Report</p> <p>Summative: Composite of Survey Results, EOC Scores, Attendance Rates, Discipline Reports</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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

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





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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 3 CSF 7</p> <p>1) Provide teachers with instructional support (district and campus/classroom based professional development and planning) that reinforces implementation of BISD and campus instructional programs: Response to Intervention (RTI), sheltered instruction (SIOP), differentiated instruction, common instruction frameworks (CIF), reading comprehension cognitive strategy routines (Texas Literacy Initiative protocols).</p> <p>Populations: TI, MI, ELL, SE, AR, GT, DYS, CTE, pre-AP/AP, All students, All teachers</p> <p>Timeline: July 2018 - June 2019</p> <p>SA3, SA6</p>	2.4, 2.6	Curriculum Specialists Principal Dean of Instruction Assistant Principals Department Chairs	Curriculum Frameworks Instructional Feedback Form District developed assessments Campus developed assessments Evidence of TLI sustained initiatives The campus will show a 5% point increase in the number of students who reach Level II Satisfactory Standard (now Approaches Grade Level) and Advanced Standard (now Masters Grade Level). Formative: training evaluations and walk-throughs with constructive feedback, lesson plans Summative: District, Campus and State assessment instruments				
Funding Sources: 211 Title I-A - 2000.00							

<p align="center">Critical Success Factors CSF 7</p> <p>2) Strengthen the efficiency and effectiveness of the Gifted and Talented Program through the required Core and On-going training as well as specific professional development sessions on differentiated curriculum and assessment relative to the annual goals of the program</p> <p>Population: GT, SpEd</p> <p>Timeline: July 2018 - June 2019</p>	<p align="center">2.6</p>	<p>Curriculum Specialists Principal Dean of Instruction Assistant Principals Department Chairs</p>	<p>Curriculum Frameworks Instructional Feedback Form District developed assessments Campus developed assessments Evidence of TLI sustained initiatives</p> <p>The campus will show a 5% point increase in the number of students who reach Level II Satisfactory Standard (now Approaches Grade Level) and Advanced Standard (now Masters Grade Level), AP performance, TSI performance</p> <p>Formative: training evaluations and walk-throughs with constructive feedback, lesson plans</p> <p>Summative: District, Campus and State assessment instruments, AP, TSI and other college readiness assessments</p>				
<p align="center">Critical Success Factors CSF 7</p> <p>3) Increase the rigor of the Pre-Advance placement and Advance placement program of instruction based on an aligned curriculum through annual training.</p> <p>Population: Pre-AP/AP, GT, SpEd, core areas</p> <p>Timeline: July 2018 - June 2019</p>		<p>Curriculum Specialists Principal Dean of Instruction Assistant Principals Department Chairs</p>	<p>Curriculum Frameworks Instructional Feedback Form District developed assessments Campus developed assessments Evidence of TLI sustained initiatives</p> <p>The campus will show a 5% point increase in the number of students who reach Level II Satisfactory Standard (now Approaches Grade Level) and Advanced Standard (now Masters Grade Level), AP performance, TSI performance</p> <p>Formative: training evaluations and walk-throughs with constructive feedback, lesson plans</p> <p>Summative: District, Campus and State assessment instruments, AP, TSI and other college readiness assessments</p>				

<p align="center">Critical Success Factors CSF 7</p> <p>4) Teachers will participate in the district and/or regional literacy conference in order to target areas for improvement and provide turn-around training for explicit instruction, lesson design, classroom organization and delivery overviews of the information during district/campus staff development days.</p> <p>Population: All teachers</p> <p>Timeline: July 2018 - June 2019</p>	<p align="center">2.5</p>	<p>Curriculum Specialists Principal Dean of Instruction Assistant Principals Department Chairs</p>	<p>Curriculum Frameworks Instructional Feedback Form District developed assessments Campus developed assessments Evidence of TLI sustained initiatives</p> <p>The campus will show a 5% point increase in the number of students who reach Level II Satisfactory Standard (now Approaches Grade Level) and Advanced Standard (now Masters Grade Level), AP performance, TSI performance</p> <p>Formative: training evaluations and walk-throughs with constructive feedback, lesson plans</p> <p>Summative: District, Campus and State assessment instruments, AP, TSI and other college readiness assessments</p>				
<p align="center">Critical Success Factors CSF 7</p> <p>5) Professional development opportunities will be provided to teachers and campus administration at national, state, regional and district conferences to engage in research-based professional development opportunities that will support effective transformational reform strategies, best practices and student learning (Title I-A & Title II-A)</p> <p>Population: All teachers</p> <p>Timeline: August 2018 - July 2019</p> <p>SA3, SA6</p>	<p align="center">2.4, 2.5</p>	<p>Curriculum Specialists Principal Dean of Instruction Assistant Principals Department Chairs</p>	<p>Curriculum Frameworks Instructional Feedback Form District developed assessments Campus developed assessments Evidence of TLI sustained initiatives</p> <p>The campus will show a 5% point increase in the number of students who reach Level II Satisfactory Standard (now Approaches Grade Level) and Advanced Standard (now Masters Grade Level), AP performance, TSI performance</p> <p>Formative: training evaluations and walk-throughs with constructive feedback, lesson plans</p> <p>Summative: District, Campus and State assessment instruments, AP, TSI and other college readiness assessments</p>				
<p>Funding Sources: 211 Title I-A - 40000.00</p>							

<p align="center">Critical Success Factors CSF 7</p> <p>6) Fine Arts students and teachers will be provided professional development training annually</p> <p>Population: 9-12 students and teachers</p> <p>Timeline: August 2018 - July 2019</p>		<p>Fine Arts Directors Fine Arts Teachers</p>	<p>Formative: sign-in sheets, PDS evaluations, student performance ratings</p> <p>Summative: increased EOY performance recognition</p>				
<p align="center">Critical Success Factors CSF 2 CSF 7</p> <p>7) Professional development opportunities will be provided to campus personnel to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Professional development opportunities include: -Identification of at-risk students via state and local criteria -Graduation rate, completion rate, and graduation cohorts -Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and Budge and Program Compliance</p> <p>Population: AR students</p> <p>Timeline: August 2018 - June 2019 (as needed)</p>		<p>Administrator for State Compensatory and Homeless Youth Campus Principal Dean of Instruction</p>	<p>Formative: PDS session attendance and evaluation reports, verified homeless and/or unaccompanied youth enrollment letter, Eschool Plus Special Programs report, Eschool Plus At-Risk progress report, progress monitoring, assessment scores, student progress reports</p> <p>Summative: increased STAAR/EOC, At-Risk Retention, Graduation and Completion Rates, decreased dropout rate.</p>				
<p align="center">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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

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

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

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>PBMAS Critical Success Factors CSF 7</p> <p>1) Teachers will receive professional development support through the CTE department so that students may learn the latest program area and technology skills and be able to compete in college and the workforce.</p> <p>Population: CTE teachers</p> <p>Timeline: August 2018 - July 2019</p>		<p>CTE Administrator Career Placement Officer Dean of Instruction</p>	<p>Formative: teachers will return to their classroom 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</p> <p>Summative: lesson plans and walkthroughs will indicate improved implementation after training sessions</p>				
<p>Critical Success Factors CSF 7</p> <p>2) Project Lead the Way (PLTW) and career cluster alignment trainings will enhance teacher effectiveness in providing project-based learning instruction to meet the needs of all students to improve overall performance and engagement</p> <p>Population: CTE teachers</p> <p>Timeline: July 2018 - June 2019</p>		<p>CTE Administrator Dean of Instruction</p>	<p>Formative: lesson plans, walkthroughs and observations including trainings and strategies</p> <p>Summative: increased student engagement on classroom observation documentation and increased student participation in under-served career pathways</p>				

 = Accomplished  = Continue/Modify  = No Progress  = Discontinue

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

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 7</p> <p>1) Provide teachers with a minimum of 12 hours of technology professional development opportunities annually to better prepare and assist with the integration of technology into the subject areas. Training will be provided in the area(s) of:</p> <p>Prevention of Cyber Bullying Integration of Technology Netiquette</p> <p>Population: All Students</p> <p>Timeline: August 2018 - May 2019</p> <p>Need: District Policy</p>	2.5	Principals Dean of Instruction Campus TST	<p>Formative: professional development system evaluations, administrative walkthroughs / observations and certificates of completion of training</p> <p>Summative: T-TESS evaluations, Application Management Reports, StarChart Surveys, Campus Technology training records from PDS</p>				

<p align="center">PBMAS Critical Success Factors CSF 1</p> <p>2) Increase the accessibility for all students in technology based instruction across all subject areas by providing new software, such as Office 365, and hardware at the campuses for computer/technology enhanced instruction. Students will develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas</p> <p>Population: All students</p> <p>Timeline: August 2018 - June 2019</p>	2.4, 2.5	CTE Administrator Campus TST Dean of Instruction	<p>Formative: benchmarks, classroom projects, student competitions, improved connectivity of wired and wireless devices</p> <p>Summative: test scores, EOY grades, electronic portfolios, StarChart survey, benchmarks</p>				
<p align="center">Critical Success Factors CSF 7</p> <p>3) Campus TST will be provided adequate time daily to support their campus in the integration of technology into instruction</p> <p>Population: All teachers</p> <p>Timeline: August 2018 - June 2019</p>		Campus Principal	<p>Formative: TST reported schedules, application management reports, walkthroughs, software usage report</p> <p>Summative: EOY TST reported schedules, EOY application management reports, payroll reports</p>				
<p align="center">Critical Success Factors CSF 7</p> <p>4) Teachers will attend at least one district share fair in order to promote and assist with the integration of technology in the classroom and better prepare students for taking assessments and making presentations.</p> <p>Population: All teachers</p> <p>Timeline: August 2018 - June 2019</p>	2.5	Dean of Instruction Campus TST	<p>Formative: teacher sign-in sheets, application management reports, walkthroughs, software usage reports</p> <p>Summative: PDS attendance reports, PDS evaluation reports</p>				

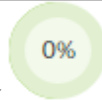
<p>Critical Success Factors CSF 7</p> <p>5) Model and support the integration of instructional technology in the delivery of instruction for reinforcement, differentiation, assessment and meeting the accessibility / modifications needs of students. Specific settings include but not limited to: Computer labs Interactive tablets Sensors/Interface Technology Interactive whiteboards Document cameras Student response systems IPADS / Laptops Graphing Calculators</p> <p>Population: All students</p> <p>Timeline: July 2018 - June 2019</p> <p>SP3</p>		<p>Campus Principal Dean of Instruction Campus TST</p>	<p>District will have a 5 percentage point increase in the number of students meeting the 2019 state assessment passing standard.</p> <p>Formative: workshop agendas and sign-ins, PDS session evaluations, BISS instructional feedback form, 100% of walkthroughs will indicate application of the skills acquired during the professional development</p> <p>Summative: improved STAAR scores, TELPAS</p>				
<p>Funding Sources: 211 Title I-A - 109450.00</p>							



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Implement campus attendance goals that address procedures, roles, responsibilities and a formal written plan for monitoring and working with campus attendance and ensure daily updates of attendance.</p> <p>Ensure that campus student attendance meets District and State rates so that students meet their full educational potential to include but not limited to: Student Attendance Contracts Campus Phone Master Log Teacher Phone Logs Home Visitor Reports</p> <p>Population: All students</p> <p>Timeline: August 2018-May 2019</p>		Campus Administration PEIMS Administrator Dean of Instruction Attendance Clerks Attendance Liaisons Data Entry Clerk	Formative: Pupil Services District Attendance Monitoring Visits, PEIMS Reports of Attendance Weekly Rates, Parent Truancy Court Notice Letters, and Student Attendance Plans Summative: PEIMS Districts and Campus Attendance Percentage Rate Reports				

<p>2) To better support student achievement and improve student attendance, campus parent liaisons will be proactive by monitoring student attendance through daily, weekly, and six weeks attendance reports. Parents of students with excessive absences as per district policy will be issued warning notices, no credit letters, and/or court notification as needed</p> <p>Population: All students</p> <p>Timeline: September 2018 - May 2019</p>		<p>Campus Administration PEIMS Administrator Dean of Instruction Attendance Office Attendance Clerks Parent Liaisons Data Entry Clerk</p>	<p>Formative: Weekly review of campus six weeks attendance rates, attendance management plans, phone master daily log, home visitor logs and reports, parent meeting(s) agenda, sign-in sheets</p> <p>Summative: District Attendance Reports</p>				
<p>3) To reduce student absenteeism, campus staff will be proactive by monitoring students attendance and after the 3rd student absence, begin Truancy Preventative Measures (TPM), which includes issuing a "Student Attendance Plan" to the parent and student during parent conferences held at school to prevent further student absences.</p> <p>Population: All students with absenteeism</p> <p>Timeline: 2018 Fall Semester 219 Spring Semester</p>		<p>Campus Administration PEIMS Administrator Dean of Instruction Attendance Office Attendance Clerks Parent Liaisons Data Entry Clerk</p>	<p>Formative: BISD Student Plan for Truancy Prevention Measures (TPM), School Attendance reports, School messenger system reports, distribution of Student Attendance Plans to parents and students</p> <p>Summative: PEIMS attendance data shows increase</p>				
<p>4) Migrant staff will attend the annual intensive Identification and Recruitment (ID & R) training in order to be certified as state recruiters. Migrant Education Program will utilize secure the most current information needed to appropriately assist with the campus identification and recruitment initiative.</p> <p>Population: PFS Migrant Students</p> <p>Timeline: August 2018 January 2019</p>		<p>Campus Migrant Staff</p>	<p>Formative: PDS transcripts, NGS Maximum Enrollment Report Promotion Continuity of Services, Region One audit</p> <p>Summative: increase in student ID&R numbers Migrant Recruiter & clerks certificate of attendance, increase in migrant student enrollment</p>				

 = Accomplished  = Continue/Modify  = No Progress  = Discontinue

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

Performance Objective 2: Increase our Completion Rate to 95% and increase the High School Graduation Rate to 91.3%.

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

Summative Evaluation 2:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 2</p> <p>1) Monitor and recover students classified as dropout/no-shows on a systemic cycle through dropout recovery efforts that include: Walk For the Future</p> <p>Population: AR Students</p> <p>Timeline: August 2018 - September 2019</p>		Administrator for State Compensatory Education Dropout Program Specialist Campus Administration	<p>Formative: PDS Session Attendance and evaluation Reports, ESchool Plus At-Risk Progress Report, ESchool Plus Dropout Monitor Report, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative: increased STAAR/EOC, At-Risk Retention, Graduation, and Completion Rates, decreased dropout rate</p>				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Provide out-of-cohort students accelerated instruction, adequate space, supplies, and staff to increase the number of high school students served and offered extended day services to improve student achievement, attendance, graduation rates, completion rates, and decrease the retention rates.</p> <p>Population: AR students</p> <p>Timeline: August 2018 - June 2019</p> <p>SA1, SA4, SP4,</p>	2.6	Administrator for State Compensatory Education Dean of Instruction	<p>Formative: ESchoolPLUS generated Tutorial Schedule, Attendance Report, Tutorial Lesson Plans, Tutorial Teacher Observation, Benchmark Scores, Student Progress Reports.</p> <p>Summative: STAAR, Retention Rates, Completion Rates, Graduation Rates.</p>				
Funding Sources: 162 State Compensatory - 67815.00							

<p align="center">PBMAS Critical Success Factors CSF 1</p> <p>3) The At-Risk Counselor will promote, monitor and coordinate intervention programs to improve at-risk student achievement, attendance, graduation rate, dual enrollment success, completion rate and reduce the retention rate and dropout rate.</p> <p>Population: AR Students</p> <p>Timeline: August 2018 - June 2019 (daily)</p>	2.6	Administrator for State Compensatory Education Campus Administration	<p>Formative: ESchool Plus At-Risk Progress Report, ESchool Plus Dropout Monitor Report, ESchool Plus Special Programs Report, Student Logs, Progress Monitoring Assessment Scores including TSI, Student Progress Reports</p> <p>Summative: increased STAAR/EOC, At-Risk Retention, Graduation, and Completion Rates, decreased dropout rates and dual enrollment credits earned</p>				
<p align="center">PBMAS Critical Success Factors CSF 1 CSF 2</p> <p>4) The Program Specialist will monitor and coordinate dropout intervention programs for students in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>Population: AR Students</p> <p>Timeline: August 2018 - June 2019</p>	2.6	Administrator for State Compensatory Education Campus Administration	<p>Formative: Eschool Plus, At-Risk Reports, Eschool Plus Dropout Monitor Report, ESchool Plus Special Programs Report, Student Logs, Progress Monitoring Assessment Scores Student Progress reports</p> <p>Summative: increased STAAR/EOC, At-Risk Retention, Graduation, and Completion Rates, decreased dropout rate</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 6</p> <p>5) A probation officer will work with students who are on probation to improve probated students' achievement, attendance, graduation rate, completion rate, and reduce the retention rate, recidivism rate and dropout rate.</p> <p>Population: AR Students</p> <p>Timeline: August 2018 - June 2019</p>	2.6	State Compensatory Education Administration Campus Administration	<p>Formative: Eschool Plus At Risk Progress Reports, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative: improved STAAR/EOC, Attendance, Recidivism, Retention, Graduation and Completion Rates, decreased dropout rate</p>				

<p style="text-align: center;">PBMAS Critical Success Factors CSF 1 CSF 2 CSF 5</p> <p>6) In order to create a community of caring adults, Communities in School (CIS) will bring resources and services to students and parents to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rates and dropout rates.</p> <p>Population: AR Students</p> <p>Timeline: September 2018 - June 2019</p>	<p style="text-align: center;">2.6</p>	<p>State Compensatory Education Administration Campus Administration</p>	<p>Formative: ESchool Plus At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative: increased STAAR/EOC, At-Risk Retention, Graduation, and Completion Rates, decreased dropout rate</p>				
<p style="text-align: center;">Critical Success Factors CSF 5</p> <p>7) A food pantry and clothes closet will be available to provide identified at-risk, homeless, and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>Population: AR Students</p> <p>Timeline: July 2018 - June 2019 (as needed)</p>		<p>Campus Administration Communities in Schools Program Specialist At-Risk Counselor</p>	<p>Formative: Pantry and Clothes Closet Inventory, Pantry and Clothes Closet Distribution Log, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative: increased STAAR/EOC, At-Risk Retention, Graduation, and Completion Rates, decreased dropout rate</p>				

<p>8) The District Migrant Counselor (DMC) will provide supplemental support services to migrant students in the following areas:</p> <ul style="list-style-type: none"> * 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 <p>Population: PSF Migrant Students Migrant Parents</p> <p>Timeline: August 2018 - June 2019</p>		<p>Sp. Programs Administrator MSC DMC</p>	<p>Formative: monthly reports on credit completion</p> <p>Summative: PBMAS report, increased on-time graduation and on-time promotion and decreased dropout rate</p>				
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<p>9) Each high school migrant teacher and migrant clerk will create a file for all migrant students scheduled to graduate, in order to track on-time graduation. The individual migrant student folders will be reviewed by the campus team and the district migrant counselor to ensure all graduation requirements are being met in a timely manner with adjustments done if needed.</p> <p>*High school migrant students entering late and withdrawing early will have credit accrual opportunities through the State recommended and District approved Credit Accrual / Recovery programs to ensure on time graduation.</p> <p>*A Paths to Scholarships Program will be offered to 11th and 12th grade migrant students in order to increase number of college admissions and scholarships awarded</p> <p>*Current 10th and 11th grade Migrant students will have the opportunity to apply to attend the MAARS program at TSTC and MUSE program at UTRGV-Edinburg.</p> <p>Population: PFS Migrant Students</p> <p>Timeline: August 2018 - June 2019</p>		<p>District Migrant Coordinator HS Principal HS Migrant Teacher HS Migrant Clerk MSC</p>	<p>Formative: desk audit of migrant files</p> <p>Summative: increased on-time promotion and on-time graduation, decreased dropout rates, PBMAS improved staging</p>				
<p>10) Campus will provide student assistance for college and career readiness through the Advise TX program in order to increase graduation and completion rates.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students, All teachers</p> <p>Timeline: September 2018 - June 2019</p> <p>SA7</p>		<p>Transitional Counselor Dean of Instruction</p>	<p>Formative: Credits Accrued and Student Transcripts</p> <p>Summative: Increased Graduation rate, completion rates, decreased dropout rates</p>				<p>Funding Sources: 211 Title I-A - 10000.00</p>

<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>11) An orientation to 8th graders, from feeder schools, will be offered for incoming 9th grade students through a Summer Bridge Program.</p> <p>A Cohort Express Academy will be offered to address the academic needs of at-risk students not meeting graduation as of August 31, 2018</p> <p>Population: AR Students</p> <p>Timeline: Summer 2019</p>	2.6	State Compensatory Education Administration Dean of Instruction Campus Administration	Formative: ESchool Plus Master Schedule, Credits Accrued and Student Transcripts Summative: increased STAAR/EOC, At-Risk Retention, Graduation, and Completion Rates, decreased dropout rate				
<p>Funding Sources: 211 Title I-A - 14405.00</p>							
<p align="center">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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

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

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





Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Accelerated instruction in the foundation curriculum will be provided during extended day, week, and/or year. *Regular/extended tutorial programs will assist to improve at-risk student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>Population: AR Students</p> <p>Timeline: September 2018 - June 2019</p> <p>SA1, SP4</p>	2.5	Administrator for State Compensatory Education Dean of Instruction	Formative: ESchoolPLUS generated Tutorial Schedule, Attendance Report, Tutorial Lesson Plans, Tutorial Teacher Observation, Benchmark Scores, Student Progress Reports. Summative: STAAR, Retention Rates, Completion Rates, Graduation Rates.				
Funding Sources: 162 State Compensatory - 34843.00							

<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Core Area Teachers will offer supplemental instruction to at-risk students in order to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate.</p> <p>Population: AR Students</p> <p>Timeline: August 2018 - June 2019</p>	<p align="center">2.5</p>	<p>State Compensatory Education Administration Campus Administration</p>	<p>Formative: Eschool Plus Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative: increased STAAR/EOC, At-Risk Retention, Graduation, and Completion Rates, decreased dropout rate</p>			
<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>3) The Dean of Instruction and teachers will attend and conduct regular research-based professional development sessions in order to train and retain highly qualified personnel that will positively impact at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rates and dropout rate.</p> <p>Training will be used to improve student achievement in College Career Military Readiness (CCMR) through AP and Pre-AP.</p> <p>Population: AR Students</p> <p>Timeline: July 2018 - June 2019</p>	<p align="center">2.4</p>	<p>Curriculum and Instruction Department State Compensatory Education Administration Campus Principa</p>	<p>Formative: PDS Session Evaluation Report, PDS Session Attendance Report, Teacher Lesson plans, Classroom Observations, Benchmark Scores, Student Progress Reports</p> <p>Summative: increased STAAR/EOC, At-Risk Retention, Graduation, and Completion rates, decreased dropout rates.</p>			

<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) Supplement the Dyslexia Program to provide language and literacy interventions to improve student achievement, attendance, graduation rate, Completion rate, and reduce the retention rate and dropout rate.</p> <p>Population: Dyslexic Students, AR Students</p> <p>Timeline: August 2018 - June 2019</p>	<p align="center">2.4, 2.6</p>	<p>Curriculum and Instruction Dyslexia State Compensatory Education Administration Campus Administration</p>	<p>Formative: Eschool Plus Master Schedule, Teacher Lesson plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative: CIRCLE-PM (EOY), Attendance Rate, Retention Rates</p>				
<p align="center">Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5) Provide computer-based accelerated instruction (A + Program, Edgenuity / APEX in the foundation curriculum and adaptive-assisted devices during the school day, after school and Saturdays to identified students in order to improve at-risk student achievement, attendance, graduation rate, completion rate and decrease the retention rate and dropout rate.</p> <p>Population: AR Students</p> <p>Timeline: August 2018 - June 2019</p> <p>DN2, SA9, SP3</p>	<p align="center">2.6</p>	<p>State Compensatory Education Administration Dean of Instruction</p>	<p>Formative: ESchool Plus Master Schedule, Computer Lab Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative: increased STAAR/EOC, At-Risk Retention, Graduation, and Completion Rates, decreased dropout rate</p>				
<p>Funding Sources: 162 State Compensatory - 7725.00</p>							

<p style="text-align: center;">PBMAS</p> <p>6) Migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion if needed or to participate in the migrant enrichment summer program. High school migrant students will have access to migrant summer for credit recovery in order to ensure on-time graduation.</p> <p>Population: Migrant students</p> <p>Timeline: June 2019</p>	<p style="text-align: center;">2.5</p>	<p>District Migrant Coordinator Campus Principal Migrant Teachers Migrant Clerks MSC</p>	<p>Formative: sixth weeks grades and PFS Monitoring tool</p> <p>Summative: increased promotion rates and state test performance</p>				
<p>7) In order to increase awareness of migrant student needs, monthly distribution of the PFS monitoring toll and through scheduled meetings, will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students.</p> <p>Population: All faculty and staff</p> <p>Timeline: September 2018 - May 2019</p>		<p>District Migrant Coordinator Campus Principals Migrant Funded Teachers MSC</p>	<p>Formative: PFS monitoring tools, assessment results, placement into interventions</p> <p>Summative: improved EOY assessment result for STAAR, PBMAS report performance and staging</p>				



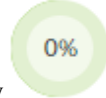

<p align="center">Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4</p> <p>8) Campus will provide transportation for low-performing students to attend tutorials and accelerated instruction in (ELA, Math, Science and Social Studies) in order to decrease retention rates and improve student performance.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students, All teachers</p> <p>Timeline: September 2018 - June 2019</p> <p>SA5</p>	2.6	Dean of Instruction Assistant Principals Department Chairs Tutorial Teachers	Formative: Eschool Plus generated tutorial schedule, attendance report, tutorial lesson plans, tutorial targeted student rosters, tutorial teacher observations, benchmark scores, student progress reports				
Funding Sources: 211 Title I-A - 15000.00							
<p align="center">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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

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

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

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>Critical Success Factors CSF 1 CSF 5</p> <p>1) In an effort to promote physically and emotionally healthy students the campus will utilize the -CATCH (Coordinated Approach to Child Health) program -SHAC (School Health Advisory Program) to address the area(s) of Dating Violence Prevention, Child Abuse and Suicide Prevention</p> <p>Population: All Students</p> <p>Timeline: July 2018 - June 2019</p>	2.6	District Specialist Campus Administration Dean of Instruction	<p>Formative: Classroom observations, Professional development evaluations, Sign-in sheets, Workshop agenda</p> <p>Summative: Fitness Gram results increase, CATCH Binder end of year evaluation</p>				
<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>							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide teachers with instructional resources and computer assisted instruction that reinforces implementation of BISD and campus instructional programs and initiatives including (but not limited to) professional development based on identified needs: Scientific Learning ALEX Populations: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students, All teachers Timeline: July 2018 - June 2019 SA4, SP3, SP8
1	1	3	Intervention (RtI) 3 Tier Model in order to support student academic growth and success. All interventions should be scientifically researched based. Documentation of interventions and progress monitoring. Use data to identify areas of need. Monitor progress of struggling students. Adjust instruction/interventions. Review student outcome data to evaluate instruction (REVIEW 360) 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. Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students Timeline: August 2018 - June 2019 (daily)
1	1	5	To improve instruction and student achievement in the areas of reading and writing, teachers will receive professional development, instructional strategies and resources to effectively implement BISD ELAR Literacy Action Plan *differentiated instruction *student-centered instruction *data analysis *TLI *cognitive routines/strategies *fluency *reading comprehension *RtI *academic vocabulary development Population: All students Timeline: August 2018 - June 2019 SA2
3	1	1	Campus will provide supplemental support through additional personnel to meet the needs of Title I-A students in order to ensure that academic progress is attained and academic gaps are closed: 4 Math, 2 Library Aides, 2 Nurses, 1 teacher aide and 1 clerical assistant Population: Teachers Timeline: August 2018 - June 2019
3	1	2	Strategies to attract high-quality, certified teachers to our school include: paid stipend based on their area of certification (Math, Science, ESL, Social Studies and Special Education) free professional development and free health insurance. Population: Teachers Timeline: August 2018 - June 2019
7	1	1	Provide teachers with instructional support (district and campus/classroom based professional development and planning) that reinforces implementation of BISD and campus instructional programs: Response to Intervention (RTI), sheltered instruction (SIOP), differentiated instruction, common instruction frameworks (CIF), reading comprehension cognitive strategy routines (Texas Literacy Initiative protocols). Populations: TI, MI, ELL, SE, AR, GT, DYS, CTE, pre-AP/AP, All students, All teachers Timeline: July 2018 - June 2019 SA3, SA6
9	2	11	An orientation to 8th graders, from feeder schools, will be offered for incoming 9th grade students through a Summer Bridge Program. A Cohort Express Academy will be offered to address the academic needs of at-risk students not meeting graduation as of August 31, 2018 Population: AR Students Timeline: Summer 2019
9	3	1	Accelerated instruction in the foundation curriculum will be provided during extended day, week, and/or year. *Regular/extended tutorial programs will assist to improve at-risk student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Population: AR Students Timeline: September 2018 - June 2019 SA1, SP4

Goal	Objective	Strategy	Description
9	3	2	Core Area Teachers will offer supplemental instruction to at-risk students in order to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate. Population: AR Students Timeline: August 2018 - June 2019
9	3	3	The Dean of Instruction and teachers will attend and conduct regular research-based professional development sessions in order to train and retain highly qualified personnel that will positively impact at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rates and dropout rate. Training will be used to improve student achievement in College Career Military Readiness (CCMR) through AP and Pre-AP. Population: AR Students Timeline: July 2018 - June 2019
9	3	4	Supplement the Dyslexia Program to provide language and literacy interventions to improve student achievement, attendance, graduation rate, Completion rate, and reduce the retention rate and dropout rate. Population: Dyslexic Students, AR Students Timeline: August 2018 - June 2019
9	3	5	Provide computer-based accelerated instruction (A + Program, Edgenuity / APEX in the foundation curriculum and adaptive-assisted devices during the school day, after school and Saturdays to identified students in order to improve at-risk student achievement, attendance, graduation rate, completion rate and decrease the retention rate and dropout rate. Population: AR Students Timeline: August 2018 - June 2019 DN2, SA9, SP3
9	3	8	Campus will provide transportation for low- performing students to attend tutorials and accelerated instruction in (ELA, Math, Science and Social Studies) in order to decrease retention rates and improve student performance. Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students, All teachers Timeline: September 2018 - June 2019 SA5

State Compensatory

Personnel for Lopez Early College High School :

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

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Site-Based Decision-Making (SBDM) Committee conducted a (I) comprehensive needs assessment (pg.8-18) over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 90 percent of all students and all student groups passing all parts of state mandated assessments for the 2017-2018 school year and to increase the advanced level performance in all tested areas.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Campus improvement plan was developed through the Site-Based-Decision-Making (SBDM) Committee after an analysis of disaggregated data collected and observed throughout the 2017-2018 school year.

2.2: Regular monitoring and revision

Campus Improvement plan is reviewed, revised and monitored throughout the school year based on campus/district/state disaggregated data. SBDM committee members, to include department chairs and administration, review performance objectives and strategies to ensure targets are being met and aligned with allocation of campus funds for instructional needs.

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

Campus and district documents are provided in both English and Spanish and posted to the campus website.

2.4: Opportunities for all children to meet State standards

Lopez Early College High School provides all students with the opportunity to meet academic standards through the various campus programs and initiatives such as: Saturday academics, EOC camps, Credit Recovery Labs, Student Attendance contracts for Loss of Credit, technology-based curriculum designed for instructional support.

2.5: Increased learning time and well-rounded education

Lopez Early College High School teachers are provided with additional compensation to provided targeted instructional tutorials, acceleration and credit recovery after school, before school and on Saturday. Academies begin in the month of September and continue until the schedule June graduation date. The campus offers a summer cohort express for students to complete credit recovery courses in order to meet the August graduation or regain credit to remain with their academic cohort.

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

The At-Risk student population is continuously monitored throughout the school year by the campus dropout and recovery team. With assigned grade levels for administrators, student attendance, behavior and academics are monitored throughout the school year and concerns are discussed weekly during administrative team meetings. Campus implementation of Review 360 and RtI allows for teachers to monitor student behavior, attendance and academics in their classroom; required 6 week submission of documentation is reviewed by the administrative team.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Parent and Family Engagement policy is distributed during a Title I informational meeting conducted at the beginning of the year; follow up meetings and informational sessions are scheduled throughout the year with our campus parent liaison.

3.2: Offer flexible number of parent involvement meetings

Lopez Early College High School parental involvement program conducts weekly scheduled meetings every Friday in the parent center to inform parents of campus activities, instructional strategies to use at home, policies and procedures, assessment information and college and career readiness information.

Title I Schoolwide Element Personnel

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

2018-2019 Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	Dahlia Aguilar	Campus Principal
Administrator	Michelle Garcia	Facilitator
Classroom Teacher	Melissa Gomez	ELA
Classroom Teacher	Krystal Garcia	ELA
Classroom Teacher	Alberto Villarreal	Math
Classroom Teacher	Manuel Reyna	Math
Classroom Teacher	Emily Fierros	Science
Classroom Teacher	Cesar Pereyra	Science
Classroom Teacher	Miguel Hernandez	Social Studies
Classroom Teacher	Julia Trevino	Social Studies
Classroom Teacher	Norma Betancourt	Other Language
Classroom Teacher	Ricardo Leal	CTE
Classroom Teacher	Hector Gomez	CTE
Classroom Teacher	Roxana Cantu	Fine Arts
Classroom Teacher	Jason Whitney	Fine Arts
Classroom Teacher	Jesus Martinez	SpEd
Classroom Teacher	Ray Montes	PE / Athletics / Health
Counselor	Rosa Villarreal	Counselor
Non-classroom Professional	Socorro Nieto	Librarian
Business Representative	Pending Member	Business
Business Representative	Pending Member	Business
Community Representative	Roberto Garcia	Community
Community Representative	Pending Member	Community
District-level Professional	Pam VanRavenswaay	BISD
Paraprofessional	Veronica Vazquez	Para

Parent	Nancy Sanchez	Parent
Parent	Maria Cortinas	Parent
Student	Amanda Parra	RGV Ambassador
Classroom Teacher	Freddy Martinez	Math
Classroom Teacher	Melissa Hernandez	CTE

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$157,103.00
+/- Difference					\$157,103.00
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	2	2	Professional Extra Duty Pay (SA#1, SP#4)	162-11-6118-00-007-Y-30-000-Y	\$50,000.00
9	2	2	Instructional Supplies and Resources (SA#4)	162-11-6399-00-007-Y-30-000-Y	\$14,896.00
9	2	2	Copy Paper (SA#4)	162-11-6396-00-007-Y-30-000-Y	\$2,919.00
9	3	1	Professional Extra Duty Pay - Failed EOC (SA#1, SP#4)	162-11-6118-00-007-Y-24-EOC-Y	\$34,843.00
9	3	5	A + Software (DN#2, SA#9, SP#3)	162-11-6249-00-007-Y-30-000-Y	\$7,725.00
Sub-Total					\$110,383.00
Budgeted Fund Source Amount					\$110,383.00
+/- Difference					\$0
163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$6,575.00
+/- Difference					\$6,575.00
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Scientific Learning Program - computer software program (SP#3)	211-11-6249-00-007-Y-30-0F2-Y	\$20,000.00
1	1	1	Copy Paper	211-11-6396-00-007-Y-30-0F2-Y	\$3,000.00

1	1	1	Instructional Supplies (SA#4)	211-11-6399-00-007-Y-30-0F2-Y	\$61,138.00
1	1	1	ALEK - computer software program (SP#3)	211-11-6299-62-007-Y-30-0F2-Y	\$17,300.00
1	1	1	Testing Materials - Advance Placement Exams (SP#8)	211-11-6339-00-007-Y-30-0F2-Y	\$14,000.00
1	1	2	Teacher Planning and Data Review Sessions - Campus Based Workshops (SP#9)	211-13-6117-00-007-Y-30-AYP-Y	\$15,000.00
1	1	5	Fall Semester Campus Wide Novel for Fluency and Comprehension (SA#2)	211-11-6399-00-007-Y-30-0F2-Y	\$11,500.00
1	3	2	APEX and Edgenuity Programs (SP#3)	211-11-6299-62-007-Y-30-0F2-Y	\$36,000.00
1	3	3	Membership Fees	211-11-6495-62-007-Y-30-0F2-Y	\$4,000.00
6	1	3	Food and Refreshments (PN#7)	211-61-6499-53-007-Y-30-0F2-Y	\$2,000.00
6	1	3	Supplies and materials for parent meetings and trainings (PN#7)	211-61-6399-00-007-Y-30-0F2-Y	\$1,500.00
6	1	4	Employee In-District Travel - includes mileage for home visits and district business (DN#1 & PN#2)	211-61-6411-00-007-Y-30-0F2-Y	\$2,000.00
7	1	1	In-District Conferences, Professional Development - Region One Extension Office in Brownsville (SA#3 & SA#6)	211-13-6411-00-007-Y-30-AYP-Y	\$2,000.00
7	1	5	Out of District Conferences - Professional Development (SA#3 & SA#6)	211-13-6411-23-007-Y-30-AYP-Y	\$40,000.00
8	1	5	Laptops, Printers, Ipad Carts, Laptop Carts (SP#3)	211-11-6398-62-007-Y-30-0F2-Y	\$94,500.00
8	1	5	Laptop Licenses (SP#3)	211-11-6395-62-007-Y-30-0F2-Y	\$4,950.00
8	1	5	Toner (SP#3)	211-11-6399-62-007-Y-30-0F2-Y	\$10,000.00
9	2	10	Advise TX membership (SA#7)	211-31-6299-00-007-Y-30-TUK-Y	\$10,000.00
9	2	11	Professional Extra Duty Pay - Summer Bridge	211-11-6118-00-007-Y-30-BDG-Y	\$6,414.00
9	2	11	Professional Extra Duty Pay - Cohort Express	211-11-6118-00-007-Y-30-0F2-Y	\$7,991.00
9	3	8	Transportation - Tutorials / Academies / EOC Camps (SA#5)	211-11-6494-00-007-Y-30-0F2-Y	\$15,000.00
Sub-Total					\$378,293.00
Budgeted Fund Source Amount					\$378,293.00
+/- Difference					\$0
212 Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

1	4	1	Migrant classroom supplies and materials (added by Migrant office)	212-11-6399-00-007-Y-24-0F2-Y	\$1,841.00
6	1	5	Parental involvement refreshments (added by Migrant Office)	212-61-6499.53-007-Y-24-0F2-Y	\$100.00
Sub-Total					\$1,941.00
Budgeted Fund Source Amount					\$27,985.00
+/- Difference					\$26,044.00
263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$7,364.00
+/- Difference					\$7,364.00
Grand Total					\$490,617.00